

## **Notice of Request for Proposals**

### **To Provide Year-Round Youth Services and Programs Under the Workforce Innovation and Opportunity Act**

Pursuant to Chapter 103-D, HRS, proposals are requested for the furnishing of comprehensive employment and training programs and services in the County of Maui primarily for youth eligible for services under the Workforce Innovation and Opportunity Act (WIOA).

Under WIOA, a portion of total federal funding allocated to the County of Maui must be used to serve youth who qualify for eligibility under WIOA Youth Participant Eligibility requirements. Services and programs funded thereunder are used to carry out programs that –

1. Increase, especially those with barriers to employment, access to and opportunities for the employment, education, training, and support services that participants need to succeed in the labor market;
2. provide an objective assessment of the academic levels, skill levels, and service needs of each participant for the purpose of identifying appropriate services and career pathways for participants;
3. develop service strategies for each participant that are directly linked to indicators of performance and that shall identify career pathways that include education and employment goals, appropriate achievement objectives, and appropriate services for the participant;
4. provide –
  - i. activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential;
  - ii. preparation for postsecondary educational and training opportunities;
  - iii. create strong linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials;
  - iv. prepare participants for unsubsidized employment opportunities; and
  - v. effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local labor market;
5. strive for continuous improvement of program performance.

Proposals will be received up to **4:00 p.m. on Friday, May 22, 2020** in the Office of the Division of Purchasing, Department of Finance, County of Maui at 2145 Wells Street, Suite 104, Wailuku, Maui, Hawaii, 96793.

Through registration, specifications and offer form may be obtained from the above named office via Public Purchase (<http://www.publicpurchase.com/gems/mauico,hi/buyer/public/publicInfo>), an e-procurement system.

The Director of Finance, in conjunction with the Maui County Workforce Investment Board, reserves the right to reject any or all offers, in whole or in part, and to waive any defects in said offer if deemed to be in the best interest of the Board.

For additional information, contact the County of Maui, Office of Economic Development at 270-7709.

## SECTION I – GENERAL INFORMATION

### A. OVERVIEW

The County of Maui Office of Economic Development (OED), on behalf of the Maui County Workforce Development Board (MCWDB) requests proposals for the provision of comprehensive employment and training programs for economically and otherwise disadvantaged youth between the ages of 16-24.

Funds for this RFP are provided by the U.S. Department of Labor (USDOL) via the Governor of the State of Hawaii, through the State Department of Labor and Industrial Relations (DLIR), in conjunction with the State of Hawaii Workforce Development Council (WDC), pursuant to the Workforce Innovation and Opportunity Act (WIOA).

Respondents should be aware that the activities procured and funded under this Request for Proposals (RFP) are subject to any modifications required by relevant Federal, State, or County of Maui legislation or regulations, or by the Governor, the Mayor, the State WDC and/or the MCWDB.

Requesting Agency: County of Maui, OED  
2200 Main Street, Suite 305  
Wailuku, Maui, Hawaii 96793

Contact Person: Linda Puppolo  
County of Maui, OED  
2200 Main Street, Suite 305  
Wailuku, Maui, Hawaii 96793  
Phone: 270-7709 / Fax: 270-7995

Proposal Due Date: **4:00 p.m., Friday, May 22, 2020**  
**No late or incomplete Proposals will be accepted.**

Estimated Amount Available (annually): **\$108,000** (Based on availability of funding)

Contract Type: Contract Reimbursement

Term of Contract: **July 1, 2020 – June 30, 2021** with the option to extend for an additional one year (1) period as described under Section I.B., PURPOSE OF RFP.

Proposal Submission: Maui County Workforce Development Board  
c/o Division of Purchasing, Department of Finance  
County of Maui  
2145 Wells Street, Suite 104  
Wailuku, Maui, Hawaii 96793

Number of Copies to Submit: Signed Original plus four (4) copies  
**Faxes and/or e-mails will NOT be accepted.**

**B. PURPOSE OF RFP**

The purpose of this RFP is to solicit from qualified applicant agencies, as defined below, proposals to provide comprehensive employment and training programs on a year-round basis WIOA eligible youth in the County of Maui.

The period to be covered by this RFP is from ***July 1, 2020 to June 30, 2021*** (contingent on availability of funds). The contract shall contain a provision permitting the County of Maui, based on the contractor's performance and existing conditions, and with the recommendation from MCWDB and the consent of the contractor, the sole and exclusive option to extend the contract awarded under this RFP for an additional one (1) year period. If the County exercises its discretion to extend the term of the contract for an additional term, the County may condition the extension upon program performance or budget modification.

**C. SIGNIFICANT DATES\***

Issuance of RFP Notice	<b><i>Friday, May 1, 2020</i></b>
<b>Proposal Due Date</b>	<b><i>Friday, May 22, 2020</i></b> (No later than 4:00p.m.)
Notification of Award	<b><i>Friday, May 29, 2020</i></b>
Program Start Date	<b><i>Wednesday, July 1, 2020</i></b>

\*Dates are subject to change and proper notification will be issued.

**D. STATUTORY AND REGULATORY REQUIREMENTS:**

The PROVIDER shall comply with the Cost Principles for Purchases of Health and Human Services set forth in Hawaii Revised Statutes Chapter 103F and Federal regulations, including, but not limited to, 2 C.F.R. Part 200 and 2 C.F.R. Part 2900, which are not attached hereto incorporated and made a part of this Contract. The PROVIDER shall ensure that such services rendered shall be in accordance with WIOA and its Regulations at 20 C.F.R. Parts 676, 677, 678, 603, 631-654, 658, 675, 679-688, effective October 16, 2016, as amended, any other regulations issued relating to WIOA, and applicable Federal and State laws, regulations, policies and instructions. If the PROVIDER is a commercial organization, the PROVIDER shall follow regulations in 48 C.F.R. Part 31.

