



Request for Proposals Workforce Investment Act Title I-B In School Youth

Section I – Background

It is the intent of Workforce Development Council Snohomish County (WDCSC) to provide an equal and open opportunity in the selection of contractors for the provision of workforce development services to in school youth in Snohomish County consistent with its vision, mission, goals, and objectives as articulated in its Strategic and Operations Plans.

The WDCSC's Youth Council has adopted a vision, mission, and goals.

Vision

The Youth Council envisions a Snohomish County where youth maximize their potential, achieve their aspirations, find fulfilling employment, and become positive pro-active citizens.

Mission

The Youth Council advocates, educates, and makes funding recommendations to ensure Snohomish County youth are able to develop leadership and employment skills.

Goals

- Goal 1-Engage Labor and Business
- Goal 2-Align Community Resources
- Goal 3-Advocate for Youth

Within this context, the overall goal for the provision of funds under this procurement is to assist 14-21 year old youth in-school and are eligible for services under Title I-B of WIA; measurably enhance their work readiness, occupational, and academic skills; achieve occupational and/or educational credentials; and embark upon a 13th year personal and career development plan. Services should be focused on meeting the needs of 14-21 year old youth and designed and delivered within a holistic context that maintains focus on, and is relevant to, career development, educational attainment, and embarking on a life of responsible community involvement. This will be accomplished through the implementation of a variety of youth development strategies that are coordinated with the efforts of secondary and postsecondary educational institutions, WorkSource Snohomish County, and other youth serving agencies throughout the County.

Recently, the Youth Council identified recommendations to consider. A summary of those relevant recommendations is included here.

- Engage labor and business in credit-bearing mentoring projects that also count toward culminating exhibits for high school graduation to provide a larger range of learning

opportunities, including kinesthetic learning opportunities, to youth.

- Provide technical assistance and support to business to increase their knowledge of minor labor laws and reduce barriers to hiring youth.
- Explore and promote opportunities for labor and business to help reengage disengaged youth through work-based learning experiences such as paid work experiences, on-the-job training, and pre-apprenticeship positions that last 6-12 months and increase their likelihood of hiring youth who lack experience.
- Promote the expansion of one-on-one career planning for youth and the development of lifelong portfolios of learning and accomplishments that can help move youth toward their career goals.
- Advocate for holistic youth employment and training programs that incorporate human services to address needs such as transportation and child care.
- Help labor and business keep youth challenged and engage by providing clear expectations and a sense of career advancement.
- Help youth recruit job coaches and mentors.
- Develop and expand “natural partnerships” with entities such as Chambers and service organizations that share these same goals.

The WDCSC Board of Directors seeks to serve both businesses and job seekers through a cluster-based, demand-driven system, increasing long-term successes for both businesses and job seekers. *Snohomish County 2015: A Blueprint for Education, Workforce, and Economic Development in Snohomish County* provides insight into the cluster based strategy being employed by education, workforce, government, and economic development partners in our county and can be found electronically here <http://www.snocoblueprint.org/>. The WDCSC also supports the Governor’s plan for Washington education and other efforts as described the Washington Learns and The Next Washington. These documents can be found at <http://www.washingtonlearns.wa.gov> and http://www.governor.wa.gov/priorities/economy/next_wa_final.pdf, respectively. In addition, the WDCSC has developed a draft strategic plan that emphasizes the overall focus of the Council, and this document can be found at <http://www.wdcsc.org/documents/WDCStrategicPlanPublicComment.pdf>.

Funds identified for this Request for Proposal (RFP) are from Title I-B of the Workforce Investment Act (WIA). The WDCSC is the administrative entity for these funds.

BASIC PROGRAM DESIGN

This RFP seeks bidder(s) to provide services to In-School youth. The Workforce Investment Act defines an In-School youth as a young person, aged 14-21, who has not received a high school diploma or its recognized equivalent (GED) and is attending school (including alternative secondary school) at the time of WIA registration. In-school youth programs will focus on dropout prevention, intervention and retrieval strategies for youth at risk of not completing high school. Participants in this program are expected to stay in and graduate from high school.

