

REAL **SKILLS** **For Youth**

Governor's Workforce Board

Solicitation for Grant Proposals

Real Skills for Youth

[RFP # RSFY 2019-01]

**Governor's Workforce Board RI
RI Department of Labor & Training
1511 Pontiac Avenue, Building 73
Cranston, RI 02920**

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**Proposals must be submitted no later than
Friday, February 1, 2019 at 4:00 PM**

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I. Funding Opportunity Description

The Governor’s Workforce Board (GWB) is issuing this Solicitation for Grant Proposals for qualified organizations to form strategic partnerships among schools, youth-serving organizations, industry, and others to develop and implement high-quality paid work-based learning activities and college and career readiness programming for youth.

The GWB has made available up to \$2,300,000 to fund this Solicitation, tentative upon board approval and subject to appropriation. The GWB reserves the right to fund the proposal components in whole or in part.

A. Background

The Governor’s Workforce Board was established by Executive Order on September 22, 2005. It is the primary policy-making body on workforce development matters for the State of Rhode Island, with statutory responsibility and authority to plan, coordinate, fund and evaluate workforce development activities in the state as established by RI General Law, Title 42-102. The GWB consists of 22 members representing business, labor, education, community, and government who establish workforce development policy and plans and allocate state Job Development Funds (JDF). One of the GWB’s strategic priorities is to advance a career pathway strategy to prepare youth and adults for successful futures, and part of that strategy is scaling out youth work-based learning and other college and career readiness activities for youth.

In addition, Rhode Island is one of ten states that was awarded a \$2 million New Skills for Youth grant from JP Morgan Chase to implement a 3-year action plan called [Preparer I](#), with the goal of ensuring all Rhode Island students are college and career ready. PrepareRI aims to close the gap between what students learn in school and what they need for high-demand jobs, and to ensure that historically underserved student populations have expanded access to quality career preparation opportunities in priority sector industries. The goal is that, by 2020:

- All students will have career awareness and exploration opportunities beginning in elementary and middle school, and individualized learning plans based on their unique strengths and interests
- All high school students will graduate with college credit or an industry credential
- All high school students will have access to a work-based learning experience, such as an internship in a relevant career field
- All career pathway programs will be aligned to Rhode Island’s high-demand career fields

The action plan is a broad inter-agency effort, and the GWB is tasked with, among other items, scaling out work-based learning opportunities for youth. The GWB’s “Real Skills for Youth” program is built off the long-standing Summer Youth Employment program to enhance and scale work-based learning opportunities for youth, and more tightly connect work-based learning to year-round college and career readiness programming, by supporting partnerships among schools, youth-serving organizations, industry, and others.

B. Real Skills for Youth Overview

The goal of the Real Skills for Youth program is to prepare youth for success in college and career through meaningful career exposure and exploration of potential career paths and their on-ramps, skill-

building with an emphasis on essential and professional skills, and supported work-based learning experiences that allow participants to apply learning in a real-world setting.

The Real Skills for Youth program is grounded in the following core values: a focus on equity and ensuring that historically underserved populations have expanded access to opportunities and quality programming; cultural competency and being respectful and responsive to the beliefs and practices of diverse population groups; and high expectations for all youth and providing the necessary supports and mentorship for youth to meet those expectations.

Partnerships are asked to propose plans of up to one year to provide participants with career exploration, college and career readiness training, and/or work-based learning opportunities aligned to high-wage, high-demand industries as much as possible. Paid summer work-based learning will be prioritized in the evaluation process, as well as plans that connect summer work-based learning to year-round college and career preparation.

Activities should help youth reach the following objectives:

- Understand career options, career pathways, and decision points, including the linkages between educational and skills attainment, relevant experience, and career advancement.
- Develop essential skills¹ such as collaboration and teamwork, communication, critical thinking and problem solving, initiative and self-management, and professionalism.
- Learn and understand work norms and culture.
- Build professional networks.

C. Funding Stream and Authority

This grant is being funded by the Governor’s Workforce Board pursuant to Rhode Island General Laws § 42-102-6(e)1.

The authority for the award of funding for the Statewide Career Readiness Intermediary Grant is not governed by the provisions, otherwise, of Rhode Island Procurement Regulations Section 1 et seq. pursuant to Rhode Island General Laws § 37-2-13. Instead this grant is being solicited under Section 10 of the Rhode Island Procurement Regulations pursuant to Rhode Island General Laws § 37-2-13, “Expenditures that are not Procurements.”

Funds for this grant are derived from a variety of sources, which may include but are not limited to:

- 1) The Governor’s Workforce Board pursuant to Rhode Island General Laws §42-102-6(e)1
- 2) Governor’s Set Aside pursuant to Workforce Innovation and Opportunity Act, 29 U.S.C.A. §3163(a)
- 3) Sector NEG US DOL pursuant to Workforce Innovation and Opportunity Act, 29 U.S.C.A. §3225(b) and Workforce Investment Act, 29 U.S.C.A. §2918
- 4) US DOL Incentive Grant pursuant to Workforce Investment Act, 20 U.S.C.A. §§9211, 9273
- 5) New Skills for Youth grant funds

¹ Essential skills are also known as professional skills, employability, soft skills, or 21st century skills and are defined on Page 8 of this Grant Solicitation.

