REQUEST FOR PROPOSALS
Summer Employment Opportunities for Youth

Statement of Work

IMPORTANT DATES:

RFP Release: Monday, February 6, 2017

Bidders Conference: Wednesday, February 8, 2017 at 9:00 AM
Location: Roger Williams Park Casino, 1000 Elmwood Avenue, Providence, RI 02907

Proposal Due: Monday, March 6, 2016 by 4:00 PM

All proposals must be submitted to:
Adrianna Dextradeur
Workforce Solutions of Providence/Cranston
444 Westminster Street Suite, Third Floor
Providence, RI 02903
### 2017 SUMMER RFP TIMELINE

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<td>Announcement of availability of RFP</td>
<td>Monday, January 30, 2017</td>
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<tr>
<td>Legal Notice Publication and Advertisement</td>
<td>On or before Sunday, February 5, 2017</td>
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<tr>
<td>Release of Request for Proposals</td>
<td>Monday, February 6, 2017</td>
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<td>Non-Mandatory Bidders Conference</td>
<td>Wednesday, February 8, 2017 at 9:00 AM</td>
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<td>Answers to questions posted on websites</td>
<td>Wednesday, February 22, 2017</td>
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<td>Earliest Programs Start Date</td>
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<tr>
<td>Date for Completion of Programs</td>
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Procurement process dates may be subject to change.

Check regularly for updates and/or corrections to this RFP timeline at
The Workforce Partnership of Greater RI [http://www.griworkforce.com/youthGRI.htm](http://www.griworkforce.com/youthGRI.htm) and/or
Workforce Solutions of Providence/Cranston at [http://providenceri.com/wspc](http://providenceri.com/wspc)

### BIDDERS CONFERENCE

**Wednesday, February 8, 2017 at 9:00 AM at the Roger Williams Park Casino, 1000 Elmwood Avenue Providence, RI 02907**

This informational and training 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 read the RFP in advance and prepare questions you may have.

After the information is presented attendees will be allowed to ask questions. Please note that procurement policies mandate that staff of Workforce Solutions of Providence/Cranston or Workforce Partnership of Greater RI will **not** be allowed to discuss the RFP outside of the procurement process.

Additional questions may be submitted after the bidders’ conference; however, these questions must be submitted in writing to Adrianna Dextraudeur at Adextraudr@providenceri.gov by Wednesday, February 15, 2017. All inquiries will be logged in and posted along with responses on the websites of the local WIBs at Workforce Partnership of Greater RI at [http://www.griworkforce.com/youthGRI.htm](http://www.griworkforce.com/youthGRI.htm) and Workforce Solutions of Providence/Cranston at [http://cityof.providenceri.com/wspc](http://cityof.providenceri.com/wspc) by Wednesday, February 22, 2017.
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Purpose
Proposals are being solicited for multiple qualified entities to implement Summer Youth Employment programs for three separate age groups: 14-15, 16-18, and 19-24. The two local Workforce Development Boards, Workforce Partnership of Greater Rhode Island (WPGRI) and Workforce Solutions of Providence/Cranston (WSPC), are seeking proposals that utilize creative, age-appropriate, and youth-centric approaches to summer work experiences through service learning, paid work experience, and internships.

WPGRI and WSPC envision a youth workforce development system that guides youth from basic skills to postsecondary education and sustainable employment rooted in the belief that youth learn to work by engaging in youth development-focused work readiness programming and quality working experiences. Our strategy is driven by the value of meaningful summer employment that positions youth for career success and supports their personal development to succeed in the 21st century workplace.

Background
Job Development Fund
The Governor’s Workforce Board (GWB) administers the Job Development Fund (JDF). JDF is used to provide resources for “job training, counseling and assessment services, and other related activities and services. Services will include, but are not limited to, research, development, coordination, and training activities to promote workforce development and business development as established by the governor’s workforce board Rhode Island.”

The GWB has traditionally allocated $1.5 million of JDF to the two local Workforce Investment Boards (WIBs) for Summer Youth Employment Programs. With 2017 Summer Youth funds, the Workforce Partnership of Greater Rhode Island (WPGRI) and Workforce Solutions of Providence/Cranston (WSPC) will sponsor and support effective summer youth programs that work to connect youth to quality work-readiness training and employment.

The GWB Biennial Employment and Training Plan FY18-19 commits to continued investment in sector-based, demand-driven training through key initiatives like Real Jobs RI Partnerships. The implementation of the New Skills for Youth Work Plan will support career readiness and postsecondary attainment to improve access to skills-based education and training for high-skill, well-paying careers. As an outcome of its investment in local summer jobs programs, the GWB envisions that youth statewide will develop work readiness skills that will prepare them for continuing education and to succeed in jobs in high-skilled, high-demand industries. More information about these industries can be found in the Brookings Institution report entitled, “Rhode Island Innovates: A Competitive Strategy for the Ocean State.”

RI’s Youth Workforce System
Rhode Island’s two local workforce boards operate YouthWORKS411 centers throughout the state. Each youth center offers services to help youth and young adults up to age 24 obtain the

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1 See enabling legislation for more information (Title 28, Chapter 42, Sections 82 to 85).
http://webserver.rilin.state.ri.us/Statutes/TITLE28/28-42/INDEX.HTM
skills and experience they need for employment as well as connections to training programs and employment opportunities. There are fourteen Youth Centers throughout the state.

### YouthWORKS411 RI's Youth Workforce Development Centers

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For more information see: [http://www.dlt.ri.gov/youthworks411](http://www.dlt.ri.gov/youthworks411)

### Eligibility Requirements

#### Qualified Applicants

The following types of entities are qualified applicants for submitting a response to this RFP.

- Established community based organizations
- Private non-profit agencies/institutions
- Private for-profit companies
- Public agencies
- Educational institutions

### Program Requirements

#### Period of Performance

This RFP will cover activities that **may** begin as early as 7/1/2017 and must end by 9/30/2017. Recruiting and enrollment activities for these programs must be completed before program start date. Therefore, contractors must expect that they will need to conduct recruitment activities for which they will not be reimbursed.

#### Participant Eligibility and Recruitment

To be eligible to participate in the summer program a youth must:

- Be between the ages of 14-24 inclusive (at the time of registration) **and**
- Be a legal resident of the State of RI **and** their local Workforce Area **and**
- Be legally eligible to work in the United States.
All applicants will be screened to determine if they are eligible to receive TANF benefits. TANF eligibility is not required for acceptance into the program; however, screening is required for each applicant.

Participants already enrolled in the YouthWORKS411 system will need to verify that their address and contact information is current prior to being accepted into the summer program.

Contractors will recruit participant applicants. All youth participants must be screened through the YouthWORKS411 youth center in their local area. Youth Center staff will determine when the eligibility requirements have been documented. Participants may not receive program services before they are determined eligible for the program.

