

Application for Funding

- Issued by: United Workforce Development Board, Inc (Career Link)
- Program: Drop-Out Prevention Program
- Date Issued: Monday, February 3, 2025
- Due Date: Applications must be submitted via email to Career Link by 5:00 PM on Friday, March 7, 2025. All documents should be emailed to David Vaughn at dvaughn@careerlink16.com.
- Bidder's Conference: There will not be a Bidder's Conference
- Limitations: This application process does not commit Career Link to award a contract, to pay any costs incurred in the preparation of a proposal in response to this request, or to procure or contract for services or supplies.
- Questions: Questions should be addressed only to David Vaughn, Technical Specialist/Planner, at dvaughn@careerlink16.com.
- Evaluation and Review: Applications will be evaluated according to the criteria attached in this packet and only in accordance with the written material submitted by the applicant. A committee will rate the proposals, and the results will be submitted to the Workforce Innovation Board or a designated committee thereof for final approval.
- Fund Available: Up to \$60,000 per initial contract.
- Contract Terms: Contract terms and program designs are subject to any changes in the WIOA law. Contracts will be entered into with successful applicants for a one-year period with options to renew the contract for two additional years, if mutually agreed to. The first one-year contract period will begin on July 1, 2025 and end on June 30, 2026.
- Signature: The proposal must contain a PDF copy of a cover letter with the signature of the superintendent or other authorized individual requesting consideration for funding.

Definitions

Applicant	An organization which is applying for funds to deliver the program described in this Application for Funding (bidder).
Career Link	Public name for the United Workforce Development Board.
Career Planner	Formally known as a Case Manager.
Certified / Certification Date	The date recorded in the statewide IWDS system that signifies that the customer has met all eligibility requirements for a particular Title of funding, the customer's file is certified, and service lines are opened.
Exit / Exit Date	The date a participant's Services have ended. However, a customer may be enrolled in a Follow-up Service for one calendar year after Exit.
IWDS	The Illinois Workforce Development System is a statewide database that tracks information about each participant.
Measurable Skills Gains	Measurable Skills Gains (MSG) are indicators used to track important achievements, such as Literacy/Numeracy levels, of WIOA participants.
Participant / Youth	A person who is officially enrolled in the program and who meets all eligibility for participation.
Performance Standards	A set of goals established in concert with Career Link, the State of Illinois, and the federal Department of Labor.
Program Operator or Service Provider	Once an applicant has been accepted for funding, they are now identified as a Program Operator or Service Provider.
Student Assessment Tools	CASAS and the Test of Adult Basic Education (TABE) are assessment tools that evaluate youth's reading and math skills by measuring their equivalent grade levels. While CASAS is the preferred testing method, TABE serves as a suitable alternative. It is essential that test results are obtained within six months of the student's application date.
United Workforce Development Board	Legal name of the organization releasing this Application for Funding. Also known as Career Link.
Workforce Innovation and Opportunity Act	The Workforce Innovation and Opportunity Act (WIOA) is the governing legislation which controls Career Link.
Workforce Innovation Board (WIB)	The governing Board of Career Link as established by WIOA.

Statement of Work

Requesting Organization Information

The United Workforce Development Board (Career Link) administers federal Workforce Innovation and Opportunity Act funds for an eight county region. The counties in the region are Fulton, Marshall, Mason, McLean, Peoria, Stark, Tazewell, and Woodford. As a provider under the Workforce Innovation and Opportunity Act (WIOA), Career Link is committed to developing and implementing effective strategies for at-risk youth, including targeted dropout prevention programs. Our mission is to connect young people to educational and employment opportunities, ensuring they receive the support needed to achieve their potential and contribute meaningfully to the workforce. Through collaborative partnerships and comprehensive service delivery, Career Link aims to empower youth, reduce dropout rates, and strengthen the region's workforce.

Background

Career Link administers a funding sources designated specifically for young persons (defined as 14 to 21 years of age). A significant portion of these funds is set aside for high school students who need extra assistance to successfully graduate from school and continue on a successful career pathway.