D. Notification to Applicants

- The GWB reserves the right to amend, revise, or edit any part of this Grant Solicitation during the application period. Any amendments will be posted to the GWB website by Friday, January 18, 2019 along with Grant Solicitation questions and answers.
- Potential applicants are advised to review all sections of this Request carefully and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in the proposal being found nonresponsive.
- Alternative approaches and/or methodologies to accomplish the desired or intended results of this procurement are solicited. However, proposals which depart from or materially alter the terms, requirements, or scope of work defined by this Request will be rejected as being non-responsive.
- All costs associated with developing or submitting a proposal in response to this Request, or to provide oral or written clarification of its content, shall be borne by the applicant. The State assumes no responsibility for these costs.
- Proposals are considered to be irrevocable for a period of not less than 60 days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.
- Applicants are advised that all materials submitted to the state for consideration in response to this RFP will be considered public records as defined in Title 38, Chapter 2 of the General Laws of Rhode Island, without exception, and will be released for inspection immediately upon request once an award has been made.
- Interested parties are advised to visit the Governor's Workforce Board web site (www.gwb.ri.gov) on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this Request for Proposals.
- All proposals should include the lead applicant's FEIN or Social Security number as evidenced by a W9 form, downloadable from the Division of Purchasing website: www.purchasing.ri.gov
- In accordance with Title 7, Chapter 1.2 of the General Laws of Rhode Island, no foreign corporation, a corporation without a Rhode Island business address, shall have the right to transact business in the state until it shall have procured a certificate of authority to do so from the Rhode Island Secretary of State (401-222-3040) This is a requirement only of a successful vendor.
- DIVESTITURE OF INVESTMENTS IN IRAN REQUIREMENT: No vendor engaged in investment activities in Iran as described in R.I. Gen. Laws §37-2.5-2(b) may submit a bid proposal to, or renew a contract with, the Division of Purchases. Each vendor submitting a bid proposal or entering into a renewal of a contract is required to certify that the vendor does not appear on the list maintained by the General Treasurer pursuant to R.I. Gen. Laws §37-2.5-3.
- § 28-5.1-1 Declaration of policy. – (a) Equal Opportunity and Affirmative Action toward its achievement is the policy of all units of Rhode Island state government, including all public and quasi-public agencies, commissions, boards and authorities, and in the classified, unclassified, and

non-classified services of state employment. This policy applies in all areas where the state dollar is spent, in employment, public service, grants and financial assistance, and in state licensing and regulation. For further information, contact the Rhode Island Equal Employment Opportunity Office, at 222-3090.

II. Award Information

A. Available Funding and Number of Awards

The number of grants awarded will be determined by the competitive process and the available funding. All awards are subject to the availability of funds and the execution of a contract that is acceptable to both the selected respondent and the GWB.

The GWB anticipates that the majority of funds will be dedicated to paid work-based learning in Summer 2019, and a smaller portion of funding to academic year 2019-20 college and career readiness programming. Awardees may be eligible for additional funding opportunities available only to Real Skills partnerships.

B. Award Duration and Timeline

The grant period for a Real Skills partnership will depend on proposed activities and will be negotiated upon award. Grant contracts will begin no earlier than May 1, 2019 and will end no later than May 1, 2020, except by written approval by both parties. Additional Funds may be authorized upon written approval, and allocations will be based on available funds and performance. Below is the proposed timeline for Real Skills RI applications.

Schedule of Pertinent Dates	
Release of Solicitation	Tuesday, December 4, 2018
Pre-Proposal Conference	Friday, December 14, 2018
<p>A pre-proposal conference will be held on Friday, December 14th at 1:30pm at the Department of Labor & Training, Conference Room 73-1, 1511 Pontiac Avenue, Cranston, RI. Attendance is strongly recommended; please send no more than two representatives from your organization. Register by emailing caitlin.downing@dlt.ri.gov.</p>	
Q & A deadline	Wednesday, January 16, 2019
<p>Questions about this RFP may be submitted to the GWB by email to caitlin.downing@dlt.ri.gov. All questions and answers will be posted on the GWB website.</p>	
Proposal Due Date	Friday, February 1, 2019 at 4:00 PM
Grant Awards Announced	April 2019

C. Proposal Due Date and Time

Proposals, in the number and form set forth in Section IV, "Proposal Format and Submission Information" must be received in hand by GWB staff at the address below, time and date stamped no

later than 4:00 P.M. Local Time on Friday, February 1, 2019, in order to be considered. If the proposal submission is mailed, it must also be received by the closing date and time. Hand delivery is preferred.

RI Department of Labor & Training
1511 Pontiac Avenue, Building 73
Cranston, RI 02920

III. Eligibility and General Information

A. Eligible Lead Applicants

The Lead Applicant serves as Fiscal Agent for the grant as well as lead contact and administrator for all grant-related activities. The Lead Applicant may be any of the following:

School, school district, youth center, community-based or non-profit agency, training or education provider, higher education institution, trade association or industry sector intermediary, municipality, or private employer.

B. Major Elements of Programming

Real Skills funding can be utilized to develop and implement programming to provide youth with any or all of the following during the Summer and/or the academic year. Partnerships are encouraged to submit proposals that connect academic year career exploration and college and career readiness to summer work-based learning.

- 1) **Career Exploration** opportunities to understand career options, career pathways and decision points, including the linkages between educational and skills attainment, relevant experience, and career advancement, further defined in Section C.
- 2) **College and Career Readiness training** to develop essential skills and learn and understand work norms and culture and prepare youth for work-based learning experiences, further defined in Section D.
- 3) **Work-Based Learning**, to apply academic, technical, and essential skills in a real life or simulated work environment, further defined in Section E.

