



Department of Employment Services - Office of Youth Programs
Workforce Investment Council (WIC)

In-School Year-Round Workforce Development Programs

Request For Applications (RFA)

RFA No.: DOES-WIC-ISY-2013

RFA Release Date: Friday, March 1, 2013

Pre-Application Meeting

Attendance is highly encouraged.

Date: Friday, March 8, 2013

2:00 p.m. to 4:00 p.m.

Location: DOES Headquarters

4058 Minnesota Avenue, NE, Suite 2310

Washington, DC 20019

RSVP: youthjobs@dc.gov

**Application Submission Deadline:
March 15, 2013 at 2:00 p.m. EST**

LATE OR INCOMPLETE APPLICATIONS WILL NOT BE CONSIDERED

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Additional Documents that accompany this RFA but are not attached herein:

Supplement 1: List of Required Workforce Investment Act Enrollment Documents

Attachments A-N (templates and forms)

Section A: Funding Opportunity Description

1. Scope

The Department of Employment Services (DOES), in conjunction with the Workforce Investment Council (WIC), is soliciting applications to provide services to in-school youth (ISY) through high-quality education and training programs. The program's goal is to assist youth in obtaining education and training that will lead to self-sufficiency and family-sustaining wages through achievement of key benchmarks including: attainment of a secondary school diploma, placement in employment, advanced training, or postsecondary education and literacy and numeracy gains.

DOES and the WIC seek to adopt and build upon promising practices in the delivery of ISY services to help ensure that Grantees have the capacity to assist targeted youth in meeting desired employment and education outcomes.¹ Accordingly, applications submitted under this Request For Applications (RFA) must include strategic partnerships with at least one public, charter, or alternative secondary school in the District of Columbia and must include targeted program elements under one of two program models described below:

- a. Industry Awareness: provide at-risk in-school youth with a mix of academic instruction and targeted work experiences in a high-demand industry sector that prepares them for secondary school graduation and direct entry into unsubsidized employment or advanced occupational training after graduation. Requires at least one private sector partner to sign on to the application.
- b. Postsecondary Preparation: provide at-risk in-school youth with a mix of academic instruction and other supportive services that enable them to obtain a secondary school diploma and prepare them to successfully enroll and persist in postsecondary education leading to a degree, certificate, or other credential. Requires a postsecondary partner to sign on to the application.

Grantees will partner with at least one private sector partner or postsecondary partner to develop and implement programs that assist youth in achieving key benchmarks, including:

- Attainment of a secondary school diploma or recognized equivalent;
- Placement into full-time employment or postsecondary education; and
- Increased literacy and numeracy gains

Applicants may only submit one application under this RFA. If more than one application is submitted, the Applicant will be considered unresponsive and neither application will be reviewed.

¹ The WIC and DOES developed this program design after extensive review of WIA in-school youth program approaches and RFAs in Philadelphia, New York, Hartford, San Diego, Boston, San Francisco, Cincinnati, Baltimore, and Los Angeles. These best practices were adapted based on consideration of the unique factors facing the in-school youth population in the District.

2. Background

Educational attainment is often an indicator of future economic success. Notably, in the second quarter of 2012, District of Columbia residents with at least a baccalaureate degree had an unemployment rate of 3.6 percent, compared to 20.2 percent for individuals with only a secondary school diploma, and 24 percent of residents with less than a secondary school diploma.² In a city where as many as 71 percent of all jobs will require at least some form of postsecondary education by the year 2018,³ younger workers without a secondary school diploma and at least some work experience are likely to face significant obstacles transitioning into postsecondary education or finding and keeping jobs that lead to economic self-sufficiency.

The scope of need for additional educational and supportive services for youth in the District of Columbia is acute. More than one-third of public secondary school students in the District of Columbia – more than 2,000 individuals – failed to graduate on time in 2008-2009.⁴ While some of these students may go on to complete their education in subsequent years, including through adult education programs leading to a GED, many will go on to join the more than 50,000 working-age DC residents who currently lack a secondary school diploma. Without targeted and timely intervention, many more at-risk students in the years ahead will find themselves without the education and experience needed to gain a foothold in today's economy. This RFA is intended to support programs and partnerships that help address these challenges.

3. Source of Grant Funding

The District of Columbia receives federal formula funds under Title I-B of the Workforce Investment Act (WIA) to serve the education and employment needs of low-income youth, including in-school youth with significant barriers to secondary school graduation and entry into postsecondary education or the labor market. The WIC, in collaboration with DOES, is responsible for establishing policies and priorities with respect to the use of these funds. Through this RFA, DOES seeks to award grants to organizations with demonstrated experience in serving the needs of youth to develop and fully implement high-quality education and training programs for participants.

Funding for grant awards is contingent on availability of funds. This RFA does not commit DOES to make a grant award. DOES maintains the right to adjust the number of grant awards and grant award amounts based on funding availability. Grant funds shall only be used to support activities specifically outlined in the scope of this RFA and included in the Applicant's submission.

² DC Fiscal Policy Institute. "[Unemployment Rates Continue to Improve in the District.](#)" August 2012.

³ Georgetown University Center on Education and the Workforce, "[Help Wanted: Projections of Jobs and Education Requirements through 2018.](#)" June 2010.

⁴ National Center for Education Statistics. "The Condition of Education," [Table A-32-1](#). Other assessments place the graduation rate in the District even lower – see Education Week's "[Graduation Rate Trends 1998-99 to 2008-09](#)", downloaded October 18, 2012.

4. Anticipated Number of Awards

DOES intends to award at least one grant in each of the two SDAs as described below in Section A. 7. DOES reserves the right to make additional awards pending availability of funds.

5. Total Amount of Funding to be Awarded

The total amount of funding available for award is \$1,000,000.00, pending availability of funds.

6. Period of Performance

The period of performance shall be twelve (12) months from June 2013 to June 2014. At the discretion of DOES, in conjunction with the WIC, a maximum of three (3) one-year option periods may be granted based on performance and the availability of funding. Option periods may consist of a year, a fraction thereof, or multiple successive fractions of a year.

Applicants should propose to serve two cohorts simultaneously: one cohort of rising 4th year students who will receive sufficient services to enable them to meet required outcomes during the one year grant period; and one cohort of rising 3rd year students who will be served according to a two-year program model, with the second year of services subject to renewal based on performance. Applicants should propose distinct services and assessment plans for each cohort. Students from both cohorts will be considered eligible to participate and receive wages through the SYEP in 2013. Rising 4th year students should participate in a structured employment activity during the school year.

7. Location Requirements

For the purpose of this RFA, the District will be divided into two Service Delivery Areas (SDAs).

SDA 1: Wards 1, 2, 3, and 4

SDA 2: Wards 5, 6, 7, and 8

To be eligible for award, the proposed site where the proposed program will operate must be located within either SDA1 or SDA2. To deliver a program in a particular SDA, the Applicant must have a strategic partnership with a host secondary school located within that SDA. Applicants may propose to deliver some activities or services outside of the designated SDA but must make clear how participants will be able to fully access such services. Programs should specifically target outreach and recruitment efforts toward participants who reside in the SDA where services will be provided. However, participants are eligible to receive services outside of the SDA of residence.

Applicants must include the full address and Ward of their proposed site in Attachment A-Applicant Profile. Each Applicant must provide legal proof of ownership or occupancy of the site where the program will be held to prove that the Applicant is entitled to conduct the program in that space; this must be attached to the application as Attachment S.

Adequate proof of occupancy that may be submitted as Attachment S includes the following:

- Certificate of Occupancy or Home Occupation Permit (HOP) issued by Department of Consumer and Regulatory Affairs (DCRA). If conducting an in-home program, the Applicant must provide the HOP;
- Signed approval letter and building use agreement from the DC Public Schools Office of Out-of-School Time;
- Signed approval letter and permit from the Department of Parks and Recreation; or
- Building lease or rental agreement.

The Applicant must submit written notice of any proposed site changes within 24 hours of the proposed change. Any site changes must be approved by DOES, in consultation with the WIC, prior to the proposed change.

8. Grant-Making Authority

Grant awards are issued by DOES via the “Workforce Job Development Grant-Making Authority Congressional Review Emergency Act of 2013” and “Workforce Job Development Grant-Making Authority Act of 2012.” DOES reserves the right to accept or deny any or all applications. DOES may suspend or terminate an outstanding RFA, pursuant to its own grant-making rules or any applicable federal regulation or requirement. DOES reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA or to rescind the RFA.

Section B: General Provisions

1. Monitoring

Monthly reports and quarterly narrative reports will be required of Grantees. DOES, in conjunction with the WIC, will engage in monitoring activities that may include: periodic scheduled and unscheduled site visits to Grantee and partner facilities, interviews or surveys of participants, and learning group meetings among Grantees. Monitoring activities may also be carried out by the U.S. Department of Labor's Employment and Training Administration (ETA). Grantees shall make all reasonable efforts to accommodate such monitoring activities. DOES, in conjunction with the WIC, will make all reasonable efforts to ensure that such monitoring activities are not unduly disruptive of Grantee's normal course of business.

During such site visits, the Grantee shall be required to provide access to facilities, records, participants and staff as deemed necessary by DOES, in conjunction with the WIC, for monitoring purposes. Monitoring may involve observation, interviews, and collecting and reviewing reports, documents and data to determine the Grantee's level of compliance with federal and/or District requirements, and to identify specifically whether the Grantee's operational, financial, and management systems and practices are adequate to account for grant funds, in accordance with federal and/or District requirements.

2. Audits

The Grantee shall maintain electronic and hard copies of all reports and supporting materials for a minimum of three (3) years after submission of the final payment. Reports and supporting materials include eligibility documents and documentation of performance measures. In addition, the Grantee shall maintain electronic and hard copies of financial records that clearly document all funds received and expended. At any time before final payment and for three (3) years thereafter, DOES may have the Grantee's invoices, vouchers, and statements of cost audited. Any payment may be reduced by amounts found by DOES not to constitute allowable costs as adjusted for prior overpayment or underpayment. In the event that all payments have been made to the Grantee by DOES and an overpayment is found, the Grantee shall reimburse DOES for said overpayment within 30 days after written notification.

The Grantee shall establish and maintain books, records, and documents (including electronic storage media) in accordance with Generally Accepted Accounting Principles and practices which sufficiently and properly reflect all revenues and expenditures of grant funds awarded by the DOES, pursuant to this solicitation.

The Grantee shall grant reasonable access to DOES, the WIC, the D.C. Auditor, any applicable federal department, the Comptroller General of the United States, or any of their duly authorized representatives to any books, documents, papers, and records (including computer records or electronic storage media) of the Grantee that are directly pertinent to charges to the program, in order to conduct audits and examinations and to make excerpts, transcripts, and photocopies.

This right of access also includes timely and reasonable access to Grantees' personnel for the purpose of interviews and discussions related to such documents.

3. Nondiscrimination in the Delivery of Services

In accordance with Title VI of the Civil Rights Act of 1964, as amended, and the District of Columbia Human Rights Act of 1977, as amended, no person shall, on the grounds of race, color, religion, national origin, sex, age, disability, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, genetic information, matriculation, or political affiliation, be denied the benefits of or be subjected to discrimination under any program activity receiving government funds.

Section C: Applicant and Youth Eligibility Requirements

1. Applicant Eligibility Requirements

Organizations that are eligible to apply for this grant include public and private non-profit and for-profit organizations with demonstrated effectiveness providing the requested services and meeting the needs of the target population, including:

- Non-profit, community, or faith-based organizations;
- Community colleges or other postsecondary institutions;
- Public, charter, or alternative secondary schools;
- Trade associations or chambers of commerce;
- Private, for-profit service providers; or
- Labor unions, labor-management partnerships, or registered apprenticeship programs.

Applicants must demonstrate the existence of a collaborative partnership with a public, charter, or alternative secondary school that will serve as the host school for some or all of the proposed grant activities. If the lead Applicant is a public, charter, or alternative secondary school, the Applicant must demonstrate evidence of a collaborative partnership with at least one other eligible youth-serving organization that will deliver services (such as work experience opportunities or supportive services) that support activities funded under this grant.

Applications must meet all applicable eligibility requirements listed in this RFA. Applications that do not meet the eligibility requirements will be considered unresponsive and will not be considered for funding under this RFA.

Applicants must be responsible organizations possessing the demonstrated ability to perform successfully under the terms and conditions of a proposed grant award. Each Grantee may charge to the grant award only those costs that are consistent with the allowable cost provisions of the respective grant, including the guidelines issued by DOES and all applicable federal and District laws.

All Applicants must demonstrate their fiscal and operational capacity to carry out the proposed program by submitting documentation to verify qualifications. The relevant eligibility documents that must be attached to the application are:

- Attachment K -- IRS Form W-9 (signed and dated);
- Attachment L -- Basic Business License Clean Hands Form – “Clean Hands Self Certification” from DCRA;
- Attachment O -- Certificate of Clean Hands (formerly Certificate of Good Standing) obtained from the Office of the Chief Financial Officer, Office of Tax and Revenue (OTR): request a Certificate of Clean Hands online at: <http://dcforms.dc.gov/webform/certificate-clean-hands-formerly-certificate-good-standing>
- Attachment T -- Valid and current license conferred by DCRA or applicable regulatory body to conduct business in the District (e.g., General Business License or Charitable Solicitation License);

- Attachment U -- Documentation proving IRS tax status (e.g., 501(c)(3) determination letter); and
- Attachment V -- The Applicant shall provide a copy of the organization's most recent and complete set of audited financial statements available. If audited financial statements have never been prepared due to the size or age of an organization, the Applicant must provide, at a minimum, a current and previous year budget, an income statement or Profit and Loss Statement, and a Balance Sheet certified by an authorized representative of the organization, and any letters, filings, etc. submitted to the IRS within the three (3) years before the date of the grant application.

All Applicants must be current on payment of all federal and District taxes, including Unemployment Insurance taxes. Applicants cannot be listed on any federal or local excluded parties list.

At a minimum, the Applicant shall provide the following technology to accommodate the time, attendance, and other reporting requirements of the program, as well as to receive correspondence from participants, DOES, and the WIC related to the program: (Applicants may provide for the purchase of appropriate hardware and software in the application budget.)

- MS Windows XP Professional or Mac OS X
- MS Office Professional Version 2007 or 2010 (recommended) or Mac MS Office 2008 or 2011 (recommended)
- High-speed Internet access through cable, DSL, or fiber-optics
- Processor: 3 gigahertz (GHz) or higher
- Memory: 2 gigabytes (GB) minimum or 4 GB (recommended)
- Hard Drive: 160 GB or 320 GB (recommended) of storage
- Current Anti-Virus and Anti-Spyware software. Recommended: McAfee Virus and Antispyware version 8.8 (Mac 9.1); Webroot AntiVirus with Spy Sweeper; or AVG Anti-Virus version 9.0
- Individual e-mail accounts for staff working on the proposed project
- Adobe Reader Version 9 or higher (free, downloadable online).

2. Youth Eligibility Requirements

To receive these WIA-funded services, youth must be low-income DC Public Schools (DCPS), DC Public Charter School Board (PCSB), or alternative school students aged 16-20 who (1) are currently enrolled in the third year of secondary school or above; (2) have reading, writing, or math skills that are below grade level but at or above the 8th grade level; and (3) would benefit from intensive assistance to obtain their secondary school diploma and advance into employment or postsecondary education. Applicants may propose program models that serve subsets of the eligible participant population.

