



CITY OF BOSTON WORKER EMPOWERMENT CABINET

Request for Grant Applications:
Young Adult Career Pathways
FY2024

Issue Date: November 6, 2023
Bidders' Conference: November 21, 2023
Proposals Due: January 9, 2024

Inquiries: Tatiana.Joyce@boston.gov

*Michelle Wu, Mayor
Trinh Nguyen, Chief of Worker Empowerment,
Director, Mayor's Office of Workforce Development*

TABLE OF CONTENTS

I. RFGA TIMELINE	3
II. OVERVIEW	4
<i>Introduction</i>	4
<i>Priorities for Funding</i>	4
<i>Funding Availability and Period of Performance</i>	6
III. ELIGIBILITY CRITERIA	6
<i>Eligible Type of Entity</i>	6
<i>Participant Eligibility and Target Population</i>	6
V. SERVICES REQUESTED	7
<i>Program Design</i>	7
<i>Program Types</i>	8
VI. TERMS OF PROCUREMENT	10
<i>Cost Reimbursement Contracting</i>	10
<i>Program Monitoring/ Reporting</i>	10
<i>Proposal Submission</i>	11
<i>Bidders' Conference</i>	11
<i>Submission of Inquiries</i>	11
<i>Proposal Specifications</i>	11
<i>Evaluation of Proposals</i>	12
VII: PROPOSAL GUIDELINES	12
<i>Stipends and Wages</i>	12
<i>Letters of Support</i>	13
<i>Letters of Commitment and MOUs</i>	13
<i>Required Attachments</i>	13
Appendix A	14
<i>Proposal Cover Sheet Questions</i>	14
Appendix B	15
<i>Budget</i>	15
Appendix C	19
<i>Questions</i>	19

I. RFGA TIMELINE

RFGA TIMELINE	
ISSUE DATE	November 6, 2023
BIDDERS' CONFERENCE VIA ZOOM	November 21, 2023 at 10:30 AM Register Here
LETTER OF INTENT DUE	December 13, 2023 upload to LOI upload link by 5 pm
INQUIRIES	December 20, 2023 Email: tatiana.joyce@boston.gov
GRANT PROPOSALS DUE	January 9, 2024 Upload to proposal upload link by 5 pm
ANTICIPATED CONTRACT START DATE	March 1, 2024

II. OVERVIEW

Introduction

The Mayor's Office of Workforce Development (OWD) is the City of Boston's workforce development agency. OWD administers funding from various sources for the purpose of supporting a broad range of services, including education and training, career development, job training, adult basic education, and youth employment services.

This Request for Grant Applications (RFGA) will combine a portion of funding from the American Rescue Plan Act (ARPA) and City of Boston Allocated Funds to support increased access to career development for young adults in Boston.

The purpose of this RFGA is to support programs that serve 18-24-year-old Boston residents with demonstrated barriers to accessing education and/or supportive career development programming. This RFGA seeks to:

- Support programs which offer career pathways with high value credentials;
- Support programs with robust wrap-around services designed to meet the needs of young adult clients with barriers to educational attainment or employment, including stipends/wages;
- Build partnerships amongst grantees by encouraging participation in referral, co-enrollment, and the Boston Youth Services Network.

While this RFGA offers one-time, non-renewable funding, OWD is looking to engage youth development organizations which are interested in learning more about other funding offered by our office, including Workforce Innovation and Opportunity (WIOA) Youth funding. To that end, agencies which currently hold a WIOA Youth contract with our office are not eligible for funding under this procurement.