C. Career Exploration

Career exploration includes curriculum and activities for students to learn about different industries, occupations, and career pathways; and how these fit into their personal interests, skills, and passions. Proposals are encouraged to focus on high-wage, high-demand industries and to integrate student [Individualized Learning Plans \(ILPs\)](#). Examples include but are not limited to:

- Personalized career interest / strengths assessment surveys
- Job shadows and site visits to workplaces
- Interactive career fairs
- Guided research (i.e. Launch My Career, O*NET)
- Industry-driven curriculum
- Individual Learning Plan (ILP) reflections

Career exploration activities should be:

- *Rigorous*: Developmentally appropriate, experiential, and tied to measurable outcomes and concrete learning objectives; students are building career-based knowledge and academic skills through structured and sustained activities that are not “one-off.”
- *Relevant*: Contextualized to high-wage, high-demand industries and occupations in the local area and students’ personal interests and skills; and serve to build out academic and career goals for Individualized Learning Plans (ILPs).
- *Reflective*: Engaging students in reflection and analysis throughout and after the activity, including guided self-reflection in student Individualized Learning Plans (ILPs) where possible.
- *Interactive*: Providing multiple opportunities to engage with peers, educators, industry professionals, and mentors, as opposed to passive learning.
- *Integrated*: Embedded into the student’s school-based curriculum and academic learning, and into after-school programming or out of school learning, as applicable.

D. College and Career Readiness Training

College and career readiness training should be experiential, based on authentic challenges and workplace conditions and allow youth to practice applying particular skills, which requires skilled facilitators and leadership. To ensure youth are well-prepared, this is a required addition to any work-based learning activity, either as a standalone training or embedded within the experience. The curriculum should cover:

- i. General career exploration, including job search tools and techniques;
- ii. Resume development and interview skills;
- iii. Learning and applying essential skills needed in the workplace, as defined below;
 - a. *Collaboration and teamwork*: Works effectively within and contribute to teams, learns from and works collaboratively with others, shows adaptiveness and flexibility, and effectively negotiates conflict.
 - b. *Communication*: Listens actively and articulates and presents information clearly and effectively in written, visual, and verbal forms.
 - c. *Critical thinking and problem solving*: Distills and analyzes information, makes judgements based on evidence, and uses data and information to solve problems.
 - d. *Initiative and self-management*: Works independently as needed, monitors and prioritizes own time and tasks, takes initiative to solve problems as appropriate, and employs persistence to take tasks to completion.
 - e. *Professionalism*: Follows and can articulate workplace norms such as punctuality, appropriate workplace communication and interactions, and professional dress.
- iv. Financial literacy topics, such as managing money, budgeting, credit and debt, using bank accounts, and financial goal-setting;
- v. Health, safety, and rights on the job including sexual harassment (GWB recommends training provided by the Institute for Labor Studies and Research, though partnerships may elect to provide their own training on these topics or training from another vendor, provided a rationale for doing so); and
- vi. Paperwork requirements to receive wages, as applicable.

E. Work-Based Learning

Scaling out work-based learning opportunities is a focus of GWB's youth funding, and the GWB expects that a majority of Real Skills funds will be dedicated to covering wages, stipends, or other payments to youth for work-based learning in Summer 2019. Funding to cover wages, stipends, or other payments to youth *during the academic year* will be limited. Work-based learning should meet the following requirements:

Definition and Activities

Work-based learning is defined as youth engaging in real-life work experiences where they can apply and develop their academic, technical, and essential skills. Youth should be matched with age- and skill-appropriate opportunities, aligned to work readiness level and youth interests, so that no youth goes to a workplace or work-based learning experience unprepared to succeed. Work-based learning activities may fall into the following categories:

- i. *Internship*: A position for a student or trainee to work in a business or organization to gain work experience.
- ii. *Apprenticeship*: Highly-formal job training experience that involves studying with a master of the trade on the job.²
- iii. *Service-learning*: A program or project which combines community service with an outside organization with a structured opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning.
- iv. *School-based enterprise*: Students produce and sell goods or services and learn about business skills and entrepreneurship. This may be part of an entrepreneurship course, and a business professional may serve as a mentor and advisor for the enterprise. (Note: while named "school-based enterprises," it is noted that activities need not occur within a school setting)
- v. *Industry project*: Individual, group, or class-wide projects in which students address a real-world, industry-focused question or problem with the guidance of industry professionals.

Standards of Quality

Work-based learning programming should be high-quality, which the GWB defines as:

- *Rigorous*: Skill-based and tied to measurable outcomes. The experience should allow a student to gain measurable skills, whether those be essential skills or hard technical skills. The entire activity, including corresponding classroom time, should encompass a **minimum of 80 hours**.
- *Relevant*: Connected to a student's interests, as indicated in the student's [Individualized Learning Plan \(ILP\)](#) and to the real world of work. Projects and tasks should mirror those that exist in a real workplace, and should align to high-wage, high-demand industries in Rhode Island.
- *Reflective*: Engages the student in reflection and analysis throughout and after the experience, including guided self-reflection (ex. through the ILP process) and meaningful evaluations from

² Registered apprenticeships should be designed with the support and guidance of ApprenticeshipRI and should be approved by the Rhode Island Apprenticeship Council – details around that process are still being developed.

the industry professionals. In this process, students should connect the work-based learning experience to their academic work as well as future professional and educational goals.

- *Interactive*: Providing multiple and extended opportunities for students to interact with industry professionals, whether as supervisors, mentors, advisors, or collaborators.
- *Integrated*: Connected with the student's school-based curriculum. A work-based learning experience is a practical application of academic and/or technical learning and should allow the student to practice the theory learned in the classroom in a real-world setting.

Detailed expectations and responsibilities for internships, service-learning, school-based enterprises, and industry projects are included in [GWB's Work-Based Learning Guidance](#), located on the [GWB website](#).

All work-based learning experiences must be safe and properly supervised, observe and comply with applicable safety and health standards, and as applicable, observe [Workers Compensation](#) regulations and the Child Labor Laws of [Rhode Island](#) and the [Federal Government](#). Additional legal guidance is provided in the [GWB's Work-Based Learning Guidance](#) document.