Youth must meet eligibility requirements as set forth in WIA, including providing documentation to verify that they:

- 1) Meet the age requirements;

- 2) Reside in the District of Columbia;
- 3) Are legally permitted to work in the United States;
- 4) Meet income guidelines (see chart below);
- 5) Are not currently enrolled in a credential-bearing institution;
- 6) Are registered with Selective Service, if a male 18 years old or older; and
- 7) Are one or more of the following:
 - Basic skills deficient (defined as testing below grade level, but at or above 8th grade level in reading or math)
 - Homeless, a runaway, or a foster child
 - Pregnant or a parent
 - An offender
 - Require assistance to complete an educational program or to secure and hold employment (including assistance for youth with disabilities)

3. Youth Eligibility Income Guidelines

Income eligibility is determined by comparing the annual family income and family size of a youth participant to a set of standards. Youth must provide documentation for both income and family size. The total household income must be at or below the following levels. Please note that income limits are adjusted annually, so the income limits for youth enrolled during the second and subsequent years of the grant period may be subject to different income requirements than those enrolled in the initial cohort. DOES and the WIC will share new income guidelines with Grantees as such data becomes available. Please see Supplement 1 for a list of acceptable documents for verifying youth eligibility

Household Size	Annual Income Limit ⁵
1	\$10,994
2	\$18,016
3	\$24,729
4	\$30,524
5	\$36,026
6	\$42,132

Youth who cannot demonstrate that they meet the income and family size requirements may be eligible, if they can provide documentation for one or more of the following:

- Youth has a disability;
- Youth or family receives public assistance benefits or TANF;
- Youth or family receives Social Security benefits;
- Youth is in foster care; and/or
- Youth is homeless.

⁵ Lower Living Standard Income Level (LLSIL) for Washington-Baltimore, DC/MD/VA/WV 2, effective March 28, 2012. Accessed 6/26/12 at <http://www.gpo.gov/fdsys/pkg/FR-2012-03-28/pdf/2012-7377.pdf>.

Section D: Application Review and Scoring

1. Initial Review

Applicants must meet all applicable eligibility requirements listed in the RFA. Applications that do not respond to the requirements of the RFA and/or do not meet the eligibility requirements will be determined to be unresponsive and will not be considered for funding.

2. Review Panel

A review panel will be composed of at least three (3) individuals who have been selected for their unique experiences and expertise in workforce and business development, data analysis, evaluation, and social services planning and implementation. The reviewers will evaluate, score, and rank each application using the Technical Rating Scale in Table 1 against the established Scoring Criteria in Table 2.

3. Table 1: Technical Rating Scale

Technical Rating Scale		
Numeric Rating	Adjective	Description
0	Unacceptable	Fails to meet minimum requirements, (e.g., no demonstrated capacity); major deficiencies which are not correctable; Applicant did not address the factor
1	Poor	Marginally meets minimum requirements; major deficiencies which may be correctable
2	Minimally Acceptable	Marginally meets minimum requirements; minor deficiencies which may be correctable
3	Acceptable	Meets requirements; no deficiencies
4	Good	Meets requirements and exceeds some requirements; no deficiencies.
5	Excellent	Exceeds most, if not all, requirements; no deficiencies.

4. Scoring Criteria

The reviewers will evaluate all applications that pass an initial review of required application components. Responsive applications will be evaluated strictly in accordance with the requirements stated in this RFA.

Each reviewer will independently review and objectively score applications against the specific scoring criteria outlined in Table 2, based on a 100-point scale.

5. Table 2: Scoring Criteria

Major Component of the Application	Points Possible
1. Applicant Profile (Attachment A)	5
2. Target Population	5
3. Organizational Capacity and Staffing	15
a. Background Information (1 point)	1
b. Staffing (6 points)	6
c. Financial Management (6 points)	6
d. Program Facilities (2 points)	2
4. Program Models	20
4a. Industry Awareness Model	
(1) Target Industry and Occupation (3 points)	3
(2) Credential (1 point)	1
(3) Industry Partners (4 points)	4
(4) Program Services (12 points)	12
4b. Postsecondary Preparation	
(1) Credential (3 points)	3
(2) Postsecondary Partner(s) (5 points)	5
(3) Program Services (12 points)	12
5. Required Program Elements	25
a. Secondary School Partnership (4 points)	4
b. Assessment, Enrollment, and Orientation (4 points)	4
c. Individual Planning and Case Management (4 points)	4
d. Supportive Services (4 points)	4
e. Leadership Activities and Mentoring (3 points)	3
f. Post-Graduation Follow-Up Services (4 points)	4
g. Partnerships (2 points)	2
6. Outcomes and Performance Management	20
a. Data Collection and Evaluation (8 points)	8
b. Outcome Measures (4 points)	4
c. Interim Program Measures (3 points)	3
d. Interim Participant Measures (3 points)	3
e. Past Performance (2 points)	2
7. Application Budget (10 points)	10
a. Budget Overview (1 point)	1
b. Incentives/Stipends (2 points)	2
c. Budget Form (1 point)	1
d. Budget Narrative (5 points)	5
e. Audit/Grantee Certification (1 point)	1
Total Points	100

Section E: Program Narrative

1. Basics

Applications should provide reviewers with a clear understanding of the organization’s capacity and approach to deliver the services as outlined in the RFA. This section is where you will be expected to clearly describe your proposed program in detail, including the six (6) major components as outlined below:

1. Target Population
2. Organizational Capacity and Staffing
3. Program Model
4. Required Program Elements
5. Outcomes and Performance Management
6. Application Budget

2. Program Model Descriptions

This RFA includes two program models: Industry Awareness and Postsecondary Preparation. Applicants must ensure that programs are designed in a manner that provides a minimum of 10 hours of academic instruction/enrichment, work readiness training, career exposure activities, and/or work experience per week during the school year, and a minimum of 25 hours per week of work experience through the District of Columbia’s Summer Youth Employment Program (SYEP). Programs may include activities during weekend hours. Applicants should clearly specify how weekend activities will be used as part of the overall program design.

a. Industry Awareness

(1) Goals

The Industry Awareness program model is intended to provide at-risk in-school youth with a mix of academic instruction and targeted work experiences in a high-demand industry sector that prepares them for secondary school graduation and direct entry into unsubsidized employment or advanced occupational training after graduation.

(2) Targeted Industry Sectors

The WIC, in conjunction with DOES, has analyzed labor market information in the region and identified the following high-demand sectors and occupations as the ones most likely to provide career pathway opportunities for eligible in-school youth following graduation:

TARGETED SECTORS	OCCUPATIONS
Business, Management & Administration	Financial analysts; public relations specialists; market research analysts and marketing specialists; administrative services managers; bookkeeping, accounting, and auditing clerks

Government, Public Administration & Human Services	Educational, vocational and school counselors; elementary school teachers; social and human service assistants; social and community service managers; child, family, and school social workers
Health care	Home health aides; medical secretaries; medical assistants; licensed practical and licensed vocational nurses; registered nurses
Hospitality & Tourism	Meeting and convention planners; cooks; hotel and resort desk clerks; sales managers; customer service representatives
Information Technology	Software developers; database administrators; computer software engineers; computer systems analysts; computer hardware engineers; computer programmers
Marketing, Sales & Service	Sales managers; market research analysts and marketing specialists; customer service representatives; marketing managers; retail salespersons
Law, Public Safety, Corrections & Security	Paralegals and legal assistants; security guards; detectives and criminal investigators; correctional officers

In the application, Applicants must identify the industry and occupation(s) that will be targeted through the program, including an explanation of how the Applicant selected the industry and occupation(s), and any particular qualifications of the Applicant that empower the organization to effectively deliver industry awareness activities, work readiness preparation, and academic instruction to prepare participants for success in that industry and occupation(s). Applicants must identify any occupational certifications or credentials that participants may receive through the program that will enable them to more readily advance into employment following graduation and must describe how work experiences offered through the program will prepare youth for entry into target industries.

Additional industries and/or occupations not listed in the table above may be considered if Applicants demonstrate, for each:

- The existence of current or prospective local job opportunities that can lead to careers with family-sustaining wages. This can be demonstrated through the use of labor market data, employer attestations on availability of job opportunities, or other tools;
- The credentials and skills that participating youth will attain through participation in the program, and how such credentials will prepare the youth for entry into and success in the target industry or occupation;
- The position(s) youth would be eligible to pursue following completion of the program, and the wages of these positions; and
- The career paths that youth could pursue in the industry over time.

(3) Industry Partners

The success of this model will rely on the development of a strong working partnership between the Applicant and at least one industry partner – an employer, labor union, trade association, or

similar entity – with a demonstrated connection to and expertise in the selected industry. As part of the application, Applicants should clearly describe the roles and responsibilities of the industry partner in the program, which must include providing work experiences to youth, and may include: assistance with curriculum development or identification of existing curricula; offering staff and youth a thorough understanding of the industry and opportunities within the industry; assisting in delivering work readiness programming and/or occupational training to youth; and hiring participants following secondary school graduation.

Applicants are strongly encouraged to identify multiple industry partners to ensure that program services and outcomes are broadly aligned with employer needs in target industries and occupations and to facilitate placement of program graduates in jobs in the industry and occupations.

Applicants must submit letters of support from industry partners affirming the existence of the partnerships prior to implementation of the grant and outlining the expected roles and responsibilities of the industry partner and Applicant in developing and implementing activities and services supported under this grant. See Attachment N for a sample letter of support.

If the Applicant is an employer, trade association, labor union, or similar entity, the industry partnership requirement shall not apply. However, such entities are strongly encouraged to partner with other organizations or service providers with direct experience in addressing the needs of participants to ensure that all required program services are available.

Applicants must demonstrate the existence of a collaborative partnership with a public, charter, or alternative secondary school that will serve as the host school for some or all of the proposed grant activities. If the lead applicant is a public, charter, or alternative secondary school, the applicant must demonstrate evidence of a collaborative partnership with at least one (1) other eligible youth-serving organization that will deliver services (such as work experience opportunities or supportive services) that support activities funded under this grant.

(4) Target Youth and Number of Youth Served

In addition to the general youth eligibility requirements identified in Section C. 2. participants in Industry Awareness programs must aspire to enter into employment or advanced training in the target industry upon secondary school graduation.

During the grant period Applicants must commit to serving a minimum of 25, and a maximum of 35, eligible youth per cohort under the Industry Awareness program model. Applicants will serve two (2) cohorts during this grant period: one (1) cohort of rising 4th year students and one (1) cohort of rising 3rd year students.

(5) Program Services

The Industry Awareness model focuses on providing participants with a combination of occupational training, work readiness preparation, and academic instruction designed to support employment and career goals. Successful Applicants will clearly demonstrate how their proposed program will:

- a. Provide work readiness training that orients participants to general and industry-specific workplace expectations;
- b. Provide career planning activities to support participants in identifying suitable career pathways within the target industry;
- c. Provide academic instruction to increase literacy and numeracy skills and enable secondary school graduation;
- d. Offer service learning projects that enable participants to develop leadership, teamwork, and other life skills during the first year of program participation;
- e. Connect youth to work experiences in the target industry during the summer between the first and second year of program participation (participants will be co-enrolled in the Summer Youth Employment Program, but the Applicant is required to provide the job experience or other appropriate service or activity that participants will receive);
- f. Provide paid internships or other after-school work experience in the target industry during the second year of program participation;
- g. Provide placement assistance into employment or further education and training; and
- h. Provide the other program services and components required across models (see Section E.3.)

Services may be provided directly by the Grantee, or in partnership with other entities. If services are offered in partnership with other entities, those entities must be clearly identified in the application, and the Applicant must demonstrate through a letter of support that the other entity or entities have committed to providing such services to participants. See Attachment N for a sample letter of support. All activities must be coordinated with the host secondary school to ensure that core academic and other services provided by the secondary school partner are not adversely impacted.

b. Postsecondary Preparation

(1) Goals

The Postsecondary Preparation program model is designed to provide at-risk in-school youth with a mix of academic instruction and other supportive services that enable them to obtain a secondary school diploma or a recognized equivalent and prepare them to successfully enroll and persist in postsecondary education leading to a degree, certificate, or other credential. Partnerships with institutions of higher education are an integral component of this model.

(2) Postsecondary Partners

The success of this model will rely on the development of a strong working partnership between the Applicant and at least one accredited community college or other postsecondary institution.

Applications must clearly define the roles and responsibilities of the community college or other postsecondary institution under the grant, which may include: assistance with curriculum and program development, co-delivery of instructional services, helping participants apply for enrollment and financial aid, and the development of transfer agreements that enable participants to transition into postsecondary education upon program completion.

Applicants must submit letters of support from postsecondary partners affirming the existence of the partnerships prior to implementation of the grant and outlining the expected roles and responsibilities of the postsecondary partner and Applicant in developing and implementing activities and services supported under this grant. See Attachment N for a sample letter of support.

If the Applicant is a community college or other postsecondary institution, the postsecondary partnership requirement shall not apply. However, such entities are strongly encouraged to partner with other organizations or service providers with direct experience in addressing the needs of participants to ensure that all required program services are available.

(3) Target Youth and Number of Youth Served

Beyond meeting the general WIA youth eligibility requirements (see Section C.2) participants in Postsecondary Preparation programs must aspire to obtain a secondary school diploma or a recognized equivalent and to enroll in an accredited postsecondary institution following graduation from secondary school.

During the grant period Applicants must commit to serving a minimum of 25, and a maximum of 35, eligible youth per cohort under the Postsecondary Preparation program model. Applicants will serve two (2) cohorts during this grant period: one (1) cohort of rising 4th year students and one (1) cohort of rising 3rd year students.

(4) Program Services

The Postsecondary Preparation model focuses on providing participants with a combination of academic instruction and other supportive services that enable participants to obtain a secondary school diploma or recognized equivalent and successfully transition into postsecondary education. Successful Applicants will clearly demonstrate how their proposed program will:

- a. Provide college readiness activities that prepare participants to enroll and persist in postsecondary education, including services relating to financial aid and completing college applications;
- b. Providing academic instruction to increase literacy and numeracy skills and enable secondary school graduation;
- c. In coordination with the postsecondary partner, offer dual or concurrent enrollment opportunities that allow youth to experience college-level courses while potentially earning postsecondary credit;
- d. Offer service-learning projects that enable participants to develop leadership, teamwork, and other life skills during the first year of program participation;
- e. Connect youth to work experiences in the target industry during the summer between the first and second year of program participation (participants will be co-enrolled in the Summer Youth Employment Program, but the Applicant is required to provide the job experience or other appropriate service or activity that participants will receive);
- f. Provide paid internships or other after-school work experience during the second year of program participation; and

- g. Provide all other program services and components required across models (see Section E.3.).

(5) Anticipated Credentials

It is expected that participants in Postsecondary Preparation programs will earn a secondary school diploma or recognized equivalent. Applicants are strongly encouraged to ensure that, in addition to a secondary credential, participants are eligible to receive instruction – including through dual or concurrent enrollment models – that allow participants to receive credit or credentials that may apply toward an associate or baccalaureate degree. Instruction should be integrated into the curriculum and scaffold student achievement toward identified outcomes relevant to student learning and postsecondary aspirations.

3. Required Program Elements Across Models

In addition to the program model-specific elements outlined in Section E.2.a and Section E.2.b., all Grantees must provide the core set of services described below as part of their overall program design. As mentioned above, Applicants must ensure that programs are designed in a manner that allows each participant to be directly engaged in program activities, such as training, work experience, or academic instruction, for a minimum of 10 hours per week during the school year and minimum of 25 hours per week during the summer between the first and second year of program participation.

a. Secondary School Partnership

All Grantees shall enter into a partnership with at least one (1) public, charter, or alternative secondary school that will serve as the host secondary school for the funded program. The host secondary school should be the primary location where program activities and services (excluding work experience) will be delivered, although Applicants may propose that some or all program activities or services be delivered outside the host secondary school, as long as participants are reasonably able to access such activities or services with a minimum of disruption to their regular academic responsibilities.