50/50 Policy:

A minimum of 50% of the youth accepted into each program will be referred from the local Youth Center(s) to the individual programs in order to provide opportunities for youth that have come to the youth centers independently in search of summer jobs. There are 2 types of waivers you may request for this 50/50 policy:

1. If you are proposing to serve a specific population of at-risk youth (offenders, homeless, pregnant/parenting teens, etc.) and cannot get 50% of your target population in referrals from the youth center you may request a waiver in your proposal. If the youth center verifies that they cannot refer 50% of the target population, the waiver will be based on the number they can refer.
2. If you offer a year-round workforce development program that provides workforce development support to youth before and after the summer program that is similar to the services provided by the youth center system you may apply for a waiver. If you are requesting this waiver, please complete the “50/50 Waiver Request for Year-Round Programs” found in Attachment B of the response packet.

All providers will be required to process their recruited applicants through the local Youth Centers and will be responsible for scheduling their recruitment activities with the Youth Centers. Partnership agreements with the Youth Centers are not required under this RFP as working with the Youth Centers is mandatory.

Enrollment, Assessment, and Tiered Placement

In order to meet the needs of participating youth and local employer partners, a tiered system for youth employment placements has been established depending on a participant’s past work experience. Providers are able to serve youth in one, two, or all three tiers.

- Tier 1: Youth with little to no work experience. Programs shall focus on teaching youth work-readiness skills and placement into work-based projects and/or exploratory programs. Youth aged 14-15 years old are likely to fall in this category.
- Tier 2: Youth with some work experience. This can include youth that have participated in prior workforce readiness programs and seeks to deepen work skills and project management skills by giving youth higher-level responsibility. Youth aged 16-18 are likely to fall in this category.
• Tier 3: Youth with significant prior work experience and strong leadership skills. This tier shall include youth that have managed tasks and projects independently, working in teams and thinking creatively. Youth in this tier will exhibit significant professionalism and are well-suited for corporate placements or internships. Young adults aged 19-24 are likely to fall in this category.

**Summer Employment Opportunities for Youth Work and Learning Sites**

Development of worksites and learning sites will be judged based on the richness of the experience that they provide to youth. High quality sites are those that:

• Provide a properly supervised and safe experience that adheres to child labor laws, with youth to adult ratios no greater than 20:1
• Expose and prepare youth for careers in the following high-growth, high-demand industries as identified by Brookings Institution Report:
  - Advanced Business Services
  - Arts, Education, Hospitality, and Tourism
  - Biomedical Innovation
  - Construction
  - Defense, Shipbuilding and Maritime
  - Design, Food, and Custom Manufacturing
  - Health Care and Social Assistance
  - IT-Software, Cyber-Physical Systems, and Data Analytics
  - Transportation, Distribution and Logistics

A key expectation of this RFP is that every participating youth will complete a project or workplace portfolio. Program providers will work with youth to identify appropriate educational and employment goals, including contextual learning for the summer program, which will be reflected in the project or portfolio. The two local Workforce Investment Boards (WIBs) will assist in the identification of employer partners leading up to the commencement of the Summer Youth Employment program.

**Payments to Youth**

Youth must be paid for the work experience activity at the minimum wage, which varies by age. Service providers will make all payments to youth and the local WIBs will pay the providers according to achieved benchmarks. Providers will be responsible for keeping accurate details of hours worked using the timesheets and format provided by the WIBs. Providers must also inform participants that they will receive W-2 forms documenting these payments and this may impact benefits from Department of Human Services (DHS) programs.

Payment per hour will not be made for the work readiness portion of the program; however, programs may include incentives for the completion of Work Readiness in the proposed budget. Participants will have the opportunity to receive payment for a maximum of 120 hours for the entire program.

Applicants shall pay youth in accordance with the following RI State law:

2 [https://lintwpri.files.wordpress.com/2016/01/rhode-island-innovates_full-report.pdf](https://lintwpri.files.wordpress.com/2016/01/rhode-island-innovates_full-report.pdf)
MINIMUM WAGE - RHODE ISLAND Employees Effective January 1, 2016

HOURLY MINIMUM WAGE FOR ALL EMPLOYEES: $9.60

EXCEPT:

Full time students under 19 years of age working in a non-profit religious, educational, librarial or community services organization: $8.64 (90% of Minimum Wage)

Minors 14 and 15 years of age working not more than 24 hours in a week: $7.20 (75% of Minimum Wage)

Please note that while federal WIOA funds do not impact income requirements for Cash Assistance and Food Stamps, funding for this program is from the State of RI and may affect cash assistance and/or food stamps benefits, especially for youth over 18. At the end of the calendar year, providers must provide the W-2s to program participants.

Preferred Program Schedule

Week 1 – Work Readiness: Age appropriate work readiness activities that are most essential prior to placement. The training will include, but is not limited to the following topics:

- **Pre-work requirements:** pre-employment expectations, I-9’s, W-4’s and other forms and paperwork required before work;
- **Employer workplace expectations:** punctuality, attendance, following directions, proper attire, respect for supervisors and workplace etiquette, teamwork, understanding the job, completion, and accountability;
- **Health, Safety and Rights on the Job:** Coordinate with the Institute for Labor Studies and Research, which will provide this portion of training for all participants.
- **Workplace Skills:** communications [written, verbal and non-verbal], teamwork, diversity, leadership, conflict resolution training, listening and questioning skills, customer service;
- **Life Skills:** time management, computer literacy, pay statements, transportation, social etiquette, decision making, ethical behavior lifestyle and its impact;
- **Job search:** interviewing and interview expectations, resumes, follow-up;
- **Goal Setting:** business plans, graduation requirements, educational plans, training, career planning and career exploration.

Weeks 2 through 6 – Work Experience or Work-Based Project:

- Monday: career exploration, field trips, post-secondary explorations
- Tuesday, Wednesday, Thursday: Work experiences at work sites
- Friday: Return to provider site as a group (or groups) to discuss/process work experiences, lessons learned, problem-solving for next week. Turn in timesheets, receive payment for prior week.

Field trips should include Exeter Job Corps and New England Institute of Technology.

Program design may include offer of bonus awards for perfect attendance. Final week must include links to ongoing activities such as Career and Technical Education, after school programs, Expanded Learning Opportunities and Advanced Course Network Courses.
Program Design: Major Elements

The following elements are considered to be components of a strong summer jobs program and the proposals will be evaluated by their articulation of these elements.¹

1. Recruiting employers and worksites and sustaining their participation to provide the maximum number of job opportunities.

Community-based organizations and city agencies have long provided the bulk of summer jobs, but their ability to generate a higher volume of opportunities has limits. Bringing private employers to the table makes it possible to generate new placements, offer participants additional career-focused exploration and networking, and bring more resources into the programs.