There are three basic goals for individuals enrolled in this program:

1. **Academic Progress:** Each participant is expected to demonstrate a significant improvement in their reading and/or math skills, with a minimum goal of advancing one grade level per year. This enhancement in academic achievement serves as a foundation for future success and prepares students for post-secondary education or the workforce;
2. **High School Graduation:** The program places a strong emphasis on supporting students in earning a high school diploma. By providing individualized attention, mentorship, and resources, participants are better equipped to overcome obstacles and stay on track to graduate; and
3. **Career Readiness:** Upon completion of the program, participants are expected to secure employment or enroll in post-secondary education/training. This outcome represents the culmination of the program's efforts, as it demonstrates the participant's readiness to enter the workforce or further their education, positioning them for long-term success and economic self-sufficiency.

Statement of Need

Every school serves a diverse student population with a wide range of academic needs, including those who excel and those who face significant challenges. Programs and

support are typically provided for the extreme ends of the spectrum, but little is offered for the low middle range student who is struggling academically and may be at risk of failure, dropping out, or under-achievement. To that end, Career Link aims to support drop-out prevention efforts across our eight-county region through strategic subcontracting with local programs. In pursuit of this goal, if feasible, we plan to establish a presence in as many counties as possible, although this may limit the opportunity to support multiple programs within a single county.

Program Design

Twenty years of experience has demonstrated that the program design outlined below is successful in contributing to educational success. Success is defined as receiving high school credit, being promoted to the next grade, graduating from high school, improved behavior, improved attendance, and becoming employed or enrolled in post-secondary education.

The sole purpose of enrolling a youth in the drop-out prevention program should not be solely graduating high school. The goal of each youth should be entering post-secondary education, employment, or the military after graduating high school.

Therefore, Career Link is seeking schools to participate in the delivery of an in-school youth program that includes the elements as described below.

1. The program should provide for a scheduled, separate, stand-alone Careers Class that meets during the regular school day and for which at least ½ high school credit is granted.
2. The program must provide for an instructor who will deliver the following services:
 - a. Provide instruction in the curriculum (See details on curriculum later in the RFP)
 - b. Recruit students
 - c. Assist with the eligibility process in conjunction with the Career Link staff
 - d. Act as an advocate for the students
 - e. Provide tutoring assistance
 - f. Be available outside of the regular class to assist students (i.e., before school, during a study hall, lunch, prep periods or after school)
 - g. Assist the Career Link staff in setting up work experience where appropriate
 - h. Provide on-going support and assistance past high school graduation for a period of one year
 - i. Work with the Career Link Career Planner on joint management of students' progress, including assistance with providing information for case notes every 30 days.

3. The program should have the support of the school administration, counseling staff, special education teachers, and general teaching staff. Documentation must be received that shows the support of these groups within the school.
4. The program should provide for a junior level class and a senior level class. It is expected that a junior will continue into the senior year. A minimum enrollment level of ten students for each level is required. A separate curriculum must be provided for juniors and seniors.
5. Work experience through direct employment or subsidized positions through Career Link will be part of the program. With some students, this will be done by the program alone, but with others, this will be done in partnership with others outside the program. Youth will benefit from participation in a variety of job search, interview, and simulated work experiences.
6. The bidder may add additional components and enhancements as long as these augment and fit within the goals of the project.

The target goal for enrollment into the program is at least 15-20 students, but we will take other factors into consideration.

Curriculum

The curriculum must include certain components, but a great amount of discretion is provided for the individual school to design the curriculum to fit the needs of their students. The class **must** include reading and math enhancement activities. Many, if not most, students will be deficient in reading and/or math. Any student who scores a grade level of 8.9 or below in either reading or math will be considered deficient and expected to increase his or her test scores at a post-test at end of each program year. Math should be based on practical math applications such as making change, finding square footage, balancing a checkbook, managing a budget, figuring gas mileage, and measuring.

A portion of the class should be reserved for tutoring assistance for students having difficulty in other academic classes. A part of the instructor's job will be to act as a liaison with other teachers, being aware of when assignments are due, upcoming tests, etc. They will be expected to help the student meet requirements in their other classes.