The Applicant and the host secondary school partner must submit a detailed Letter of Intent (Attachment W) as part of the application that clearly spells out roles and responsibilities of the Applicant and the host secondary school, including:

- A description of the process that will be used by the Applicant and the host secondary school to identify and enroll eligible participants in the program funded under this grant (see Section E.3.b. below for further details);
- A description of the process that will be used by the Applicant and the host secondary school to ensure alignment, and prevent duplication, between core services and activities offered by the host secondary school and those offered by the Applicant under this grant, including how the Applicant and the host secondary school will share individual and program data to support improved service delivery; and

- A description of the facilities, equipment, class release time, or other resources that the host secondary school will make available to the Applicant to support activities under this grant.

b. Assessment, Enrollment, and Orientation

All Grantees must provide assessment, enrollment, and orientation services to participants. In the application, Applicants must describe how these services will be provided, including:

- The methods and tools used to assess prospective youth for program eligibility and suitability and the individual characteristics (such as educational attainment, literacy level, criminal background, disability, or other characteristics) addressed as part of the assessment process, including an explanation of any characteristics or needs that would serve as a prerequisite or barrier to entry into the program;
- The process used to enroll participants in the program, including the means by which the Grantee will collect and maintain eligibility documentation; and
- The orientation process that will be utilized to prepare participants for successful entry into the program, which must include a minimum five (5) day “trial” or “probationary” period incorporated at the beginning of the program to ensure that participants are a good fit for the program.

In the event that a Grantee determines, following the trial or probationary period, that a participant will not be a good fit for the program, the Grantee must provide a written explanation to DOES of how that determination was reached with respect to each participant. If DOES disagrees with the Grantee’s determination with respect to a participant, the Grantee will be required to provide services and activities to the participant to the extent practicable, but DOES and the WIC shall provide technical assistance to the Grantee to enable the Grantee to address the challenging factors identified in the written explanation with respect to the participant.

c. Individual Planning and Case Management

All Grantees are required to provide individual planning and case management services to participants. These services are intended to ensure that the program experience and outcomes for each participant are aligned with the unique educational and occupational goals of the participant, and to ensure that services are provided in a manner that addresses the individual needs of each participant, including services designed to help individuals overcome barriers to postsecondary or employment success.

Applications submitted in response to this RFA shall include, at a minimum:

- A description of how the Applicant proposes to use written Individual Service Strategies (ISS) to help participants establish well-articulated and measurable personal, academic, and career goals and to determine appropriate program activities and services that will help participants achieve those goals. The ISS must include a realistic timeframe for achievement of the goals, including interim participant outcomes that will reflect progress toward the goals. The Applicant must describe how the ISS will be updated to reflect participant progress, evolving goals, and service needs; and

- A description of the case management services that will be provided daily to each participant, including how the Grantee will track and document participant progress under the ISS, and how the Grantee will work to coordinate services and activities – including services and activities provided by partner organizations – to support that progress. The Applicant must also describe how case management will be used to assist participants in addressing any requirements imposed by the educational system, criminal justice system, or other agency or systems that may impact participant progress toward the goals.

d. Supportive Services

All Grantees are required to make available to participants any supportive services that are necessary to help participants enter into and succeed in the funded program. These supportive services may be provided directly by the Grantee or through a partner entity. Supportive services may include:

- Tuition or training expenses
- Testing fees
- Child care services
- Transportation assistance
- Driver's license obtainment or driving record remediation
- Assistance in meeting child support arrears
- Drug testing
- Health insurance
- Legal assistance
- Housing assistance
- Mental health services
- Mentoring relationships
- Assistance with work-related expenses (e.g., uniforms, supplies, tools, etc.)

As part of the application, Applicants must identify supportive services that will be provided and indicate whether those services will be provided directly or through a partner organization (see Section E. 3. g.). Supportive services that will be provided through referral to a partner organization must be supported with appropriate documentation, such as a Letter of Intent (Attachment W) or letter of support. See Attachment N for a sample letter of support. Grantees should identify any additional eligibility requirements or documentation needs that participants must meet in order to qualify to receive that supportive service.

e. Leadership Activities and Mentoring

All Grantees must develop and implement program elements that provide opportunities for participants to make meaningful contributions to the program, community, and promote the development of positive relationships with caring adults who will assist participants in meeting life, career, and/or educational goals. Applications should describe how the program will:

- Assist participants in making meaningful contributions to the program and to the community, which may include providing youth with access to volunteer opportunities, leadership development activities, cultural enrichment opportunities, or other activities

identified by the Grantee. Such activities should go beyond the required service learning projects described under the Industry Awareness and Postsecondary Preparation models in Section E.2.a. and Section E.2.b.;

- Promote the development of positive relationships with caring adults who will assist the participant in meeting life, career, and/or educational goals. This should include strategies for developing strong relationships between program staff and participants. In addition, this may include such activities as parent/guardian engagement strategies and mentoring relationships; and
- Support the development of positive relationships with peer group members, which may include peer discussion groups, teambuilding exercises, or other activities.

f. Post-Graduation Follow-Up Services

All Grantees are required to provide post-graduation follow-up services for the twelve-month period following secondary school graduation, which, at a minimum, must include regular contact with participants and maintenance of data on participant progress and status toward educational or occupational outcomes identified under the ISS. Applicants are strongly encouraged to provide additional supportive services during the follow-up period that can assist youth in transitioning to, and succeeding in, employment or postsecondary education. Applications must include a description of how the Grantee will provide post-placement follow-up services for twelve (12) months after participants have completed the program, including how the Grantee will maintain regular contact with participants, collect data on participant progress, and provide needed supportive services, either directly or in partnership with other organizations. Applicants must also describe how these services will enable participants to better achieve their stated employment and/or postsecondary educational goals.

g. Partnerships

In addition to the required partnerships with a host secondary school and an employer or postsecondary institution as specified for each program model, it is likely that many Grantees will seek to enter into additional partnership agreements with other entities or organizations to provide some of the elements or activities required under this RFA. Applications submitted under this RFA must include a description of the additional partners that will provide activities or services as part of the proposed program, descriptions of the activities or services to be provided, and letters of support documenting the partnerships between the Grantee and partner organizations. See Attachment N for a sample letter of support.

Applicants are strongly encouraged to partner with other organizations to ensure that the fullest possible range of services and activities are available to participants. However, Grantees bear ultimate responsibility for ensuring that activities and services are carried out in a manner consistent with the requirements of this RFA. If a Grantee knows, or has reason to know, that a partner organization may not be able to carry out activities and services, it is the responsibility of the Grantee to notify DOES and seek approval to make all reasonable efforts to identify alternative means of service delivery and minimize any disruptions in services for participants.

There is no explicit limit on the number of applications for which an organization may be listed as a secondary partner under this RFA. However, Applicants should include a clear description

of the partnership as part of the application, including specific roles and responsibilities of the partner in implementing the program. Grantees will bear ultimate responsibility for performance outcomes under this RFA.

h. Data Collection and Evaluation

As part of the application, Applicants must describe the specific data management system that will be utilized to track participants and program activities, and identify the staff member(s) who will be responsible for managing the system and submitting required reports. Applicants should explain whether funds provided under this RFA will be used to support the purchase or maintenance of the data management system. Finally, Applicants must describe the process they will use to evaluate performance data on a regular basis and make improvements in program design or service delivery, as needed.

Section F: Grantee Program Compliance

1. Prior to the Start of the Program

Grantees must successfully complete and/or submit the following:

- Fully executed grant agreement;
- Memorandum of Agreement(s) (MOA) between Applicant and postsecondary school partner and, if applicable, Supportive Services provider(s);
- Proof of child abuse clearance and criminal background checks for staff. All employees of the Applicant who will be providing direct supervision to participants under the age of 18 years old will be required to obtain a criminal background clearance through the District of Columbia Metropolitan Police Department (MPD) prior to the start of the program. DOES will provide these clearances free of charge and will work with Applicants to schedule an appointment. Supervisors who have a valid clearance on file with MPD within the last two (2) years do not need to obtain a new clearance;
- A completed accessibility checklist (signed by authorized agency representative);
- DOES site visit inspection;
- All mandatory meetings as scheduled by DOES;
- Non-Disclosure Agreements for each staff person and volunteer working on grant; and
- Proof of Insurance.

2. Grantee Performance and Reporting Requirements

DOES will have sole ownership and control of all deliverables. The Grantee must receive written permission from DOES to use or distribute any product from this program, prior to the proposed use or distribution.

DOES and the WIC are committed to ensuring that participants receive high-quality education, work experience, and other services that support progress toward college and/or career goals. To that end, grants awarded under this RFA will be subject to significant performance and reporting requirements that will help ensure that Grantees are accountable for achieving program outcomes and using grant funds in a responsible manner. The performance and reporting requirements will also enable DOES and the WIC to identify obstacles to success for Grantees and work with Grantees to make necessary process or program improvements to reduce disruptions for participants.

Grantees shall produce regular and timely documentation of program activities and participant progress to DOES. To meet this requirement, Grantees shall submit both monthly reports and quarterly narrative reports. The reported measures shall be used to assess the success of the program's implementation and will be considered by DOES, in consultation with the WIC, in evaluating whether to approve grant renewals during subsequent option years.

a. Monthly Reporting

The monthly report will consist of quantitative information, including:

- Youth outcome measures;
- Interim program measures, which assess the progress the Grantee is making in the implementation of service delivery; and
- Interim participant measures, which assess the progress that participants are making toward youth outcome measures. This information will enable DOES and the WIC to evaluate whether Grantees are likely to meet youth outcome measures and identify any technical assistance requirements for Grantees that appear to be at risk of failing to meet these measures.

b. Quarterly Reporting

The quarterly report will consist of a narrative describing the Grantee’s activities, achievements, and challenges over the preceding quarter and should reflect any lessons learned by the Grantee during the course of program implementation. The report should also identify any modifications to service delivery based on those lessons. The quarterly narrative must cover the topics outlined below.

CATEGORY	NARRATIVE
Accomplishments	Description of the Grantee’s significant accomplishments during the quarter.
Challenges	Description of the challenges encountered during the quarter: programmatic, administrative, and fiscal, including technical assistance requests. Includes description of corrective attempts to resolve challenges, and indication if technical assistance is necessary.
Program Activities	Description of the program activities provided during the quarter.
	Brief description of activities planned for next quarter and how those activities will help youth advance in the program.
Staff	Description of staff development including the skills and knowledge attained for career advancement during the quarter.
Partnerships	Description of how all partnerships are being developed and strengthened to improve services and employment or internship and post-graduation opportunities for youth.

c. Data Collection and Evaluation

The Grantee shall collect, store, review, and report complete and accurate data relating to their program (including operational and program performance data), services, and participant demographics, progress, and outcomes.

DOES and the WIC aim to support programs in their efforts to continuously improve their work with youth. DOES and the WIC will offer technical assistance and capacity-building activities in a variety of subjects related to professional development. These will include training in operational requirements, program practices, and quality standards, including the National Youth Employment Coalition’s PEPNet standards and tools. The Grantee shall ensure that the appropriate staff members from their organization attend these sessions.

3. Grantee Outcome Measures

DOES and the WIC have identified three (3) Youth Outcome Measures that will be used to evaluate whether youth are well-served as a result of their participation in the proposed program:

- Attainment of a secondary school diploma or recognized equivalent;
- Placement in full-time employment, advanced training or postsecondary education; and
- Increased literacy and numeracy gains.

a. Description of Outcome Measures

(1) Attainment of a Secondary School Diploma or Recognized Equivalent

This measure evaluates whether participants have attained a secondary school diploma or recognized equivalent (such as a GED) within two (2) years of entering the program. Applicants will be expected to work with host secondary schools to ensure that the Applicant's academic instruction and other program elements complement regular instruction offered through the host secondary school and address deficits that might prevent the participant's graduation. To demonstrate that a participant has achieved this outcome, the Grantee must present the following documentation to DOES:

- A secondary school diploma or recognized equivalent issued by the District of Columbia; or
- An official secondary school transcript showing date of completion.

(2) Placement in Full-Time Employment, Advanced Training, or Postsecondary Education

This measure evaluates whether participants are enrolled in and engaged in coursework at an accredited postsecondary training program or institution or attached to employment with an employer that pays Unemployment Insurance, in the first quarter after the program exit quarter.⁶ Positive outcomes include placement in:

- Postsecondary education;
- Advanced training and additional occupational skills training;
- Employment with an employer that pays Unemployment Insurance;
- Military service; and
- Registered apprenticeship.

To demonstrate that a participant has achieved this outcome, Grantees must submit one of the following pieces of documentation to DOES:

- Paystub for most recent pay period;
- Official letter of employment, including dates employed and position, from employer;
- Official class schedule from accredited postsecondary or advanced training institution; or

⁶ The term "program exit" means a participant does not receive a service funded by the program or funded by a partner program for 90 consecutive calendar days and is not scheduled for future services, excluding transition/follow-up services. The "exit date" represents the last day on which the individual received a service funded by the program or partner program, excluding transition/follow-up services. "Exit quarter" represents the calendar quarter in which the exit date is recorded for the individual.

- Official letter from accredited postsecondary or advanced training institution, including dates of enrollment.

Participants who achieve a secondary school diploma or its recognized equivalent and successfully transition to employment or postsecondary educational opportunities prior to the end of the grant period (regardless of program length) may be considered as having achieved a positive placement outcome if such placement is consistent with program design and student objectives.

(3) Literacy and Numeracy Gains

All youth served under this RFA must be assessed for literacy and numeracy prior to program entry using the Comprehensive Adult Student Assessment Systems (CASAS) Survey Achievement Tests and must have a minimum scaled score of 231. In order to ensure consistency across programs, DOES and the WIC have determined that only CASAS scores may be used to determine youth eligibility.

For initial CASAS assessments, Grantees have the option to refer potential participants to DOES or administer such testing directly or through a partner organization. After the initial assessment, the Applicant is responsible for administering all subsequent assessments to evaluate literacy and numeracy gains. Applicants should clearly identify how such assessments will be provided as part of the application. There is no charge to Grantees for DOES-administered CASAS testing; if Grantees intend to use grant funds under this RFA to administer CASAS testing, these costs should be incorporated in the budget submissions.

The Literacy and Numeracy Gains measure evaluates whether participants have gained one or more Educational Functioning Levels (EFLs) during the course of program participation, with progress evaluated through CASAS testing at regular intervals. The measure is based on documented pre- and post-tests using the CASAS. To demonstrate that a participant has achieved this outcome, Grantees must submit the following documentation to DOES:

- Pre-test and post-test results from CASAS demonstrating gain of at least one (1) EFL after the first twelve (12) months of program participation.

b. Performance Goals

The District of Columbia is expected to achieve performance goals established with the U.S. Department of Labor (DOL). Based on those goals, the WIC has set local performance goals for the following Outcome Measures:

OUTCOME MEASURE	DC PERFORMANCE GOAL
Attainment of a Secondary School Diploma or Recognized Equivalent	65% of participants
Placement in Employment, Advanced Training or Postsecondary Education	70% of participants
Literacy and Numeracy Gains	80% of participants

The Applicant shall propose performance goals appropriate for the youth to be served. If the proposed goals are lower than the DC Performance Goals listed above, the Applicant shall

provide specific information explaining why the proposed goals are more appropriate for the population of youth to be served.

4. Grantee Interim Program Measures

Interim program measures are designed to assess Grantee progress in planning and implementing service delivery under the proposed program. Interim program measures differ from the youth outcome measures and interim participant measures in that they track activities undertaken by the Grantee to support youth outcomes rather than the outcomes themselves. Grantees shall report monthly on all of the interim program measures laid out in the following table. For each of the measures, the Applicant shall propose a performance target appropriate for the program and youth to be served.