## **E. PROGRAM ELEMENTS & REQUIREMENTS**

1. Program Design – The youth program shall include, but is not limited to, the following components:
  - a. an objective assessment of the academic levels, skill levels, and service needs of each participant for the purpose of identifying appropriate services and career pathways for participants;
  - b. an Individual Service Strategy (ISS) consisting of service strategies for each participant that are directly linked to indicators of performance and that shall identify career pathways that include education and employment goals (including in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant described in WIOA Section 116(b)(2)(A)(ii);
  - c. Provide the following:
    - activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential;
    - preparation for postsecondary educational and training opportunities;
    - strong linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials;
    - preparation for unsubsidized employment opportunities; and
    - effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local labor market.
2. Program Elements – In order to support the attainment of a secondary school diploma or its equivalent, entry into postsecondary education, and career readiness for participants, the youth program shall provide the following elements consisting of—
  - a. tutoring, study skills training, instruction, evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential
  - b. alternative secondary school services, or dropout recovery services, as appropriate;
  - c. paid and unpaid work experiences that have as a component academic and occupational education, which may include –
    - i. summer employment opportunities and other employment opportunities available throughout the school year;
    - ii. pre-apprenticeship programs;
    - iii. internships and job shadowing; and
    - iv. on-the-job training;
  - d. occupational skills training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations, if the local board determines that the programs meet the quality criteria described in section 123;
  - e. education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
  - f. leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
  - g. supportive services;
  - h. adult mentoring for the period of participation and a subsequent period, for a total of not less than twelve (12) months;
  - i. follow-up services for not less than twelve (12) months after the completion of participation, as appropriate;

- j. comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
  - k. financial literacy education;
  - l. entrepreneurial skills training;
  - m. services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
  - n. activities that help youth prepare for and transition to postsecondary education and training.
3. **Performance Measures** – The following are minimum performance levels expected of youth service providers: **(Please note: Performance levels are subject to change based on negotiations with the state WDC.)**
- a. **WIOA Youth**
    - i. Education or training activities or employment in the 2<sup>nd</sup> quarter after exit 60.00%
    - ii. Education or training activities or employment in the 4<sup>th</sup> quarter after exit 56.40%
    - iii. Credential attainment rate 62.10%
    - iv. Measurable Skill Gain rate %TBD
  - b. **Customer Satisfaction.** Customer satisfaction surveys, as approved by the MCWDB, may be administered by the Contractor to customers of the proposed program including applicants, participants, employers, and agency/institutional partners.
  - c. **Indicators or effectiveness in serving employers:**
    - a. Retention with the same employer: the percentage of participants who exit and are employed with the same employer in the second and fourth quarters after exit;
    - b. Repeat business customers: the percentage of repeat employers using services within the previous three years;
    - c. Employer penetration rate: the percentage of employers using services out of all employers in the State;
    - d. The MCWDB may identify additional indicators of employment and training activities for youth as necessary.
4. **Information and Referral**
- a. Provide information on a full array of applicable or appropriate services that are available on the Eligible Training Provider List; and
  - b. Provide information on available pre-vocational training that serve youth either on a sequential or concurrent basis;
  - c. Provide additional assessments or referrals to social service agencies which may aid in the removal of barriers to employment as necessary.

## **F. ELIGIBLE YOUTH**

### **1. ELIGIBILITY**

To be eligible to participate in activities carried out under Section 129 of WIOA during any program year, an individual shall, at the time the eligibility determination is made, be an out-of-school youth (OSY) or an in-school youth (ISY).

**Out-of-School Youth (OSY)** means an individual who is—

- a. not attending any school (as defined by Hawaii State law);
- b. not younger than age 16 or older than age 24; and
- c. one or more of the following:
  - i. A school dropout.
  - ii. A youth who is within the age compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
  - iii. A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is –
    - (I) basic skills deficient; or
    - (II) an English language learner.
  - iv. An individual who is subject to the juvenile or adult justice system.
  - v. A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement.
  - vi. An individual who is pregnant or parenting.
  - vii. A youth who is an individual with a disability.
  - viii. A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment;
  - ix. A youth that ages out of foster care.

**In-School Youth (ISY)** means an individual who is –

- a. Attending school (as defined by Hawaii State law);
- b. Not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21;
- c. A low-income individual; and
- d. One or more of the following –
  - i. Basic skills deficient;
  - ii. An English language learner;
  - iii. An offender;
  - iv. A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out- of-home placement;
  - v. Pregnant or parenting;
  - vi. A youth who is an individual with a disability;
  - vii. An individual who requires additional assistance to enter or complete an educational program or to secure or hold employment;
  - viii. A youth who ages out of foster care.

## 2. **EXCEPTIONS & LIMITATIONS**

**Exceptions for persons who are not low-income individuals** – Not more than five percent (5%) of the total youth assisted through WIOA youth services may be persons who would be covered individuals, except that the persons are not low-income individuals.

**Limitation** – Not more than five percent (5%) of ISY assisted through WIOA youth services may be eligible as “An individual who requires additional assistance to enter or complete an educational program or to secure or hold employment” (ISY Eligibility (d)(vii)).

**3. OUT-OF-SCHOOL PRIORITY**

A **minimum** of seventy-five percent (75%) of the total Youth Program allocation shall be used to provide youth workforce investment activities for OSY. ***Offerors please note:*** stronger proposals will allocate a higher percentage of funding for OSY beyond the 75% minimum and primarily serve the OSY population.

**G. QUALIFIED APPLICANT AGENCIES**

The following types of agencies, organizations, entities, or institutions are eligible to submit a proposal under this RFP:

1. Established community-based organizations;
2. Public agencies;
3. Private, for-profit entities;
4. Non-profit agencies; and
5. Educational institutions.