The curriculum must include career counseling, career assessment, and planning, developing a career portfolio, life skills training, social awareness, job seeking, and job keeping skills. Listed below are some suggested topical areas that could be included in the curriculum. These or other similar topics can be included in the curriculum.

1. Goal setting related to future occupations and education
2. Writing a resume
3. Using the telephone to arrange an interview
4. Interview techniques

5. Employer expectations
6. Time management
7. Positive attitude
8. Completing college applications and financial assistance forms
9. Identification of occupational interest, aptitudes, and abilities
10. Learning appropriate social skills for school and workplace
11. Illegal drugs and the workplace
12. Appropriate dress
13. Budgeting
14. Workplace ethics
15. Filling out job applications
16. Interpersonal skills

Students enrolled in the Careers Class should be afforded leadership opportunities. An association or club must be formed with leadership roles and empowered to do such things as develop community service projects, solicit speakers, arrange for class visitations and similar activities.

The school has the option of instituting a mentoring program which goes beyond the relationship of the instructor to the students. Mentors might be other individuals in the school, or individuals from the community. Mentors should have some training about expectations implicit in the mentoring relationship prior to beginning a mentoring process.

The bidder must emphasize the bridge between high school and post-secondary education by providing support for that transition.

Other curricular components may be suggested by the school. Any activity or experience which compliments the program design will be favorably considered.

Funding may be available through Career Link for the costs associated with post-secondary training following graduation from high school.

School personnel are expected to assist Career Link Career Planners with the development of students' Individual Service Strategies.

It is highly encouraged that your program include the youth elements listed below. Some elements may be provided in cooperation the Career Link Career Planner.

Fourteen (14) WIOA Youth Elements

1. Tutoring, study skills training, instruction, and drop-out prevention;
2. Alternative secondary school services or drop-out recovery services;
3. Paid and unpaid work experience;
4. Occupational skills training;

5. Education offered concurrently with workforce preparation and training for a specific occupation;
6. Leadership development opportunities
7. Supportive services;
8. Adult mentoring;
9. Follow-up services;
10. Comprehensive guidance and counseling;
11. Financial literacy education;
12. Entrepreneurial skills training;
13. Services that provide labor market information; and
14. Postsecondary preparation and transition activities.

Eligibility for Services

To participate in a class funded through this program, a youth must meet the following criteria:

1. Be attending and be of Junior or Senior status at time of enrollment AND
2. Not younger than 14 (unless individual with a disability attending school under State law) or older than 21 at the time of receipt of first WIOA youth service AND
3. A low-income individual AND
4. Has at least one additional barrier.

Targeted population is senior students; however, juniors will be considered.

School personnel will be asked to identify potential participants. The student must be someone who is assessed as needing the proposed program and who can benefit from participation. The staff of Career Link will determine eligibility and together with the instructor, a decision will be made as to whether to enroll a student.

General Parameters and Requirements

The Service Provider will be responsible for making an initial identification of appropriate students. Career Link staff will assess individuals referred by the Service Provider and will administer the CASAS/TABE to determine literacy/numeracy deficiencies. (In some cases, the Service Provider may wish to administer the CASAS/TABE.) The Career Link staff will examine the barriers and suitability of the individual to successfully participate in the drop-out prevention program as well as meeting the general eligibility requirements. Additional information will be provided to the Service Provider to assist them in making the initial identification.

Due to the roles of the Service Provider and Career Link staff, communication and cooperation will be very critical to the success of the program. On-going and frequent

communication will be required. Service Providers will be required to submit quarterly estimates of their expenditures and planned enrollments to Career Link.

Each youth must have a follow-up period of one year. It is largely the responsibility of the subcontractor to perform follow-up on students in partnership with a Career Link Career Planner. Career Link will also provide guidance in this element of the program. A full year of follow-up should be planned for all enrolled students after their exit from the program. At the completion of training by the Service Provider, a mandatory meeting will take place with the staff of Career Link to review the results of the training and the move to the next phase, be it work, post-secondary training, job search, etc.

Subcontractors will be expected to provide Career Planners with the participating students' grades every semester. Subcontractors must provide proof of diploma upon graduation as credential documentation.