PROGRAM MEASURE	INDICATOR	REQUIRED DOCUMENTATION
Eligibility Determination	Number of youth who were assessed for eligibility	Program records of eligibility assessments
Youth Enrolled	Number of youth enrolled in the program	DOES records of youth enrollment
Individual Service Strategy	Number of youth with a complete Individual Service Strategy (ISS)	Completed ISS document with well-articulated and measurable goals in program records
Attendance	Number of youth who have at least an 80% record of program attendance	Program attendance records
Completion	Number of youth who complete the program	Program records including completion requirements, enrollment date and completion date

5. Interim Participant Measures

Interim participant measures are designed to measure specific milestones during the course of the program that demonstrate participant progress toward youth outcome measures. Interim participant measures are intended to help Grantees evaluate program performance, and make necessary adjustments in program design or service delivery to support participant progress. Applicants should identify no less than five (5) interim measures from the chart below that will be used to measure progress under the grant. For each of the interim participant measures, the Applicant shall propose a performance target appropriate for the program and youth to be served. DOES, in consultation with the WIC, shall take into account the proposed performance targets, and make any necessary adjustments before approving final performance targets for each Grantee.

PARTICIPANT MEASURE	INDICATOR	REQUIRED DOCUMENTATION
Program Participation	Number of youth who complete at least 80% of assignments and tests	Program records tracking completed assignments and tests
Completion of Service Project	Number of youth successfully participating in, and completing, service projects	Program records documenting participation and project completion
Completion of Specific Courses	Number of youth successfully	Host school records

Identified in Individual Service Strategy	completing courses or sequences of courses identified in the ISS	
Completion of Credit Recovery Program	Number of youth successfully completing a school credit recovery program	Host school records
Promotion to Next Grade Level	Number of youth advancing to the next grade level	Host school transcripts
Completion of Summer Work Experience	Number of youth successfully completing summer work experience between the first and second years of program participation	Employer letters
Completion of After-School Work Experience	Number of youth successfully completing after-school work experience during second year of program participation	Employer letters
Completion of Postsecondary Entrance or Credentialing Exam (ACT, SAT, apprenticeship, other)	Number of youth taking and completing postsecondary entrance or credentialing exam	Copy of receipt that participant has taken exam or score report
Completion of Two (2) Employment Applications (for Industry Awareness youth) or College and Financial Aid Applications (for Postsecondary Preparation Youth)	Number of youth submitting required applications	Copies of applications

6. Grantee Payment

If the Grantee does not comply with the provisions of the Grant Agreement, regulations, and terms and conditions, then the Grant Agreement may be terminated in whole or the award amount reduced for under performance or non-performance at the discretion of the Grant Monitor and/or Grants Officer.

7. Costs and Payment Structure

a. Cost Per Participant

Applicants may generally apply for up to \$4,500 per participant per program year. For each year, this \$4,500 should include:

- Program operations: DOES will remit grant funds to the Grantee via a hybrid performance-based structure; and
- Youth payment allocations (incentives and/or stipends): Cannot be less than \$1,000 per participant per year over the twelve (12) month period of the grant. DOES will remit these funds directly to participants.

The total program budget in the application should be equal to the cost-per-participant multiplied by the number of participants that the Applicant is proposing to serve.

In the budget (see Attachment F – Proposed Operating Budget), the Applicant will break out how much will be allocated to program operations and how much will be allocated to youth incentives and/or stipends.

Payments for program services under this RFA will be made by DOES to the Applicant.

Applicants may propose to make sub grants or other payments to partners to cover costs for training or other services.

b. Hybrid Performance-Based Structure for Grantee Payment

DOES will enter into an initial twelve-month hybrid fixed price, performance-based grant agreement with all successful Applicants. The base period of this grant will run from June 2013 to June 2014, with up to three (3) extensions of one (1) year each possible at the District’s option.

Under this grant, performance measures are based on 100% enrollment capacity. To that end, successful Applicants will receive a percentage of their grant award via fixed price invoicing and fulfillment of enrollment targets on a monthly basis. The balance of the funds will be accessible upon the achievement of outcomes, including credential attainment, education or employment placement, program retention, and literacy/numeracy skills gains. Youth incentive allocations are excluded from the performance-based grant. Those dollars are administered directly to youth by DOES.

c. Understanding the Hybrid Performance-Based Structure

The base amount is paid in monthly installments over the life of the grant. The base amount is intended to provide Grantees with operational funding to support program activities throughout the grant period, while the performance-based targets are intended to promote and reward successful outcomes for participants. Both the base amount and performance-based targets must be established from total proposed enrollment during the grant period, but are not dependent on the number of participants enrolled at any given time; therefore, a Grantee would be eligible for the full base payment even if the Grantee has not achieved 100 percent of target enrollment in a given month. Grantees do not need to propose or meet specific monthly enrollment targets in order to submit invoices for the base payments; however, failure to make reasonable and timely progress toward overall enrollment targets may result in technical assistance or other corrective action by DOES, in consultation with the WIC.

The amount reimbursed per successful outcome can be determined by the total allocation within a performance area divided by the total number of youth required to meet that particular outcome. The fixed Hybrid Performance-Based Structure is as follows:

Base Amount	Enrollment & Program Retention	Literacy/ Numeracy Gains	Secondary School Graduation	Placement
50%	20%	10%	10%	10%

The base amount is established according to the total number of youth to be served at any one point and should be the same amount each month. However, program enrollment and retention allocations are to be invoiced on a per-person, pro-rated basis for each individual who was

actively participating in the program during the month for which the invoice is submitted. As a result, the allocation for Program Enrollment and Retention may vary based on the number of youth served in any given month but should remain consistent. Exiting participants and new enrollments are reviewed and approved on a limited, case-by-case basis.

Base amounts will be based on a twelve-month payment schedule and the total per participant cost may be no more than \$4,500.00 which includes the \$3,500.00 available directly to the Grantee and \$1,000.00 in youth payment allocations.

8. Payment Options for Participants

Applicants must designate a youth payment allocation in the form of incentive payments or stipends, as applicable. The total youth payment allocation must be a minimum of \$1,000 per participant – all participants must receive, or be eligible to receive, incentive or stipend payments equal to this amount. Programs are strongly encouraged to link incentive payments to youth progress and program goals or outcomes.

Applicants will complete Attachment G - Incentive/Stipend Plan to outline what incentives or stipends would be included in the proposed program. DOES will finalize the type and frequency of youth payment, as well as the process and documentation required for payment, at the point of grant award. Incentive and stipend payments are direct payments to participants for the performance of work or for the achievement of specific goals and will be paid directly to the participants by DOES, at the direction of the Grantee. Any incentive or stipend payments not earned by a participant shall be retained by DOES.

a. Incentives

Incentives are performance-based payments tied to successful attainment of benchmarks or progress made by participants. Incentives should go beyond payment for attendance in the program. Applicants shall propose a program approach to incentives in the application, which DOES will finalize with Grantees at the point of grant award. It is recommended that incentives are tied to interim participant measures, interim program measures, and/or completion/attainment of key program milestones. An individual incentive plan must be submitted to the Grant Officer for each participant to substantiate payment.

b. Stipends

Youth may receive stipends for work experiences in which they perform a job at a public or private workplace during the school year, at the rate of the federal minimum wage of \$7.25 per hour for services rendered.

Work experiences supported through this program should meet the following six criteria:⁷

⁷ In 2009, the South Carolina Department of Commerce requested guidance on this from the U.S. Department of Labor's Wage and Hour Division. South Carolina developed a policy based on the response, which set out six elements that must be met to ensure that a work experience did NOT qualify for a wage. We incorporated that here. This South Carolina policy can be found at http://www.scworks.org/media/3974/wia_instruction_08-03.pdf.

- The training, even though it includes actual operation of the facilities of the employer, is essentially a training experience similar to a vocational school;
- The participant is primarily the beneficiary of the experience;
- Regular employees are not displaced and the experience is closely supervised/observed;
- The "employer" that hosts the experience derives no immediate or significant advantage (and may experience an actual downside);
- The participant is not necessarily entitled to a job at the conclusion of the experience; and
- There is mutual understanding between the participant and the host agency that the participant is not entitled to wages for this time because the activity is essentially a training experience.

DOES shall make the final determination regarding what activities will qualify for a stipend. A program stipend plan must be submitted to DOES for approval, and time records must be submitted to substantiate payment.

Please note that all participants will be co-enrolled in SYEP, and will receive payment for summer employment under this program. Applicants do not need to budget for stipends for summer employment, but will be expected to work with DOES and employers in the target industry to develop placement opportunities for participants during the summer and to provide appropriate services directly to participants during the summer months.

9. Anti-Deficiency Considerations

The Grantee must acknowledge and agree that the commitment to fulfill financial obligations of any kind pursuant to any and all provisions of a grant award, or any subsequent award shall remain subject to the provisions of (i) the federal Anti-Deficiency Act, 31 U.S.C. §§1341, 1342, 1349, 1351, (ii) the District of Columbia Anti-Deficiency Act, D.C. Official Code §§ 47-355.01-355.08 (2001), (iii) D.C. Official Code § 47-105 (2001), and (iv) D.C. Official Code § 1-204.46 (2006 Supp.), as the foregoing statutes may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned.

Section G: Application Format

1. Technical

Applications must be typed using 12 point Arial or Times New Roman font and using 1.0” margins. The length of the application may not exceed twenty-five (25) double spaced pages. The page limit does NOT include Attachments A-W. Pages should be numbered and include a header identifying the Applicant’s name, program model, and SDA. Each section and sub-section should be clearly identified.

2. Applicant Profile

Each application must include an Applicant Profile, which identifies the Applicant, type of organization, program model, and the amount of funds requested. The Applicant Profile (Attachment A) must be the cover page of the entire application.

3. Table of Contents

Each application must include a Table of Contents. The Table of Contents must list major sections of the application with a quick reference page indexing those sections.

4. Program Narrative

The Applicant must provide a full description of how the program will be carried out by responding to the application requirements in Section E and the questions in Attachment B. The six (6) main components of the program narrative are:

7. Target Population
8. Organizational Capacity and Staffing
9. Program Model
10. Required Program Elements
11. Outcomes and Performance Management
12. Application Budget

5. Required Attachments

Listed on page 38 of this RFA is a description of each attachment that must accompany the complete application. Attachments A-W are required. The attachments do not count toward the 25 page limit.

- Attachments A-N: Forms or templates that the Applicant must complete and submit
- Attachments O-W: Applicant must submit copies of the documentation
- The sequence of attachments should follow the order listed on page 38

Section H: Application Submission Information

1. How to Request an Application Package

- The application package is posted at: <http://opgs.dc.gov/page/opgs-district-grants-clearinghouse>
- Application packages can also be found at: <http://does.dc.gov/page/does-grants>
- If the application package cannot be accessed at the above websites, then Applicants may request the application via email at doesgrants@dc.gov

2. Application Preparation

DOES and the WIC shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the Applicant's sole responsibility.

3. Submission Date and Time

In order to be considered for funding, complete applications must be received no later than **March 15, 2013, 2:00 p.m. EST**. Applications received after 2:00 p.m. EST on March 15, 2013 will not be considered for funding.

Three (3) hard copies and one (1) electronic copy (only flash drive or compact disc will be accepted) must be submitted. Applications will not be considered for funding if the Applicant fails to submit the required number of copies and/or electronic copy in the form of a flash drive or compact disc.

Applications that are mailed in advance must be sent via Certified Mail and received by 2:00 p.m. on March 15, 2013. Mailed applications must be sent to:

DOES Grants Office
ATTN: Maryann Carroll
Department of Employment Services
4058 Minnesota Avenue, NW Suite 5000
Washington, DC 20019

Applications may be hand delivered by submitting the complete application at the main lobby of DOES Headquarters located at 4058 Minnesota Avenue, NW, Washington, DC 20019. The Applicant must complete a DOES Acknowledgement of Receipt Form that will serve as verification of submission when the complete application is hand delivered. If the application is delivered by a courier service, the courier service receipt will serve as verification of submission.

No incomplete, faxed, e-mailed, or late applications will be considered. Supplements, deletions or changes to the application will not be accepted after submission. Applications that do not follow the required format will not be reviewed.

Section I: Award Administration Information

1. Award Notices

Each Applicant, whether successful or unsuccessful, will receive notification of the final decision on the application. Letters of notification or any other correspondence addressing selection for award do not provide authorization to begin the program.

2. Grievances

If an Applicant would like to submit an appeal on the final decision of their application, they must do so in writing to rahsaan.coefield@dc.gov and doesgrants@dc.gov within two (2) business days of the notification of final decision. The request must contain the specific reason for the appeal request. A mediator will review the request and make a determination as to whether fair and equal grant processes and procedures were followed. The mediator conducts a review of the matter and may coordinate a meeting with the Applicant to reach a determination. The mediator will make the determination and notify the Applicant in writing within two (2) business days from the date that the appeal of the final decision is received. If an in-person meeting is deemed necessary by the mediator, the mediator's determination and notification to the Applicant within two (2) business days is subject to change per the participating parties' schedule of availability.

3. Grant Agreement

Applicants who are selected for funding may be required to respond in a satisfactory manner to conditions that may be placed on the application before funding can proceed. DOES may enter into negotiations with an Applicant and adopt a firm funding amount or other revision of the application that may result from negotiations.

The Grant Agreement sets forth the amount of funds granted, the terms and conditions of the award, the effective date of the award, the budget period for which initial support will be given, and the total program period for which support is awarded. The Grant Agreement shall be signed by the DOES Director. The Grant Agreement will be sent to the Applicant's contact that is authorized to sign the Grant Agreement and reflects the only authorizing document. The Grant Agreement will be sent prior to the start date and a meeting between the Grantee and DOES will occur shortly after the Grant Agreement is fully executed.

Section J: Contacts

1. Grant Monitor

LaShaun N. Basil
Manpower Development Specialist
Office of Youth Programs
Department of Employment Services
lashaun.basil@dc.gov
202-698-4797

2. Grants Officer

Maryann Carroll
Contract, Grants and Compliance Officer - ACO
Operations
Department of Employment Services
doesgrants@dc.gov
202-671-1900

LIST OF ATTACHMENTS

Supplemental Documents

- **Supplement 1** – List of Required Workforce Investment Act Enrollment Documents

Required Forms (forms attached)

- **Attachment A** – Applicant Profile
- **Attachment B** – 6 Major Components
- **Attachment C** – Statement of Certification
- **Attachment D** – Non-Disclosure Agreement
- **Attachment E** – Budget Narrative
- **Attachment F** – Proposed Operating Budget
- **Attachment G** – Incentive/Stipend Plan
- **Attachment H** – List of Other Funding Sources
- **Attachment I** – List of Partners
- **Attachment J** – Past Performance Form
- **Attachment K** – IRS Form W-9 (must be signed and dated)
- **Attachment L** – Basic Business License Clean Hands Form – “Clean Hands Self Certification”
- **Attachment M** – Staffing Plan
- **Attachment N** – Letter(s) of Support

****Note****

All documents and templates must be clearly labeled according to the list on this page. Attachment letter must be visible on **top right**.