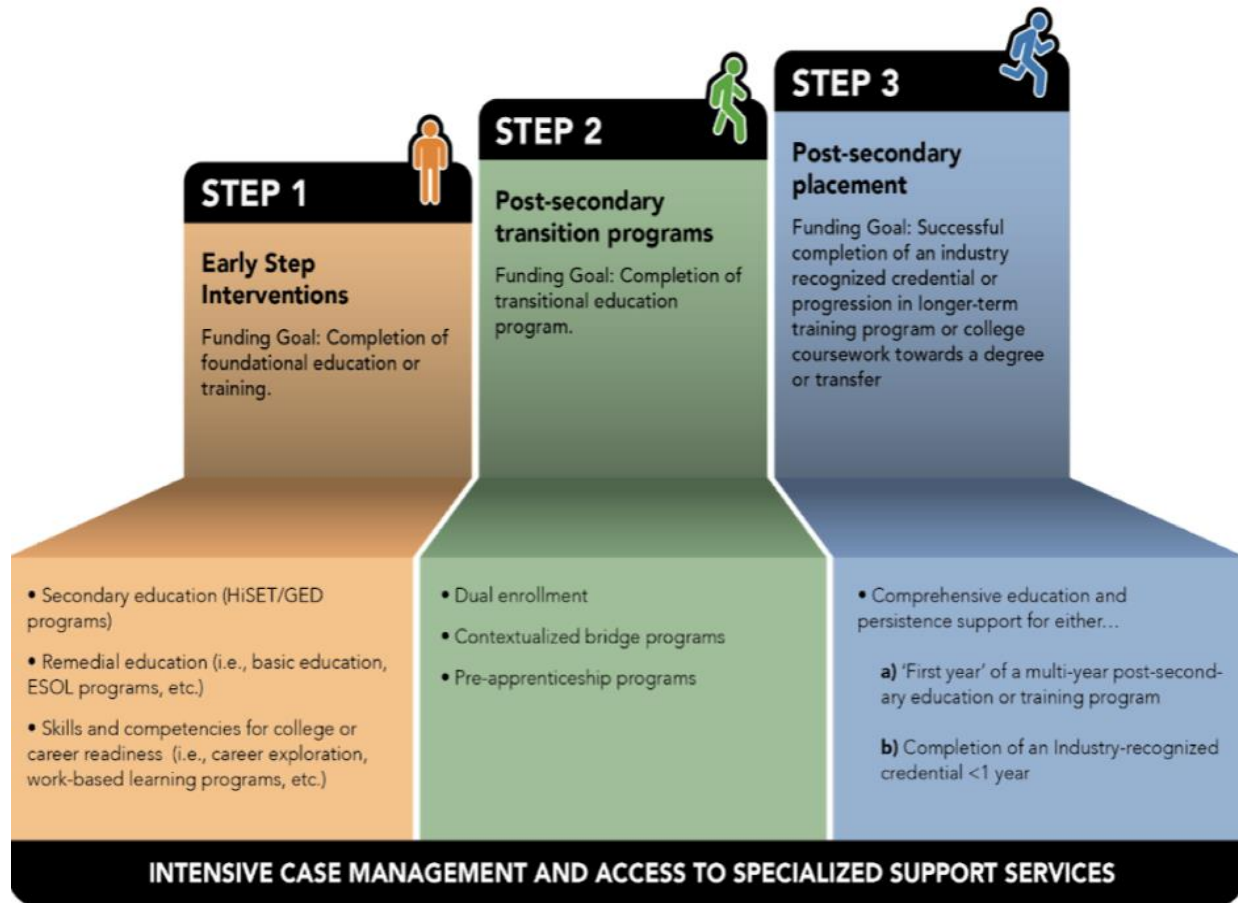
Priorities for Funding

OWD envisions an integrated and coordinated system of services that stabilizes marginalized youth and transitions them towards career-oriented education, training, and employment. Consistent with WIOA federal guidelines, OWD will prioritize programs and services that place out-of-school youth ages 18-24 on a pathway towards post-secondary attainment or career-level employment. OWD supports programs that prioritize multi-step interventions, with each phase culminating in the achievement of a substantive educational, training, or developmental milestone in its entirety. For this RFGA, we will fund initiatives that implement some or all of our career pathway model as laid out below. Initiatives offering a limited set of services that do not align with the model would not qualify for funding.

Figure 1 illustrates the ideal configuration of the multi-step intervention, although the program activities associated with each step can be structured in a sequential, concurrent, or non-sequential manner, as dictated by the program design. OWD's Career Pathway model prioritizes funding program models that move youth through at least **two complete**

steps with the key component being that youth are supported holistically and not provided one-off services. We encourage formal partnerships and collaborations that draw on the strengths of multiple partners/experts to meet the needs of different populations. Each step must have a clear strategy and direction, along with well-defined metrics and transition points into the subsequent program or post-program step. Intensive case management and access to specialized support services must be provided throughout the program. A set of example activities supports the objectives that correspond to each step in Figure 1.

Figure 1:



Please note that applicants must successfully complete one of these intervention steps at minimum to apply for funding. We will be prioritizing applications that complete two steps of intervention or are actively building out a secondary pathway.

OWD will evaluate career-pathway models based on the framework established for our WIOA Youth Funding: that youth should be supported along multiple steps of a ladder that includes the following elements:

1. Programs are framed around a multi-step intervention model.
2. Programs have well-defined and robust transition processes to the post-program step.

3. *Program policies and protocols are evidence-based and appropriate for the population.*
4. *Programs put youth on a pathway to the attainment of post-secondary credentials needed for employment in high-demand occupations.*
5. *Programs leverage multiple internal and external partnerships to ensure the integration of high-quality, youth-focused services.*

Funding Availability and Period of Performance

At the issuance of this RFGA, the total funding available is approximately \$800,000. OWD does not predetermine the amount of funds to be dedicated to each program model. The type and quality of proposals submitted will determine the funds and the amount of funding awarded. Applicants are advised that the current average cost per WIOA Youth funded student is \$13,000.