Programs should screen potential worksites to increase the likelihood of a positive experience for participating youth, ensuring that there is a job description for summer employees (or help develop one if necessary) identifying skills that participants should have and assessing participant reviews from previous summers if the employer hosted youth. Each of the local WIBs will assist in the identification and recruitment of employer partners to assist agencies in this regard.

2. Matching young people with age- and skill-appropriate opportunities, differentiating by age, work readiness, and youth interests so that no youth goes to a workplace unprepared to succeed.

3. Preparing young people to succeed and learn new skills by providing training and professional development on work readiness and other topics, including financial capability.

Training should be experiential, based on authentic challenges and workplace conditions and allow youth to practice applying particular skills, which requires skilled facilitators and leadership; a successful program not only transmits information but also helps participants internalize behaviors as part of their repertoire of social skills. Youth with limited exposure to the cultural norms of workplace environments can benefit greatly from assistance in translating their school- and neighborhood-based skills and behaviors into the workplace – a process sometimes referred to as code-switching.

4. Supporting youth and supervisors to maximize learning and development by structuring the job placement and monitoring progress over the summer to address problems that arise and provide guidance to supervisors on working with young people.

Effective summer youth programs offer coaching or mentoring for supervisors and youth to maximize positive experiences for employers’ frontline staff and participating youth and properly address issues and challenges as they arise to limit demotivating experiences for either party.

5. Connecting the summer program to other educational, employment, and youth development services so that the summer program both feeds into and draws from other community resources.

While a huge opportunity, summer jobs programs must be aligned with year-round programming to create significant and lasting impacts on learning, skills and employability.

**Youth Development-Focused Work Readiness Training**

Activities should be designed to encourage participants to take responsibility for their learning, to understand and manage their career options, and to develop social skills and a maturity level that will help them interact positively with others and excel in education and the workplace. This is especially true for at-risk students and high school dropouts, as summer employment may be one of the few opportunities available to learn how to enter the world of work. These activities and efforts shall be age appropriate and must be grounded in Positive Youth Development. Positive Youth Development is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths’ strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships and furnishing the support needed to build on their leadership strengths. Please see the work readiness outline in the response packet. Applicants are required to submit a work readiness outline with activities that fit their age group. **A separate outline must be submitted for each age group.**

**Placement in Work Experience**

A *meaningful work experience* is the core component of a summer employment program. Work experience is a paid activity designed to enable participants to gain work maturity, occupational skills, and exposure to the working world. The Work Experience will help participants acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment. The work experience provides participants with the opportunities for career exploration and skill development. Work experience should focus on the following high-growth, high-demand industries:

- Advanced Business Services
- Arts, Education, Hospitality, and Tourism
- Biomedical Innovation
- Construction
- Defense, Shipbuilding and Maritime
- Design, Food, and Custom Manufacturing
- Health Care and Social Assistance
- IT-Software, Cyber-Physical Systems, and Data Analytics
- Transportation, Distribution and Logistics.

The selection of a worksite for work experience is determined by the needs of the participant and participating employer(s). The employer agrees to provide work-related activities for the participant(s) to develop basic work habits, learn basic occupational skills, and gain valuable and meaningful work experience to promote future employment.

The employer agrees to maintain records and prepare reports on the participant as prescribed by the youth program service provider. The employer must observe and comply with applicable safety and health standards; observe Workers Compensation and the Youth Labor Laws of Rhode Island and the Federal Government; maintain sufficient general liability insurance for tort claims protection; and allow the youth program service provider and/or duly authorized
representatives to visit the premises to observe work place conditions, observe work place activities, and follow up with the participant.

Work experience activities shall not reduce current employees’ work hours, displace current employees or create a lay-off of current employees, impair existing contract or collective bargaining agreements, and/or infringe upon the promotional opportunities of current employees. The work experience of participants shall not replace the work of employees who have experienced layoffs. Youth summer employment should be a work experience intended to increase work readiness skills of participants and not impact the profit margin of a for-profit company. Employers and work-site managers will be required to sign a work site agreement, asked to fill out a brief survey about their experience at the end of the summer program and a final participant evaluation. (*Attachments B, C and D.*)

**Work-Based Learning Project**

For the purpose of this RFP a Work-Based Learning Project is:
- Included in the program proposal
- Planned and overseen by the proposer (you)
- Defines a project that the youth group will work on together (specifically NOT individual youth working on individual projects)
- Can be completed by the end of the summer program
- Provides youth with hands-on experiential learning in all parts of the project
- Is linked to a specific career or careers

**Example of a Work-Based Learning Project:**

DownCity Design Summer 2016 is a great example of what we mean by a program that is a Work-Based Learning Project.

**Sectors:** Program targeted the Design and Construction sectors. DownCity Design is a member of the DESIGN FORWARD partnership funded by the initiative of Real Jobs RI.

DownCity Design trains participants in architectural design and engineering, as well as carpentry and basic construction techniques. Participants therefore have a much more complete understanding of both potential career paths. Carpenters and contractors who understand fundamentals of design are more creative problem solvers on the job site. And architectural designers who understand how things really get built create better construction drawings.

**Program:** Youth participants met with local community partners (clients) who pitched ideas for them to solve. Youth chose projects, created and built 3-D scale models and presented designs to the clients. After negotiating the designs the clients, the youth planned, constructed and built the actual end products. 

Skills learned:
- How to think and work like professional designers and contractors
- Using 3D design software
- Working safely with power tools
- Creative problem solving, collaboration, teamwork
- Effective visual and verbal communication
21st Century Skills:
Participants practiced communication skills, both verbal and visual, through frequent presentations to clients. Every project presents an opportunity to learn collaboration skills, including finding a compromise solution and building consensus, as well as learning to identify each team member’s strengths and develop their role within the team to maximize those strengths.
Participants learned to be creative problem solvers, using the Design Thinking approach as a proven method for generating innovative approaches to complex challenges.
The design process emphasizes persistence as each solution must undergo multiple iterations, and participants are encouraged to reframe setbacks as opportunities.

Credentials and Certifications:
The Governor’s Workforce Board has a goal to increase the number of youth with industry-recognized credentials and certifications. Proposed programs may include the attainment of industry-recognized credentials and certificates from existing, credible training sources. These include, but are not limited to OSHA trainings, Customer Service, ServeSafe, Certified Nursing Assistant, and Lifeguard Certification.

Linkages to In-School Learning
Research shows that summer youth losses in educational achievement can be minimized by structured activities related to in-school learning. Connections to school curriculum or local Career and Technical Schools are encouraged.

Supervision
Youth must be properly supervised in work experience and work-based learning projects according to the work site agreement. The youth to supervisor ratio will be no greater than 20:1. Providers must offer training for workplace supervisors in the program, including the youth evaluation sheet.