## **SECTION II – CONTENT OF PROPOSAL**

### **A. GENERAL INSTRUCTIONS**

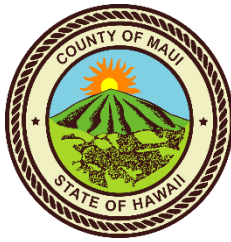
1. Provide information in the exact order requested in this section.
2. Use standard 12-point minimum font in black ink on white 8.5” x 11” paper only.
3. One-inch (1”) margins shall be applied.
4. All pages need to be sequentially numbered as #X of Y total pages.
5. Submit five (5) sets total: One (1) signed original plus four (4) copies.
6. Do **NOT** bind or staple originals.

### **B. SUMMARY CONTENTS OF PROPOSAL**

The Offeror’s proposal shall be considered a complete plan for the furnishing of comprehensive employment and training services for eligible youth throughout the County of Maui, including those in remote geographic areas such as Hana, Lana‘i, and Moloka‘i under WIOA in accordance with the requirements of this RFP. The proposal shall include the components listed below in the exact order listed below.

1. Cover Page (as detailed on page 9) with Authorized Signature
2. Table of Contents
3. Operations Plan:
  - a. Executive Summary
  - b. Introduction and Overview
  - c. Program Design and Delivery of Services for each of the following:
    - i. Eligible out-of-school youth aged 16-24
    - ii. Eligible in-school youth aged 14-21
  - d. Inter-Agency/Organizational Collaboration
  - e. Evaluation Plan
  - f. Management Plan
  - g. Projected Performance Outcomes
4. Offeror Qualifications:
  - a. Experience Serving Youth
  - b. Organization and Staffing
  - c. Financial Management
  - d. Additional Documentation
5. Program and Budget Tables
6. State and Federal Tax Clearance Certificate (if applicable)
7. County General Terms and Conditions
8. Certification and Assurances – Attachment A
9. Other Attachments





**C. COVER PAGE**

**MICHAEL P. VICTORINO**  
Mayor

**KAY FUKUMOTO**  
Economic Development Director

**OFFICE OF ECONOMIC DEVELOPMENT**

COUNTY OF MAUI

2200 MAIN STREET, SUITE 305, WAILUKU, MAUI, HAWAII 96793, USA

Phone: (808) 270-7709 • Fax (808) 270-7995 • Email: linda.puppolo@mauicounty.gov

**WIOA YOUTH PROGRAM SERVICES PROPOSAL**

July 1, 2020 – June 30, 2021

1. Agency Name: \_\_\_\_\_
2. Agency Type: (CBO, Educational Institution, etc.) \_\_\_\_\_
3. Agency Status: (Private, Public, Non-Profit, etc.) \_\_\_\_\_
4. Mailing Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_
5. Contact Person: \_\_\_\_\_ Title: \_\_\_\_\_  
Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
Fax: \_\_\_\_\_
6. Total Funding Requested: \_\_\_\_\_
7. Minimum Number of Youth To Be Served: \_\_\_\_\_
8. Number of In-School Youth To Be Served: \_\_\_\_\_
9. Average Cost per Participant: \_\_\_\_\_
10. Work Experience %: \_\_\_\_\_
11. Number of Out-of-School Youth To Be Served: \_\_\_\_\_
12. Average Cost per Participant: \_\_\_\_\_

I affirm that the information and statements contained within this Proposal, to the best of my knowledge, are truthful and accurate, and that I am duly authorized to submit this Proposal.

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title

#### **D. OPERATION PLAN DETAILED GUIDELINES**

The Offeror's proposal shall include a clear and comprehensive description of the services to be provided as outlined below:

**1. Executive Summary**

Provide a brief description of your proposal not to exceed two (2) pages.

**2. Introduction and Overview**

Provide an introduction to your organization. Include a description of your existing programs and services.

**3. Program Design and Delivery of Services**

Provide a description of your proposed employment and training services and activities. Include the process by which these services have been and/or will be developed to serve the specific needs of:

- Eligible out-of-school youth (ages 16-24)
- Eligible in-school youth aged 14-21 (if applicable)

In addition, the following must be provided:

- a. Description of outreach methods to youth, especially out-of-school youth and private employers;
- b. Description of the process by which participants will access services;
- c. Description of the process by which the program will serve youth in the remote geographic areas of Hana, Moloka'i, and Lana'i;
- d. Description of services to be offered and specific strategies by which each program element will be delivered;
  - i. How the objective assessment will be administered, assessed, and employed;
  - ii. How the Individual Service Strategy (ISS) will be developed, monitored, and evaluated, including criteria by which participation in or need for specific program elements will be determined;
  - iii. How will case management be applied to ensure access to necessary WIOA activities and supportive services; and
  - iv. How each of the program elements will be provided including a projected time line indicating how participants will progress through the program elements appropriate to their needs.
- e. Explanation of customer flow including decision chart(s) and/or customer flow charts;
- f. Explanation of the frequency and nature of contact and services to be provided during the twelve-month follow-up period;
- g. Description of any unique or additional services which will be provided to participants;
- h. Rationale/justification of the design/selection of employment and training services and activities to be provided;
- i. Description of staff/personnel support and professional development activities;
- j. Description of how the program will develop appropriate links to entities that will foster the participation of local area youth, especially OSY, and the efficient delivery of supportive services. Such links may include connections with local organizations, officials, or representatives engaged in law enforcement, housing, education, youth

centers, training programs, etc.

**4. Inter-Agency/Organizational Collaboration**

Maximizing the coordination of services is a priority of WIOA, the State of Hawaii's WDC, and MCWDB. As such, Offerors are strongly encouraged to set up collaborative strategies with other local providers of workforce development services. Describe the following:

- a. your knowledge and understanding of existing local services, programs, and projects; and
- b. how your program will interface with and/or compliment these programs.