Career Link cannot pay for any service or activity that is already provided by another organization as long as that service is reasonably available to Career Link clients. Any activity that is reimbursed by Career Link must be ***new, additional or unique***. Combining instruction to Career Link youth with non-Career Link students is discouraged due to the problems created in segregating costs.

The Service Provider will be monitored for compliance with the terms of the contract by Career Link and possibly monitors from the Illinois Department of Commerce and Economic Opportunity.

Some supportive services will be available to the youth, such as childcare, transportation allowance, and emergency needs. These supportive services will be arranged and paid for directly by Career Link unless other arrangement are established with the Provider.

Instructor Qualifications

The instructor plays a key role in the success of the program. When schools select and hire an instructor they are asked to consider the following attributes:

- the instructor should be someone who relates well with at-risk students, cares about them and believes in their ability to succeed;
- the instructor should be someone who works well with other instructors;
- the instructor should embrace the program and approach outlined in this Application;
- the instructor should be knowledgeable in the subject matter areas included in the curriculum;
- the instructor should demonstrate a willingness to be responsible for someone else's growth;
- the instructor should demonstrate the ability to be flexible;

- the instructor should have an ability to share credit;
- the instructor needs an appropriate blend of authority and relaxed attitude.

Incentives

The program must provide for incentives to motivate the student for achieving an increase of at least one functioning level. Costs for these items should be included in the budget (see Attachment B). These incentives must be awarded in a timely manner as the students earn the incentives. Incentives must be awarded throughout the year and may not be withheld from students until completion of the program. Student incentives may not be incurred after 15 days upon attaining a high school diploma. Maximum incentive awards per student may not exceed \$200 per program year (i.e. July 1, 2025 to June 30, 2026).

Work Component

To provide youth with opportunities of career exploration, job search, interview, and simulated work experiences, the program provider will develop relationships with local employers who will interview and hire to provide 1) an On-the Job Training (OJT) opportunity or 2) Work Experience with an option to hire. The Careers Class instructor should assist and make recommendations for worksites that fit the needs of the student. If Work Experience is selected, Career Link will establish a contractual agreement with the employer at the request of the program provider. Career Link will pay the youth at least the minimum wage, and if the worksite offers a higher rate for a similar job position, we can match their wages up to \$5 above the current Illinois minimum wage for up to 1,800 hours or 18 months, whichever occurs first. The number of available Work Experience slots and/or OJT slots will be determined when Service Provider budgets are finalized. OJT requires the employer to hire the youth. If OJT is selected, Career Link will establish a contractual agreement to reimburse the employer up to 75% of the base wage for a customized time period. Career Link will be responsible for developing any on-the-job training contracts.

Describe who the employer(s) is/are, location, job types, full or part-time or both and typical salary range. Will the involvement be interviewing, hiring, on-the-job training or work experience with an option to hire? How will the youth be linked with the employer? Will the work component take place during the school year or summertime? Estimated costs associated with these activities should be included in the budget, but will not be part of the contract. These costs will be paid directly by Career Link.

It is expected that 50% of the students sponsored by Career Link will participate in a Work Experience opportunity.

Performance Outcomes

Performance Standards for WIOA Youth programs are:

1. **Graduation Rate** – at least 72% of the students will graduate. Juniors who exit the program after their junior year will be counted as a non-completer.
2. **Post High School Status** – Percentage of participants who are in postsecondary education, advanced training, employment, military service, apprenticeship in the second post quarter following termination from the program. A goal of at least 74% is established for this measure. Juniors who exit the program after their junior year will be counted as not meeting this goal.

Post Program Activities

Upon successful completion of drop-out prevention activities, students may choose to pursue post-secondary training or on-the-job opportunities through Career Link. Interested students should discuss these options with their Career Link Career Planner so funds may be set aside by Career Link. No tuition or on-the-job training assistance can be paid without prior approval. On-the-job training reimburses employers that hire eligible youth up to 75% of the base wage for a customized training period. Career Link will be responsible for developing any on-the-job training contracts. Costs associated with these activities are not part of the Service Provider's budget or contract. These costs will be paid directly by Career Link.

General Provisions

Submitting a proposal in response to this Request for Proposals (RFP) does not create any obligation or commitment on the part of Career Link to enter into a contract with the applicant.