Proposal Requirements

Application
Applicants may only use the 2017 Summer Employment Opportunities for Youth Response Packet crafted specifically for this RFP. The response packet includes one MS Word file with required forms, optional forms, budget instructions and an MS Excel budget form. No other forms or budgets will be accepted.

Budget
Approximately $1.5 Million will be available statewide for these programs. Contracts awarded as a result of this RFP will be fixed unit price based. Budgets will be negotiated using the line item format in the RFP. See Attachment B for budget sample template. The final budget amount will be divided by the number of participants to determine the cost per participant. Payments will be made based on benchmarks achieved per participant, as follows:

1) Enrollment and Completion of the Work Readiness portion and
2) Successful Completion of the Program.

Payment to summer providers will be made as follows:
- The Contractor will receive 50 percent of the per participant cost for each individual who is enrolled and successfully completes the Work Readiness workshop;
- The Contractor will receive 50 percent of the per participant cost for each individual who successfully completes the training program; attends at least 85% (100 plus hours) of scheduled activities and receives a certificate of completion.
- Under no circumstances will the Contractor receive reimbursement for any amount that exceeds the maximum contracted amount.

Invoices must include documentation of benchmarks but will not need to include receipts of all costs spent.

Please Note: Bidder organization should have the financial capacity to pay the costs up front and receive reimbursement upon submission of invoices and other required materials. The reimbursement timeline will be determined and finalized during the contract negotiation.

Geographic Considerations
As previously discussed, the state of Rhode Island has two distinct Workforce Investment Areas.

- **WSPC’s Workforce Investment Area** includes the cities of Providence and Cranston.
- **WPGRI’s Workforce Investment Area** includes the following communities by region:
  - **East Bay**: Barrington, Bristol, East Providence, Jamestown, Little Compton, Middletown, Newport, Portsmouth, Tiverton, and Warren
  - **Northern RI**: Burrillville, Central Falls, Cumberland, Lincoln, North Smithfield, Pawtucket, Smithfield, and Woonsocket
  - **Washington County**: Charlestown, Exeter, Hopkinton, Narragansett, New Shoreham, North Kingstown, Richmond, South Kingstown, West Greenwich, and Westerly
  - **West Bay**: Coventry, East Greenwich, Foster, Glocester, Johnston, North Providence, Scituate, Warwick, and West Warwick

Any applicant wishing to serve youth in both workforce areas may submit one application to Workforce Solutions of Providence/Cranston. Programs that will be serving youth from both workforce investment areas should include the specific outcomes for each workforce area.
General Application Information

Bidders Conference
A Bidders Conference will be held on Wednesday, February 8, 2017 at 9:00 AM at the Roger Williams Park Casino, 1000 Elmwood Avenue Providence, RI 02907. Attendance at this Bidders Conference is not mandatory but is strongly recommended.

A thorough review of the entire RFP package, including the format, instructions, and attachments will take place at the bidders’ conference. Questions asked at the bidders’ conference and their answers will be posted to the local WIB websites: Workforce Partnership of Greater RI at http://www.griworkforce.com/youthGRI.htm, and Workforce Solutions of Providence/Cranston at http://cityof.providenceri.com/wspc. You are advised to check these sites regularly prior to submitting your proposal.

After the bidders’ conference, applicants may ask additional questions by sending an email only to Adrianna Dextradeur at Adextradeur@providenceri.gov. Questions must be submitted prior to Wednesday, February 15, 2017 by 5pm. Please note: You will not receive a personal response to your question. All questions and answers will be posted to the above websites by 4 pm on Wednesday, February 22, 2017 so that equal access to questions and answers is available to all interested parties.

How to Apply
Applicants may only use the 2017 Summer Employment Opportunities for Youth Response Packet crafted specifically for this RFP. Optional forms for use if appropriate are included in the Appendices. The response packet includes one MS Word file and an MS Excel budget form. No other forms or budgets will be accepted.

To be considered for review, one original (containing original signatures) and eight (8) complete copies of the proposal must be submitted by Monday March 6, 2017 before 4:00 PM. An electronic copy of all application items including budget must also be emailed or submitted on a disk.

Any submittals received after the above date and time will not be considered.

All proposals must be submitted to:
Adrianna Dextradeur
Workforce Solutions of Providence/Cranston
444 Westminster Street Suite, Third Floor
Providence, RI 02903

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

**Review / Selection Process**
Proposals failing to satisfy all of the following criteria will be eliminated from consideration and not read or ranked.

**Universal Threshold Criteria:**
- Submitted on time;
- Signed by the signatory authority of the respondent organization;
- Respondent is not debarred, suspended, or voluntarily excluded from receipt of federal or local funds;
- Proposal is appropriately formatted as provided in this RFP.
- Review of prior performance (if previous provider).

**Rating Points:**
Points will be awarded to each proposal based on the following format. A minimum threshold of 65 points will be required. Program design quality will be measured by the extent to which it addresses the program elements described starting on page 10.

<table>
<thead>
<tr>
<th>Proposal Section</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Design: quality of delivery of services in Work Readiness and work experience placement commitments</td>
<td>70</td>
</tr>
<tr>
<td>Experience/Organizational Qualifications</td>
<td>20</td>
</tr>
<tr>
<td>Budget/Value for Services</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Additional Considerations**
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.

**Notification of Award / Negotiations**
Respondents will receive written notification of the status of their proposal.

Those respondents not selected may submit a written request for information regarding the reasons for denial to:

**Adrianna Dextraudeur**
**Workforce Solutions of Providence/Cranston**
444 Westminster Street Suite, Third Floor
Providence, RI 02903
Requests for information must be postmarked within fourteen (14) days of the date of notification. Each Board’s staff will negotiate with those acceptably ranked respondents by the RFP Selection Committee.

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 by The Boards. **Programs may only begin after the execution of a signed contract.**

**Protest/Appeals Process Procedures**

Any respondent who has submitted a response to this RFP may appeal an award announcement. All protest, appeal or complaints must be submitted in writing to WPGRI or WSPC within five (5) working days of the award announcement, addressed to the Executive Director/Administrator 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.

If protests, appeals or complaints are found to have merit, the appeal will be evaluated by the Youth Council, and then by The Board. The decision made by the full board will be final. Appeals received after the established deadline will not be considered. 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.

**Additional Requirements**

**RFP Amendments**

Contradictions, errors, misinformation, etc., discovered in the RFP may require an amendment. Any amendment to this RFP will be published on The Boards’ websites at: Workforce Partnership of Greater RI at [http://www.griworkforce.com/youthGRI.htm](http://www.griworkforce.com/youthGRI.htm) and Workforce Solutions of Providence/Cranston at [http://www.providenceri.com/wspc/request-proposals/youth](http://www.providenceri.com/wspc/request-proposals/youth)

Respondents who do not have access to the Internet are invited to use the computers located in the netWORKKri offices at the following locations:

1. 1 Reservoir Avenue, Providence
2. 1330 Main Street, West Warwick
3. 217 Pond Street, Woonsocket

**Stand Alone**

All proposals must be written to "stand alone"; as if no other proposals were submitted. 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, the Boards reserve the right to identify and eliminate duplicative costs and/or other elements during contract negotiations.