Required Supporting Documentation (no templates; Applicant must provide copy of documents)

- **Attachment O** – Certificate of Clean Hands (formerly Certificate of Good Standing) obtained from the Office of the Chief Financial Officer, Office of Tax and Revenue (OTR), request to obtain Certificate of Clean Hands online at: <http://dcforms.dc.gov/webform/certificate-clean-hands-formerly-certificate-good-standing>
- **Attachment P** – Program Outline/Timeline
- **Attachment Q** – Current Organizational Chart
- **Attachment R** – Packet for each staff person working on grant (job description; resume; brief bio)
- **Attachment S** – Proof of Occupancy must be at least one of the items listed below:
 - Certificate of Occupancy or Home Occupation Permit (HOP) issued by Department of Consumer and Regulatory Affairs (DCRA). If conducting an in-home program, the Applicant must provide the HOP;
 - Signed approval letter & building use agreement from the DCPS Office of Out-of-School Time;
 - Signed approval letter and permit from the DC Dept. of Parks and Recreation; or
 - Building lease or rental agreement.
- **Attachment T** – Valid and current license conferred by DCRA or applicable regulatory body to conduct business in the District (e.g., Basic Business License or Charitable Solicitation License)
- **Attachment U** – Documentation proving IRS tax status (e.g., 501(c)(3) letter)
- **Attachment V** – Audit/Financial Statements: The Applicant shall provide a copy of the organization’s most recent and complete set of audited financial statements available. If audited financial statements have never been prepared due to the size or age of an organization, the Applicant must provide, at a minimum, a current and previous year budget, an income statement or Profit and Loss Statement, and a Balance Sheet certified by an authorized representative of the organization, and any letters, filings, etc. submitted to the IRS within the three (3) years before the date of the grant application.
- **Attachment W** – Letters of Intent from Postsecondary school partners

List of Required WIA Enrollment Documents

To verify program eligibility, the Office of Youth Programs will require one of the approved documents in each category below prior to enrollment of eligible WIA youth under the In-School Youth Year-Round Workforce Development Programs:

DATE OF BIRTH		
Birth Certificate	Military ID	Selective Service Card
Driver's License or Non-Driver's ID	Passport	TANF Record
Hospital Record of Birth	School Record	Veteran's Medical Card
Military Discharge DD-214	State, Federal, or Govt. issued ID	

PROOF OF CITIZENSHIP OR LEGAL STATUS	
Alien Registration Card or Green Card	Naturalization Certificate
Birth Certificate	Foreign Passport (stamped "Eligible to Work")
Birth Abroad Certificate	U.S. Passport
Military Discharge DD-214 (if birthplace is listed)	

SOCIAL SECURITY NUMBER	
Driver's License or Non-Driver's ID	Social Security Card
Department of Humans Services Letter	TANF Record
Military Discharge DD-214 or Veteran's Medical Card	

SELECTIVE SERVICE REGISTRATION (For Males 18 and Older)	
Selective Service Registration Card	Selective Service Verification Form or Printout

PROOF OF RESIDENCY (Document must include the Applicant's Name)	
Department of Human Services Letter listing the names and social security numbers of all household members	Notarized Tax Form 1040 or D-40 listing the names and social security numbers of all household members (most Recent Tax Year)
If homeless, a letter from a shelter or the Department of Human Services	School Record
Driver's License or Non-Driver's ID	TANF Record
Government Agency Letter or Printout	Recent Utility Bills (mobile bills not accepted)
Rental lease that contains the names and social security numbers if all family members residing in the household	

FAMILY SIZE (Document must list or identify all family members)	
Department of Human Service Letter, listing the names and social security numbers of all family members	Rental Lease, with the names and social security numbers of all family members residing in the household
If homeless, a letter from the shelter or the Department of Human Services	Notarized Tax Form 1040 or D-40 (most Recent Tax Year) listing the names and social security numbers of all household members.
Government Agency Letter or Printout	TANF Record
DCHA Housing Letter	

FAMILY INCOME & LOW-INCOME INDIVIDUALS

Low-income individual means an individual who (1) receives, or is a member of a family that receives TANF cash assistance; (2) received income, or is a member of a family that received a total family income that does not exceed the poverty line or 70 percent of the lower living standard income level for the 6-month period prior to program application, (3) is a household member for 6-months that received food stamps or is eligible for them, (4) is verifiably homeless, (5) is a foster child, or (6) is disabled and whose verifiable income does not exceed family income restrictions.

Alimony Statement	Notarized Tax Form 1040 or D-40 and W2 (most Recent Tax Year) listing the names and social security numbers of all household members.
Compensation Award Letters	Pension Statement
Copy of Public Assistance Check	Refugee Assistance Records
Court Award Letter	Social Security Benefits Statement
Earnings Statement or Pay Stubs	TANF Cash Benefit Statement
Food Stamps Award Letter	Unemployment Insurance Statement
Medical Card Showing Cash Grant Status	Veteran's Administration Award Letter

REFERENCES:

- Department of Labor, Training and Employment Guidance Letter 22-04, Serving Military Service Members and Military Spouses under the Workforce Investment Act Dislocated Worker Formula Grant, March 22, 2006
- Workforce Investment Act (WIA) of 1998, Public Law 105-220, August 7, 1998, Section 101 (25)
- Workforce Investment Act (WIA), 20 CFR Part 652; Part 660 et al, Final Rule, August 11, 2000, Sections 663.220, and 664.200.

APPLICANT PROFILE

Applicant Organization Name: _____

Federal Employer Identification Number (Organization Tax ID Number): _____

Contact Person for Administrative Matters: _____

Title of Contact Person: _____

Telephone of Contact Person: _____

Email of Contact Person: _____

Proposed Site Address: _____

Program Model (select one): Industry Awareness Post-Secondary Preparation

Service Delivery Area (select one): Region 1 (Wards 1-4) Region 2 (Wards 5-8)

Total Amount of Funds Requested: _____

Number of Youth Participants to be Served: _____

Per participant cost (cannot exceed \$4,500): _____

Applicant's Authorized Representative	
Authorized Rep Name:	
Title of Authorized Rep:	
Email:	
Telephone:	

Signature of Authorized Representative

Date

6 Major Components of the Application

In your Program Narrative you must provide a full description of how the program will be carried out. This attachment is a Word template and must be used to respond to the RFA. The Applicant must ensure that application submitted responds to all requirements of the RFA in addition to the responses submitted under this attachment.

This attachment is numbered according to Table 2: Scoring Criteria found in Section D.4. The Scoring Criteria includes the Applicant Profile as number “1” and then the six (6) major components of the Application are listed (numbered 2-7). This attachment starts with the number “2” intentionally to coincide with the Scoring Criteria.

2. Target Population

Number of in-school youth to be served:

Target age range of youth to be served (must be no younger than 16 and no older than 20):

What are the characteristics of the youth you expect to serve as a part of this program (check all that apply)?

- Basic skills deficient (defined as testing below grade level, but at or above 8th grade level in reading or math)
- Involved in the juvenile justice or criminal justice system
- Working
- Homeless or runaway
- TANF recipients
- Limited English Proficiency
- Underemployed
- Unemployed
- Persons with a disability
- In foster care, aging or aged out of foster care
- Pregnant or parenting
- Other (specify)

Please describe the demographics and any other characteristics of the youth targeted by your proposed program. Why was this target population selected?

3. Organizational Capacity & Staffing

a. Background Information

Please indicate your organizational type (check all that apply):

- Nonprofit, community- or faith-based organization
- Community college or institution of higher education
- Public, charter, or alternative secondary school
- Trade association or chamber of commerce
- Private, for-profit service provider
- Labor union, labor-management partnership, or registered apprenticeship
- Other (please describe)

Briefly summarize your organization’s history and mission.

b. Staffing

How many staff does your organization (or division of a very large organization) employ?

How many total FTEs will be allocated to this program? _____

On Attachment M indicate where the proposed program will fit (the attached chart will not count toward the page limit).

Describe how your organization conducts staff training and development. Include how you will orient and train staff to operate this program, the ongoing professional development or training program staff will receive, and your organization’s approach to staff retention.

If your organization has not previously provided employment or training services to youth, describe any staffing changes or training provided to ensure that your organization is prepared to deliver the services and activities required under the grant.

c. Financial Management

What is the annual operating budget of your organization (or division of a very large organization if appropriate)? \$ _____

Discuss the organization’s fiscal management systems and staff’s grants accounting experience, particularly as it pertains to working with government funds. Document any relevant experience administering performance-based grants, as well as the organization’s capacity to manage financial risk due to poor performance.

Describe how program staff will coordinate with fiscal management staff to ensure proper tracking and documentation of participant and program performance, including all information required to support incentive or wage payments to participants and performance-based payments to the organization.

d. Program Facilities

Describe the facilities that will be used at the host secondary school and any other locations, including the locations of classes and other services, total square footage of training/school site, accessibility to target youth, including those with disabilities, and equipment or resources that will be available to youth.

4. Program Model

Answer ONLY those questions that correspond to the Model you are applying for in this application – either Industry Awareness OR Postsecondary Preparation.

a. Industry Awareness Model

(1) Target Industry and Occupation

For what specific industry will the program train young people? Please note the list of approved industry sectors in Section E.2.a.(2), “Targeted Industry Sectors.”

If you are proposing an industry that is not on the list of targeted industry sectors in Section E, please include labor market information (with supporting citations) and any other relevant information that demonstrates local job opportunities emerging in the field and the career paths paying a family sustaining wage that youth could pursue in the industry over time.

Describe why you selected the target industry and/or occupation(s), including why you believe that this industry and/or occupation(s) are a potential match for the target population and how the services provided by your program will meet the talent needs of targeted businesses.

Describe your organization’s experience working in the target industry, including length of time working with the industry, meaningful business relationships, and services provided to businesses that make it likely that you can effectively prepare participants for success in that industry and/or occupation(s).

(2) *Credential*

Please describe any occupational or postsecondary credential(s) youth will obtain through this program, in addition to a secondary diploma or recognized equivalent. Please include name and type of credential, average length of time to obtain credential, requirements that must be satisfied to qualify for the credential, and the rationale for the credential(s) to be offered. If the credential provides credit toward, or articulates with, a longer-term credential, please describe.

(3) *Industry Partners*

An Industry Awareness program must have a formal relationship established with at least one industry partner in the targeted industry. At a minimum, the industry partner must provide paid or unpaid summer or after-school work experiences for youth participants. The application should indicate the expected number of opportunities available with each partner, and describe the nature of those opportunities.

Please indicate expected activities of industry partner(s) (check all that apply):

- Hire graduates
- Assist with and/or provide input on curriculum
- Serve on industry advisory or programmatic boards
- Provide instructors
- Provide job shadowing, mentoring, or internship opportunities
- Provide materials, equipment, meeting space or other in-kind resources
- Make financial contributions
- Offer tuition reimbursement or other benefits that facilitate training and education
- Other (specify)

Please describe the industry partner(s) that will work with the program, how the industry partner(s) will help shape and deliver program services, and how the partnership will be managed. Attach a letter of support from each partner listed (see Attachment N for a sample letter of support; letters of support will not count toward the page limit).

(4) *Program Services*

Describe the services that the program will provide to youth participants. Please include:

(a) Work Readiness Training. Work readiness training is training designed to provide participants with general skills and competencies required to enter into and succeed in any occupation or industry, including “soft skills” like communication and time management skills, as well as “life skills” like financial literacy. Provide a detailed description of the work readiness training that will be offered, including how such training will be contextualized with work experience and academic instruction activities. Include the total hours of training to be provided, and the average hours per week that participants will spend in work readiness training.

(b) Career Planning. Career planning activities are activities designed to help participants identify career pathways within the target industry, and plan and prepare for entry into employment or advanced occupational training following secondary school graduation. Describe the career planning activities that will be offered by the program, including any career aptitude and interest assessments to be provided. Include the total hours of career planning services to be provided, and the average hours per week that participants will spend on these activities.

(c) Academic Instruction. Academic instruction is instruction designed to increase participant literacy and numeracy skills (as needed) and to prepare participants to obtain their secondary school diploma or recognized equivalent. Describe the academic instruction services that will be offered through the program, including how such instruction will be aligned with regular instruction provided through the host secondary school, how the program will address the needs of participants who are basic skills deficient, and how the program will ensure participants obtain a secondary school diploma or recognized equivalent. Include the total hours of instruction to be provided, and the average hours per week that participants will spend in academic instruction.

(d) Service Learning Projects. Service learning projects are projects and activities that provide youth participants with opportunities to serve their school and community while helping them gain life skills such as leadership, teamwork, and communication. All youth participants must engage in a service learning project during the first year of program participation. To the extent possible, time spent on the service learning project should apply toward the District’s community service requirements for secondary school graduation. Describe the service learning project(s) that will be offered through the program, including the total number of hours that participants will spend on the project(s), and the average hours per week that participants will spend on these activities.

(e) Work Experiences. For the purposes of this RFA, work experiences under the Industry Awareness model include paid internships or similar employer-based experiences that enable participants to gain practical skills and experience in the target industry. Programs must propose two work experience components:

- (1) A summer work experience that provides no less than 25 hours per week of direct activities (may be combined with academic or other relevant activities). Youth participants will be co-enrolled in the Summer Youth Employment Program and will receive payments under that program; and
- (2) An after-school work experience offered during the school year.

Describe the work experiences that will be offered through the program, including how work experiences will be aligned with academic instruction and other program components, and how employer partners will support the availability of work experiences. Describe total number of hours that participants will engage in work experience activities, and the average hours per week that participants will spend in work experience.

(f) *Placement Services.* Placement services are services offered to enable youth participants to enter into, and succeed in, post-graduation employment or advanced training. Placement services may include resume building, job search assistance, and similar activities. Describe the placement services that will be provided through the program, and how those services will be aligned with post-graduation follow-up services.

(g) *Program Outline or Timeline.* As an attachment, provide a month-by-month outline of the entire program for a cohort of youth participants.

b. Postsecondary Preparation Model

(1) Credential

All Postsecondary Preparation programs must prepare participants to earn a secondary school diploma or recognized equivalent. Programs are strongly encouraged to ensure that, in addition to the secondary credential, participants are able to obtain postsecondary credentials or instruction that can be aligned with the educational requirements for an associate's or baccalaureate degree.

Participants will be eligible to earn (check all that apply):

- A secondary school diploma or recognized equivalent
- A postsecondary credential
- Credit-bearing postsecondary instruction not resulting in a postsecondary credential
- Other (please describe)

Describe the postsecondary credential(s) or instruction youth will obtain through this program.

(2) Postsecondary Partner(s)

A Postsecondary Preparation program must have a formal relationship established with at least one accredited community college or other institution of higher education. Please indicate the expected activities of postsecondary partner(s) (check all that apply):

- Assist with and/or provide input on curriculum
- Provide instructors
- Provide concurrent enrollment, dual enrollment, or similar opportunities
- Develop articulation agreements
- Provide materials, equipment, meeting space or other in-kind resources
- Make financial contributions
- Other (specify)

Please describe the postsecondary partner(s) that will work with the program, how the postsecondary partner(s) will help shape and deliver program services, and how the

partnership(s) will be managed. Attach a Letter of Intent as Attachment W (the attachment will not count towards your page limit).

(3) Program Services

Describe the services that the program will provide to youth participants. Please include:

(a) College Readiness. College readiness services are designed to help participants successfully enroll in and transition into postsecondary education, including “soft skills” like communication and time management skills, as well as “life skills” like financial literacy. Describe the services that the program will provide to support the college readiness of participants, including assistance with developing study skills, completing college applications, and applying for financial aid, college entrance exam preparation, campus visits, and other services. Include the total hours of college readiness to be provided and the average number of hours per week that participants will spend on college readiness activities.

(b) Academic Instruction. Academic instruction is instruction designed to increase participant literacy and numeracy skills (as needed) and to prepare participants to obtain their secondary school diploma and any postsecondary credentials. Describe the academic instruction services that will be offered through the program, including how such instruction will be aligned with regular instruction provided through the host secondary school, how the program will address the needs of participants who are basic skills deficient, and how the program will ensure participants obtain a secondary school diploma or recognized equivalent. Include the total hours of instruction to be provided, and the average hours per week that participants will spend in academic instruction.