In addition to meeting the requirements of work-based learning outlined just previously, Summer 2019 work-based learning activities must meet the following additional requirements:

- Minimum of 80 paid hours over a minimum of 5 weeks. For work experiences at a business or organization worksite (i.e. internships), youth must be paid [hourly minimum wage](#) according to RI State Law (note exceptions for full-time students under 19 and 14 and 15 year-olds). For classroom-based activities, youth may be paid hourly minimum wage or via stipend. Classroom time to prepare and orient youth for work-based learning activities may be unpaid, or paid through incentive payments like gift cards. Real Skills partnerships will need to provide W-2s to all participating youth receiving wages, and other required tax paperwork as applicable. Real Skills applicants may include youth wages up to 120 hours in their budgets, however it is encouraged to leverage funds to cover some of the wage costs.
- The Lead Applicant or other designated program partner must properly maintain participant records, including timesheets and payroll. One of the partners must be responsible for being the employer of record and paying wages and/or stipends to youth, determining employment eligibility, managing payroll, and ensuring proper liability coverage – youth centers have typically managed this process in the past and are encouraged as partners.

Employer Responsibilities at a Worksite

In a work-based learning experience where youth participants are placed at a worksite (for example, an internship), the employer must:

- Agree to maintain records and prepare reports on the participant as prescribed by the Lead Applicant or program partner;
- Observe and comply with applicable safety and health standards, and Workers Compensation and the Child Labor Laws of Rhode Island and the Federal Government;
- Maintain sufficient general liability insurance for tort claims protection;
- Ensure that the experiences shall not reduce current employees' work hours, displace current employees or create a lay-off of current employees, replace the work of employees who have

experienced layoffs, impair existing contract or collective bargaining agreements, and/or infringe upon the promotional opportunities of current employees;

- Ensure that the experiences are intended to increase work readiness skills of participants and not impact the profit margin of a for-profit company;
- Allow the Lead Applicant or program provider and/or duly authorized representatives to visit the premises to observe work place conditions, observe work place activities, and follow up with the participant; and
- Agree to sign a worksite agreement outlining the expectations of the participant's workplan and supervisory schedule, and evaluations as required by the Lead Applicant or other program partner.

F. Required Partnership Structure and Roles

Youth-serving Representative (required): A youth-serving representative is defined as one or more of the following: accredited public or public charter school; youth center; youth-serving community-based or non-profit agency; training and education provider; higher education institution; or other youth-serving organization. The presence of youth-serving organizations ensures that programming is age- and skill-appropriate and meets unique needs of youth.

Activities of the youth-serving representatives could include, but need not be limited to, the following:

- Work with industry representatives/employers to design career exploration and work-based learning opportunities;
- Screen potential worksites to increase the likelihood of a positive experience for participating youth, ensuring that there is a job description for summer employees (or help develop one if necessary) and identifying employer-requested skills;
- Recruit and enroll youth into programming, and manage paperwork to determine employment eligibility;
- Provide work readiness and essential skills instruction to prepare youth for work-based learning experiences;
- Match youth to work-based learning opportunities based on interests, skills, and work readiness;
- Design new or align existing curriculum to program activities, where curriculum teaches academic, technical, and/or professional skills;
- Assess and evaluate youth progress regarding skills attainment;
- Provide career counseling, case management, and connections to support services such as transportation, housing, and other assistance for youth as necessary;
- Support youth and employer supervisors to maximize learning and development, monitor progress over the summer, address problems that arise, and provide guidance to supervisors on working with young people;
- Manage the process for youth to earn academic or elective credit, or industry-recognized credentials;
- Manage payroll and liability coverage.

Industry Representative/Employer(s) (required): An industry representative/employer is defined as one or more of the following: trade association or sector intermediary; Real Jobs RI sector partnership; or employer(s). Industry and employer presence helps align partnership programming with the real-time needs and demands of employers. Alignment to high-wage, high-demand industries³ is encouraged.

Activities of the industry representatives/employers could include, but need not be limited to, the following:

- Host youth for career exploration site visits or work-based learning opportunities or connect youth to host employers and opportunities;
- Create age-appropriate job descriptions for youth employees, or help design work-based learning projects that authentically simulate the real world of work;
- Supervise and coach youth during work-based learning opportunities;
- Review curriculum and training content to ensure that training or education activities are relevant to industry or employer needs and realities;
- Deliver content or engage with youth directly in mentoring or other capacities to provide them with an employer perspective.

Others (optional): Other partners may include school districts, other workforce intermediaries, or other partners deemed appropriate by the applicant.

Partnerships are encouraged to work with Skills for RI's Future, the statewide career readiness intermediary and direct connector between employers and schools for career exploration and work-based learning opportunities for K-12 youth. Skills for RI's Future also manages and implements the PrepareRI Internship Program to place high school juniors in paid summer internships with top employers across the state. As their capacity allows, Skills for RI's Future can support partnerships through technical assistance in:

- Identifying technical and essential skills requested by employers
- Providing best practices and curriculum to prepare youth for work-based learning experiences
- Brainstorming around employer and industry connections

G. Leveraged Resources

Leveraged resources are not required; however, partnerships leveraging outside resources will be considered in the evaluation and selection process.

H. Youth Served

Partnerships should align activities to the needs of their target populations. For younger youth who may not be ready to work directly at an employer, partnerships can focus on career exploration, college and career readiness training, and work-based learning in a supported classroom environment (ex. service learning, school-based enterprises, and industry projects). For older youth, partnerships should focus on preparing youth for and placing them into internships with employers.

³ See [Real Jobs Partnerships](#) profiles

To be eligible to participate in paid summer work-based learning a youth must:

- Be between the ages of 14-24 inclusive;
- Reside in the State of RI; and
- Be legally eligible to work in the United States (if receiving wages and on payroll).