The basic program design is an expansion of the successful ‘Building Bridges’ drop out prevention model started as a pilot project in Snohomish County with Drop Out Prevention and Building Bridges/Office of Superintendent of Public Instruction dollars. This model calls for an early intervention with students who have certain warning signs identifying a risk of dropping out.

The basic program design is a proactive approach which identifies students at risk of dropping out and offers timely interventions, provides for mentors or coaches for identified students, offer retrieval and reentry activities and alternative educational programming. The success of this model depends on a data driven system for identification of students at risk of dropping out. The key to this approach is the ‘risk’ qualifier which characterizes students at risk as those have:

- One or more failing grades based on real time information and not simply term end reports
- Sudden history of poor attendance
- Graduation trajectory reports identifying students not on track for on-time graduation
- WASL or other standardized testing scores not at grade parity

Within this context the WDCSC is seeking bidders to provide proactive and targeted group and individual interventions through the use of a mentor or coach.

This service delivery design will result in the following outcomes:

- Increased on-time graduation
- Completion of 13th year plans
- Credit retrieval
- Increased attendance

The basic program design demands a rich menu of retrieval and reentry services, alternative educational programming, mentoring and coaching, student success planning, family supports and other service activities. The mentor or coach should work with identified students on personalization of the school experience, building Student Learning/Success Plans that detail the planned services and student responsibilities, broker community connections in each life domain as needed, monitor students on a daily basis and collect common data elements for evaluation and continuous improvement. Community partners who can and will provide support in each of the life domains should be engaged to fulfill a holistic approach to service delivery.

This model exhibits the following research-based practices common to effective prevention, intervention and retrieval programs:

- Consistent student contact with a caring adult;
- Recognition of successes;
- Collaboration among mentors or coaches, Teachers, district Counselors and Advisors, other district staff, and community organization staff;

- A full array of academic supports;
- Wrap around services for all relevant life domains;
- Rapid intervention;
- Assistance with culminating activities; and
- Other service learning opportunities

Bidders should recognize that this model is a change from the previous In School youth service delivery system allowing for services to greater numbers of In School youth. The mentor or coaching model allows for more students to be served by rotating students in and out of the program and/or providing differing levels of services based on their risk factors and/or current issues. Participant costs should be used to provide incentives and support services to students and maintain engagement in their Student Learning/Success Plan.

The following skills have been identified as key for the mentor or coach position based on previous experience with this model:

- Persistence
- Belief that all students can excel
- A willingness to work with staff and systems in schools and community as well as with families to support students
- Advocacy skills including negotiation and conflict resolution
- Organization including ability to coach a high level of participants all at different points in goal attainment
- Documentation for accountability
- Knowledge of the cycle of change and cognitive behavioral problem solving

Services may be provided in alternative environments or in mainstream program offerings. Ultimately, the WDCSC seeks to deliver services to all qualifying youth in all districts in Snohomish County.

Recently, a committee of Board Members reviewing aspects of current Youth programs recommended that all youth programs feature entry points for youth in all areas of Snohomish County and options for internships or work experiences or apprenticeships.

If more than one agency/service provider would like to provide services to youth utilizing this funding, the partners must form a consortium and choose one lead agency to be the primary contact for the WDC. The WDC will enter into contracts with each agency/service provider individually for the portion of services they intend to provide within the consortium. Certificates of Support must be provided for each district being served.

Section II - Questions

1. PROGRAM DESCRIPTION (40 Points)

- a) Please provide an overview of how your service delivery model meets the basic program design, including a description of the target population(s) to be served, orientation/assessment activities, and how the goals of increased on time graduation, completion of 13th year plans, credit retrieval and increased attendance will be achieved. Describe how performance targets and outcomes will be met.
- b) Describe the specific extended day learning and other educational opportunities that will be offered to youth. Also, describe the specific curriculum, tools and resources that will be used to deliver these services.
- c) Describe how labor market information will be disseminated and how career planning will be accomplished (e.g. Career Trees, “Where You Going?” guide, etc). How are job readiness and life skills incorporated into your program design? Describe your plan to guide each youth in the development of a 13th year plan.
- d) Describe your data systems for identification of students at risk as described above.
- e) Describe how your program will be integrated with other district/school programs serving at risk students. Describe what services will be offered to youth not selected for participation. Describe how other funds will be used to leverage WIA funded In School youth activities. How will incentive and support services be used?
- f) Describe the geographic area to be served including the district and specific schools. Detail any unique circumstances that apply to the area or population to be served. If more than one district will be served, describe the partnerships and how these partnerships will interface to provide efficient programming.
- g) Provide detail on your human resources processes including the timeline for hiring and training staff. Include typical time to fill vacant positions. Detail how you ensure that staff are paid competitive salaries and benefits for the human services/educational industry.