Contracts resulting from this RFGA are anticipated to commence January 1, 2024, and end on June 30, 2025.

III. ELIGIBILITY CRITERIA

Eligible Type of Entity

Entity Requirements	Non-profit organization (holding 501c3 status or with fiscal sponsor holding 501c3 status) OR institution of higher education. Must serve low-income young adult Boston residents.
	Must not be a current Workforce Innovation and Opportunity Act (WIOA) Title I Youth grant recipient.
Award Amount	There is no maximum grant award, but applicants can anticipate an average award of \$200,000.

Participant Eligibility and Target Population

Participants funded by this grant, in all categories, must meet all the eligibility criteria below:

- Boston resident
- 18-24 years old
- Out of school
- Facing barriers to employment

OWD is especially interested in reaching individuals with limited English proficiency, historically marginalized and/or underrepresented communities, women, and populations from low-income backgrounds.

Out-of-School Youth Eligibility

- a) Resident of Boston
- b) Not attending any school (as defined under State law)
- c) Not younger than 18 or older than age 24 at time of enrollment. Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 24 once they are enrolled in the program; and
- c) Applicants can also prioritize young adults who are:
 - 1) A school dropout
 - 2) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner
 - 3) An offender
 - 4) A homeless individual
 - 5) In foster care, aged out of the foster care system, or eligible for assistance under sec. 477 of the Social Security Act
 - 6) Pregnant or parenting
 - 7) An individual with a disability
 - 8) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

V. SERVICES REQUESTED

Program Design

1. **Recruitment:** Proposals should demonstrate an understanding of the target population and how to best engage that population.
2. **Assessment:** Programs should conduct thorough assessments of prospective participants to ensure they receive appropriate services. The assessment process should incorporate knowledge of the target population and feedback from employers about industry needs. Applicants should explain the process they use to assess potential participants, the steps and tools involved, and how their assessment protocol improves the service model. Attendance and conduct policies should be discussed with the participant at initial assessment. Termination policies must be consistent, clearly defined, and shared with participants in writing. Programs should include a discussion of how they assess a participant's digital literacy skills and access to technology.
3. **Case Management, Career Counseling, and Support Services:** Proposals must outline the organization's strategy for providing a coordinated response to participants' needs. Some examples of the elements of such plans include: an examination of barriers to employment, the development of individual service plans based on an individual's assets and aspirations, and career counseling. Effective case management identifies concrete steps to overcome barriers to success. Case managers should follow participants during training through job placement. After job placement, we expect programs to explain what follow up services occur and how often they typically follow-up. All activity must occur within the grant timeline. Finally, case management should include partners for referral for issues falling outside the organization's scope of expertise, including mental health referrals and other social services as needed.

Program Types

Step 1 Services

Step 1 programs are best characterized as foundational skills and education programs. Examples include:

Alternative Education: Alternative education programs include HiSET, GED, or diploma granting programs. Effective program designs should produce academic outcomes that demonstrate learning gains such as grade level advancement and attainment of a diploma, HiSET, or GED. A diploma, HiSET, or GED attainment is a top priority for out-of-school youth.

Career exploration and work-based learning programs: Career exploration and work-based learning programs provide youth with structured opportunities to explore a range of career options in a particular industry, thereby developing work readiness, industry-relevant competencies, and an ability to engage in informed career planning according to their interests and aptitudes. Career exploration and work-based learning include both paid and unpaid work experience that aims to increase cognitive, technical, and practical skills; increase youth preparedness to engage in career pathway steps by strengthening resourcefulness, problem-solving, critical thinking, self-confidence, self-discipline, and responsibility; and enhance soft skills through interaction with employers, customers, and clients. Collaboration with employers and higher education institutions is encouraged to emphasize career exploration and career planning.

Intensive basic skills and developmental/remedial education programs. Intensive basic skills and remedial education programs provide opportunities for youth to improve their English competence, literacy, numeracy, and/or information and communication technology (ICT) skills. OWD expects youth participants to have completed a secondary credential: either a high school diploma, HiSET or GED; however, many high school graduates still require basic academic skills remediation. Applicants should demonstrate how services are tailored so youth with disparate academic levels can successfully transition from training into post-secondary education within the planned program duration.

Step 2 Services

Step 2 programs provide a robust post-secondary education training/college preparation through the early introduction and exposure to post-secondary education and careers, allowing youth to establish career goals and interests and experience improved educational outcomes. Some examples include:

Dual Enrollment Programs: Dual enrollment provides students with the potential to earn college credit prior to completion of a secondary credential.