Any youth participants receiving wages and on payroll must have the correct paperwork on file indicating eligibility to work, and it is the responsibility of the partnerships to ensure compliance. This paperwork may include but is not limited to: Social Security card, proof of address, Birth Certificate, Special Limited Permit to Work if 14-15 years of age. Applicants may also include screening for TANF and WIOA in order to leverage those funds, though should ensure that all paperwork is streamlined and kept to a minimum to reduce the burden on participants and their families. Youth centers are experts at managing these processes and paperwork and are encouraged as partners.

Real Skills requires that applicants identify number of youth anticipated to be served, target age range, geographic region and/or school populations, and other characteristics (See Grant Performance Target Form in Appendix D). Applicants should provide justification for serving that particular population. The GWB seeks to fund proposals that ensure historically underserved student populations have expanded access to quality career preparation opportunities in priority sector industries. Applicants will need to describe their recruitment, selection, and enrollment process, as well as how programming will be differentiated for age, work readiness, and youth interests.

I. Eligible and Ineligible Expenses

All expenses requested to be paid for with Real Skills RI grant funds must be expenses of the partnership proposal and its implementation. The need for, and reasonableness, of all costs must be fully justified and detailed in the Budget Summary and Narrative Form.

Eligible expenses may include reasonable project management costs. All proposed project management expenses must be fully explained and justified in the Budget Summary and Narrative Form. GWB may limit the percentage of grant funds that may be used for project management costs. If costs are allocated or percentages of salaries or other items are identified the full expense must also be identified; i.e. the Program Manager's salary is \$75,000, and he/she will be spending 15% of their time on the grant for a total of \$11,250.

Costs that are not allowable from Real Skills RI funds may be allocated as direct support or in-kind donation of a Real Skills partnership member.

Additional guidance on eligible and ineligible expenses will be provided if grant is awarded.

IV. Proposal Format and Submission Information

A. How to Apply and Submission Requirements

Proposals must be submitted with all of the required documents. Those documents are: cover page, proposal narrative, budget and budget narrative, grant performance target form, letters of intent from partners, Taxation Letter of Good Standing, a signed fiscal agent assurances form, a copy of the lead agency's W-9 Taxation Form, and a copy of the lead agency's most recent audit and/or audited financial

statement (See Appendix A for an application checklist). Materials should be submitted in the same order as the checklist.

The Proposal Narrative should use at least 12-point font, at least 1.5 spacing, and page numbers and be no more than 20 pages long. Charts may use single spacing and a 10- point font. Citations for specific data points should be included within the narrative as footnotes; no works cited page is required. The prescribed cover sheet must be the first page of the proposal.

Six (6) copies of the proposal should be submitted in hard copy, plus one electronic copy on a USB flash drive or CD. Standard size (8½" x 11") paper of regular weight should be used.

B. Cover Page

A template page that includes important identifying and program information about the proposal. See Appendix B for a template.

C. Proposal Narrative

The narrative must use the headings outlined below and be no more than 20 pages.

I. Executive Summary

- a. Provide a brief overview of the application, not more than two pages. Indicate in the summary the timeframe and brief summary of activities, the expected outcomes for programming, and how the proposed activities will prepare participants for success in college and career.

II. Real Skills Partnership

- a. Identify the members of the proposed Real Skills partnership
 - i. Brief description of each partner, their history and expertise, and what role they will play within the partnership (see section III.F. Required Partnership Structure and Roles). Indicate how the partnership ensures connections between industry and education.
 - ii. Letters of intent from each member of the proposed partnership at the end of the application. These letters should show that the member is an active partner, understands and embraces their role, and is committed to the partnership. 'Form' letters are discouraged.
- b. Identify the Lead Applicant and their role in this particular partnership
 - i. Brief explanation as to why the Lead Applicant is well-suited for this role.
 - ii. The letter of intent from the Lead Applicant must acknowledge the specific role and/or tasks.
- c. Describe the staffing plan and roles that each staff person will fill.
- d. Describe ways in which members of the Real Skills partnership are already engaged in working collaboratively with one another or have in the past. Describe any past or current work by members of the Real Skills partnership with the State of Rhode Island.

III. Youth Served

- a. Use the Grant Performance Target Form (Appendix D) to indicate proposed outcomes for youth. In a narrative explanation, identify the target region and/or schools served.

Provide data and other information describing the size and characteristics of the target population/region, and a justification for serving that particular population including how the proposal advances PrepareRI's goals of ensuring that historically underserved student populations have expanded access to quality career preparation opportunities in priority sector industries. Explain how the partnership will scale activities to benefit the maximum amount of youth possible.

- b. Explain how the partnership will identify, recruit, select, enroll, and successfully retain youth while providing equitable access to programming and supports for youth throughout the process and program. Include how required paperwork for work eligibility will be processed, as applicable. Also explain how the partnership will manage cases of higher demand than available slots.
- c. Describe how activities will be differentiated for age, work readiness, and youth interests.

IV. Real Skills Action Plan

- a. **Programming:** Describe the partnership's proposed programming and how it addresses the elements in Sections III.B-E. If the proposed partnership participated in the Real Skills for Youth program in 2017-18, describe how proposed activities build off the previous work and apply lessons learned. Include the following information:
 - i. How are the proposed strategy, activities, goals and/or partnership innovative? How do they prepare youth for success in college and career?
 - ii. Describe the activities in which youth will participate. Include information on duration and timeline, location, and parties responsible for implementing activities.
 - iii. If proposing work-based learning activities:
 1. Indicate what type of activities and how the activities meet the standards of quality as defined by the GWB Work-Based Learning Guidance.
 2. Detail the plan for curriculum and activities that will prepare students for those work-based learning activities and how that meets all the requirements of the "College and Career Readiness Training" section.
 - iv. Indicate to which high-wage, high-demand industries⁴ the programming is aligned.
- b. **Planned Outcomes:** Depending on the nature of the proposal and funding request; describe the expected outcomes that will result from planned activities and programming, particularly as they relate to the intended Objectives in Section I.B. Include clear, measurable, quantitative performance indicators, as well as qualitative outcomes that will enable the applicant to define and demonstrate progress towards the proposed goals and objectives, which shall be reported to the GWB on a regular basis and negotiated upon award, and which shall include participant-level data. Describe how the partnership will collect and analyze data to gauge progress toward those outcomes (i.e. surveys and/or assessments to measure gains in essential skills or

⁴ See [Real Jobs Partnerships](#) profiles

career knowledge). Proposed outcomes should outline the number of youth expected to participate in and complete career exploration, college and career readiness training, and/or work-based learning activities, as well as number of youth expected to earn postsecondary or industry-recognized credentials, and/or academic credit, if applicable.