Each sub-recipient/sub-contractor will be monitored at least once a year to assure that the program is being delivered in accordance with the terms of this RFP and the subsequent contract.

Invoices must be submitted monthly and in a timely manner. Failure to invoice on time may result in the issuance of a corrective action request and ultimately with the cancellation of the contract.

Sub-recipients/ sub-contractors must have:

- a financial management system in place to track and record grant expenditures (i.e., QuickBooks, Sage MIP);
- oversight provided by a Board;
- registered at Federal Awardee Performance and Integrity Information System (FAPIIS) and System for Award Management (SAM) websites (www.sam.gov); and
- not been debarred, suspended or otherwise excluded from or ineligible for participation in federal assistance programs or activities.

Equal Opportunity/Non-Discrimination

The Service Provider must abide by the following policies which promote fair hiring, promotion, and recruiting practices in all job classifications in order to achieve equality in employment by complying with the non-discrimination and non-sectarian activities and provision under Section 188 of the Workforce Innovation and Opportunity Act, as well as abide by the following federal/state laws and regulations for EO/Non-discrimination:

Executive Order 11246;

Title VI and Title VII of the Civil Rights Act of 1964, as amended;

The Age Discrimination Act of 1975;

Sections 503 and 504 of the Rehabilitation Act of 1973, as amended;

Title IX of the Education Amendments of 1972, as amended;

U.S. Department of Labor Regulations at 29 CFR Part 37;

The Illinois Human Rights Act, as amended;

Americans with Disabilities Act of 1990;

The Equal Pay Act of 1963;

The affirmative action provisions of the Vietnam Era Veterans Readjustment Assistant Act of 1974;

The Age Discrimination in Employment Act of 1967; and

The anti-discrimination provision of the Immigration and Nationality Act.

Application

Application Format and Submission Requirements

Applicants must submit:

1. a PDF of a signed Cover Letter,
2. an Application Proposal in Microsoft Word, and
3. the Youth Contract Budget Application in Microsoft Excel.

The Application Proposal must address the Required Elements identified in this RFP. The Proposal should also address the concerns listed in the Proposal Ratings Guide (Attachment A).

The Youth Contract Budget Application is attached (Attachment B) and available to download at www.CareerLinkIL.com/contact/rfp.

Letters of support may be submitted in the same email as your Application Proposal, but are not required.

Funding

The applicant may request funds for expenses that are necessary, reasonable, and allocable to the program, in accordance with the Workforce Innovation & Opportunity Act guidelines. However, funds cannot be used to duplicate services that are already available and currently provided.

Initial contract awards are limited to \$60,000; however, budget increases and adjustments may occur during the contract if Career Link determines it is necessary and reasonable.

Allowable expenses could include, but are not limited to, the following:

1. Instructional staff salaries and fringe benefits (preparatory time can be reimbursed)
2. Supplies, instructional materials
3. Travel
4. Facility rental
5. Student Incentives
6. Student travel
7. Conference costs if appropriate and connected with this program

The applicant cannot purchase equipment without permission from Career Link. Such purchases are generally discouraged.

Any contract between Career Link and the applicant will be a cost reimbursement type wherein the applicant will be reimbursed monthly on the submission of a bill, detailing the costs incurred during the preceding month, which are properly chargeable to the contract.

The instructor will be expected to work over a ten-month period. For each one hour class period devoted to the program, up to two additional class hours will be allowed for support activities such as recruitment, curricular preparation, liaison with other teachers, career counseling, etc. The ratio of classroom to non-classroom time will be subject to negotiation. UWDB will pay the proportionate share of the instructor's salary and fringe benefits based on the number of class periods during the normal school day. For example, in an eight-period day, if the instructor conducts one UWDB class and allocates two hours for preparation, Career Link would reimburse up to 3/8ths of the salary and fringe benefits. For cases without structured hourly schedules, this proportionality principle will still apply. **Funds from Career Link cannot be used to subsidize instructors or staff working with students not enrolled in the Career Link Careers Class, and no costs unrelated to the Career Class may be charged to the grant.** In the Response Section, provide a detailed explanation of how costs for staff are determined.