Post-secondary bridge programs: Bridge programs aim to increase matriculation,

readiness, and persistence by providing students with the academic skills and social resources needed to succeed in a college environment. Bridge programs can involve intensive remedial instruction in math, reading, and/or writing and college preparation content for students planning to enter college. One example of an effective post-secondary bridge program is the use of contextualized and integrated curriculum and instruction designed to accelerate credentials and skill-building. Skills are developed in an applied context, where classroom lessons draw examples from related occupational skills training or employment experiences. Contextualized learning provides maximum opportunity for students to learn new skills relevant to their career interests.

Pre-apprenticeships and youth apprenticeships: Pre-apprenticeships and youth apprenticeships are preparatory programs that provide tailored support to youth to enter and succeed in an apprenticeship program. These programs directly bridge to an existing registered apprenticeship program. Effective pre-apprenticeship programs integrate basic education (literacy, numeracy, ESOL) with skills training and remediate other barriers youth populations face in successfully enrolling in registered apprenticeship programs.

Step 3 Services

Step 3 programs include post-secondary education/training programs, including two- and four-year community colleges and universities, occupational skills training, and apprenticeship programs. These programs provide individuals with credentials, certificates, and degrees necessary to pursue a career. Program models that transition youth from an early pathway step into an education or training program that leads to a high-value credential are prioritized. Applicants must demonstrate a strong connection between the provision of post-secondary education/training and available jobs with a living wage. Examples of Step 3 programs include:

Occupational skills training: Occupational skills programs result in the mastery of technical skills required for employment and the attainment of employer recognized portable certification. Occupational training programs that lead to industry-recognized credentials necessary to enter middle-skill careers with solid earning potential are prioritized. Stackable credentials, which permit on-ramps and off-ramps when credential attainment matches the youth's ability and career aspirations, are strongly encouraged. Occupational skills training programs must target jobs in industries with labor market needs for projected growth and demand in Boston. Applicants may utilize a contextual learning strategy to simultaneously develop basic and occupational skills, thereby facilitating job placement and retention. Effective occupational skills training programs have strong partnerships with local employers to train a strong pipeline of skilled workers.

Apprenticeship: Apprenticeships allow participants to “earn while they learn,” giving them an opportunity both for advancing wages and opportunities to learn a higher level of skills in their chosen craft or profession. OWD supports apprenticeships registered with the Commonwealth and those with matriculation agreements with post-secondary institutions to allow apprentices to gain credits towards certification and/or degree completion.

Post-secondary education: Associates and bachelor's degree programs at an accredited institution. OWD understands that post-secondary education can take more than two years for target populations to complete. OWD is interested in proposals that provide opportunities for individuals to enroll in post-secondary education and integrate comprehensive wrap-around and academic support services in the first year of a multi-year educational program.

An additional consideration:

Learn-and-Earn: Training combines academic, work experience, or other kinds of content learning while participants are earning wages or stipends. The financial assistance could be in the form of subsidized employment or an apprenticeship and is usually provided by an employer. This model can provide people who otherwise could not enter a program because of their financial needs and/or need to work with greater access to training.

VI. TERMS OF PROCUREMENT

Cost Reimbursement Contracting

Funds will be disbursed on a cost reimbursement basis. Grantees will be required to submit invoices quarterly using an invoice template supplied by OWD. Grantees will only be reimbursed for expenses incurred during the period of the contract. Grantees are required to maintain and submit back-up documentation for expenses.

If funded, the submitted application will provide the basis for contract negotiations. Awarded grantees will work with OWD during the contracting phase to determine specific deliverables and outcome indicators based on the amount awarded and the scope of work. Post-award, organizations will complete a contract negotiation with OWD staff. This discussion will determine the final number of individuals to be served. When negotiating final terms for approved awards, OWD will review all proposed costs to ensure they are necessary and reasonable.

OWD makes no commitment to refunding but reserves the right to refund programs based on the availability of funding, program performance, organizational capacity, administrative responsiveness, and service to target populations.

Program Monitoring/ Reporting

OWD will monitor and evaluate selected programs to ensure program compliance and evaluate the quality and effectiveness of the service strategies. Monitoring activities may take the form of administrative record reviews, site visits, interviews of staff and/or participants, and general observations of the facilities and operations. Technical assistance will be provided to support programs to develop the necessary capacity to perform administrative responsibilities, including maintaining records of participants and submitting program reports and invoices in a timely manner. Funded agencies will be

required to submit quarterly reports documenting enrollment and services.

Proposal Submission

Full proposals, following the format specified in this document, are due no later than **5:00 PM EST on Tuesday, January 9, 2024**. Proposals must be uploaded as a single PDF document with all relevant attachments included to this [link](#).

It is the sole responsibility of the responder to ensure their proposal is complete and submitted on time.