- c. **Timeline:** Provide a timeline describing all Real Skills activities, including planning, implementation, and expected outcomes.

V. **Organizational, Administrative and Fiscal Capacity**

- a. Briefly describe how the Lead Applicant has the administrative and fiscal capacity to properly and effectively manage grant funds and submit timely and accurate expense reports. The lead applicant will further be required to complete a Fiscal Agent Assurances Form (see Appendix E).
- b. (If applicable) Describe any public, private, or other funding the partners receive that relate to the activities in the proposal and how Real Skills funding will be strategically braided with such funding to enhance the collective impact of each.
- c. Describe how a partner will be the employer of record, manage payroll, and cover liability and Worker's Compensation, as applicable.

D. **Budget and Budget Narrative**

All funding is subject to board approval and grantee performance. The proposed budget should include a brief description of each budget item and what role the item will play in the execution of the grant. See Appendix C for a template budget and narrative.

E. **Additional Attachments**

The GWB will not accept any additional documentation, except for what is outlined below:

- **Letter(s) of Intent**
- **Grant Performance Target Form(s)**
- **Taxation Letter of Good Standing:** The lead applicant must submit a current Letter of Good Standing from the state Division of Taxation. More information can be viewed at: <http://www.tax.ri.gov/Tax%20Website/TAX/Letters%20of%20Good%20Standing/index.php>.
- **Fiscal Agent Assurances Form:** See Appendix E for the required form. This form is signed by the Lead Applicant to affirm that they will comply with all applicable regulations, policies, guidelines, and requirements of the Governor's Workforce Board and the State of Rhode Island and have the fiscal capacity to administer the grant.
- **Copy of Lead Applicant W-9 Taxation Form:** Downloadable from Division of Purchasing Website: www.purchasing.ri.gov
- **Most Recent Audit:** Copy of the lead agency's most recent audit and/or audited financial statement (Pell-eligible institutions are exempt).
 - All governmental and non-profit organization must follow the audit requirements of Federal OMB circular A-133 (www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2011)
 - Commercial organizations that expend \$500,000 or more in federal funds must have either an organization-wide audit conducted in accordance with OMB circular A-133 or a

program-specific financial and compliance audit. Those entities that expend \$500,000 or more in federal funds may include audit costs to the grants on a pro-rated basis.

V. Grant Evaluation and Selection

A. Grant Award Evaluation Process

GWB staff will perform an initial screening of applications to ensure that submission requirements were met and all required sections were included.

An Evaluation Committee will score applications. The committee will be composed of representatives from GWB, Department of Labor and Training, Rhode Island Department of Education, other State agencies, local workforce investment boards, among others. Mirroring the structure of the Proposal Submission, Evaluators will be directed to consider the following:

I. Executive Summary

- N/A

II. Real Skills Partnership

- Is there a clear and cogent rationale for the selection of the Lead Applicant and other partners? Does the partnership include the required youth-serving and industry/employer partners?
- Does the Lead Applicant have the capacity to fulfill its role? Is the Lead Applicant credible, objective, and do they demonstrate knowledge and expertise of the youth served?
- Does the partnership include organizations with demonstrated success and experience delivering youth programming and ability to meet the needs of all their target youth?
- Are partners sufficiently engaged in the design process, particularly industry partners?
- Do letters of intent from partners reflect what is written in the proposal and show an understanding of their role and engagement in the process?
- Does the proposal include well-thought out and intentional action steps outlining how members of the partnership will work collaboratively to achieve the goals and outcomes of the Action Plan? Does the proposal clearly describe the specific roles each partner will play in executing the plan?
- Do any members of the partnership have prior experience working on similar efforts and/or with each other?
- Does the staffing plan seem appropriate and adequate for the activities planned?

III. Youth Served

- Is it clear what population of youth will be served in terms of age, demographics, schools, geographic region, other characteristics, etc.?
- Does the proposal explain how programming will advance the PrepareRI mission of ensuring that historically underserved student populations have expanded access to quality career preparation opportunities in priority sector industries?
- Does the proposal explain how the partnership will identify, recruit, select, and enroll youth while providing equitable access to programming, and how the partnership will manage cases of higher demand than available slots?

- Are activities age-appropriate and differentiated for work readiness and youth interests?

IV. Real Skills Action Plan

- Does the proposal present a plan of action which is clear, detailed and logical, and meets grant solicitation requirements?
- Does the proposal further the goals, core values, and objectives of the Real Skills for Youth program as outlined in Section I.B.?
- Do activities meet the standards of quality as outlined in the grant solicitation, or the GWB’s Work Based Learning guidance, as applicable?
- Does the proposal provide an appropriate timeline to implement program components or services?
- Does the proposal clearly describe the expected outcomes that will result from this plan, including both quantitative and qualitative performance indicators that will enable the applicant to define and demonstrate progress towards the proposed goals and objectives? Is there a clear plan to measure progress toward those outcomes?
- Are outcomes reasonable relative to the funding amount requested?