Funds may be utilized for supplies, student travel (excluding commutes from home to school), leadership activity support, faculty workshops, tuition, and similar expenses.

Generally, the purchase of non-consumable items or equipment is prohibited without prior approval from Career Link.

The school will be responsible for providing a classroom(s), materials, supervision and general accountability for the program and funds.

To receive reimbursement, the school district must submit an invoice monthly for expenses incurred during the previous month.

Response Items

The ability of the review committee to understand clearly what the applicant intends to provide will be a key factor in awarding funds for this project. Applicants are encouraged to provide thorough and comprehensive answers to each question in the application. Detailed responses not only demonstrate your understanding of the project requirements but also allow the review committee to fully evaluate your proposal. Be sure to address all aspects of each question and provide relevant examples or explanations where applicable, as this will enhance the clarity and strength of your application. All responses must be typed.

Cover Letter

Include a signed cover letter from an authorized representative of your organization, indicating your intent to apply and your readiness to enter into a contract upon selection. This signed cover letter must be sent as a PDF document.

Application Proposal

Submit the Application Proposal as a single Microsoft Word document. Ensure you provide ample detail for each item, with each section corresponding to the order and numbering of the Applicant Information and Required Elements below.

Applicant Information

1. Name, Address, Telephone Number, FEIN and DUNS of applicant
2. Name and title of highest-ranking staff in your organization
3. Contact Person (if different than 2.) including name, telephone number and email address
4. Identify the financial management system in place to track and record grant expenditures (i.e., QuickBooks, Sage MIP).
5. Brief history of your organization, its mission, accomplishments, staffing, and similar information.

Required Application Elements

Describe how *each* required element will be delivered in your Application Proposal.

6. Applicants must submit an executive summary as part of their Application Proposal, providing a brief overview of their organization and the goals and objectives of the proposed program. This summary should be limited to one page, effectively capturing the essence of your proposal in a concise manner.
7. What is the anticipated enrollment level at the Junior and Senior level?
8. Attach documentation of broad-based school support involving the administration, teaching staff, guidance department and special education areas.
9. Will the school (or home school) grant credit for the class?
10. Describe your underlying educational philosophy and goals, particularly as related to at-risk students, and how this program relates to that philosophy and goals.
11. Describe the program, including the curriculum. Specifically, describe the integration of reading and math instruction. Describe the role of the instructor in advocating for and assisting students with their other classes. Include a listing of the topical areas that you will cover (see examples). Describe your vision of the leadership club. Will you include mentoring and if so in what way? Are there other elements that you will include in the program? If so, describe.
12. Will the bidder be able to make payments directly to the students for incentives?

13. Describe the Work Experience component, including OJT and Work Experience costs to be paid directly by Career Link. Identify potential employers, locations, job types, and typical salary range. Will the involvement be hiring, interviewing, on-the-job training, or work experience with an option to hire? How will the youth be linked with the employer?
14. Describe the strategy and techniques that will be used to transition the student to work or post-secondary training.
15. Describe the Work Component, including OJT and Work Experience costs to be paid directly by Career Link. These costs should not be reflected in your Budget Table.
16. Follow-up: Provide an assurance that the Service Provider understands the responsibility for the follow-up activity and the requirement to provide any known information on the status of the youths following completion of the program. It is largely the responsibility of the subcontractor to perform follow-up on students in partnership with Career Link's Transition Services subcontractor(s). A full-year of follow-up should be planned for all enrolled students. At the completion of training by the Service Provider, a mandatory meeting will take place with the staff of Career Link to review the results of the training and the move to the next phase, be it work, post-secondary training, job search, etc.
17. Staffing: Describe the number and types of individuals who will be charged to the project. Describe whether these positions are new or re-assignment of existing staff. Describe the qualifications and experience of existing staff or qualifications for hiring new staff.
18. Communication: Provide an assurance that Service Provider staff will be available for communication with the staff of Career Link and the importance of this communication.
19. Provide an explanation of the proposed budget (calculated in the Youth Contract Budget Application. If any costs are shared costs, indicate the basis of how the Career Link share will be determined.
20. Provide an assurance of compliance with Equal Employment Opportunity laws, and assurance that your assigned program staff will complete annual sexual harassment training during the contract period.
21. Sections of the Illinois Procurement Code encourage the utilization of businesses owned by minorities, females, and/or persons with disabilities in all contracts and services. If applicable, please include this information.
22. Provide any additional information that you believe is relevant.