2. LIFE DOMAINS AND REQUIRED ELEMENTS (20 Points)

- a) For each element of the WIA Required Elements, describe specific services to be provided and whether those services will be provided to clients directly with WIA funds, through partnership with another provider with WIA funds or leveraged resources, or through a formal referral process to another agency.
- b) Describe how the bidder will engage in partnerships as necessary to ensure the availability of additional resources and services to meet the individual needs of youth in each of the following additional life domains identified by the WDCSC’s Youth Council as essential to holistic development.
 1. Family Situation including relationship and support of family, other adults, and/or neighborhood,
 2. Housing
 3. Transportation
 4. Legal including justice system involvement history
 5. Health/Mental Health
 6. Treatment including alcohol and drug issues
 7. Use of Free Time including constructive use of free time and involvement in the community through leadership/service activities
 8. Soft skills necessary for employability including social competencies

9. Attitudes and Behaviors including positive values and identity

3. CAREER DEVELOPMENT AND EMPLOYMENT CONNECTIONS (20 Points)
- Describe the work-based learning (such as internships, work experiences or apprenticeships) and other career development opportunities that will be offered to youth.
 - Describe how employer-defined skills and labor market information will be used to guide career development activities.
 - Describe linkages with employers for a range of work experiences and unsubsidized employment opportunities.
 - How will youth be oriented to the WorkSource system?
 - Describe how this program will be integrated with a cluster-based, demand-driven system as described in both the *Snohomish County 2015: A Blueprint for Education, Workforce and Economic Development in Snohomish County* report as well as the draft WDCSC Strategic Plan.
4. OUTCOMES (20 Points)
- Describe past experience and results delivering services in similar projects and/or to similar populations.
 - Describe how literacy/numeracy gains will be measured and what instruments will be used for appraisal, pre-testing and post-testing.
 - Describe any additional outcomes that will be part of the proposed program.
 - How will outcomes, including customer satisfaction, be tracked to insure positive outcomes?

Section III – RFP Process

Interested parties must answer all questions in accordance with the directions below. All documents must be submitted electronically and in hard copy.

Electronic copies should be submitted to Amy Persell at amy.persell@wdcsc.org.

Hard copies, without any special covers or binders on any documents, submitted in the order listed below, with original signature on contact information sheet, in one envelope labeled “In School Youth paper documents for (insert your lead agency name here)” and addressed as follows:

Amy Persell, Director of Service Delivery
Workforce Development Council Snohomish County
728 134th St SW, Suite 128
Everett, WA 98204

Each response must contain the following:

1. A document that answers the questions in Section II in no more than 10 pages total. Documents should be single spaced in 12 point font with 1 inch margins;

2. An Executive Summary of no more than 1 page, single spaced in 12 point font with 1 inch margins;
3. A complete budget package using the Budget Form PY09 forms, found at <http://www.wdcsc.org/resources/contractors/>;
4. Activity projection worksheets found at <http://www.wdcsc.org/resources/contractors/>. The younger youth sheet should be used for this proposal.
5. A completed contact information sheet found at <http://www.wdcsc.org/resources/contractors/>.
6. A copy of the most recent audit, including management letters, for each entity involved with the proposal;
7. A copy of current liability insurance for all entities requesting funding under this proposal;
8. If applicable, a copy of any financial partner's indirect cost rate negotiated with a federal or state cognizant agency.

Note that any additional items above and beyond this list kept in the WDCSC procurement file but will not be part of the RFP rating committee's deliberations.