V. Organizational, Administrative and Fiscal Capacity

- Has the lead applicant demonstrated the administrative and fiscal capacity to properly and effectively manage grant funds and submit timely and accurate expense reports?
- Does the proposal adequately identify how a partner will be the employer of record, manage payroll, and cover liability and Worker’s Compensation?

✓ **Budget and Budget Narrative**

- Are the expenses listed in the budget reasonable and reflective of the proposal?
- Does the budget narrative adequately describe the expenses in the budget and reflect the scope of work in the proposal?
- [For enhanced consideration, not required] Does the proposal include leveraged resources and/or in-kind contributions from partners?

Proposals will be scored based upon the following criteria:

Proposal Section	Possible Points
Real Skills Partnership	20
Youth Served	20
Real Skills Action Plan	40
Organizational, Administrative and Fiscal Capacity	10
Budget and Budget Narrative	10
TOTAL POINTS	100

B. Grant Award Selection Process

If necessary, oral presentation of the proposal may be required to clarify content in the proposed plan.

Final approval for each grant awarded shall be determined by the Executive Director of the Governor's Workforce Board, based on the recommendations of the Evaluation Committee and taking into account other factors such as: funding availability, geographic distribution, types of activities, and age range served. If a proposal is focused on a geographic location, target population, or type of activity for which no other proposals have been received, that proposal may be prioritized over proposals focused on an activity/location/target population for which it has received multiple proposals, even if the latter receives a higher evaluation score than the former, provided the proposal is deemed otherwise adequate in meeting the responsibilities and expectations of this program.

VI. Grant Administration and Reporting

A. Negotiation and Post-Award Procedure

The GWB reserves the right to negotiate with proposers on costs and deliverables in order to contract with the proposer who best meets the Board's needs. Upon completion of the negotiation, a final contract will be drafted and signed, laying out and finalize the partnership's scope of work, budget, payment terms, performance metrics, and reporting requirements. If a contract for any reason cannot be negotiated, another proposer may be selected. No activities may begin until the Award Agreement is completed and signed by all parties, unless approved by GWB in writing.

The GWB will host a mandatory Grantee Orientation and awardees will have access to ongoing technical assistance sessions.

There may be site visits and/or programmatic and fiscal audits during and after the grant period.

B. Fiscal and Programmatic Oversight

Real Skills for Youth grant advisors will be closely engaged with all Real Skills partnerships that receive funding, providing plan-specific support and technical assistance. This support includes but is not limited to site visits and meetings between Lead Applicants, partners, and staff responsible for implementing activities; reporting and performance tracking. Grant advisors will work with partnerships to highlight accomplishments of programs and may implement technical assistance plans for outcomes that are not reached.

Fiscal oversight may consist of submission of expenditure reports, request for proof of expenditures, periodic on-site fiscal monitoring, and/or an audit of Real Skills funds expended by the Lead Applicant and its Sub-grantees and any vendors.

C. Payment Options

Payment to partnerships will be disbursed according to a schedule negotiated between GWB and the Lead Applicant, and may be conditioned upon meeting program requirements. This could include meeting negotiated performance metrics.

Invoices will not be paid unless expense reports are submitted correctly, with all of the appropriate supporting documentation.

Applicants should have the financial capacity to pay the costs up front and receive reimbursement upon submission of invoices and other required materials. The reimbursement timeline will be determined

and finalized during the contract negotiation. If a partnership does not have the financial capacity to pay youth wages up front, the partnership may request an advance of up to 50% of the youth wages line item by submitting a formal request with justification and back-up; approval is not guaranteed.

D. Participant Data and Reporting Requirements

All grantees will provide specific data about each participant enrolled in programs and/or activities, on a schedule determined in the negotiation process and at least quarterly. For career exploration activities those may be collected on an aggregate basis.

These data points include as applicable, but are not limited to: first and last name, gender, race/ethnicity, school and grade, hours of classroom and workplace activities, employer for work-based learning experiences, industry credentials earned, academic credit earned, wages earned, and Social Security numbers. The GWB may also require partnerships to administer standardized surveys to participants and/or employers to collect quantitative and qualitative data on essential skills gains and career knowledge.

As grantees will necessarily collect personal information from participants as well as other potentially confidential or proprietary information from employer partners, it is expected that grantees will regard electronic data and other manually maintained records on individual persons, employers, and others as confidential, to be held in trust, and will protect data against unauthorized disclosure and/or use.

E. Performance Metrics

Partnership-specific metrics will be developed during the Award Agreement negotiation to capture the unique features and proposed goals of each partnership. These unique performance metrics will allow the GWB to track the partnership's progress, collaborate with the partnership and other stakeholders to encourage open lines of communication, enhance accountability, improve results, and adjust program delivery and policy.

Funding may be tied to the achievement of performance metrics.

F. Right to Revoke Funding, Audit and Suspend Funds

The GWB reserves the right to revoke Grant funding from the recipient entity of any grant and require the return of unspent funds if the goals and timelines consistent with the approved Award Agreement are not met.

The GWB also reserves the right to request access to perform an audit of partnership activities. Audits can be part of regular monitoring or in response to an emergent concern, including but not limited to outside inquiries or even "whistleblower" complaints. In order to meet its fiduciary responsibility for public funds, GWB reserves the right to suspend payment of any part of a Real Skills RI grant.

VII. Appendices

A Word version of Appendices can be downloaded [here](#).

Appendix A: Proposal Checklist

This checklist is intended to assist the applicant in making sure the required documents are present. The proposal must have the required document in the order that they appear in the checklist, and may not include any additional documentation.