(c) Dual or Concurrent Enrollment. In coordination with the postsecondary partner, Grantees must offer participants an opportunity for dual enrollment, concurrent enrollment, or a similar model that exposes youth to college-level courses during the second year of program participation. To the extent possible, such enrollment strategies should be coordinated with regular instruction provided by the host secondary school, and should provide opportunities for participants to earn postsecondary credit that may be applied toward a postsecondary credential. Describe the dual or concurrent enrollment strategies that will be offered, including the total hours of instruction to be provided.

(d) Service Learning Projects. Service learning projects are projects and activities that provide youth participants with opportunities to serve their school and community while helping them gain life skills such as leadership, teamwork, and communication. All youth participants must engage in a service learning project during the first year of program participation. To the extent possible, time spent on the service learning project should apply toward the District’s community service requirements for secondary school graduation. Describe the service learning project(s) that will be offered through the program, including the total number of hours that participants will spend on the project(s), and the average hours per week that participants will spend on these activities.

(e) Work Experiences. For the purposes of this RFA, work experiences under the Postsecondary Preparation model include paid internships or similar employer-based experiences that enable participants to gain practical skills and experience that align with

their postsecondary and career interests. Programs must propose two work experience components:

- (1) A summer work experience that is offered during the summer between the first and second years of program participation, and which provides no less than 25 hours per week of direct activities (may be combined with academic or other relevant activities). Youth participants will be co-enrolled in the Summer Youth Employment Program and will receive payments under that program; and
- (2) An after-school work experience offered during the school year.

Describe the work experiences that will be offered through the program, including how work experiences will be aligned with academic instruction and other program components, and how employers will be engaged to support the availability of work experiences. Describe total number of hours that participants will engage in work experience activities, and the average hours per week that participants will spend in work experience.

(f) Program Outline or Timeline. As an attachment, provide a month-by-month outline of the entire program for a cohort of youth participants.

5. Required Program Elements

Please describe how the program partners will deliver each of the required program elements outlined below. Where applicable, describe how the services provided will be tailored according to the needs of the target population you propose to serve and the program model you propose to deliver.

a. Secondary School Partnership

What roles and responsibilities will the secondary school partner undertake as part of the funded project (check all that apply)?

- Allowing use of school space
- Allowing use of school equipment or resources
- Supporting dual, concurrent enrollment, or similar models (with postsecondary partners)
- Providing release time for youth participants
- Providing academic counseling
- Other (please describe)

Describe the strategy that the Applicant and the secondary school partner will utilize to identify appropriate candidates for this program. What criteria will the program look for beyond WIA eligibility requirements to identify whether or not the program fits the young person’s aspirations and needs?

b. Assessment, Enrollment, and Orientation

Do you assess or screen for educational level or ability prior to service or entry into your program?

- Yes
- No

Is there a required basic skill or grade level for entry into your program?

- Yes (describe)

No

In addition, do you screen or assess youth candidates for any of the following (check all that apply)?

- Valid driver's license
- Legal status (e.g., citizenship or permanent residency)
- Criminal background
- Reliable childcare
- Reliable transportation
- Drug use
- Physical aptitude
- Disability
- Other (describe)

Are there particular needs or issues that youth may experience that are a bar to entry into your program?

- Yes (describe)
- No

Describe the methods or tools used to provide an objective assessment of the academic levels, skills, personal assets, and service needs of each participant.

Describe the process you will use to collect eligibility documentation from and enroll targeted youth.

Describe your five-day orientation process and explain how this approach will prepare youth to succeed in the program.

c. Individual Planning and Case Management

Describe how the program will provide case management services to each youth participant.

Describe how the Individual Service Strategy (ISS) will be used to set goals, document services for each youth, and measure progress during the program and transition. Include the steps that will be taken to ensure that the ISS is an active document that reflects a participant's progress, evolving goals, and service needs.

Describe how the program will work with other systems and providers with which participants are involved to ensure that services are delivered in a coordinated way.

d. Supportive Services

Which of the following supportive services are provided by your program? Use column 1 to indicate that your organization provides the service and/or column 2 to indicate that the service is provided by a partner organization. Services that will be provided by a partner organization must be documented by a letter of support or other document that clearly identifies the partner commitment to provide such services (see Attachment N for a sample letter of support, letters of support do not count toward the page limit). Leave the field blank if you do not currently offer the service.

	Applicant	Partner
Case management	<input type="checkbox"/>	<input type="checkbox"/>
Tuition, training expenses	<input type="checkbox"/>	<input type="checkbox"/>
Child care	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>
Driver license obtainment/driving record remediation	<input type="checkbox"/>	<input type="checkbox"/>
Child support arrears	<input type="checkbox"/>	<input type="checkbox"/>
Drug testing	<input type="checkbox"/>	<input type="checkbox"/>
Health insurance	<input type="checkbox"/>	<input type="checkbox"/>
Legal assistance	<input type="checkbox"/>	<input type="checkbox"/>
Housing	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>
Work expenses, e.g., supplies, fees, testing, dues, uniforms, tools	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>

Describe the personal characteristics, assets, and needs of the youth you are proposing to serve and how the proposed program will provide quality supportive services, activities, and opportunities designed to build upon those assets and/or meet those needs.

e. Leadership Activities and Mentoring

Describe how the program will provide opportunities for participants to make meaningful contributions to the program and the community through service learning projects and activities.

Describe how the program will seek to promote the development of mentoring relationships with a caring adult on behalf of each youth. Include strategies to engage parents/guardians or other significant individuals outside of the program, as well as how staff, volunteers and/or other adults involved with the program will develop and maintain strong youth-adult relationships.

Describe how the program will provide opportunities for youth to develop positive peer-to-peer and peer group relationships.

f. Post-Graduation Follow-Up Services

Describe the support services you anticipate youth will need during the mandatory twelve (12) months of follow-up after graduation from secondary school. How will the program provide this follow-up? What methods will you use to contact, collect information from, and support youth?

g. Partnerships

If a partner or partner(s) (other than the host secondary school or a required employer or postsecondary partner) will play a specific role or provide a service related to any of the required program elements, describe the nature of the partnership, any services that will be offered, how those services will lead to desired outcomes, and how service delivery will be managed across

partners. Please provide a letter of support from each partner listed (see Attachment N for a sample letter of support, letters of support do not count toward the page limit).

6. Outcomes & Performance Management

a. Data Collection and Evaluation

Describe the data management system that your organization will use to track participant and program activities and outcomes. What types of quantitative and qualitative data will be collected regarding individual youth and program activities? How will this information be collected?

Describe how the program will use this data for planning, implementation, evaluation and improvement efforts. Provide at least one specific example of how data from a prior experience with similar programming was used to improve program performance.

Who in your organization is responsible for maintaining and evaluating the data system? Who in the program will be responsible for data entry, and who will be responsible for reporting? How will the program ensure that all service and outcome data is submitted in an accurate and timely manner?

Will grant funds received under this RFA be used to support data collection, including the purchase or maintenance of the data management system? If so, please describe.

b. Outcome Measures

Complete the following chart, indicating the number and percent of youth that you anticipate will achieve the three (3) youth outcome measures. For definitions of these measures, see Section F.3.

Outcome Measure	Number of youth proposed to serve	Number of youth attaining this outcome	% of youth attaining this outcome
Attainment of a Secondary School Diploma or Recognized Equivalent	(Number of youth Applicant proposes to serve)		
Placement in Employment, Advanced Training, or Postsecondary Education	(Number of youth Applicant proposes to serve)		
Literacy and Numeracy Gains	(Number of youth Applicant proposes to serve)		

If the performance goals proposed for any of the three (3) outcome measures are lower than the established DC Performance Goals (see Section F.3.b.), provide specific information explaining why the proposed goals are more appropriate for the target population.

c. Interim Program Measures

Complete the following chart, indicating the number of youth you anticipate serving at each program stage. For more information on these measures, including how they are documented, see Section F.4.

Interim Program Measure	Number of youth proposed to serve	Number of youth...
Eligibility Determination	(Number of youth Applicant proposes to serve)	assessed for eligibility: ____
Youth Enrolled	(Number of youth Applicant proposes to serve)	enrolled in the program: ____
Individual Service Strategy	(Number of youth Applicant proposes to serve)	with a complete Individual Service Strategy (ISS): ____
Retention	(Number of youth Applicant proposes to serve)	who have at least an 80% record of program attendance: ____
Completion	(Number of youth Applicant proposes to serve)	who complete the program: ____

d. Interim Participant Measures

Complete the following chart. Applicants must select at least five (5) indicators, and will report on the five chosen indicators on a monthly basis. For more information on interim participant measures, see Section F.5.

Interim Participant Measure	Number of youth proposed to serve	Number of youth...
Program Participation	(Number of youth Applicant proposes to serve)	<i>completing at least 80% of assignments and tests: ____</i>
Completion of Service Project	(Number of youth Applicant proposes to serve)	<i>successfully participating in, and completing, service projects: ____</i>
Completion of Specific Courses Identified in Individual Service Strategy	(Number of youth Applicant proposes to serve)	<i>successfully completing courses or sequences of courses identified in the ISS: ____</i>
Completion of Credit Recovery Program	(Number of youth Applicant proposes to serve)	<i>successfully completing a school credit recovery program: ____</i>
Promotion to Next Grade Level	(Number of youth Applicant proposes to serve)	<i>advancing one grade level from starting grade: ____</i>
Completion of Summer Work Experience	(Number of youth Applicant proposes to serve)	<i>successfully completing summer work experience between first and second years of program participation: ____</i>
Completion of After-School	(Number of youth Applicant	<i>successfully completing after-</i>

Work Experience	proposes to serve)	<i>school work experience during second year of program participation: ____</i>
Completion of Postsecondary Entrance or Credentialing Exam (ACT, SAT, apprenticeship, other)	(Number of youth Applicant proposes to serve)	<i>taking and completing postsecondary entrance or credentialing exam: ____</i>
Completion of Two (2) Employment Applications (for Industry Awareness youth) or College Applications (for Postsecondary Preparation youth)	(Number of youth Applicant proposes to serve)	<i>submitting required applications: ____</i>

e. Past Performance

Describe your experience in providing the proposed services, including outcomes achieved through the provision of similar services (e.g., education or training for in-school youth) through your partnership(s), organizations or program(s) during any one (1) year within the past three (3) years. In particular, provide information on the number enrolled, number completing the sequence of services, and number placed in employment, advanced training or postsecondary education. Where applicable, indicate experience working with WIA funds or other programs funded by the federal government or the District of Columbia. Base your estimate on the set of services and “year” that makes most sense to your program (e.g. calendar year 2011, fiscal year, etc.)

The Past Performance Form (Attachment J) should be used to demonstrate your performance in the delivery of similar services in one (1) of the last three (3) completed program years. Applicants must submit at least one (1) Past Performance Form and may submit up to three (3). If you have served as a youth contractor to DOES over the past three (3) years, one of the Past Performance Forms you submit must cover your DOES-funded program. Applicants may include past performance for partner organizations on the Past Performance Form, but this information should be provided in addition to, and not in lieu of, the applicant’s past performance documentation.

7. Application Budget

a. Budget Overview

Please provide the following information:

Operating Budget (detailed in the Budget Form - Attachment e) Youth	\$	Operating cost per participant	\$
	\$	Incentive/stipend	\$

incentive/stipend expenses (detailed in the Incentive/Stipend Plan - Attachment f)		expense per participant	
Grand total requested	\$	Grand total per participant requested (cannot exceed \$4,500)	\$

b. Incentives/Stipends

To indicate the mix of incentives and/or stipends appropriate to your proposed program, complete the Incentive/Stipend Plan (Attachment G). DOES will remit these funds directly to youth participants. All Grantees will be responsible for recording hours worked or benchmarks achieved by participants for purposes of the incentive/stipend payments, and for providing this information to DOES on a monthly basis.

c. Budget Form

Complete and include the Budget Form (Attachment F). On this worksheet, applicants will indicate the organizational operating budget for the proposed program. The Budget Form reflects funds that will be received by the Grantee under the grant; this budget will not include the youth payments (e.g., incentives and/or stipends), which will be administered directly by DOES. A few notes:

(1) Administrative and Programmatic Costs

Applicants must provide cost information for two (2) categories of expenses: administrative and programmatic. Administrative costs are typically associated with the operational activities of programs and organizations (e.g., insurance, utilities, office supplies, postage). Programmatic costs are associated with the provision of program services to participants (e.g., salaries and fringe for staff working directly with youth, books and materials).

All dollars must be allocated to one of these categories and administrative costs may not exceed 10% of the total budget. Budget line items may be allocated to more than once category, as appropriate.

(2) Staffing

For every position noted in the budget, attach a job description. If the position is currently filled, also attach a resume.

(3) Total Budget

This amount is equal to the cost per participant multiplied by the number of participants. As detailed in RFA, the proposed cost per participant cannot exceed \$4,500.

d. Budget Narrative

Attach a budget narrative. The narrative should provide a brief and concise explanation of the information included in the budget form, and must:

(1) Include each budget item in the same order as presented in the Budget Form. Include method and/or formula for estimating each line item figure.

(2) Provide evidence that the budget includes sufficient and appropriate resources, including staff, equipment and supplies, to meet the proposed program's goals and objectives. The budget narrative must reflect an understanding of the hybrid performance-based nature of the grant, providing estimates of when the program will meet performance goals and plans for maintaining program operations prior to receipt of performance-based payments.

(3) If financial resources from other source(s), in addition to funds from this RFA, will support the program, please describe those funding sources and approximate amount of funding.

e. Audit/Grantee Certification – Attachments C and V

Attach a copy of the applicant's most recent fiscal audit or equivalent documentation.

STATEMENT OF CERTIFICATION

The Applicant is required to disclose, in a written statement, the truth of which is sworn or attested to by the Applicant, whether the Applicant, or where applicable, any of its officers, partners, principals, members, associates or key employees, within the last three (3) years prior to the date of the application, has:

- Been indicted or had charges brought against them (if still pending) and/or been convicted of
 - (a) any crime or offense arising directly or indirectly from the conduct of the Applicant or the Applicant’s organization, or
 - (b) any crime or offense involving financial misconduct or fraud, or
 - (c) any crime or offense involving a minor
- Been the subject of legal proceeding arising directly from the provision of services by the organization
- Been listed on the Child Protection Register (CPR) as a “substantiated” case

If the response is in the affirmative, the Applicant shall fully describe any such indictments, charges, convictions, or legal proceedings (and the status and disposition thereof) and surrounding circumstances in writing and provide documentation of the circumstances.

The Applicant hereby assures and certifies compliance with all federal statutes, regulations, policies, guidelines, and requirements, including OMB Circulars No. A-21, A-87, A-102, A-110, A-122, A-128, A-133; E.O. 12372 and Uniform Administrative Requirements for Grants and Cooperative Agreements - 28 CFR, Part 66, Common Rule, that govern the application, acceptance, and use of federal funds for this federally-assisted program.

We hereby attest the following:

1. We are able to maintain adequate files and records and can and will meet all grant reporting requirements.
2. Our fiscal records are kept in accordance with Generally Accepted Accounting Principles (GAAP) and account for all funds, tangible assets, revenue, and expenditures whatsoever; that all fiscal records are accurate, complete, and current at all times; and we give DOES or the District of Columbia, through any authorized representative, the right to audit and inspect all records, books, papers, or documents related to the grant.
3. We are current on payment on all federal and District taxes, including Unemployment Insurance taxes and Workers’ Compensation premiums. (This statement of certification shall be accompanied by a Certificate of Good standing from the District of Columbia Office of Tax & Revenue (OTR) stating that the entity has complied with the filing requirements of District of Columbia tax laws and has paid all taxes due to the District of Columbia or is in compliance with any payment agreement with OTR).
4. We have demonstrated administrative and financial capability to provide and manage the proposed services and ensure an adequate administrative performance and audit trail.