The timeline for this RFP process is listed below:

Date	Activity	Other detail
3/23/09	Request for Proposals released	No later than 5 p.m.
3/26/09	Bidders' Conference	-Youth 10:30 am WDCSC Board Room
4/24/09	Request for Proposal Responses due to WDCSC	No later than 5 p.m.
4/29/09-5/1/09	Presentations by bidders	
5/4/09-5/6/09	Responses are rated by Review Committee(s)	
5/7/09-5/12/09	Review Committee(s) meet to make final recommendations	
5/13/09	Recommended proposals (Youth) are presented at Youth Council	3 pm
5/19/09	Recommended bids are forwarded for approval	Board Meeting; 7:30 am
5/20/09	Letters of intent are issued	
5/27/09	Mandatory Contractor Orientation	10 am
6/10/09	Contract exhibits complete	No later than 12 p.m.
6/25/09	Contracts send to contractors for signature	

The Bidder's Conference may be attended in person or via telephone. The telephone number and access code will be posted online at www.wdcsc.org by March 23, 2009. The bidders conference is not mandatory. Bidders not in attendance must submit a letter of intent to bid by March 26, 2009.

Questions are considered public information and will be posted, in their entirety, on the WDCSC website with answers within 48 business hours of receipt. Questions will be accepted by e-mail only, and only until 5 p.m. on April 3, 2009. Questions submitted in alternate formats, including phone calls to WDCSC staff or Board Members, or after that date will not be answered. All questions and letters of intent should be submitted to Amy Persell at amy.persell@wdcsc.org.

A presentation is required of all entities submitting responsive proposals and will be scheduled between April 29 and May 1, 2009 at the WDCSC. The presentation must be no more than 30 minutes in length and will be made to the RFP rating committee of Board members and WDCSC staff. A representative from each separate financial partner and significant non-financial partner included in a collaborative proposal must be present. No more than 3 persons from each applicant/partner may attend the presentation.

Please refer to Exhibit B and C located at <http://www.wdcsc.org/resources/contractors/> for additional contracting details and requirements.

Section IV - Additional Clauses

AWARD PERIOD AND AMOUNT AVAILABLE

This procurement action will award a contract or contracts for Program Year 2009-2010. The total amount available is \$431,486. This is an estimate only and is based on Program Year 2008-2009 funds; contract awards will be based upon actual available funding. Funding totals available will be updated as they become available. Existing participants in programs funded in PY08 will require continued services until completion of follow-up services.

At its discretion, the WDCSC may extend the length of contracts or negotiate new contracts for the continuation of services based on performance review and continuity of services considerations.

There is an expectation that applicants will leverage resources in order to meet described outcomes. Leveraged funds may be a dollar match or an in-kind contribution of non-WIA funds that either enhances WIA services or shares the cost of WIA services. Bidders are encouraged to use leveraged resources to secure an AmeriCorps member from the WDCSC AmeriCorps Program to assist with program service delivery. For more information on the WDCSC AmeriCorps Program please contact Julie Houghton at 425.921.3401 or Julie.Houghton@wdcsc.org. Note that bids including an AmeriCorps member will need to show a clear link between the member and enrolled participants. Accepted bids will need to provide a brief summary of this link for inclusion in the contract and will be required to do additional reporting showing this link.

COST OF PREPARING PROPOSALS

Costs for developing a proposal are solely the responsibility of the bidder. The WDCSC will not provide reimbursement for such costs.

WITHDRAWALS

A submitted proposal may be withdrawn prior to the proposal due date. A written request to withdraw the proposal must be submitted electronically to: amy.persell@wdcsc.org.

CLARIFICATION PROCEDURES

All clarifications or changes to submitted proposals must be in the form of a written addendum and received electronically prior to the proposal due date.

The WDCSC reserves the right to ask for clarification from bidders at the request of the rating committee.

PUBLIC RECORDS

Applicants are advised that most documents in the possession of WDCSC are considered public records and subject to disclosure under the State Public Records Law. RFP proposals are available to the public at the end of the protest period. A request for a copy of a bidder's proposal must be made in writing to amy.persell@wdcsc.org.