Bidders' Conference

Organizations interested in bidding on the RFGA are strongly encouraged to participate in the scheduled Bidders' Conference on **November 21, 2023 at 10:30 AM EST**. All questions and answers from the conference will be made available to the public in a Q&A document on the OWD Website. The Bidder's Conference will be conducted via Zoom. Please register at this [link](#).

Submission of Inquiries

Questions regarding this Request for Proposals should be submitted in writing to Tatiana Joyce, Assistant Deputy Director of Grants and Procurement, via email: tatiana.joyce@boston.gov. Phone calls will not be accepted. The deadline to submit questions is Wednesday, **December 20, 2023, by 5:00 PM**.

Responses to questions received during the procurement process will be posted on the OWD website at boston.gov/owd-grantmaking. It is the bidders' responsibility to check the website for updates and postings.

OWD is an Affirmative Action/Equal Opportunity Employer. Auxiliary aids and services are available upon request to individuals with disabilities.

Proposal Specifications

In response to this RFGA, all proposals must include:

- Cover sheet ([Appendix A](#)) (included at the first page of your proposal submission),
- Budget forms including budget summary, and Cost Detail and budget narrative (please use the Excel workbook provided in [Appendix B](#)),
- A response to each section of the RFGA is required and should fully respond to the questions.
- OWD requests any relevant curriculum materials. For example, materials outlining the proposed course of training; this could include a syllabus and/or curriculum

outline, sample lesson plans, or a weekly schedule. **Page limit for additional attachments is 3 pages.**

- Copy of 501(c)(3) letter from IRS or letter from fiscal agent.

Applicants should ensure their proposals comply with the following requirements:

- The proposal narrative may not exceed 12 pages, not including attachments (cover sheet, budget forms, or any required attachments).
- Pages should be numbered.
- All required attachments must be completed, including the cover sheet.
- The entire application package must be submitted as a single PDF file with the cover sheet form as the first page.

Evaluation of Proposals

Proposals will be evaluated based on the quality of the proposal, congruence with the goals of this RFGA, past program performance, geographic distribution of services, and appropriateness of services to target populations. Proposals will be scored based on narrative and attachments provided and readers will not review hyperlinked materials. Point values are allocated to each section of the proposal narrative as follows:

1. Agency Background -----	15%
2. Statement of Need and Target Population -----	15%
3. Program Design-----	30%
4. Staffing -----	15%
5. Budget -----	15%
6. Outcomes -----	10%

These values are an evaluation tool; they do not dictate which proposals are ultimately recommended for funding. OWD reserves the right to reject any and all proposals, to waive or modify any requirement contained in this RFGA, to amend without consult any proposal, and to effect any agreement deemed to be in the best interest of the city and its residents.

VII: PROPOSAL GUIDELINES

Stipends and Wages

Programs may include reasonable stipends and other forms of participant support that are tied to program benchmarks or participant outcomes.

Letters of Support

Letters of support from key partners, particularly employers, are strongly encouraged but not required. Only attach letters of support attesting to partnerships and relationships with other organizations you plan to involve directly in your program model, as described in your proposal. Although not required, letters of support may be considered in proposal evaluation to the extent that they strengthen the sections of your proposal scored by evaluators, as described below.

Letters of Commitment and MOUs

Supportive Partnership applicants must submit Letters of Commitment or Memorandums of Understanding (MOUs) for each partnering organization. Letters must be signed and on the partner organization's letterhead and should provide details of the specific roles and deliverables of the organization. Letters should:

- Outline the roles and responsibilities of each partner.
- Provide a description of the relationship of the organization with the Lead Applicant organization.
- Support the role defined for the partner in the Project Narrative.
- Specify activities, goals, and outcomes to be achieved by the partner, as applicable.

Required Attachments

Documents can be downloaded here: <https://bit.ly/3FikLdR>. Sample forms are provided below. Completed forms should be included in your proposal.

Appendix A, *Cover Sheet*

Appendix B, *OWD Budget Form*

Appendix C, *Proposal Guideline Questions*

Appendix A
Proposal Cover Sheet Questions

Please complete the form below. The cover sheet should not exceed 2 pages.