5. We are not proposed for debarment or presently debarred, suspended, or declared ineligible, as required by Executive Order 12549, —Debarment and Suspension, and implemented by 2 CFR 180, for prospective participants in primary covered transactions and are not proposed for debarment or presently debarred as a result of any actions by the District of Columbia Contract Appeals Board, the Office of Contracting and Procurement, or any other District contract regulating agency.
6. We have the financial resources and technical expertise necessary for the completion of the program. In addition, we have the equipment and sites adequate to perform the grant or subgrant, or the ability to obtain them.
7. We have the ability to comply with the required or proposed delivery or performance schedule, taking into consideration all existing and reasonably expected commercial and governmental business commitments.
8. We have a satisfactory record performing similar activities as detailed in the award or we can establish that we have the skills and resources necessary to provide the programming described in the grant;
9. We have a satisfactory record of integrity and business ethics.
10. We have the necessary organization, experience, accounting and operational controls, and technical skills to implement the programming described in the grant, or the ability to obtain them.
11. We are in compliance with the applicable District licensing and tax laws and regulations;
12. We are in compliance with provisions of the Drug-Free Workplace Act.
13. We meet all other qualifications and eligibility criteria necessary to receive a grant award under applicable laws and regulations.
14. We agree to indemnify, defend, and hold harmless the Government of the District of Columbia and its authorized officers, employees, agents, and volunteers from any and all claims, actions, losses, damages, and/or liability arising out of this grant or subgrant from any cause whatsoever, including the acts, errors, or omissions of any person and for any costs or expenses incurred by the Government of the District of Columbia on account of any claim therefore, except where such indemnification is prohibited by law.
15. We will ensure that the sites under our organization's ownership, lease or supervision, which shall be utilized in providing the programming, are compliant with all District statutes, codes, and regulations.
16. We possess legal authority to apply for the grant; that a resolution, motion, or similar action has been duly adopted or passed as an official act of our governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the Applicant to act in connection with the application and to provide such additional information as may be required.

17. We will comply with provisions of federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by federal grants. (5 USC 1501, et. seq.).
18. We will comply with the minimum wage and maximum hours provisions of the federal Fair Labor Standards Act, if applicable.
19. We will comply with all requirements imposed by the federal-sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
20. We will comply with the provisions of the Code of Federal Regulations Title 28, Chapter 1: Part 22 - Confidentiality of Identifiable Research and Statistical Information; Part 42 - Nondiscrimination; Equal Employment Opportunity; Policies and Procedures; Part 66 - Uniform Administrative Requirements for Grants and Cooperative.
21. We will provide an Equal Employment Opportunity Program, if required to maintain one, where the application is for \$500,000 or more.
22. We and all contractors will comply with: Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; Subtitle A, Title III of the Americans with Disabilities Act (ADA) (1990); Title IX of the Education Amendments of 1972; and the Age Discrimination Act of 1975.
23. In the event a federal or State court or federal or State administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, or disability against a recipient of grant funds, the recipient will forward a copy of the finding to the Office for Civil Rights, U.S. Department of Justice.
24. We understand that DOES may conduct pre-award, on-site visits to verify information submitted in the application and to determine if the Applicant's sites are appropriate for the programming intended.

The Grantee shall comply with all the applicable District and federal statutes and regulations as may be amended from time to time including:

- The Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 et seq.
- Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq.
- The Hatch Act, 7 U.S.C. § 361a et seq.
- The Fair Labor Standards Act, 29 U.S.C. § 201 et seq.
- The Clean Air Act (Subgrants over \$100,000) 42 USC § 7401 et seq.
- The Occupational Safety and Health Act of 1970, 29 U.S.C. § 651 et seq.
- The Hobbs Act (Anti-Corruption), 18 U.S.C. § 1951
- Equal Pay Act of 1963, 29 U.S.C. § 206(d)
- Age Discrimination Act of 1975, Pub. L. 94-135, Nov. 28, 1975, 89 Stat. 728 (42 U.S.C. 6101 et. seq.)
- Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 et seq.
- Title IX of the Education Amendments of 1972, 20 U.S.C. § 1001 et seq.

- Immigration Reform and Control Act of 1986, 8 U.S.C. § 1101 et seq.
- Executive Order 12459 (Debarment, Suspension and Exclusion)
- Medical Leave Act of 1993, 5 U.S.C. § 6381 et seq.
- Lobbying Disclosure Act of 1995, 2 U.S.C. § 1601 et seq.
- Drug Free Workplace Act of 1988, 41 U.S.C. § 8102 et seq.)
- Assurance of Nondiscrimination and Equal Opportunity as found in 29 CFR § 34.20
- District of Columbia Human Rights Act of 1977, D.C. Official Code § 2-1401.01 et seq.
- Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.
- District of Columbia Language Access Act of 2004, D.C. Official Code § 2-1931 et seq.
- Section 2 of the Youth Employment Act of 1979, effective January 5, 1980 (D.C. Law 3-46; D.C. Official Code §32-241)
- Section 2a of the Youth Employment Act of 1979, effective January 5, 1980 (D.C. Law 3-46; D.C. Official Code §32-242)

If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation, or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the Applicant to ensure compliance.

Acknowledgement of Authorized Representative

As the duly authorized representative of the Applicant, I hereby certify that the Applicant will comply with the above Certifications, Licenses, and Assurances and that everything included in this application is true and accurate.

Typed/Printed Authorized Representative and Title

Signature of Authorized Representative

NON-DISCLOSURE AGREEMENT

DOES records and any information gathered therefrom are strictly confidential and shall not be divulged to unauthorized persons. The Applicant must demonstrate an ability to maintain the confidentiality of information. Specifically, the Applicant must agree to the following conditions:

- Participant records shall be kept confidential and shall not be open to public inspection nor shall their contents or existence be disclosed to the public. Participant records may not be divulged to unauthorized persons.
- No person receiving information concerning a participant shall publish or use the information for any purpose other than that for which it was received.
- Whoever willfully discloses, receives, makes use of, or knowingly permits the use of information concerning a child or other person shall be guilty of a misdemeanor and upon conviction shall be fined not more than \$250.00 or imprisoned for not more than 90 days, or both. (D.C. Official Code § 16-2336).
- I understand that if my organization is selected as a Grantee, then each staff person and volunteer who will be working on the program must submit a signed non-disclosure agreement, after award but prior to engaging in work.

Certified By:

Applicant's Authorized Representative (Print)

Title

Applicant's Authorized Representative's Signature

Date

BUDGET NARRATIVE

The Budget Narrative must include an explanation for each of the budget line items listed in Attachment F. For each line item, include a brief explanation of how the budget amount was derived. Information should contain sufficient detail to provide the review panel with an understanding of how the requested budget amounts were determined.

Proposed Organizational Operating Budget

Name of Organization (applicant): _____

Budget Dates: _____

Position (& FTE)	Administrative Expenses	Programmatic Expenses	Total
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
Total Salaries:	\$0.00	\$0.00	\$0.00

Fringe Benefits (% of Salary)	Administrative Expenses	Programmatic Expenses	Total Budget
			\$0.00
Total Fringe Benefits:	\$0.00	\$0.00	\$0.00

Operating Costs	Administrative Expenses	Programmatic Expenses	Total Budget
Facilities			\$0.00
Telephone			\$0.00
Postage			\$0.00
Occupancy			\$0.00
Utilities			\$0.00
Other (specify):			\$0.00
Total Operating:	\$0.00	\$0.00	\$0.00

Equipment	Administrative Expenses	Programmatic Expenses	Total Budget:
Lease			\$0.00
Purchase			\$0.00
Other (specify):			\$0.00
Other (specify):			\$0.00

Total Equipment:	\$0.00	\$0.00	\$0.00
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Supplies	Administrative Expenses	Programmatic Expenses	Total Budget
Office Supplies			\$0.00
Training Supplies			\$0.00
Curriculum/Books			\$0.00
Other (specify):			\$0.00
Other (specify):			\$0.00
Total Supplies:	\$0.00	\$0.00	\$0.00

Contractual	Administrative Expenses	Programmatic Expenses	Total Budget
Accounting			\$0.00
Audit			\$0.00
Insurance			\$0.00
Other (specify):			\$0.00
Other (specify):			\$0.00
Total Contractual	\$0.00	\$0.00	\$0.00

Participant Supports & Other Costs	Administrative Expenses	Programmatic Expenses	Total Budget:
			\$0.00
Other (specify):			\$0.00
Other (specify):			\$0.00
Total Travel	\$0.00	\$0.00	\$0.00

Staff Travel	Administrative Expenses	Programmatic Expenses	Total Budget
Mileage			\$0.00
Other (specify):			\$0.00
Other (specify):			\$0.00
Total Contractual	\$0.00	\$0.00	\$0.00

Totals	Total Administrative Expenses	Total Programmatic Expenses	Total Budget
	\$0.00	\$0.00	\$0.00

Brief Description of Partners

(Letters of Support must be attached)

1. Name of Organization: _____
Description of activities and/or services to be provided:

2. Name of Organization: _____
Description of activities and/or services to be provided:

3. Name of Organization: _____
Description of activities and/or services to be provided:

4. Name of Organization: _____
Description of activities and/or services to be provided:

5. Name of Organization: _____
Description of activities and/or services to be provided:

6. Name of Organization: _____
Description of activities and/or services to be provided:

PAST PERFORMANCE FORM

Respondents must provide performance information relating to a grant or contract for the provision of services similar to those proposed under this RFA during at least one of the previous three years. Respondents may submit no more than three past performance forms. If the respondent has received a year-round youth contract from the Department of Employment Services in the last three Program Years 2009-2011), respondent must at a minimum include performance for the most recent year in which such funding was received.

Name of Organization (applicant):

Name of Funding Agency/Organization:

Type of Funding Year (specify Calendar/Program/Fiscal):

Award Start Date:

Award End Date:

Award Amount: \$

Program Summary (brief description of services and activities provided under the grant or contract). *250 words or less*

Number of Participants enrolled in program:

Number of Participants completing (or on track to complete) program:

Performance Outcomes – include all performance outcomes measured and reported under the grant or contract in the chart below.

Performance Measure (e.g. entered employment, credential attainment, average earnings, etc.)	Proposed Outcome	Actual Outcome	Outcome Documentation (i.e. what was used to verify the outcome)	Comments

Request for Taxpayer Identification Number and Certification

**Give Form to the
requester. Do not
send to the IRS.**

Print or type See Specific Instructions on page 2.	Name (as shown on your income tax return)	
	Business name/disregarded entity name, if different from above	
	Check appropriate box for federal tax classification: <input type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ <input type="checkbox"/> Exempt payee <input type="checkbox"/> Other (see instructions) ▶	
	Address (number, street, and apt. or suite no.)	Requester's name and address (optional)
	City, state, and ZIP code	
List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Social security number									

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Employer identification number									

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here	Signature of U.S. person ▶	Date ▶
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

The person who gives Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States is in the following cases:

- The U.S. owner of a disregarded entity and not the entity,
- The U.S. grantor or other owner of a grantor trust and not the trust, and
- The U.S. trust (other than a grantor trust) and not the beneficiaries of the trust.

Foreign person. If you are a foreign person, do not use Form W-9. Instead, use the appropriate Form W-8 (see Publication 515, Withholding of Tax on Nonresident Aliens and Foreign Entities).

Nonresident alien who becomes a resident alien. Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as a “saving clause.” Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the payee has otherwise become a U.S. resident alien for tax purposes.

If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement to Form W-9 that specifies the following five items:

1. The treaty country. Generally, this must be the same treaty under which you claimed exemption from tax as a nonresident alien.
2. The treaty article addressing the income.
3. The article number (or location) in the tax treaty that contains the saving clause and its exceptions.
4. The type and amount of income that qualifies for the exemption from tax.
5. Sufficient facts to justify the exemption from tax under the terms of the treaty article.

Example. Article 20 of the U.S.-China income tax treaty allows an exemption from tax for scholarship income received by a Chinese student temporarily present in the United States. Under U.S. law, this student will become a resident alien for tax purposes if his or her stay in the United States exceeds 5 calendar years. However, paragraph 2 of the first Protocol to the U.S.-China treaty (dated April 30, 1984) allows the provisions of Article 20 to continue to apply even after the Chinese student becomes a resident alien of the United States. A Chinese student who qualifies for this exception (under paragraph 2 of the first protocol) and is relying on this exception to claim an exemption from tax on his or her scholarship or fellowship income would attach to Form W-9 a statement that includes the information described above to support that exemption.

If you are a nonresident alien or a foreign entity not subject to backup withholding, give the requester the appropriate completed Form W-8.

What is backup withholding? Persons making certain payments to you must under certain conditions withhold and pay to the IRS a percentage of such payments. This is called “backup withholding.” Payments that may be subject to backup withholding include interest, tax-exempt interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

Payments you receive will be subject to backup withholding if:

1. You do not furnish your TIN to the requester,
2. You do not certify your TIN when required (see the Part II instructions on page 3 for details),
3. The IRS tells the requester that you furnished an incorrect TIN,
4. The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or
5. You do not certify to the requester that you are not subject to backup withholding under 4 above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See the instructions below and the separate Instructions for the Requester of Form W-9.

Also see *Special rules for partnerships* on page 1.

Updating Your Information

You must provide updated information to any person to whom you claimed to be an exempt payee if you are no longer an exempt payee and anticipate receiving reportable payments in the future from this person. For example, you may need to provide updated information if you are a C corporation that elects to be an S corporation, or if you no longer are tax exempt. In addition, you must furnish a new Form W-9 if the name or TIN changes for the account, for example, if the grantor of a grantor trust dies.

Penalties

Failure to furnish TIN. If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

Civil penalty for false information with respect to withholding. If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

Criminal penalty for falsifying information. Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

Misuse of TINs. If the requester discloses or uses TINs in violation of federal law, the requester may be subject to civil and criminal penalties.

Specific Instructions

Name

If you are an individual, you must generally enter the name shown on your income tax return. However, if you have changed your last name, for instance, due to marriage without informing the Social Security Administration of the name change, enter your first name, the last name shown on your social security card, and your new last name.

If the account is in joint names, list first, and then circle, the name of the person or entity whose number you entered in Part I of the form.

Sole proprietor. Enter your individual name as shown on your income tax return on the “Name” line. You may enter your business, trade, or “doing business as (DBA)” name on the “Business name/disregarded entity name” line.

Partnership, C Corporation, or S Corporation. Enter the entity's name on the “Name” line and any business, trade, or “doing business as (DBA) name” on the “Business name/disregarded entity name” line.

Disregarded entity. Enter the owner's name on the “Name” line. The name of the entity entered on the “Name” line should never be a disregarded entity. The name on the “Name” line must be the name shown on the income tax return on which the income will be reported. For example, if a foreign LLC that is treated as a disregarded entity for U.S. federal tax purposes has a domestic owner, the domestic owner's name is required to be provided on the “Name” line. If the direct owner of the entity is also a disregarded entity, enter the first owner that is not disregarded for federal tax purposes. Enter the disregarded entity's name on the “Business name/disregarded entity name” line. If the owner of the disregarded entity is a foreign person, you must complete an appropriate Form W-8.

Note. Check the appropriate box for the federal tax classification of the person whose name is entered on the “Name” line (Individual/sole proprietor, Partnership, C Corporation, S Corporation, Trust/estate).

Limited Liability Company (LLC). If the person identified on the “Name” line is an LLC, check the “Limited liability company” box only and enter the appropriate code for the tax classification in the space provided. If you are an LLC that is treated as a partnership for federal tax purposes, enter “P” for partnership. If you are an LLC that has filed a Form 8832 or a Form 2553 to be taxed as a corporation, enter “C” for C corporation or “S” for S corporation. If you are an LLC that is disregarded as an entity separate from its owner under Regulation section 301.7701-3 (except for employment and excise tax), do not check the LLC box unless the owner of the LLC (required to be identified on the “Name” line) is another LLC that is not disregarded for federal tax purposes. If the LLC is disregarded as an entity separate from its owner, enter the appropriate tax classification of the owner identified on the “Name” line.