EVALUATION PROCESS

An Evaluation Committee will be formed comprised of members of the Workforce Development Council Youth Council or other interested Board members who have no fiduciary interest in bidding for programs under the WDCSC. Evaluation Committee members will review and score proposals according to the criteria and assigned points specified in Section III. The WDCSC retains the right to request additional information from any applicant.

The committee members' scores will be calculated. Scores will be used as a guide for discussion and selection of a contractor (if a response does not adequately address the services and outcomes requested, the committee may recommend that no award be made). The contract will be awarded by the WDCSC's Board, currently scheduled for the May 19 meeting.

A particular bidder may not be recommended for funding regardless of the merits of the proposal submitted if it has a history of contract non-compliance with the WDCSC, or any other funding source. The bidder may be given a provisional award with the stipulation that special terms and conditions regarding the areas of concern will be a part of the contract.

PROTESTS OF CONTRACT AWARDS

Bidders who have submitted a proposal may protest the award of the contract. The process for protesting the award is as follows:

- Protests must be filed in writing by email, facsimile, or hand delivered to Amy Persell of the Workforce Development Council Snohomish County by 5 pm on June 1, 2009. All protests are public information after the protest period ends.
- All protests must state the basis for the protest in clear terms and provide an alternative the protester finds acceptable. The basis of the protest must be a violation of a state or federal contracting law, rule, or regulation applicable to the contracting process.
- The WDCSC will review protests that meet the above conditions.
- During any part of the review or consideration, the protester may be asked to clarify or amplify statements or to provide proof of claims or other statements. Any such requests must be fully responded to within the time designated by the WDCSC. In the event a protester fails to respond, the protest will be dismissed and no further protest will be accepted relative to this RFP.
- The WDCSC CEO will review the protest and issue a written response that is intended as a complete and final answer to the protest. The answer will be issued no later than June 16, 2009.

SECTION V - PROGRAM SPECIFICATIONS

CONTINUED SERVICES

The WDCSC understands that a Request for Proposal process may result in new contractors to provide services. Contractors selected for Program Year 2009 services are expected to be able to assume the continuation of services to currently enrolled youth program participants if the current contractor(s) is(are) not in a position to do so.

YOUTH ELIGIBILITY AND TARGET POPULATIONS

Youth served under this procurement must be eligible for services under Title I-B of WIA. These criteria are that a given youth must:

- 1) be 14-21 years of age, inclusive, at the time of registration,
- 2) be a junior/middle or high school student (including an alternative school student),
- 3) be authorized to work in the United States,
- 4) be in compliance with the Selective Service Act if a male who has reached the age of 18, and
- 5) have at least one of the following additional characteristics:
 - a) basic skills deficient,
 - b) offender,
 - c) involved in the juvenile justice system,
 - d) pregnant or parenting,
 - e) homeless or runaway,
 - f) foster child on who's behalf state or local government payments are being made,
 - g) having one or more disabilities including learning disabilities,

- h) personal/family substance abuse,
- i) gang involved/affiliated/affected,
- j) enrolled in an alternative education program,
- k) at-risk of dropping out of school,
- l) lacking affordable housing,
- m) victim of domestic violence/sexual or child abuse,
- n) identified social adjustment or mental health issue(s),
- o) lacking a significant or positive work history,
- p) migrant family member,
- q) not at grade parity.

Additionally, at least 95% of the youth registered for services must be low-income as defined by WIA. The WDC's policy regarding eligibility and registration can be found at <http://www.wdcsc.org/resources/polices/youth.html>.

Within the scope of eligible youth, the following populations have been identified as being appropriate target populations for service delivery:

- 1) Section 8 and Other Public Housing Residents
- 2) Youth in Transitional Housing/Homeless Youth
- 3) Youth in Foster Care
- 4) Justice Involved Youth
- 5) Pregnant and Parenting Teens
- 6) Disabled Youth [See Training Employment and Guidance Letter No. 28-05, Dated May 9, 2006]
- 7) Youth with Limited English Proficiency
- 8) Tribal Youth [See Training Employment and Guidance Letter No. 28-05, Dated May 9, 2006]

One or more target populations may be identified for service. The WDC is interested in focusing services toward youth who have not been able to achieve the State standard on the most recent Washington Assessment of Student Learning (WASL) test and who are at-risk for not graduating from high school.