ORGANIZATION PROFILE		
Name of Applicant Organization		
Organization's Address, City, and Zip Code		
Name of Program		
Proposed Neighborhood of Service Delivery		
Executive Director's Name		
Name and title of primary contact for the grant		
E-mail address and phone number of primary contact for the grant		
Total organizational budget	\$	
PROGRAM SUMMARY		
Total Funds Requested: \$	Funding from Other Sources: \$	Total Program Cost: \$
Total number of participants to be served:		
Target population and age range:		
In 2-3 sentences, please describe your program.		
Neighborhood(s) the majority of participants will come from:		
<input type="checkbox"/> Allston <input type="checkbox"/> Back Bay <input type="checkbox"/> Beacon Hill/Downtown <input type="checkbox"/> Beacon Hill/West End <input type="checkbox"/> Brighton <input type="checkbox"/> Charlestown <input type="checkbox"/> Chinatown and Surrounding Area <input type="checkbox"/> Dorchester	<input type="checkbox"/> East Boston <input type="checkbox"/> Fenway/Kenmore <input type="checkbox"/> Financial District/North End <input type="checkbox"/> Government Center <input type="checkbox"/> Hyde Park <input type="checkbox"/> Jamaica Plain <input type="checkbox"/> Mattapan <input type="checkbox"/> Mission Hill	<input type="checkbox"/> North End <input type="checkbox"/> Prudential Center <input type="checkbox"/> Roslindale <input type="checkbox"/> Roxbury <input type="checkbox"/> South Boston <input type="checkbox"/> South Boston Waterfront <input type="checkbox"/> South End <input type="checkbox"/> West Roxbury

Appendix B

INSTRUCTIONS FOR BUDGET AND BUDGET NARRATIVE

You must submit a budget narrative/justification for all planned expenditures for each of the budget items. **It is perhaps the single most important element of your budget.** The following guidelines can be used for preparing the narrative. The more detail you provide, the easier it will be for proposal reviewers.

1. Personnel - For every position listed under this section, indicate if the position is full-time or part-time, the number of pay periods (weekly, bi-weekly, bi-monthly, etc.) or hours the position requires, and the percentage charged to this funding source. Salary rates should not be rounded off and percentage allocations should be no more than 2 decimals. The type of pay period listed must match your agency's payroll system and supporting documentation. Also, provide a brief description of his/her role in the proposed program.

2. Fringe Benefits - List all components of the fringe benefits rate, breaking it down by components, percentage rates and amounts. Examples of components are FICA, Medicare, Unemployment, Health Insurance, Retirement, etc.

3. Travel - Examples of local travel justifications include the number/types of MBTA passes, number of trips/cost per trip and trip destinations. *You must describe the purpose of the travel expense.* The approved mileage reimbursement rate is the IRS's business mileage rate for the current calendar year, unless your agency policy uses a lower rate. For other travel, particularly if outside the program service area, you must clearly describe the need and cost detail.

4. Supplies

Supplies are those items considered tangible, expendable, personal property. Examples include general office supplies, postage costs, meeting costs/supplies, copies, printing costs and materials. Purchased materials and supplies shall be charged at their actual prices, net of applicable credits. Withdrawals from existing inventory should be charged at their actual net cost under a recognized method of pricing inventory. Care should be taken to identify those supplies directly tied to the program.

Program Supplies: What will be purchased, total estimated cost, unit price and quantity? How does the expense relate to the program?

General Supplies: What will be purchased, total estimated cost, unit price and quantity? How does the expense relate to the program?

Printing: What will be printed? How many and for what cost?

Postage: What and how many will be mailed at what cost?

Office Supplies: What items will be purchased, and why? Total estimated cost, unit cost, quantity, and connection to the program?

A NOTE ON EQUIPMENT: The Federal definition of equipment is tangible, non-expendable, personal property having a useful life of over one year and an acquisition cost of \$5,000 or more per unit. AS DEFINED, EQUIPMENT IS NOT ALLOWED UNDER THIS RFP. If you propose purchasing ANY item of equipment under \$5,000, include it in this category and clearly explain how it will be necessary for the proposed program. It must be used for project related functions, and must not otherwise be available to the applicant. A plan for the use or disposal of the equipment after the project ends must also be included in the justification.

5. Contractual

Generally, this category is for all non-employees for services or products, and consultants who provide advice and expertise in a specific program area. Your justification should include the total cost, the name of the individuals/organizations, the services or goods being provided, the rate or per diem, etc., and the relation to the program. If your proposal includes a subcontractor providing a substantial amount of the program services, then detailed supporting information and justification must be provided.

6. Other

Any expenses not covered in any of the previous budget categories should be included here. Examples of items include occupancy costs, the lease or rental of equipment, maintenance costs, security costs, telephone costs, dues, subscriptions, utilities, insurance costs not included in the fringe benefits, and where applicable, indirect costs. Justification examples include:

Rent: How was the rent cost determined, i.e., square footage, proportionate to the amount of space occupied by program, etc.?

Utilities: How were the utility costs estimated, i.e., square footage, proportionate to the amount of space used by the program, etc.?

Security: What type of security is being purchased, for how long, for what program activities?

Maintenance: How was the maintenance cost determined, i.e., square footage, proportionate to the amount of space used by the program, etc.?

Insurance: What kind of insurance, at what cost, for what period, covering what activities?

Miscellaneous: What, why, and at what cost?