Other entities. Enter your business name as shown on required federal tax documents on the "Name" line. This name should match the name shown on the charter or other legal document creating the entity. You may enter any business, trade, or DBA name on the "Business name/disregarded entity name" line.

Exempt Payee

If you are exempt from backup withholding, enter your name as described above and check the appropriate box for your status, then check the "Exempt payee" box in the line following the "Business name/disregarded entity name," sign and date the form.

Generally, individuals (including sole proprietors) are not exempt from backup withholding. Corporations are exempt from backup withholding for certain payments, such as interest and dividends.

Note. If you are exempt from backup withholding, you should still complete this form to avoid possible erroneous backup withholding.

The following payees are exempt from backup withholding:

1. An organization exempt from tax under section 501(a), any IRA, or a custodial account under section 403(b)(7) if the account satisfies the requirements of section 401(f)(2),
 2. The United States or any of its agencies or instrumentalities,
 3. A state, the District of Columbia, a possession of the United States, or any of their political subdivisions or instrumentalities,
 4. A foreign government or any of its political subdivisions, agencies, or instrumentalities, or
 5. An international organization or any of its agencies or instrumentalities.
- Other payees that may be exempt from backup withholding include:
6. A corporation,
 7. A foreign central bank of issue,
 8. A dealer in securities or commodities required to register in the United States, the District of Columbia, or a possession of the United States,
 9. A futures commission merchant registered with the Commodity Futures Trading Commission,
 10. A real estate investment trust,
 11. An entity registered at all times during the tax year under the Investment Company Act of 1940,
 12. A common trust fund operated by a bank under section 584(a),
 13. A financial institution,
 14. A middleman known in the investment community as a nominee or custodian, or
 15. A trust exempt from tax under section 664 or described in section 4947.

The following chart shows types of payments that may be exempt from backup withholding. The chart applies to the exempt payees listed above, 1 through 15.

IF the payment is for . . .	THEN the payment is exempt for . . .
Interest and dividend payments	All exempt payees except for 9
Broker transactions	Exempt payees 1 through 5 and 7 through 13. Also, C corporations.
Barter exchange transactions and patronage dividends	Exempt payees 1 through 5
Payments over \$600 required to be reported and direct sales over \$5,000 ¹	Generally, exempt payees 1 through 7 ²

¹ See Form 1099-MISC, Miscellaneous Income, and its instructions.

² However, the following payments made to a corporation and reportable on Form 1099-MISC are not exempt from backup withholding: medical and health care payments, attorneys' fees, gross proceeds paid to an attorney, and payments for services paid by a federal executive agency.

Part I. Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. If you are a resident alien and you do not have and are not eligible to get an SSN, your TIN is your IRS individual taxpayer identification number (ITIN). Enter it in the social security number box. If you do not have an ITIN, see *How to get a TIN* below.

If you are a sole proprietor and you have an EIN, you may enter either your SSN or EIN. However, the IRS prefers that you use your SSN.

If you are a single-member LLC that is disregarded as an entity separate from its owner (see *Limited Liability Company (LLC)* on page 2), enter the owner's SSN (or EIN, if the owner has one). Do not enter the disregarded entity's EIN. If the LLC is classified as a corporation or partnership, enter the entity's EIN.

Note. See the chart on page 4 for further clarification of name and TIN combinations.

How to get a TIN. If you do not have a TIN, apply for one immediately. To apply for an SSN, get Form SS-5, Application for a Social Security Card, from your local Social Security Administration office or get this form online at www.ssa.gov. You may also get this form by calling 1-800-772-1213. Use Form W-7, Application for IRS Individual Taxpayer Identification Number, to apply for an ITIN, or Form SS-4, Application for Employer Identification Number, to apply for an EIN. You can apply for an EIN online by accessing the IRS website at www.irs.gov/businesses and clicking on Employer Identification Number (EIN) under Starting a Business. You can get Forms W-7 and SS-4 from the IRS by visiting IRS.gov or by calling 1-800-TAX-FORM (1-800-829-3676).

If you are asked to complete Form W-9 but do not have a TIN, write "Applied For" in the space for the TIN, sign and date the form, and give it to the requester. For interest and dividend payments, and certain payments made with respect to readily tradable instruments, generally you will have 60 days to get a TIN and give it to the requester before you are subject to backup withholding on payments. The 60-day rule does not apply to other types of payments. You will be subject to backup withholding on all such payments until you provide your TIN to the requester.

Note. Entering "Applied For" means that you have already applied for a TIN or that you intend to apply for one soon.

Caution: A disregarded domestic entity that has a foreign owner must use the appropriate Form W-8.

Part II. Certification

To establish to the withholding agent that you are a U.S. person, or resident alien, sign Form W-9. You may be requested to sign by the withholding agent even if item 1, below, and items 4 and 5 on page 4 indicate otherwise.

For a joint account, only the person whose TIN is shown in Part I should sign (when required). In the case of a disregarded entity, the person identified on the "Name" line must sign. Exempt payees, see *Exempt Payee* on page 3.

Signature requirements. Complete the certification as indicated in items 1 through 3, below, and items 4 and 5 on page 4.

1. Interest, dividend, and barter exchange accounts opened before 1984 and broker accounts considered active during 1983. You must give your correct TIN, but you do not have to sign the certification.

2. Interest, dividend, broker, and barter exchange accounts opened after 1983 and broker accounts considered inactive during 1983. You must sign the certification or backup withholding will apply. If you are subject to backup withholding and you are merely providing your correct TIN to the requester, you must cross out item 2 in the certification before signing the form.

3. Real estate transactions. You must sign the certification. You may cross out item 2 of the certification.

4. Other payments. You must give your correct TIN, but you do not have to sign the certification unless you have been notified that you have previously given an incorrect TIN. "Other payments" include payments made in the course of the requester's trade or business for rents, royalties, goods (other than bills for merchandise), medical and health care services (including payments to corporations), payments to a nonemployee for services, payments to certain fishing boat crew members and fishermen, and gross proceeds paid to attorneys (including payments to corporations).

5. Mortgage interest paid by you, acquisition or abandonment of secured property, cancellation of debt, qualified tuition program payments (under section 529), IRA, Coverdell ESA, Archer MSA or HSA contributions or distributions, and pension distributions. You must give your correct TIN, but you do not have to sign the certification.

What Name and Number To Give the Requester

For this type of account:	Give name and SSN of:
1. Individual	The individual
2. Two or more individuals (joint account)	The actual owner of the account or, if combined funds, the first individual on the account ¹
3. Custodian account of a minor (Uniform Gift to Minors Act)	The minor ²
4. a. The usual revocable savings trust (grantor is also trustee) b. So-called trust account that is not a legal or valid trust under state law	The grantor-trustee ¹ The actual owner ¹
5. Sole proprietorship or disregarded entity owned by an individual	The owner ³
6. Grantor trust filing under Optional Form 1099 Filing Method 1 (see Regulation section 1.671-4(b)(2)(i)(A))	The grantor*
For this type of account:	Give name and EIN of:
7. Disregarded entity not owned by an individual	The owner
8. A valid trust, estate, or pension trust	Legal entity ⁴
9. Corporation or LLC electing corporate status on Form 8832 or Form 2553	The corporation
10. Association, club, religious, charitable, educational, or other tax-exempt organization	The organization
11. Partnership or multi-member LLC	The partnership
12. A broker or registered nominee	The broker or nominee
13. Account with the Department of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments	The public entity
14. Grantor trust filing under the Form 1041 Filing Method or the Optional Form 1099 Filing Method 2 (see Regulation section 1.671-4(b)(2)(i)(B))	The trust

¹ List first and circle the name of the person whose number you furnish. If only one person on a joint account has an SSN, that person's number must be furnished.

² Circle the minor's name and furnish the minor's SSN.

³ You must show your individual name and you may also enter your business or "DBA" name on the "Business name/disregarded entity" name line. You may use either your SSN or EIN (if you have one), but the IRS encourages you to use your SSN.

⁴ List first and circle the name of the trust, estate, or pension trust. (Do not furnish the TIN of the personal representative or trustee unless the legal entity itself is not designated in the account title.) Also see *Special rules for partnerships* on page 1.

*Note. Grantor also must provide a Form W-9 to trustee of trust.

Note. If no name is circled when more than one name is listed, the number will be considered to be that of the first name listed.

Secure Your Tax Records from Identity Theft

Identity theft occurs when someone uses your personal information such as your name, social security number (SSN), or other identifying information, without your permission, to commit fraud or other crimes. An identity thief may use your SSN to get a job or may file a tax return using your SSN to receive a refund.

To reduce your risk:

- Protect your SSN,
- Ensure your employer is protecting your SSN, and
- Be careful when choosing a tax preparer.

If your tax records are affected by identity theft and you receive a notice from the IRS, respond right away to the name and phone number printed on the IRS notice or letter.

If your tax records are not currently affected by identity theft but you think you are at risk due to a lost or stolen purse or wallet, questionable credit card activity or credit report, contact the IRS Identity Theft Hotline at 1-800-908-4490 or submit Form 14039.

For more information, see Publication 4535, Identity Theft Prevention and Victim Assistance.

Victims of identity theft who are experiencing economic harm or a system problem, or are seeking help in resolving tax problems that have not been resolved through normal channels, may be eligible for Taxpayer Advocate Service (TAS) assistance. You can reach TAS by calling the TAS toll-free case intake line at 1-877-777-4778 or TTY/TDD 1-800-829-4059.

Protect yourself from suspicious emails or phishing schemes.

Phishing is the creation and use of email and websites designed to mimic legitimate business emails and websites. The most common act is sending an email to a user falsely claiming to be an established legitimate enterprise in an attempt to scam the user into surrendering private information that will be used for identity theft.

The IRS does not initiate contacts with taxpayers via emails. Also, the IRS does not request personal detailed information through email or ask taxpayers for the PIN numbers, passwords, or similar secret access information for their credit card, bank, or other financial accounts.

If you receive an unsolicited email claiming to be from the IRS, forward this message to phishing@irs.gov. You may also report misuse of the IRS name, logo, or other IRS property to the Treasury Inspector General for Tax Administration at 1-800-366-4484. You can forward suspicious emails to the Federal Trade Commission at: spam@uce.gov or contact them at www.ftc.gov/idtheft or 1-877-IDTHEFT (1-877-438-4338).

Visit IRS.gov to learn more about identity theft and how to reduce your risk.

Privacy Act Notice

Section 6109 of the Internal Revenue Code requires you to provide your correct TIN to persons (including federal agencies) who are required to file information returns with the IRS to report interest, dividends, or certain other income paid to you; mortgage interest you paid; the acquisition or abandonment of secured property; the cancellation of debt; or contributions you made to an IRA, Archer MSA, or HSA. The person collecting this form uses the information on the form to file information returns with the IRS, reporting the above information. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation and to cities, states, the District of Columbia, and U.S. possessions for use in administering their laws. The information also may be disclosed to other countries under a treaty, to federal and state agencies to enforce civil and criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism. You must provide your TIN whether or not you are required to file a tax return. Under section 3406, payers must generally withhold a percentage of taxable interest, dividend, and certain other payments to a payee who does not give a TIN to the payer. Certain penalties may also apply for providing false or fraudulent information.



DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS

Basic Business License Clean Hands Form

LICENSE DIVISION

CLEAN HANDS SELF CERTIFICATION

TO THE APPLICANT: Please read this form carefully and completely before signing. The District government shall not issue or reissue any license or permit if the applicant owes it more than \$100 in outstanding debt. You must complete and submit this certification form with any application for a license or permit or renewal by the Clean Hands Before Receiving a License or Permit Act of 1996, effective May 11, 1996 (DC Law 11-118, DC Code Sec. 47-2861 et seq.) as amended, effective October 21, 2000 (DC Law 13-183, sec. 2(b), DC Code sec. 47-2861 et. seq.).

I, _____, as _____, certify that _____
 (name) (owner/partner/corporate officer) (business name)

trading as _____ at _____, using business tax number _____,
 (trade name) (business address) (FEIN/SSN)

as of this date, does not owe more than one hundred dollars (\$100) in outstanding debt to the District of Columbia government as a result of:

- (1) Fines, penalties or interest assessed pursuant to the Litter Control Administration Act of 1985, effective March 25, 1986 (DC Law 6-100; DC Code Sec. 8-801 (et. seq.) (2001 ed.); or
- (2) Fines, penalties or interest assessed pursuant to the Illegal Dumping Enforcement Act of 1994, effective May 20, 1994 (DC Law 10-117; DC Code Sec. 8-901 (et. seq.) (2001 ed.); or
- (3) Fines, penalties or interest assessed pursuant to the Department of Consumer and Regulatory Affairs (DCRA) Civil Infraction Act of 1985, effective October 5, 1985 (DC Law 6-42; DC Code Sec. 2-1801.01 (et. seq.) (2001 ed.); or
- (4) Past Due Taxes owed to the Office of Tax and Revenue pursuant to Title 47 of the DC Code; or
- (5) Past due District of Columbia Water and Sewer Authority service fees pursuant to Title 34 Chapter 22 and 24 of the DC Code (2001 ed.); or
- (6) Fines, penalties or interest assessed pursuant to Traffic Adjudication Act, Title 50 Chapter 23 of the DC Code (2001 ed.)

I understand that a signed and dated Clean Hands Self Certification Form is required as documentation to accompany my application for a business license, license endorsements, and permits. I understand completing and submitting this form does not guarantee that my license or permit will be approved.

I understand that DCRA may conduct an investigation to ascertain the veracity of the information contained in this *Clean Hands Self Certification Form*.

I understand that if I knowingly provide false information on this Clean Hands Self Certification Form, DCRA will proceed immediately to revoke each license or permit for which I am applying and fine me one thousand dollars (\$1,000).

Signature and Title

FEIN/SSN

Date

For help with this form, please call (202) 442-4400.

Attachment M

STAFFING PLAN					
Name	Position Title	Filled/Vacant	Annual Salary	% of Effort on this Grant	Amount to be paid via this Grant
			\$	%	\$
			\$	%	\$
			\$	%	\$
			\$	%	\$
			\$	%	\$
			\$	%	\$
			\$	%	\$
			\$	%	\$
			\$	%	\$
			\$	%	\$
			\$	%	\$
			\$	%	\$
Total Salaries (Amount must be included in Itemized Budget - Attachment F)					\$

SAMPLE LETTER OF SUPPORT

< Partner's Letterhead >

[DATE]

[NAME] (of individual at the respondent organization submitting the proposal)

[TITLE]

[ORGANIZATION]

[ADDRESS]

[SUBJECT]: Letter of Support for [respondent organization's] application for RFA XX (fill in identifying information)

Dear [NAME]:

The opening paragraph expresses support for the respondent and to the grant application.

The second paragraph provides a brief overview of the partner – what type of organization, its goals, etc.

The body of the letter should include, but is not limited to:

- *A description of the partnership prior to implementation of the grant – why did the partner and respondent choose to work together? How long have the partner and the respondent worked together? In what capacities? What activities have the partners undertaken together, or been involved with?*
- *The roles and responsibilities of the partner in developing and implementing the activities and services proposed under this grant. How will the partner contribute to the proposed program? What specific activities and/or services will the partner provide or be involved with? Why is the partner suited to be involved in this fashion (how the partner's involvement enables the proposed program to help youth achieve the desired outcomes)?*

Finally, the closing paragraph should include the partner's contact information for future reference.

Sincerely,

[NAME AND TITLE]