Audit Information Required

The respondent must submit an audit in accordance with the following requirements applicable to the organization:

- A Non-Profit entity with federal expenditures of $750,000 or more: a single complete copy of the most recent required A-133 audit report with Management Letter, findings, and corrective action, if any.
- Non-Profit entity with federal expenditures of less than $750,000: a single complete copy of the most recent audited financial statements and current written accounting procedures.
- Commercial For-Profit entity and a sub-recipient with federal expenditures of $750,000 or more: a single complete copy of either an organization-wide audit conducted in accordance with A-133 or a program-specific financial and compliance audit.
- Commercial For-Profit entity with federal expenditures of less than $750,000: a single complete copy of the most recent audited/prepared financial statements that comply with GAAP (Generally Accepted Accounting Principles) and such audit or financial statements identifying no outstanding unresolved findings.

Limitations

This RFP does not commit The Boards to award a contract or to pay for any of the costs in the preparation of a proposal. The Boards reserve 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 best interest of The Boards to do so. In addition, The Boards reserve the right to waive any and all requirements of the RFP.

The Boards 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 state Job Development Funds and the execution of a contract that is acceptable to both the selected respondent and the local workforce boards.

Youth Eligibility

All program applicants must be determined eligible and appropriate prior to enrollment in any activity. Contractors will recruit applicants and are responsible for scheduling these activities with the regional YouthWORKS411 centers. Regional Youth Center Operators provide the eligibility verification for JDF programs funded through this RFP. Providers must ensure that all youth attend an orientation at the local Youth Center before or during the program. Field trips to the youth center during the program are encouraged.

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.). However, the Workforce Partnership of Greater Rhode Island and the Workforce Solutions
of Providence/Cranston reserve the right to impose further restrictions on activities that it may consider inappropriate, regardless of applicable laws. In applicable circumstances, Work Permits and/or Certificates of Age are required. Participants that receive wages are considered employed and may require a Work Permit.

**NOTE:** Programs that fail to acquire Work Permits for participants will be closed to all activities until all necessary Work Permits are in place.

**Financial**

All funds will be dispersed through The Boards respective Business Affairs Offices. Payments will be issued on a benchmark payment basis **ONLY** upon receipt of a signed invoice as well as necessary source documentation.

**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 the LWIBs must be maintained in the individual’s participant file record. The participant file record is the property of the local Workforce Board and must be surrendered at the end of the contract period.

**Reporting**

The Funders 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 submitted.

In addition, all invoices accompanied by supporting documentation deemed necessary by the Workforce Partnership of Greater Rhode Island and the Workforce Solutions of Providence/Cranston 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.**

**Youthworks411**

All programs funded under this RFP will part of the YouthWORKS411 system. Outreach materials will include the YouthWORKS411 name and where space permits, the YouthWORKS411 logo. It is also expected that all providers will make a good faith effort to participate in additional YouthWORKS411 professional development offerings and events.

**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.
Audit / Financial Statements
All governmental and non-profit organizations must follow the audit requirements of OMB Circular A-133. Commercial organizations that expend $750,000 or more in federal funds must have either an organization-wide audit conducted in accordance with OMB Circular A-133 or a program specific financial and compliance audit. Those entities that expend $750,000 or more in federal funds may include audit costs to WIA grants on a pro-rated basis.

Cost Allocation Plan
All applicant organizations must submit with the proposal: 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.

Allowable Costs / Cost Principles
Applicants must follow federally approved cost principles which apply to their specific organizations and which are included in the appropriate circulars issued from the Office of Management and Budget.

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.

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 The Boards staff. Contractors are required to internally monitor fiscal activities to insure compliance with WIA legislation and applicable federal cost principles. At a minimum, internal oversight will address the following:

1. Youth center 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.

Internal Program Management Plan
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 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;

Nepotism
No individual may be placed in a JDF employment activity if a member of his or her immediate family is directly supervised by or directly supervises that individual.

Partnership Agreements
Respondents partnering with other agencies and employers must complete and sign Partnership Agreements detailing the services to be provided. The signed agreements must be included with the proposal (The Agency Partnership Agreement format is included in Attachment E). Signed partnerships with the regional YouthWORKS411 centers for eligibility verification are not required with the proposal as they are required by the RFP.

If a Partnership Agreement is developed and supported by JDF funds; costs must be included in the line item budget of the proposal. If JDF funds are used to support Partnership 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 Partnership Agreement is amended or cancelled, written notice must be submitted to The Board prior to finalization. If JDF funds are affected, a modification to the contract must be approved and completed.

NOTE: If a Partnership Agreement supported by funds is not included in the original proposal submission and it is determined at a later date that specific services are needed, a competitive procurement process must be initiated. A sub-contractor agreement must be completed and staff of The Boards must approve the sub-contract. A competitive procurement process also is required if an Agreement is terminated at any time prior to the end of the contract period and a new partner is identified to deliver those services. The expedited timetable for this Summer Employment Opportunities for Youth makes subsequent procurement processes difficult or impossible to achieve, so please be sure any needed partner agreements are included.

Closeout Report
Contractors will be required to submit a fiscal and program closeout report no later than thirty days after the completion of the program.
Attachments
The following core competencies are the knowledge, skills and personal attributes needed by entry-level youth development workers to support the critical features of positive youth development settings. Youth Development core competencies are the “demonstrated capacities” that form a foundation for high-quality performance in the workplace, contribute to the mission of the organization and allow a youth development worker to be a resource to youth, organizations and communities.

1. Understands and applies basic child and adolescent development principles.
   - Understands ages and stages of child development.
   - Applies fundamentals of positive youth development.
   - Takes into consideration trends and issues that affect children and youth.

2. Communicates and develops positive relationships with youth.
   - Listens, in a non-judgmental way.
   - Uses the language of respect.
   - Exhibits concern for the well-being of others and interest in the feelings and experiences of others.

3. Adapts, facilitates and evaluates age appropriate activities with and for the group.
   - Relates to and engages the group.
   - Initiates, sustains and nurtures group interactions and relationships through completion of an ongoing project or activity.
   - Teaches and models effective problem solving and conflict negotiation.
   - Guides group behavior in an age-appropriate manner.

4. Respects and honors cultural and human diversity.
   - Exhibits an awareness of commonalities and differences (such as gender, race, age, culture, ethnicity, class, religion, disability) among youth of diverse backgrounds and shows respect for those of different talents, abilities, sexual orientation and faith.
   - Builds on diversity among and between individuals to strengthen the program community, and the community at large.
   - Serves as a role model for the principles of inclusion and tolerance.