Budget

Complete the Youth Contract Budget Application (Attachment B) by detailing all program-related costs, including salary, fringe benefits, and any other expenses. Awards will be dependent on total funding available. Proposals up to \$60,000 will be accepted; however,

the raters will be considering the cost effectiveness of each proposal in order to provide services throughout the region.

Attachments

Attachment A provides the approval rating rubric Career Link will use to score eligible Drop Out Prevention proposals.

Attached is Attachment B, the Youth Contract Budget Application, also available for download as an Excel workbook at www.CareerLinkIL.com/contact/rfp. Applicants should fill out only the “Youth Budget Application” tab, while the other tabs will be used Career Link staff.

1. Select the Youth Budget Application tab.
2. Enter information in the unlocked cells filled by the color **BLUE**. All other cells are locked.
3. When entering staffing costs, you must enter the “% Wages & Benefits Attributed to Contract” before you may enter the wage, number of hours, and weeks. After doing so, enter the wage and benefits costs to be attributed to the contract.
4. If you are requesting funds for a staff position to be filled, you may enter TBD (To Be Determined) in the name blank.
5. The ICAPS budget items are only required for Out-of-School Drop Out Recovery program applicants (GED program providers).
6. Line items for Operating Costs and Programmatic Costs must be selected from the drop-down menu for each cell. Click the cell and then click the drop-down arrow at the right end of the cell to view the menu.
7. Programmatic Costs must be calculated based on the number of students to be served.
8. See the Incentive example. To enter incentive costs, type a description of the incentive and its accompanying calculations in the cells below. Incentives may be calculated for different numbers of students. For example, you may expect that 12 students may attain a “Level Gain in Reading and Math.” Alternatively, you may only expect nine (9) students to “Apply to post-secondary training program or military.”
9. The Incentive section will provide two totals at the bottom: the Maximum Incentive Cap per Student, and the Incentives Subtotal, that is the cost of providing all incentive awards during the program. The cell depicting the Maximum Incentive Cap will turn **RED** if it exceeds the allowable amount.

Review Process

The Local Workforce Innovation Board of Region 15 has authorized Career Link to issue this Request for Proposal (RFP) and evaluate the submitted proposals based on the attached scoring criteria. Following this evaluation, the Board will receive recommendations for contract awards. To qualify for review and potential contract award,

proposals must achieve a minimum score of 45 on the rating scale, demonstrating satisfactory compliance with our requirements. Contracts will be awarded to applicants in order of their scores, subject to fund availability and the priority objective of delivering drop-out prevention services across all our counties.

Attachment A

Proposal Rating Guide

Drop-Out Prevention Program – 2025

Bidder _____

CRITERIA	Possible Points	Points Assigned
1. To what degree does the applicant describe an organization capable of providing the requested program including adequate staff?	5	
2. To what degree has the applicant described a program that matches the minimum requested requirements listed in the Application for Funds document? Does the proposal address services for basic skills deficient students? Does it provide a separate class for credit? Does it provide tutoring? Does it provide a career club and leadership opportunities? Does it provide career counseling, assessment, life skills training and similar topics?	30	
3. To what degree does it appear that all segments of the school embrace the program?	10	
4. Is there an adequate explanation of the funding level requested and is the funding request cost effective in comparison with the time allocated for the project?	15	
5. Does the applicant provide a comprehensive Incentive Plan designed to motivate the student to success?	10	
6. Does the applicant have experience in successfully administering similar programs?	10	
7. Has the bidder provided assurances for compliance with Equal Opportunity issues?	0 or 5	
8. Is the organization owned by a female or minority?	0 or 5	
TOTAL	90	

Proposals submitted for consideration must attain a minimum score of 45 on our rating scale, indicating satisfactory compliance with our requirements, to be eligible for review and potential award of a contract.

Rater _____ Date _____