**5. Evaluation Plan**

Describe the following:

- a. Activities to be evaluated;
- b. Strategies and time lines to ensure the efficient and verifiable collection of data to track and monitor progress of participants;
- c. Strategies to assess the qualitative outcomes of program delivery, not limited to the satisfaction of participants and partnering agencies, including employers;
- d. Information system management capability to ensure the timely reporting of performance outcomes required under WIOA;
- e. Process by which the Offerors will respond to the data gathered under the scope of the evaluation plan to ensure continual improvement of services and activities and monitor the effectiveness of this response/intervention procedure; and
- f. Provide a self-evaluation tool that will be utilized to assess your agency's performance to meet the program elements described in item two (2) of Section I (D) – Program Elements and Requirements

**6. Management Plan**

The management plan shall be comprehensive and demonstrate the Offeror's skill, knowledge, and understanding of the full scope of managing the range of services and functions to be provided. Specific policies and procedures to address the following, for example, must be included in the proposal:

- a. procedures to address participant complaints and grievances;
- b. oversight and resolution of ADA, EEO, OSHA, and other Federal, State, and County regulations;
- c. oversight and monitoring of overall program and system performance, including for example, the effectiveness of service strategies; and
- d. expected procedures to resolve identified system and/or performance weaknesses or to respond to any identified opportunities for improvements.

**7. Projected Performance Outcomes**

Describe strategies for achieving all performance measures listed on page five (5) of this RFP.

**E. OFFEROR'S QUALIFICATIONS**

The Offerors shall provide documented evidence of its qualifications to ensure the complete, effective, and efficient provision of all deliverables by addressing the following:

**1. Experience Serving Youth**

Include the background, purpose, number of years in existence, staff, and services provided to the community by the Offeror.

Provide, at minimum, the following:

- a. a description of the operation and management of employment and training services for youth provided by the Offeror and its partnering entities;
- b. a description of the characteristics and nature of the youth served; and
- c. a history of performance results (both in the local area and in other locations) demonstrating the ability to meet performance goals.
- c. your efforts to set up such collaborative strategies;

The following questions may assist in preparing this section:

- What is your experience working with the Out of School Youth (OSY) population?
- Who are your existing customers/participants and what are their needs?
- What are the needs of participants expected to be served under the WIOA?
- How are the needs of the WIOA participants and your existing participants different?
- How are you proposing to meet the needs of future participants?
- What outcomes will be achieved by your proposed program?

Note: Offerors who have no experience or limited experience serving OSY shall describe how they plan to partner with other organizations/agencies with such experience.

## **2. Organization and Staffing**

Include in the proposal an organizational chart visually displaying the management structure. In addition, include a description of key project personnel which includes major areas of responsibility along with proposed estimates of man-hours to be provided by each position. Minimum qualifications and job descriptions of these positions involved with this project should also be included.

## **3. Financial Management**

The Offeror shall provide a description of financial management and control systems. This narrative shall clearly explain the Offeror's ability to conduct internal reviews and audits to ensure the integrity of the fiscal control system. The Offeror will provide a description of the financial management plan that strictly monitors allowable costs.

## **4. Additional Documentation**

The Offeror must document that it is well managed; i.e. that it:

- a. has a track record of achieving desired outcomes;
- b. has the capacity to measure WIOA youth outcomes;
- c. is committed to continuous improvements;
- d. has a clear and consistent mission;
- e. has a staff with strong qualifications and experience;
- f. has high expectations of staff and ongoing staff development;
- g. is a part of community network of services;
- h. follows generally accepted financial practices, as evidenced by a financial statement or auditors report;
- i. attracts diverse funding;
- j. complies with relevant laws and regulations, including child labor and wage laws, laws ensuring nondiscrimination and equal opportunity, and laws governing the treatment of persons with disabilities;
- k. has all licenses, certificates, and permits required to conduct the provider's business

in the State of Hawaii.

## F. PROGRAM AND BUDGET TABLES

A detailed itemization of anticipated expenditures must be provided. Budgets will be reviewed for reasonableness of cost items in relation to the type and length of training. Costs will be compared to the costs of other proposals to determine if they are competitive.

Proposed costs must be justified in the budget and supportive narrative. Merely stating that the intended service population presents difficult barriers to overcome will not justify a high cost per participant or high cost per hour. In addition, the offeror must describe specific procedures by which the availability of non-WIOA training resources, including funding, will be identified and pursued.

The following Program and Financial budget forms must be completed and submitted along with Budget Forms in Attachment C. The Offeror may, at its discretion and convenience, copy or reproduce these forms as necessary.

### Program Enrollment and Budget Projections:

Table I

	PROGRAM ELEMENT	#. of Participants	Avg. No. of Hours	WIOA Funds Requested	Leveraging Funds	Funding Source
1.	Tutoring, study skills training, instruction, and dropout prevention services					
2.	Alternative Secondary School/ Dropout Recovery Services					
3.	Paid and Unpaid Work Experiences					
4.	Occupational Skills Training					
5.	Education offered concurrently with workforce preparation and training for a specific occupation					
6.	Leadership Development Opportunities					
7.	Supportive Services					
8.	Adult Mentoring					
9.	Follow-up Services					
10.	Comprehensive Guidance and Counseling					
11.	Personal Financial Literacy Education					
12.	Entrepreneurial Skills Training					
13.	Services that Provide Labor Market Information					
14.	Postsecondary Preparation and Transition Activities					
	<b>Total Funding:</b>					

Total Youth To Be Served: \_\_\_\_\_ (unduplicated count; **minimum of 45**)

Note: Administrative and indirect costs charged against any and all WIOA funds must NOT exceed 10% of projected program expenditures. In addition, upon execution of a contract, the Offeror must ensure that administrative and indirect costs incurred shall NOT exceed 10% of actual

program expenditures during the term of the contract.

**G. TAX CLEARANCE CERTIFICATE (if applicable)**

**H. GENERAL TERMS AND CONDITIONS OF CONTRACTS**

All general terms and conditions of contracts for supplies, materials, equipment and services for the County of Maui are applicable. This information is available on the County website at [www.mauicounty.gov](http://www.mauicounty.gov).