The following life domains have been identified by the WDC's Youth Council as essential to holistic development:

- 1) Family Situation including relationship and support of family, other adults, and/or neighborhood,
- 2) Housing
- 3) Transportation
- 4) Legal including justice system involvement history
- 5) Health/Mental Health
- 6) Treatment including alcohol and drug issues
- 7) Use of Free Time including constructive use of free time and involvement in the community through leadership/service activities
- 8) Soft skills necessary for employability including social competencies
- 9) Attitudes and Behaviors including positive values and identity

Each successful bidder is expected to utilize WIA funds to provide education and employability services that consider the above life domains. Services should be provided directly or through partnerships with other agencies.

WORKSOURCE SNOHOMISH COUNTY BRAND STANDARDS

The successful bidder(s) ensures that the WorkSource Washington, WorkSource Snohomish County, and WorkSource Center names and logos are marketed and used by all partners in a manner consistent with State and local policies and business practices established by the WDCSC. Please see the “WorkSource Washington Brand Standards and Policy Manual” posted at <http://www.wdcsc.org/resources/policies/general.html>. The selected contractor will work with the WDCSC Communications Liaison on any and all marketing and signage.

WORKSOURCE SNOHOMISH COUNTY CERTIFICATION

The successful bidder(s) are encouraged to obtain WorkSource Snohomish County certification for their program site(s). Information on the certification process can be found at <http://www.wdcsc.org/resources/contractors/>. For example, successful bidder(s) may apply for WorkSource certification for their job search centers or similar locations within the site.

REQUIRED ELEMENTS

The following elements, required for all youth programs funded under Title I-B of WIA must be addressed in the applicants’ program design. Elements can be made available directly, through consortia partnerships. The primary intent is to provide each youth served with the individual and tailored care needed to address her/his needs and achieve Federal outcomes. If partnering to provide these elements, the applicant must show how it will ensure follow up and the coordination of services.

All youth do not need to receive each of these elements, but each element must be made available in a substantial way to every youth who needs it. Follow up services must be offered to all youth participating in a WIA funded program for at least 12 months following exit. The 10 elements are:

1. tutoring and similar services, including dropout prevention strategies, leading to a high school diploma
2. alternative education services
3. summer employment linked to academic and occupational learning
4. paid and unpaid work experience
5. occupational skill training
6. adult mentoring during program participation
7. leadership development, including community service
8. supportive services
9. comprehensive guidance and counseling, including drug and alcohol abuse
10. follow up services for at least 12 months following exit

ACADEMIC REQUIREMENTS (RELATED TO ELEMENTS 1-3)

Within these 10 elements, the WDCSC has a strong interest in seeing in-school youth succeed in school, obtain a high school diploma, and embark on a 13th year plan. To achieve these goals, services must have a strong emphasis on academic skill gains, including gains in English literacy and mathematics computation skills. Whatever target population(s) is (are) selected for service, the WDCSC is interested in focusing services toward youth who have not been able to achieve the State standard on the most recent Washington Assessment of Student Learning (WASL) test or other standardized test. All programs must provide academic services to assist in skill gains for the youth served. Recognized assessment instruments must be utilized to show either skill level gains or an increase in the number of credits awarded. Agencies/service providers need to have programs that will demonstrate positive performance outcomes as required by the Common Measures.

CAREER DEVELOPMENT AND EMPLOYER CONNECTIONS (RELATED TO ELEMENTS 3-7)

Connections to employers are essential in the creation of a system of providers that can effectively assist in-school youth to become highly skilled and employable. Therefore, applicants are expected to demonstrate meaningful employer connections. These connections should lead to increased placements in employment and postsecondary education as well as meaningful exposure to the world of work with measurable skill increases.