Document	Requirements	Document Included
Cover Page	See Appendix B for Required Fields	<input type="checkbox"/>
Proposal Narrative	See Solicitation section IV.C	<input type="checkbox"/>
Budget and Budget Narrative	See Appendix C for template and Solicitation section IV.C for requirements.	<input type="checkbox"/>
Grant Performance Target Form(s)	See Appendix D	<input type="checkbox"/>
Letters of Intent from Partners	See Solicitation section IV.C.II.a.ii	<input type="checkbox"/>
Taxation Letter of Good Standing	Lead Applicant must submit a current Letter of Good Standing from the state Division of Taxation. More information can be viewed: http://www.tax.ri.gov/Tax%20Website/TAX/Letters%20of%20Good%20Standing/index.php	<input type="checkbox"/>
Fiscal Agent Assurances Form	See Appendix E for the required form	<input type="checkbox"/>
Copy of Lead Applicant W-9 Taxation Form	Downloadable from Division of Purchasing Website: www.purchasing.ri.gov	<input type="checkbox"/>
Most Recent Audit	Lead Applicant must submit a copy of their most recent audit or audited financial statements.	<input type="checkbox"/>

Appendix B: Cover Page Template

Title of Proposed Real Skills for Youth Partnership: _____

Name of Lead Applicant: _____

Address of Lead Applicant: _____

Tax ID Number of Lead Applicant: _____

Name of Lead Applicant Contact Person: _____

Telephone and Email of Contact Person: _____

Timeframe of Request: _____ (month) to _____ (month)

Youth-serving representative(s) for Grant Application (**required**):

Industry Representative(s)/Employer(s) for Grant Application (**required**):

Additional Partners for Grant Application (**optional**):

Number of (unduplicated) Youth to be served in total: _____

Number of Youth to participate in paid work-based learning in Summer 2019 (if applicable): _____

Signature of Authorized Authority from Lead Applicant: _____

Printed Name and Title: _____ Date of Signature: _____

Appendix D: Grant Performance Target Form		
Partnership Name:		Lead Applicant:
Please use this worksheet to provide projected outcomes for the Grant Proposal.		
<input type="checkbox"/> Career Exploration		
PERFORMANCE METRIC	TOTAL	OTHER INFORMATION (note if duplicate counts from another section)
Number of youth projected to participate (indicate projected percentages of total below)		
In-School		
Out-of-school		
Under 14 years of age		
14-15 years of age		
16-18 years of age		
19-24 years of age		
Hours of classroom time per youth		
Hours of workplace/worksite time per youth		
<input type="checkbox"/> College and Career Readiness Training		
PERFORMANCE METRIC	TOTAL	OTHER INFORMATION (note if duplicate counts from another section)
Number of youth projected to participate (indicate projected percentages of total below)		
In-School		
Out-of-school		
Under 14 years of age		
14-15 years of age		
16-18 years of age		
19-24 years of age		
Hours of classroom time per youth		
Hours of workplace/worksite time per youth		
Number of youth projected to earn academic or elective credit, if applicable		
Number of youth projected to earn industry-recognized credentials, if applicable		
<input type="checkbox"/> Work-Based Learning		
PERFORMANCE METRIC	TOTAL	OTHER INFORMATION (Indicate if Summer 2019 or academic year 19-20)
Number of youth projected to participate (indicate projected percentages of total below)		
In-School		
Out-of-school		
14-15 years of age		
16-18 years of age		

Appendix D: Grant Performance Target Form

19-24 years of age		
Hours of classroom preparation time per youth		
Hours of workplace/worksite time per youth		
Number of youth projected to earn academic or elective credit, if applicable		
Number of youth projected to earn industry-recognized credentials, if applicable		
Hourly wage per youth, if applicable	\$	
Stipend per youth, if applicable	\$	
Additional incentive payments per youth, if applicable	\$	

Appendix E: Fiscal Agent Assurances

The Lead Applicant hereby affirms and certifies that it will comply with all applicable regulations, policies, guidelines, and requirements of the Rhode Island Governor’s Workforce Board (GWB) and the State of Rhode Island and Providence Plantations as they relate to the application, acceptance, and use of Real Jobs RI funding in this project. The Lead Applicant further affirms and certifies that:

1. It possesses legal authority to apply for the grant, i.e., an official act of the Lead Applicant’s governing body has been duly adopted or passed, authorizing filing of the application, including all understandings and assurances contained therein and directing and authorizing the person identified as the official representative of the Lead Applicant and to provide such additional information as may be required.
2. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.
3. It will expend funds to supplement new and/or existing programs and not use these funds to supplant non-grant funds.
4. It will participate in any statewide assessment program or other evaluation program as required by GWB.
5. It will give GWB, or an authorized representative, the right of access to, and the right to examine all records, books, papers, or documents related to the grant.
6. It will assure that monthly status reports will be submitted to GWB, as required.
7. It will comply with all requirements imposed by GWB concerning special requirements of law and other administrative requirements.

The Lead Applicant further acknowledges that it will serve as fiscal agent and will perform all financial management duties of the grant and accept responsibility for the proper use of grant funds. As Fiscal Agent, Lead Applicant is responsible for maintaining separate records of disbursements made on the Applicant’s behalf and disbursing those funds in accordance with the restrictions related to the grant.

The Fiscal Agent takes full responsibility for managing and documenting grant expenditures, as well as submitting financial reports for the grant. The Fiscal Agent is responsible for receiving and safeguarding grant funds. Furthermore, the Fiscal Agent is legally obligated to:

- maintain separate records of disbursements related to the grant;
- keep receipts for at least three years following closing of the grant;
- make financial records available to the State of Rhode Island and its representatives upon request;
- disburse funds in accordance with the purpose of the grant application; and,
- file the final financial report at the conclusion of the grant.

Organization Name: _____ **Federal Tax ID Number:** _____

Signature of Authorized Representative of Lead Applicant

Date

Name and Title (Typed or Printed)