**I. CERTIFICATIONS AND ASSURANCES – ATTACHMENT A**

**J. OTHER ATTACHMENTS**

Any documentation provided by the offeror in support or clarification of its proposal shall be included beginning with Attachment C. Among the attachments may be for example:

1. Copies of corporate resolutions or other documents (if applicable);
2. Job descriptions of key project staff;
3. Organizational charts; and
4. Letters of commitment from partnering organizations and entities.

Note: A listing of submitted attachments must be included in the Table of Contents.

## **SECTION III – DETAILED SCOPE OF REQUESTED SERVICES**

### **A. INTRODUCTION**

The purpose of this section is to further define and clarify the scope of activities and services requested under this RFP. The offeror should refer extensively to this section in the preparation of its proposal.

### **B. PROGRAM DESIGN REQUIREMENTS**

Offeror must describe how the following WIOA requirements will be addressed:

#### **1. Objective Assessment**

The WIOA youth program design requires an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs. As discussed in TEGL 21-16, assessments must also consider a youth's strengths rather than just focusing on areas that need improvement.

#### **2. Individual Service Strategy (ISS)**

The WIOA youth program includes the requirement to develop service strategies for each participant that are directly linked to one (1) or more of the indicators of performance described in section I(D)(3)(a) of this RFP and that shall identify career pathways that include education and employment goals (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant taking into account the assessment conducted as described in the previous paragraph.

WIOA calls for customer-focused services based on the individual needs of the participant, and it also calls for the eligible youth participants to be intimately involved in the design and implementation of services so that their voice is represented and their needs are being met.

#### **3. Provision of:**

- a. activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential;
- b. preparation for postsecondary educational and training opportunities;
- c. strong linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials;
- d. preparation for unsubsidized employment opportunities; and
- e. effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local labor market.

### **C. PROGRAM ELEMENTS**

The Offeror must ensure that all fourteen (14) elements are made available to all youth as appropriate to ensure completion of the goals outlined in the ISS.

#### **1. Tutoring, study skills training, instruction, and dropout prevention services**

Tutoring, study skills training, and instruction that lead to a high school diploma are reported under this program element. Such services focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies. Tutoring, study skills training, and instruction can be provided one-on-one, in a group setting, through resources and workshops. Secondary school dropout prevention strategies intended to lead to a high school diploma are also reported under this program element. Secondary school dropout prevention strategies include services and activities that keep a young person in-school and engaged in a formal learning and/or training setting. Strategies include, but are not limited to tutoring,



literacy development, active learning experiences, after-school opportunities, and individualized instruction. On the other hand, while dropout recovery strategies that lead to completion of a recognized high school equivalency are included in both this first program element and in program element 2 in 20 CFR § 681.460 (a)(2) described below, those services are not reported under this program element. For documentation purposes, those services aimed at getting a youth who has dropped out of secondary education back into a secondary school or alternative secondary school/high school equivalency program and preparing them for high school equivalency attainment, should be counted under program element 2 (20 CFR § 681.460 (a)(2)). Furthermore, while the statutory and regulatory language for both program elements 1 and 4 (discussed below) include language discussing services leading to recognized postsecondary credentials, training services that lead to recognized postsecondary credentials should be reported under program element 4, occupational skills training to avoid duplicated reporting of services.

## **2. Alternative Secondary School/Dropout Recovery Services**

Alternative secondary school services, such as basic education skills training, individualized academic instruction, and English as a Second Language training, are those that assist youth who have struggled in traditional secondary education. Dropout recovery services, such as credit recovery, counseling, and educational plan development, are those that assist youth who have dropped out of school. While the activities within both types of services may overlap, each are provided with the goal of helping youth to re-engage and persist in education that leads to the completion of a recognized high school equivalent.

## **3. Paid and Unpaid Work Experience**

Work Experience provides the youth participant with opportunities for career exploration and skill development. As defined in 20 CFR § 681.600, work experience is “a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists.”

WIOA identifies four categories of work experience: (1) summer employment opportunities and other employment opportunities available throughout the school year; (2) pre-apprenticeship programs; (3) internships and job shadowing; and (4) on-the-job training (OJT).

A minimum of 20 percent of funds from this RFP is required to be spent on work experience. Leveraged resources may not be used to fulfill any part of the 20 percent minimum. Allowable work experience expenditures include the following:

- Wages/stipends paid for participation in a work experience;
- Staff time working to identify and develop a work experience opportunity, including staff time spent working with employers to identify and develop the work experience;
- Staff time working with employers to ensure a successful work experience, including staff time spent managing the work experience;
- Staff time spent evaluating the work experience;
- Participant work experience orientation sessions;
- Employer work experience orientation sessions;
- Classroom training or the required academic education component directly related to the work experience;
- Incentive payments directly tied to the completion of work experience; and
- Employability skills/job readiness training to prepare youth for a work experience.

Supportive services are a separate program element and cannot be counted toward the work experience expenditure requirement even if supportive services assist the youth in participating in the work experience.

Work experiences are required to include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. The academic and occupational education component may occur inside or outside the work site. The work experience employer can provide the academic and occupational component or such components may be provided separately in the classroom or through other means.

The academic and occupational education component refers to contextual learning that accompanies a work experience. It includes the information necessary to understand and work in specific industries and/or occupations. For example, if a youth is in a work experience in a hospital, the occupational education could be learning about the duties of different types of hospital occupations such as a phlebotomist, radiology tech, or physical therapist. Whereas, the academic education could be learning some of the information individuals in those occupations need to know such as why blood type matters, the name of a specific bone in the body, or the function of a specific ligament.

#### **4. Occupational Skills Training**

An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. The offeror must give priority consideration to training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations within Maui County. Such training must:

- a. be outcome-oriented and focused on an occupational goal specified in the individual service strategy;
- b. be of sufficient duration to impart the skills needed to meet the occupational goal; and
- c. lead to the attainment of a recognized postsecondary credential.