Employment related activities should be developmentally appropriate and help a given youth relate to exploring, selecting, or preparing for a career pathway of interest. They should be increasingly challenging over the course of a given youth's participation and be tied to locally recognized career pathways. Work experiences may include, but are not limited to:

- 1) Employer mentoring
- 2) Exposure to various aspects of industry through job shadows
- 3) Paid work experiences including group experiences, project-based learning, and service learning
- 4) Occupational skill training
- 5) Internships
- 6) Job search assistance, placement, and retention support

Note that a subcommittee of WDCSC Board members examining elements of current youth programming recommended that unpaid and leveraged funding opportunities for employer connections for youth be made.

BEST PRACTICES - YOUTH DEVELOPMENT PRINCIPLES (RELATED TO ELEMENTS (6-10)

National research identifies the following additional elements of effective practice. The WDCSC plans to contract with an applicant who incorporates the following principles in the delivery of services to youth.

- 1) Relationships that maintain continuity of contact with caring adults
- 2) Opportunities for leadership and decision-making as well as positive peer support
- 3) Opportunities for meaningful service to others

- 4) Opportunities to connect classroom instruction to real world applications, selection of career pathways, and creation of work products for portfolios
- 5) Follow up support over a sustained period

FEDERAL CORE INDICATORS

The successful proposal will emphasize the attainment of WDCSC leading indicators for federal core indicator targets. The following targets have been established to measure program success for Program Year 2008. Selected bidders will be expected to work with the WDCSC to continue developing its system for developing and collecting data on leading indicators to predict performance on these federal core indicators. Actual goals for Program Year 2009 should be available at the time that contracts are finalized. These goals will not be any lower than in the past, and very likely will increase.

Younger Youth Skill Attainment Rate
PY 08 Target: 88%
Younger Youth Diploma/GED Attainment Rate
PY 08 Target: 54.7%
Younger Youth Retention Rate
PY 08 Target: 66.1%

Additionally, Common Measures also apply to youth programs and must be considered when developing programs in order to insure positive outcomes. It is important that service strategies for youth participants be directly linked to performance outcomes within these common measures. For more information regarding Common Measures, go to: <http://www.wa.gov/esd/1stop/>. Applicable Common Measures for youth are noted below.

Placement in Employment or Education — <i>The number of participants who are in employment or the military or enrolled in post-secondary education and/or advanced training/occupational skills training in the first quarter after the exit quarter divided by the number of participants who exit during the quarter.</i>
Attainment of a Degree or Certificate — <i>The number of participants who attain a diploma, GED, or certificate by the end of the third quarter after the exit quarter divided by the number of participants who exit during the quarter.</i>
Literacy and Numeracy Gains — <i>The number of participants who increase one or more educational levels divided by the number of participants who have completed a year in the program (i.e., one year from the date of program participation) plus the number of participants who exit before completing a year in the program.</i>

MANAGEMENT INFORMATION SYSTEMS (MIS)

All entities awarded a contract will be responsible for the management and oversight of their own Management Information Systems (MIS) for the statewide database, SKIES. SKIES requires a secure password and login and all staff who access SKIES must be trained and approved by the

WDCSC. All data that is entered into SKIES must pass a quality control check and must be maintained in accordance with WDCSC policy. Inappropriate use of SKIES and the data that it contains can be penalized by a \$5,000 fine per incident and immediate loss of contract. All entities awarded a contract must agree to adhere to the WDCSC's policies around MIS, and agree to safeguard all client information as stated in the policies.

All program staff funded as a result of this procurement opportunity must obtain SKIES training by 7/31/09. Several training sessions will be offered by WDCSC staff during the month of July.

STRATEGIC PLAN

Bids should reflect the design and spirit of the goals outlined in the WDCSC draft strategic plan available at <http://www.wdcsc.org/documents/WDCStrategicPlanPublicComment.pdf>. The goals, objectives and strategies on pages 2 and 3 should be carefully considered as bids are prepared.

SPECIAL CLIENT OPPORTUNITIES

From time to time the WDCSC, along with community partners, helps to support special events such as the Construction Carnival or career fairs aimed at youth. It is expected that WIA youth contractors attend these events and make accommodations for transportation for the **majority** of enrolled clients. Reporting on clients in attendance will be required after such events. The WDCSC program manager assigned to each contract will provide information about the events and provide technical assistance as necessary. Bidders are encouraged to budget dollars for such events.