5. Involves and empowers youth.
   - Actively consults and involves youth to encourage youth to contribute to programs and to the communities in which they live.
   - Organizes and facilitates youth leadership development activities.

6. Identifies potential risk factors (in a program environment) and takes measures to reduce those risks.
   - Identifies basic risk and protective factors in youth development.
   - Designs and monitors emotionally and physically safe program environments interactions and activities for youth and intervenes when safety demands it.
   - Identifies potential issues (and possible signs and symptoms) with youth that require intervention or referral (e.g., suicidal tendencies, substance abuse, child abuse, violent tendencies, eating disorders, obesity, and sexually transmitted diseases.)

7. Cares for, involves and works with families and community.
   - Understands and cares about youth and their families.
- Actively engages family members in program and community initiatives.
- Understands the greater community context in which youth and families live.
- Communicates effectively with youth and their families – one-to-one communications as well as in group settings.

8. Works as part of a team and shows professionalism.
- Articulates a personal “vision” of youth development work (to co-workers, volunteers, and participants) and expresses current and potential contributions to that vision.
- Adheres to ethical conduct and professionalism at all times (confidentiality, honoring appropriate boundaries).
- Is accountable, through work in teams and independently by accepting and delegating responsibility.
- Displays commitment to the mission of the agency.

9. Demonstrates the attributes and qualities of a positive role model.
- Acts in a timely, appropriate and responsible manner.
- Demonstrates and teaches positive values like caring, honesty, respect, and responsibility.
- Incorporates wellness practices into personal lifestyle.
- Practices stress management and stress reduction.

10. Interacts with and relates to youth in ways that support asset building.
- Challenges and develops values and attitudes of youth in a supportive manner.
- Designs program activities, structure and collaborations that show evidence of asset building.
Attachment B: Sample Worksite Agreement

An agreement between the provider and the work placement site covers the legal responsibilities for work placements in which an employer/employee relationship is not established (that is, any placement that is not a job) and must be signed for all youth participants and work sites.

This worksite agreement is provided for your information. **You do not need to submit worksite agreements with your proposal application.** You should make work sites aware that they must sign this agreement as well as use the Survey and Participant Evaluation Forms in Attachments C and D. Once a proposal is funded, worksite agreements will be required in the file of each participant that is not an employee of their worksite.

Please note that in this agreement, “the trainee” is the youth participant, “the agency” is you – the organization applying for funding under this RFP, and “the training site” is the work placement site.

2016 SUMMER EMPLOYMENT OPPORTUNITIES FOR YOUTH
WORK EXPERIENCE SITE AGREEMENT

I. PURPOSE
This Agreement between ___________________________, herein called the Agency, and ___________________________, herein called the Training Site, and the participant(s), listed on page four of this agreement, is entered into for the purpose of providing Work Experience Training in accordance with the Workforce Investment Act (WIA) or GWB Job Development Fund, (funding source will be defined by contract) and subsequent amendments, and the terms and conditions of this Agreement.

II. RESPONSIBILITIES
1. THE TRAINEE
A. agrees to put forth his/her best efforts to acquire all necessary skills and to fulfill all work requirements.
B. agrees to abide by all the requirements of the training worksite.

2. THE AGENCY
A. agrees to oversee and manage the provisions of training and activities under this Agreement, and shall receive time and attendance records and Trainee evaluations from the training site and shall provide payments to the Trainee in accordance with the Fair Labor Standards Act, as amended, or applicable state minimum wage laws.
B. agrees to provide counseling and supportive services to the Trainee to the extent necessary to allow the Trainee to participate in the work experience activity.
C. agrees to provide an orientation to training site staff responsible for the supervision of the Trainee regarding Labor Laws, JDF requirements, time and attendance records, and other matters pertinent to the provision of a safe and meaningful work experience.

3. THE TRAINING SITE
A. agrees to provide adequate supervision to the Trainee and shall designate a supervisor and alternate supervisors, (listed below)
B. agrees to provide safe and meaningful work experience training activities that result in “good work habits” and where practical, specific occupational skills for employability enhancement.
C. agrees to provide a sufficient workload, in relation to the attached job description, for the Trainee and will have sufficient and appropriate equipment and/or materials to support the training.
D. agrees to maintain and submit weekly time/attendance record and performance evaluation on forms provided by the Agency as indicated below:
E. shall allow the Trainee release time to attend scheduled meetings, class time, workshops, and counseling as requested by the Agency.
SUPERVISOR: ______________________________________________________
ALTERNATE(S): _____________________________________________________

III. SPECIFIC PROVISIONS
1. Work Experience Job Title and O*NET Code: (See attached job description):
   _______________________, O*NET Code: ______________

2. Anticipated duration of training: From: ____________ through ___________ not to exceed _________________
total hours.

3. Number of hours per week: ________. (Note: Shall not exceed 40 hours)
Basic daily schedule (unless otherwise arranged by the Agency) shall be:
   ________________________________________________________________

4. Payment: Trainee will receive $ ________ per_____ , to be paid by the program provider.
Note: The Trainee must receive an amount comparable to the current applicable minimum wage rate. The Trainee will:
A. be paid only for hours worked as documented on the Attendance/Performance Records;
B. not be paid for illness, vacations, lunch breaks, or holidays.

5. The Trainee must be determined eligible and appropriate for program services by the Agency prior to beginning
the Work Experience activity.

IV. SIGNATURES
The parties agree to all the terms in this Work Experience Agreement by affixing their signatures below.
The Trainee signature is an acknowledgment of his/her responsibilities and the terms and conditions of this
agreement, and does not imply a contractual agreement on the part
of the Trainee with the Agency or the Training Site.
Name and Title of other person(s) authorized to sign time and attendance records and evaluations:

| TRAINEE NAME: |               |
| SIGNATURE:    | DATE:         |

| AGENCY:       |               |

| CASE MANAGER: |               |
| SIGNATURE:    | DATE:         |

| TRAINING SITE:|               |
| WORKSITE      |               |
| SUPERVISOR:   |               |
| SIGNATURE:    | DATE:         |
V. GENERAL PROVISIONS

MAINTENANCE OF EFFORT, LAYOFFS AND RELOCATION
No currently employed worker shall be displaced by the Trainee (including partial displacement such as a reduction in the hours of non-overtime work wages or employment benefits), nor shall the Trainee be placed in a job when the Training Site has terminated the employment of any regular employee or otherwise reduced its workforce with the intention of filing the vacancy with the Trainee. The placement of the Trainee under this Agreement may not infringe upon the promotional opportunities of currently employed individuals. No trainee shall be placed in a job if the employer has relocated in the last year and the relocation caused the layoff or termination of any individuals in substantially equivalent jobs.