#### **5. Education offered concurrently with workforce preparation and training for a specific occupation**

This program element reflects an integrated education and training model where workforce preparation activities, basic academic skills, and hands-on occupational skills training are taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway. While programs developing basic academic skills, which are included as part of alternative secondary school services and dropout recovery services (program element 2), workforce preparation activities that occur as part of a work experience (program element 3), and occupational skills training (program element 4) can all occur separately and at different times (and thus are counted under separate program elements), this program element refers to the concurrent delivery of these services which make up an integrated education and training model.

#### **6. Leadership Development Opportunities**

Leadership Development Opportunities include opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as: (a) exposure to postsecondary educational possibilities; (b) community and service learning projects; (c) peer-centered activities, including peer mentoring and tutoring; (d) organizational and team work training, including team leadership training; (e) training in decision-making, including determining priorities and problem solving; (f) citizenship training, including life skills training such as parenting and work behavior training; (g) civic engagement activities which promote the quality of life in a community; and (h) other

leadership activities that place youth in a leadership role such as serving on youth leadership committees.

## **7. Supportive Services for Youth**

Supportive Services for Youth are defined as services that enable an individual to participate in WIOA activities. These services include, but are not limited to, the following: (a) linkages to community services; (b) assistance with transportation; (c) assistance with child care and dependent care; (d) assistance with housing; (e) needs-related payments; (f) assistance with educational testing; (g) reasonable accommodations for youth with disabilities; (h) legal aid services; (i) referrals to health care; (j) assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear; (k) assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and (l) payments and fees for employment and training-related applications, tests, and certifications.

The Offeror must delineate the methodology by which a participant's need for supportive services will be assessed. In addition, unequivocal criteria for the determination of cost limitations, duration of supportive services, and scope or range of appropriate services made available to the individual participant must be clearly defined and presented.

## **8. Adult Mentoring**

Adult Mentoring must last at least 12 months and may take place both during the program and following exit from the program and be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee. While group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis. Mentoring may include workplace mentoring where the program matches a youth participant with an employer or employee of a company. In order to ensure appropriate processes are in place to adequately screen and select mentors.

Describe the methods by which the program will ensure appropriate processes are in place to adequately screen and select mentors, including:

- a. Identification of qualified and committed adults;
- b. Training and development activities for identified adults;
- c. Process by which youth will be partnered with adults;
- d. Process through which the adults will be informed of other services and activities provided to the youth; and
- e. Evaluation process to assess the effectiveness of the screening and selection process.

## **9. Follow-up Services for Youth**

Follow-up Services for Youth are critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise. Follow-up services may begin immediately following the last expected date of service in the youth program when no future services are scheduled. Follow-up services do not cause the exit date to change and do not trigger re-enrollment in the program.

The exit date is determined when the participant has not received services in the Youth program or any other DOL-funded program in which the participant is co-enrolled for 90 days and no additional services are scheduled. At that point, the date of exit is applied

retroactively to the last date of service. Once 90 days of no services, other than follow-up services, self-service, and information-only services and activities, has elapsed and the participant has an official exit date applied retroactively to the last date of service, the program continues to provide follow-up services for the remaining 275 days of the 12-month follow-up requirement. The 12-month follow-up requirement is completed upon one year from the date of exit.

Follow-up services for youth may include the following program elements: (1) supportive services; (2) adult mentoring; (3) financial literacy education; (4) services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and (5) activities that help youth prepare for and transition to postsecondary education and training. Provision of these program elements must occur after the exit date in order to count as follow-up services. Such follow-up services should be documented in the case file that they were provided as follow-up services post exit.

All youth participants must be offered an opportunity to receive follow-up services that align with their individual service strategies. Furthermore, follow-up services must be provided to all participants for a minimum of 12 months unless the participant declines to receive follow-up services or the participant cannot be located or contacted. The types of services provided and the duration of services must be determined based on the needs of the individual and therefore, the type and intensity of follow-up services may differ for each participant. Follow-up services must include more than only a contact attempted or made for securing documentation in order to report a performance outcome. Policies should be in place to establish how to document and record when a participant cannot be located or contacted. At the time of enrollment, youth must be informed that follow-up services will be provided for 12 months following exit. If at any point in time during the program or during the 12 months following exit the youth requests to opt out of follow-up services, they may do so. In this case, the request to opt out or discontinue follow-up services made by the youth must be documented in the case file.

## **10. Comprehensive Guidance and Counseling**

Comprehensive guidance and counseling provides individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service. Should resources exist within the program or its service providers, it is allowable to provide counseling services directly to participants rather than refer youth to partner programs.

## **11. Personal Financial Literacy Education**

This program element may include the following activities:

- support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions;
- support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;
- teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit;
- support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions;

- educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data;
- support activities that address the particular financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials;
- support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling ;
- provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings;
- implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.

In November of 2016, the Financial Literacy Education Commission released a guide, “Incorporating Financial Capability into Youth Employment Programs,” aimed at financial institutions interested in enhancing youth financial capability by partnering with youth employment programs. It maps how and why financial institutions engage in helping young people achieve greater financial well-being and employment success and can be found at:

## **12. Entrepreneurial Skills Training**

This program element provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to:

- take initiative;
- creatively seek out and identify business opportunities;
- develop budgets and forecast resource needs;
- understand various options for acquiring capital and the trade-offs associated with each option; and
- communicate effectively and market oneself and one’s ideas.

Approaches to teaching youth entrepreneurial skills may include, but are not limited to:

- a. Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and also may include simulations of business start-up and operation.
- b. Enterprise development which provides supports and services that incubate and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants that are needed to begin business operation and by providing more individualized attention to the development of viable business ideas.
- c. Experiential programs that provide youth with experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business that young people participating in the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

## **13. Services that Provide Labor Market Information**

This element includes services that provide labor market and employment information about

in-demand industry sectors or occupations available in Maui County, such as career awareness, career counseling, and career exploration services. Workforce and labor market information is defined as the body of knowledge that describes the relationship between labor demand and supply. Numerous tools and applications that are user-friendly exist, which can be used to provide labor market and career information, as appropriate to each youth. These labor market information (LMI) tools can be used to help youth and young adults to make appropriate decisions about education and careers. LMI identifies in-demand industries and occupations and employment opportunities; and, provides knowledge of job market expectations including education and skills requirements and potential earnings. LMI tools also can aid in facilitating youth awareness of the career fields that are likely to provide long-term employment and earnings in local labor markets.