6a. Indirect

Indirect charges may be requested, and if the applicant has a federally-approved rate, a copy of the approved rate agreement must be submitted. It should be noted that costs included in the indirect cost pool cannot also be charged as direct costs. All requests for indirect charges are examined on a case-by-case basis, and may be funded in whole, in part, or not at all depending on the procurement, source of funds and agency involved. Recognizing that not all agencies, particularly smaller ones, can request or obtain a federally-approved rate, other requests will be reviewed and considered if they are clearly substantiated, preferably by a third party, independent accounting professional, or as specifically allowed by the funding source.

The cost detail worksheet will round to the nearest dollar calculations for personnel, fringe and indirect.

PROGRAM: COST DETAIL

CONTRACT PERIOD:

Name

1. PERSONNEL

#	Position Title	Staff Name or Initials	FT or PT	Salary per Pay Period or Hourly Rate	# of Pay Periods or Hours	% Charged to EDIC / Grant	EDIC / Grant Total
1	Title	Initials		\$0.00	0.00	0.00%	\$0.00
1	Title	Initials		\$0.00	0.00	0.00%	\$0.00
1	Title	Initials		\$0.00	0.00	0.00%	\$0.00
1	Title	Initials		\$0.00	0.00	0.00%	\$0.00
1	Title	Initials		\$0.00	0.00	0.00%	\$0.00
1	Title	Initials		\$0.00	0.00	0.00%	\$0.00
1	Title	Initials		\$0.00	0.00	0.00%	\$0.00
1	Title	Initials		\$0.00	0.00	0.00%	\$0.00
1	Title	Initials		\$0.00	0.00	0.00%	\$0.00
1	Title	Initials		\$0.00	0.00	0.00%	\$0.00
TOTAL PERSONNEL COSTS							\$0.00

2. FRINGE BENEFITS	FT staff	\$0.00	FT Rate	0.00%	\$0.00
	PT staff	\$0.00	PT Rate	0.00%	\$0.00
Total Fringe					\$0.00

OPERATIONAL COSTS					
3. TRAVEL					
					\$0.00
4. SUPPLIES					
					\$0.00
5. CONTRACTUAL					
					\$0.00
6. OTHER					
					\$0.00
6A. INDIRECT	\$0.00		(Select below) Rate:	0%	\$0.00
___ FEDERALLY APPROVED RATE		___ NEGOTIATED RATE		___ DE MINIMIS RATE	
SUBTOTAL OPERATIONAL COSTS					\$0.00
TOTAL: PROGRAM					\$0.00

It is acceptable to round line item calculation totals to the nearest dollar.
 In order to assist you in calculating totals, formulas have been added to this page in various cells.
 Each category total will automatically be reflected on the first budget page, as well as this page.
 You will have to enter projected monthly expenditures on page 1, but it will total the amount for you.
 Salary rates should not be rounded off and percentage allocations should be no more than 2 decimals.

PROGRAM: BUDGET NARRATIVE

FUNDING SOURCE:

CONTRACT PERIOD:

Name

PERSONNEL

Describe personnel that will be included under this line item.

Job Title - Staff Name \$0.00

pay periods/hours at \$ rate per pay period/hour @ % to grant

Indicate if position is full-time or part-time, salaried or hourly, paid weekly, bi-weekly, or monthly and at what rate. If hourly, list average hours worked per week and for which months of the grant period.

Provide a summary of job responsibilities for this position.

Job Title - Staff Name \$0.00

pay periods at \$ rate per pay period @ % to grant

Indicate if position is full-time or part-time, salaried or hourly, paid weekly, bi-weekly, or monthly and at what rate. If hourly, list average hours worked per week and for which months of the grant period.

Provide a summary of job responsibilities for this position.

Job Title - Staff Name \$0.00

pay periods at \$ rate per pay period @ % to grant

Indicate if position is full-time or part-time, salaried or hourly, paid weekly, bi-weekly, or monthly and at what rate. If hourly, list average hours worked per week and for which months of the grant period.

Provide a summary of job responsibilities for this position.

Sub-total Personnel \$0.00

FRINGE BENEFITS \$0.00

Provide fringe benefit rate and breakdown under this line item.

TRAVEL \$0.00

Describe transportation expenses under this line item.

SUPPLIES \$0.00

Describe items to be purchased under this line item.

CONTRACTUAL \$0.00

Describe contracted expenses under this line item.

OTHER \$0.00

Describe other expenses under this line item.

INDIRECT COSTS \$0.00

Check the appropriate answer regarding your agency's indirect cost rate.

*the agency is **not requesting indirect costs.***

The agency has a current or past federal indirect cost rate: yes (attach a copy) no

If no federal indirect cost rate exists, select one of the following:

*the agency has a **negotiated rate of** _____ % with a cognizant agency (attach a copy)*

*the agency is **requesting the De Minimus 10% rate***

For this budget the agency will use _____% indirect cost rate.