2. POLITICAL ACTIVITIES
Involvement of the Trainee in political or sectarian activities as part of his/her work experience activity is prohibited.

3. UNION
Trainees shall not be placed into a job that is in conflict with a collective bargaining agreement, unless the appropriate bargaining unit representative has been advised of the proposed activities, and written concurrence has been granted.

4. DISMISSAL POLICY
Except for serious violations of training site policies, the training site will not dismiss the trainee without contacting the Agency and allowing for counseling and corrective action to occur. In the event of dismissal for serious violations, the training site must notify the Agency on the first working day after dismissal.

5. EEO/AFFIRMATIVE ACTION
No person shall be denied employment, excluded from benefits, or suffer discrimination under this Agreement because of race, color, religion, sex, national origin, age, disability, political affiliation or belief, or solely because if his/her status as a trainee under this Agreement.

6. DELEGATION/SUBCONTRACTING
The subcontractor shall not sub-contract or assign training duties under the Agreement.

7. DISPUTES
All disputes shall be resolved informally between the Trainee, the Training Site, and the Agency. If resolution does not occur to the satisfaction of any party, the first step is to use existing grievance procedures, if any, established by the Training Site to resolve disputes with Trainees. If the Training Site has no internal grievance procedures or if the dispute remains unresolved, the parties agree to participate in, and be bound by determinations resulting through the administration process of the local workforce board, which is the grantor in the contract.

8. TERMINATION FOR CONVENIENCE
Either the Training Site or the Agency may terminate this Agreement with written notice to the other party.

9. CONTINGENCY OF FUNDING
This agreement may remain in force provided funding is available. The loss or disruption of funding shall be cause for termination of the Agreement.

10. MONITORING AND AUDIT
The Training Site agrees that the Agency, the WIB and/or authorized local, State or Federal representatives have the right to monitor, audit and review the progress of training and any documents and records pertaining to training for compliance with the terms of this Agreement.
### 2017 JDF Summer Program Employer Feedback Survey

<table>
<thead>
<tr>
<th>Employer:</th>
<th>Youth Partner Agency:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Employer Address:</th>
<th>Youth Job Title(s):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dates of Hire:</th>
<th>Hours Per Week:</th>
</tr>
</thead>
</table>

1. How did you hear about the Youth Summer Employment Program?

________________________________________________________________________

2. Why did you decide to participate?

________________________________________________________________________

### Please check Yes or No for the following:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

3. Was this your first time participating in the Youth Summer Program?

4. Would you participate in the future?

5. Would you recommend other employers to participate?

Tell us about your summer experience. Please use the following scale to rate each of the items:

1 = Poor  2 = Fair  3 = Good  4 = Excellent

<table>
<thead>
<tr>
<th>Your experience with the Youth Partner Agency</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Your experience working with the Youth</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The benefit to your business for participating in program</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Your overall experience in the Youth Summer Program</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

Please add any comments/suggestions you would like to share in the box below:

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Revised 2/2012
### Attachment D: Sample Participant Evaluation – For use with Participant Expectations Sheet
(The program version of this form fits on one sheet.)

<table>
<thead>
<tr>
<th>Youth:</th>
<th>Company:</th>
<th>Supervisor:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EXPECTATIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATTENDANCE</td>
<td>Being there</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUNCTUAL</td>
<td>Being on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WORKPLACE APPEARANCE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INITIATIVE</td>
<td>Taking Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WORK QUALITY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNICATE</td>
<td>What you say-with and without words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPONSE TO SUPERVISION</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### ATTENDANCE Being there
Know the employer needs and expects you to be there every day. If you must miss a day, notify supervisor as early as possible.

- 100% attendance or missed one day with valid reason but not within first two weeks.
- 90% attendance, notifies supervisor ahead of time prior to absence.
- Below 90% attendance, but seeks opportunities to make up missed work.
- Too many absences impact work performance.
- Does not apply

#### PUNCTUAL Being on time
Arrive on time for work, take and return from breaks on time, call the supervisor if you will be late.

- Perfect or near perfect in arriving for work and returning from breaks on time. Good role model.
- Almost always gets to work & returns from break on time. If late, calls supervisor ahead of time.
- Often gets to work late and returns from breaks late. Doesn’t call if late.
- Too much lateness impacts work performance.
- Does not apply

#### WORKPLACE APPEARANCE
Clothing fits with the job, is clean, not torn and not too revealing. Coming to work looking and smelling clean and well-groomed.

- Always clean with clean clothes that fit in with what’s right for this workplace.
- Almost always clean with clean clothes that are right for the workplace.
- Is sometimes clean with correct clothes for the workplace, but sometimes not.
- Has not yet shown ability to be clean and wear clean clothes for workplace.
- Does not apply

#### INITIATIVE Taking Action
Getting right into the task, staying with it until it is completed. When finished, move on to the next task or ask supervisor for what is next.

- Stays on task until done, then goes on to the next task or asks for next task. Can work on your own, and can lead others.
- Almost always stays on task until done, then goes on to the next or asks for next task. Needs some prompting.
- Sometimes needs to be told to start or reminded to stay on task. Satisfied with doing the minimum needed.
- Not willing to begin tasks without being told and often needs to be reminded to stay on task.
- Does not apply

#### WORK QUALITY
Give your best effort, pay attention, think of ways to improve. What you do on the job is valuable to the employer.

- Consistently gives best effort actively tries to improve, listens well to and acts on feedback.
- Work meets expectations, tries to improve, listens well to and acts on feedback.
- Work quality varies, doesn’t always meet standards. Needs to try harder to do the job well.
- Has not yet given best effort, does not complete work well enough often enough.
- Does not apply

#### COMMUNICATE What you say-with and without words
Speaking and listening to understand and be understood. Words and body actions reflect being cooperative, non-threatening.

- Speaks clearly and listens attentively. Can effectively present to a group if needed. Speaks and acts with respect toward others.
- Speaks clearly and listens attentively most of the time. Speaks and acts with respect toward others.
- Does not speak clearly or listen closely much of the time. Does not always speak and act with respect for others.
- Seldom speaks clearly or listens closely. Says or does things not appropriate for work.
- Does not apply

#### RESPONSE TO SUPERVISION
Accepting direction, feedback about how to do better with a positive attitude. Welcoming information that helps you do a better job.