WIOA youth programs and providers should be familiar with state and federal LMI data and LMI tools, which are provided for free by agencies, in order to share relevant LMI with youth. Providing such readily available online services can be accomplished by connecting the youth with American Job Centers and other entities that have career exploration tools, ability and interest inventories, and provide related employment services. DOL electronic tools particularly relevant to youth include My Next Move and Get My Future. In addition to connecting youth to self-service LMI tools, it is important for youth providers to share and discuss state and local LMI with youth participants.

In general, career awareness begins the process of developing knowledge of the variety of careers and occupations available, their skill requirements, working conditions and training prerequisites, and job opportunities across a wide range of industry sectors. The process in which youth choose an educational path and training or a job which fits their interests, skills and abilities can be described as career exploration. Career counseling or guidance provides advice and support in making decisions about what career paths to take. Career counseling services may include providing information about resume preparation, interview skills, potential opportunities for job shadowing, and the long-term benefits of postsecondary education and training (e.g., increased earning power and career mobility).

#### **14. Postsecondary Preparation and Transition Activities**

The final program element is activities that help youth prepare for and transition to postsecondary education and training. Postsecondary preparation and transition activities and services prepare youth for advancement to postsecondary education after attaining a high school diploma or its recognized equivalent. These services include exploring postsecondary education options including technical training schools, community colleges, 4-year colleges and universities, and registered apprenticeship. Additional services include, but are not limited to, assisting youth to prepare for SAT/ACT testing; assisting with college admission applications; searching and applying for scholarships and grants; filling out the proper Financial Aid applications and adhering to changing guidelines; and connecting youth to postsecondary education programs.

#### **Additional Notes on Documenting and Reporting Program Elements**

Documenting receipt of program elements is critical to ensure that youth who are actively participating in programs do not get unintentionally exited due to 90 days of no service. All 14 WIOA youth program elements are contained in the Participant Individual Record Layout (PIRL) and youth programs should ensure that services received are reported in the applicable program element in the PIRL.

In addition, note that case management is the act of connecting youth to appropriate services and not a program element. Case managers providing case management should not be reported as one of the 14 youth program elements in the PIRL.

## **SECTION IV – EVALUATION PROCEDURES AND CRITERIA**

### **A. EVALUATION COMMITTEE**

An Evaluation Committee shall be formed to evaluate each proposal and make recommendations for funding to the Maui County Workforce Development Board. The Evaluation Committee shall be comprised of a minimum of four (4) members of which at least one shall be a representative of the County.

### **B. EVALUATION PROCEDURES**

1. If a proposal fails to comply with the requirements of the RFP the Evaluation Committee will consider it unacceptable and need not afford the Proposal any further consideration;
2. The Committee recommendations will be based on an independent evaluation by each committee member of each proposal according to the point rating system outlined on the following page;
3. The completed scoring reviews will be submitted to County staff for compilation and a summary of results will be forwarded to committee members for review and consideration during a committee meeting at a future date to be determined. Evaluators may revise their respective scores at such meeting as a result of discussion regarding each proposal. Revisions will be recorded and documented. Final scores shall be recalculated as a result of any scoring changes and final recommendations will be forwarded to the Maui County Workforce Development Board;
4. The Maui County Workforce Development Board, the Mayor and/or his/her representative will have the final funding decision authority.

**E. EVALUATION CRITERIA**

The following is a summary of the evaluation criteria and the weighting schedule to be employed by the Evaluation Committee:

<b>Operation Plan</b>		<b>Points</b>
<b>I.</b>	<b>Executive Summary</b>	<b>2.5</b>
<b>II.</b>	<b>Introduction and Overview</b>	<b>2.5</b>
<b>III.</b>	<b>Program Design and Delivery of Services</b>	<b>10</b>
<b>a.</b>	<b>Extending Service to Remote Geographic Areas</b>	<b>5</b>
<b>IV.</b>	<b>Inter-Agency/Organizational Collaboration</b>	<b>10</b>
<b>V.</b>	<b>Evaluation Plan</b>	<b>5</b>
<b>VI.</b>	<b>Management Plan</b>	<b>10</b>
<b>VII.</b>	<b>Projected Performance Outcomes</b>	<b>15</b>
<b>Offeror's Qualification</b>		
<b>I.</b>	<b>Experience Serving Youth</b>	<b>5</b>
<b>II.</b>	<b>Organization and Staffing</b>	<b>5</b>
<b>III.</b>	<b>Financial Management</b>	<b>10</b>
<b>IV.</b>	<b>Additional Documentation</b>	<b>5</b>
<b>Program and Budget Tables</b>		<b>15</b>
<b>TOTAL POSSIBLE POINTS</b>		<b>100</b>



## **SECTION V – ADDITIONAL TERMS AND CONDITIONS**

### **A. PROGRAM AND REPORTING REQUIREMENTS**

The County, in conjunction with the State Workforce Development Council, has developed specific procedures and forms for the completion of monthly, quarterly, and annual financial and information system reports. These reports will include data on enrollment, termination, and progress of participants and fiscal status reports. The usage of the HireNet Hawaii Reporting System is also a requirement to capture Performance Measure data along with providing the Service Provider with useful information on each client. Details for accomplishing and submitting these reports will be provided to the offeror upon selection.

### **B. FINANCIAL MANAGEMENT**

#### **1. Payment for Goods and Services**

Allowable expenditures for goods and services provided under this RFP and ensuing contract will be payable, once monthly, on a reimbursement basis to the offeror. Specific procedures for the submission of reimbursement requests will be provided to the offeror upon selection.