The agency has a federal indirect cost rate of _____%

PROGRAM TOTAL \$0.00

Appendix C

Application Questions

1. Agency Background and Organizational Capacity
A. Provide the current organizational mission.
B. Provide a brief description of the proposed program and describe relevant experience and history in providing the specific services proposed.
C. Provide the organization's track record of success for the proposed program. Please include skill gain descriptions and any associated job placement data if appropriate.

2. Statement of Need and Target Population
A. Describe the target population of the proposed services including participant geographic location and demographics (age, race, gender, employment status).
B. Describe this population's main assets for and barriers to education or employment.
C. Provide the total number of participants to be served under this RFGA.
D. Describe the specific milestones associated with your program design and how achieving these milestones will meet the needs of young adult clients with barriers to higher education or employment.
E. How will you monitor and assess participant progress?

F. List any industry-recognized credentials and/or certifications/licensure that participants will be prepared to earn (as applicable).

G. Describe how partners will be involved in providing input and regular feedback about the training and education components.

3. Program Design

Identify the proposed program and describe the following program elements:

A. Recruitment:

- Describe your recruitment strategy including the specific groups and organizations who are outreach partners and methods of conducting outreach.
- Explain how this strategy is appropriate for the target population.
- Note: OWD seeks descriptions that align to the 3 step framework (early intervention, post-secondary transition, and post-secondary placement).

B. Assessment:

- Explain the process used to assess potential participants and the steps and tools involved.
- Explain how the process is informed by your knowledge of the target population and/or employer input regarding industry needs.
- Include information about any digital literacy skills assessment strategies.

C. Case management, career counseling and supportive services:

- Outline the organization's strategy for providing a coordinated response to participants' needs including addressing barriers to education attainment or employment.
- Outline your case management strategy, including how individual service plans are developed and updated for each participant.
- Describe referral partnerships for issues falling outside the organization's scope of expertise, including mental health referrals and other social services as needed.
- Describe any additional retention strategies to promote comprehensive support of participant needs and continued engagement in the program including stipends or similar supports and how such funds are used.

D. Education/Training:

Describe the curriculum, objectives, and methods of instructions.
Describe the approximate length of time for each program element.

Describe the specific competencies that your trainees will master. Include information about how the program elements will be delivered, specifying which elements will be provided remotely vs. in person vs. hybrid training and if any elements will be delivered asynchronously. Include materials (syllabus or curriculum outline) detailing the proposed course of training.

E. How will participants transition between program elements or phases? Will there be a handoff from one program to another or will participants engage in ongoing services with both agencies throughout their time in the program?

F. Educational or Employer partnerships: Describe any relevant partnerships and role they play in advising program design or supporting program delivery.

G. Describe how partners will be involved in providing input and regular feedback about the training and education components.

H. How will participants transition between program elements or phases? Will there be a handoff from one program to another or will participants engage in ongoing services with both agencies throughout their time in the program?

4. Staffing

A. Describe the staffing plan for the proposed training program.

B. Identify by name the staff members responsible for this program, briefly describing their experience and qualifications, as well as their roles and responsibilities.

C. Describe how the experience of the staff, volunteers, and/or leadership inform delivery of services for the target population.

D. How does your organization solicit feedback from participants or otherwise incorporate the voice of the individuals served by your program into the design and delivery of services?

5. Budget

A. Provide a detailed Budget Summary using the OWD template available for download here and at <https://bit.ly/RFGABudgetForms> (Appendix B).

B. Include costs for all functions (recruitment, assessment, classroom and other instructional components, case management, job development and placement, client tracking, oversight and administration, fiscal management and oversight, reporting).

6. Outcomes

Please provide OWD with a clear chart of your projected outcomes for this grant. Figure 2 is an example of a WIOA Youth Outcomes chart for reference. Please note: applicants are not required to mimic the chart in figure 2. It is just an example.

Figure 2:

Outcomes	Proposed Number of Youth Achieving the Outcome
Obtain high school diploma <u>and</u> post-secondary education/training or employment	
Obtain HiSET/GED <u>and</u> post-secondary education/training or employment	
Obtain post-secondary certificate/credential/degree	
Increase in Educational Functioning Level; obtain a diploma or equivalent; pass courses for one year; progress toward a training milestone; or passed an occupational exam	
Enter employment and retain for 6 months after program	
Enter employment and retain for 12 months after program	
Enroll in post-secondary training and retain for 6 months after program	
Enroll in post-secondary training and retain for 12 months after program	
Enroll in post-secondary education and retain for 6 months after program	
Enroll in post-secondary education and retain for 12 months after program	
Of those employed, median wage of \$_____	
Of those employed, number who are receiving the living wage or higher ¹	
Number of youth who will continue in program after FY18	
Negative terminations ²	