- Accepts directions/suggestions with positive attitude and uses it to improve work performance. Gives new ideas to employer.
- Accepts direction/suggestions with positive attitude most of the time and uses it to improve work performance.
- Has difficulty hearing direction or suggestions. Is sometimes able to use it to improve work performance.
- Does not want to hear direction or suggestions. Responds poorly verbally or non-verbally.
- Does not apply
<table>
<thead>
<tr>
<th>TEAMWORK</th>
<th>Acting with respect, being able to focus on working together to get the work done. Respecting diversity.</th>
<th>☐ Acts as a positive leader and plays a significant role in success of group efforts. Promotes larger group unity.</th>
<th>☐ Works well with coworkers, is respectful, and contributes to group efforts most of the time.</th>
<th>☐ Sometimes contributes to positive group behavior, but needs to do so more often.</th>
<th>☐ Has not shown good behavior in a group setting. Needs to treat others with more respect.</th>
<th>☐ Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROBLEM-SOLVING &amp; CRITICAL THINKING</td>
<td>Being able to look at the parts and the whole of something, seeing how and why and coming up with a way of solving a problem.</td>
<td>☐ Actively uses good reasoning skills to solve work problems. Identifies potential problems before they can occur.</td>
<td>☐ Uses sound reasoning, and job knowledge to solve workplace problems. Shows initiative in improving skills.</td>
<td>☐ Sometimes uses reasoning to solve workplace problems. Needs to improve.</td>
<td>☐ Makes little or no effort to use knowledge learned from the job to solve workplace problems.</td>
<td>☐ Does not apply</td>
</tr>
<tr>
<td>WORKPLACE CULTURE, POLICY AND SAFETY</td>
<td>Showing that you understand which behaviors are okay for your workplace. Following health and safety rules. Being honest and true with kindness.</td>
<td>☐ Shows clear understanding of work policies and safety rules. Acts with honesty and integrity. Has completed safety training and has led coworkers.</td>
<td>☐ Shows understanding of workplace policies. Acts with honesty and integrity. Completed safety training if applicable.</td>
<td>☐ Sometimes shows an understanding of workplace culture, policies, and safety rules. Needs to put more effort into this area.</td>
<td>☐ Doesn’t show understanding of policies, behavior or safety and does not seem to be concerned about doing so.</td>
<td>☐ Does not apply</td>
</tr>
</tbody>
</table>

OPTIONAL COMMENTS:
Attachment E: Proposal Review Rating Form

This is the form we will use to evaluate your proposals.

Please evaluate each proposal objectively using the enclosed Rating Definitions for rating each segment. Assign points available for each segment and total the scores where required. Comments are requested in the spaces provided and in the margins. Please read and rate each proposal individually. Following that, raters will participate in a proposal Review Team Meeting with other readers of the same proposals. This meeting will allow a team review and discussion of questions.

After discussing the proposals at the meeting, readers will have the option to adjust their scores prior to submitting their final scores. All final ratings submitted must be recorded in ink.

At the Team Meeting readers will be required to complete the following summary:

<table>
<thead>
<tr>
<th>Proposal Segment</th>
<th>Maximum Points</th>
<th>Assigned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Agency Experience/Qualifications</td>
<td>20</td>
<td>_______</td>
</tr>
<tr>
<td>II. Program Design (&amp; partner agreements)</td>
<td>70</td>
<td>_______</td>
</tr>
<tr>
<td>III. Budget</td>
<td>10</td>
<td>_______</td>
</tr>
<tr>
<td>IV. TOTAL POINTS:</td>
<td>100</td>
<td>_______</td>
</tr>
</tbody>
</table>

**SIGNATURE:** This section must be signed by the reader 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: __________
I. In this section of the RFP we requested specific information regarding Past Experience with the target population and Agency Readiness and Capacity. Based on the proposer’s answers, please circle the value that best describes the past experience and readiness, then assign a number score to this section between 0 – 20 points.

☐ Excellent: Related past programs and services are clear & relevant. Capacity to administer services is strong. Management structure designed to ensure successful outcomes.

☐ Good: Related past programs and services are somewhat relevant. Capacity to administer services is evident. Management structure designed to ensure successful outcomes.

☐ Poor: Related past service is vague, limited or unsuccessful. Past experience is limited or not relevant. Management structure is either unclear or not sufficient.

Assign a score from 0 – 20: __________

Agency Experience/Capacity

Comments:

PROGRAM DESIGN – Up to 70 Points

II. Please read the Program Description, Program Elements, and Partner Agreements (if any) as a whole and rating the proposer’s program design according to the scale below. Circle the value that best evaluates the program design.

Required program elements for this RFP:

1) Work Readiness/Work Maturity Skills Performance: The RFP included a table with the required Work Readiness Topics and Expected Skill listed. Responders are required to complete the two
columns on the right, describing the materials, activities and measurements they will use and must include one for each age group they will serve.

2) **Work Experience Placement** – Includes a table for responders describe details of the work placements proposed.

3) **Connections** to other year-round educational, employment and youth development services.

☐ **Excellent**: The bidder has provided required information and demonstrated they will provide exemplary services with effective career awareness strategies and exposure to RI demand-driven occupations. Services are well planned and well designed to insure successful outcomes, including industry-recognized certificates. Includes effective approaches designed to impact, engage and motivate participating youth. Proposal also includes evidence of Industry Partnership commitment and private sector employer involvement and signed partnership agreements for services being provided by anyone other than the applicant. Serves significant number of a targeted population cost effectively. Strong plans for workforce portfolio and connections to year-round services by the end of the program.

☐ **Good**: The bidder has provided required information and demonstrated they will provide good services with career awareness strategies and exposure to RI demand-driven occupations. Services designed with sufficient detail and clarity to ensure successful outcomes, includes certificates from existing credible training sources and a strong portfolio plan. Includes approaches designed to impact, engage and motivate participating youth, evidence of Industry Partnership and private sector employer involvement and signed partnership agreements for services being provided by anyone other than the applicant. (In the comments section, please suggest how it could be improved.)

☐ **Poor**: The bidder has not answered all portions of both program element forms and/or the information provided demonstrates that the bidder will not provide adequate services. There is little or no evidence of Industry Partnership/Private Sector involvement in majority of component/program activities proposed, no industry-recognized certificates, limited career awareness activities and exposure to demand driven occupations and limited or no plans for workforce portfolio and connections to year-round services by the end of the program.

Approach and services are not sufficient for successful outcomes. Program design is confusing or does not appear to be well planned. (In the comments section, please suggest how it could be improved.)

Assign a score between 0 – 70: __________

Program Design Comments:
Program Design Comments Continued:

III. BUDGET SEGMENT SCORE: (10 POINTS)

Please circle the value that best evaluates the budget, then assign a number score to this section between 0 – 10 points.

☐ Excellent: Excellent budget details; consistent with program design; cost effective yet adequate inclusions for 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.

☐ Good: Sufficiently cost effective in content; demonstrates sufficient attention to detail and consistency with program design, most inclusions reasonable; includes the minimum amount of leveraged and/or in-kind funds to support and enhance the program design, follow-up activities, and/or incentives.

☐ Poor: Inflated costs and inclusions; inconsistent with program design; difficult to follow; confusing; no leveraged and/or in-kind funds to support and enhance the program design, follow-up activities, and/or incentives.

Assign a score between 0 – 10) __________

Overall Budget Comments