#### **2. Participant Payroll**

It is the responsibility of the offeror to institute a process for issuing checks to all vendors, subcontractors, and participants as appropriate and allowable. This shall include the payment of participants' wages for any allowable work-related activities. In addition, the offeror will be responsible for maintaining a financial monitoring system and preparing, upon request, reports and/or evidence of expenditures in addition to monthly, quarterly and annual reports which are or may be required.

#### **3. Financial Reports and Accounting**

The offeror shall apply commonly acceptable accounting procedures, standards, and practices which are acceptable to the County and shall maintain books, records documents and other evidence which sufficiently and properly reflect all direct and indirect expenditures of any nature related to the offeror's performance. The books, records, and documents shall be subject at all reasonable times to inspection, review, or audit by County, State, and/or Federal representatives directly connected with the program.

### **C. OTHER ADMINISTRATIVE RESPONSIBILITIES**

#### **1. Retention of Documents**

The offeror shall retain documents, papers, books, records, and other evidence which are pertinent to this agreement. The period of retaining the above items will be three (3) years upon completion of an audit by the contracting agency.

#### **2. Confidentiality**

Procedures must be established and implemented to ensure client data is secured and made available only to the appropriate personnel and organizations.

An Inter-Agency agreement between Partners at the American Job Center shall be used to ensure opportunities for co-enrollment.

### **3. Quality Assurance**

The offeror shall establish and implement procedures for periodic monitoring of its programs and administration thereof. The procedures should include thorough on-site visits and desk reviews to assess, among other things, the following:

- a. Overall compliance with contract terms;
- b. Degree to which performance targets are met and services and activities described in the contract are being provided;
- c. Accuracy and completeness of its program including case record keeping and accounting practices and fiscal record keeping;
- d. Observation of program operations and survey of clients and referral sources;
- e. Adherence to personal standards and practices; and
- f. Sound administrative practices.

#### **D. AFFIRMATIVE ACTION REQUIREMENT**

The offeror and all partnering entities who are awarded funds under the Offeror's Proposal must submit a copy of their Affirmative Action Plan prior to contract execution. The Affirmative Action Plan must state that the agency agrees not to deny any individual an opportunity to participate in services based on grounds of race, color, religion, sex, national origin, age, disability, political affiliation, or belief.

#### **E. USE OF EDUCATION AND LOANS FOR WIOA PARTICIPANTS**

WIOA training resources may be used in conjunction with educational assistance funds, provided that there is inadequate grant assistance from other sources available to pay for the costs. All available sources of funds, excluding loans, shall be considered in determining an individual's overall need for WIOA funds. The exact mix should be determined based on the availability of funding for either training costs or supportive services, with the goal of ensuring that the costs of training program the individual selects are fully paid and that necessary supportive services are available so that the training can be completed successfully.

#### **F. EVIDENCE OF SIGNING AUTHORITY (if applicable)**

If applicant is a corporation, provide document showing evidence of signing authority.

#### **G. INSURANCE AND INDEMNIFICATION**

The Offeror will be required to procure and maintain at its own expense during the period of the Contract the following types and amounts of insurance:

1. General Liability Insurance with minimum limits of not less than \$1,000,000 per occurrence;
2. Workers Compensation Insurance to cover all of the Contractor's employees working in any capacity in executing the Contract, where appropriate.
3. The General Liability Insurance policies shall also have a provision whereby it shall indemnify, defend, and hold harmless the County of Maui, the Maui County Workforce Development Board, and the State of Hawai'i, their officers, employees, and members from all suits or claims arising as a result of the offeror's performance of the contract and shall name the aforementioned as additional insured.
4. If the insurance coverage filed by the offeror does not coincide with the contractual period, and evidence of coverage renewal is not furnished prior to expiration of coverage, the contract officer may terminate the contract.
5. A Certificate of Insurance shall be filed with the contract officer at the execution of the contract. Evidence of premium payments for the insurance policy or policies shall also be filed with the contract officer.
6. The Offeror shall carry worker's compensation insurance in such form and amount so as to satisfy the applicable worker's compensation law where applicable and appropriate.

**H. CERTIFICATION AND ASSURANCES (See ATTACHMENT A)**

All services, programs, and activities provided through funding made available under the WIOA must fully comply with all applicable and related Federal, State, and County laws, rules, regulations, policies, and certifications and assurances.

By signing and committing a proposal, the prospective offeror is providing certification of compliance with WIOA, all Federal, State, and local laws or ordinances, rules, and regulations which in any manner affect the conduct of the work to be provided under this proposal.

Offerors are encouraged to read WIOA for further understanding of the scope of authorized activities at <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>.

Furthermore, it will be the responsibility of the selected offeror to have a working knowledge of the WIOA regulations to which additional information will be shared as it becomes available.

**I. GENERAL TERMS AND CONDITIONS**

All work under this contract shall be done in accordance with the County of Maui General Terms and Conditions for Goods and Services:

<http://www.co.maui.hi.us/DocumentCenter/Home/View/3186>.

**J. TERMINATION ON OCCURANCE OF STATED EVENTS**

a. A termination of agreement to discontinue Provider Services may result in a failure to fulfill contract obligations based on the following conditions:

- i.) Failure to submit requests for data
- ii) Default in Program Monitoring Audits
- iii) Default in Fiscal Monitoring Audits
- iv) Any violation of Federal, State, or County laws or regulations

**K. CERTIFICATE OF COMPLIANCE (if applicable)**

In accordance with Section 3-122-112, as amended, of the Hawaii Administrative Rules, the successful bidder must produce the following documents:

- a. Tax Clearance Certificate
- b. DLIR Certificate of Compliance
- c. Certificate of Good Standing from the DCCA

The awarded vendor is encouraged to use the Hawaii Compliance Express website to assist them in obtaining the above certificates. The state website is <http://vendors.ehawaii.gov>.