



# ***WORK READINESS CERTIFICATION Request for Proposals***

## **Release Date**

February 25, 2009

## **Due Date**

March 31, 2009

## **Contract Period**

July 1, 2009 – June 30, 2010

With Extension possible to June 30, 2014

All proposals shall be submitted and returned to:  
Workforce Investment Board of Will County  
214 N. Ottawa, 4<sup>th</sup> Floor, Joliet, IL 60432

**Proposal must be received no later than  
March 31, 2009 at 4:00 pm**

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## INTRODUCTION

The Workforce Investment Board of Will County is soliciting proposals from qualified applicants to implement a “work readiness certification” program for residents of Will County.

The overall goal of the work readiness certification is to address the skill gaps related to “soft skills” in the Will County Workforce. Will County employers have made the following statements related to this skill gap:

- “Fifty percent of new hires have issues with attendance in the first month.”
- “We get good people who are trainable, but getting them to be there on time everyday and calling in if they are not going to be there is the issue.”
- “(Showing up) five days in a row the first week would be great.”
- “Lately, it’s worse than five years ago.”

A standardized “work readiness certification” program has been developed and this request for proposals is seeking a contractor to implement the program in Will County.

Proposals are due by 4:00 p.m. on March 31, 2009.

## BACKGROUND INFORMATION

In May of 2003, the Workforce Investment Board of Will County convened a strategic planning session. One of the outcomes developed by the Board as a result of that session was an ad hoc committee to focus on the “soft skills” gap. The Board committed to developing a program that facilitates the learning of soft skills.

In order to ensure that this project was driven by business customer input - and that the outcome would be valued by local businesses, the Board conducted a brief survey to identify and weigh important work readiness skills. Following this, and based in part on the survey findings, two focus groups were held in December 2003; with 15 employers representing 13 different companies. The range of industries represented included: manufacturing, utilities, distribution, construction, and services; and the size of the business sites represented ranged from 5 to 500. The majority of participants - owners, human resource directors, and other senior managers - indicated a significant involvement in hiring workers for their companies.

Below is a summary of the Will County Employer Focus Groups:

The problem eliciting the most frustration is not about hiring, or the hiring process, it’s with retention. A variety of employers experience turnover early in

employment due to a lack of one or more “job readiness” factors, including no shows (without calls), workers not “fit for duty”, and absenteeism. For the areas of greatest concern in terms of skill gaps, the focus groups ranked “life management/personal skills” as number one in importance, followed by “basic skills,” with “workplace behavior skills” closely following as third. “General occupational skills” were frequently described as those “employers will train for.” (Definitions of these skill groupings is listed in the table below).

Specifically, employers ranked attendance and punctuality as the two most important life skills for a “work readiness” certificate to address. These were followed by basic math and reading, communication, basic computer, interpersonal, and problem solving skills. In general, employers were enthusiastic about development of a work readiness certification, especially if the certification had proven outcomes.

<b>Ranking</b>	<b>Skill</b>	<b>Definition</b>
1	<b>Personal/Life Management Skills</b>	Often referred to as “soft skills”, such as punctuality, attitude, and attendance
2	<b>Basic Skills</b>	Skills such as reading and math
3	<b>Workplace Behavior Skills</b>	Skills such as teamwork, communication, problem solving
4	<b>Occupational Skills</b>	Skills specific to an occupation such as word processing, forklift driving, etc.

The employers stressed that one of the main themes that should be incorporated into this certification is to “model work.” For example, the program may be facilitated by a “supervisor”, uniforms may be required, participants may punch in on a real time clock, rules for using the telephone and “calling in sick” will be utilized, etc. This will facilitate the “behavior modification” components of the training.

Participants will take part in exercises designed to teach, measure, and monitor those skills included in the program. It is presupposed that a combination of techniques - that model the work environment - will be incorporated including: lecture and demonstration, small and large group activities, case studies, peer review and evaluation, progress reporting, testing, and more.

The Workforce Investment Board of Will County examined a number of previously developed work readiness certification programs. It was determined that the program selected must incorporate the following concepts identified in the publication *Hard Work on Soft Skills: Creating a "Culture of Work"* by Ted Houghton and Tony Proscio, October 2001:

- 1. *Integrate soft skills training into every element of the curriculum.***  
Resist the temptation to treat soft skills as simply another discipline, thus relegating it to an hour of the day, a special exercise or a one-week model. These are helpful, but not enough since social and behavioral traits tend to be instilled mainly through repetition and practice, and not through explanation.
- 2. *Create work or work-like tasks and establish teams to complete them.***  
Training exercises are presented as if they are work assignments and must be pursued with workplace methods such as teamwork, scheduling, and periodic discussion with “the boss.”
- 3. *Put trainees in the employer’s role from time-to-time so that by managing they can learn to be managed.***  
There is no more effective tactic than letting students experience the needs and pressures of those who give directions. Meeting deadlines, being courteous, speaking and writing clearly, and staying calm are not just important because someone says they are, but also because important things do not get done without these disciplines.
- 4. *Establish the discipline of the workplace in all aspects of the program.***  
One essential social skill is coping with the reality that employees cannot behave and speak as they please, even if they are getting their work done. The most obvious areas for this kind of immediate and consistent discipline are attendance, punctuality, and clothing.
- 5. *Re-create the physical environment of work to the fullest extent possible.***  
Simulating the work environment can take different forms from the high-end of authenticity where the training space is indistinguishable from an office, to other aspects that give trainees some firsthand experience of the workplace.
- 6. *Give participants many opportunities to get to know successful people.***  
These can simply be conversations with business people who drop in, or with any working people -- especially some who were once unemployed or unskilled like the trainees themselves.
- 7. *Support services and soft skills are not the same, but they go hand-in-hand.***  
Successful programs maintain some network of supportive services -- counseling, child care, health, and other resources that people will need if they are to get and keep a job.

Based on the local employer assessment and feedback, the Workforce Investment Board of Will County has purchased the “Work Certified©” program developed by a consortium led by the Workforce Development Board of the Treasure Coast in Florida. The successful bidder will implement this “Work Certified©” program in Will County. This product meets all of the minimum criteria identified by local employers and adds more features than any other product reviewed.

## OVERVIEW OF THE “WORK CERTIFIED©” PROGRAM

The “Work Certified©” program overview can be explored further at:  
<http://www.workcertifiedsolutions.com/>

A general overview of the program is included below.

### ***Skills Included***

Building on collaboration with the National Skills Standards Board (NSSB), the Treasure Coast Board utilized national skill standards as the foundation for the work readiness certification program. These skill *standards* are “performance specifications that delineate what a person must know and be able to do in order to perform work successfully at a specific job, within an occupational cluster or across an industry sector” (NSSB). An additional benefit of using standards is that it promotes certificate portability, skill transferability, worker mobility and education/training consistency.

The “soft” skills cover 50 specific competencies that cross industries and businesses, and include Work Maturity/Employability, Academic, Occupational/Technical Skills and General Business Concepts. The program begins with a Student Orientation that covers a program overview, the competencies, pre-assessment tests and waiver exams. Topics covered in the nine modules are:

- 1) Reading Comprehension
  - Use reading comprehension skills (reading for detail, reading for an idea, obtaining word meaning from context, etc.)
  - Comprehend business documents
  - Follow written instructions
  - Read out loud in front of a group
  - Use a table of contents and index
- 2) Business Tools, computer plus
  - How to use a fax machine
  - How to use a photocopier machine

- Define computer hardware and software, computer networks, browser functionality, search engines, cookies, etc.
  - Connect to the Internet and go to web sites
  - Use search engines to find web sites on topics
  - Use the Internet to find answers to specific questions
  - Use a mouse
  - Use a keyboard
  - Use a word processor, including format functions to create stationary and type a letter
  - Use cut, copy and paste
  - Can make a web site a favorite place (bookmark)
  - Can locate and read E-mail
  - Can send E-mail
  - Can send the E-mail address from an incoming E-mail to an address book
- 3) Pre-employment
- Identify job search methods
  - Construct a resume using correct formatting
  - Complete a job application
  - Perform interviewing skills
- 4) Customer Service
- Define customer service, the importance of providing superior customer service, customer service's relationship to profitability, a customer-focused organization, the difference between active listening and hearing, proper telephone technique, barriers to communication, negative and positive personal signals, procedures for handling difficult customers, etc.
  - Identify internal and external customers
  - Recognize customer needs
  - Generate practical solutions to customer problems
  - Identify quality and performance measurements for specific job functions
  - Use active listening skills (attention, repeating, summarizing)
  - Identify appropriate action by identifying customer comments as statements, objections or questions
  - Identify the correct way to phrase responses to customers
- 5) Business Writing
- Identify effective business writing: organization of messages, tools for overcoming writer's block, rules for choosing words, proper grammar, correct spelling, proper use of plurals, etc.
  - Alphabetize correctly
  - Write an effective resume cover letter
  - Write an effective customer letter
  - Write an effective business memo
- 6) Job Skills I - Work

- Define work maturity behaviors needed to be successful in the workplace: dependability, reliability, recognize need for businesses to make profits, self-management tools, job descriptions, proper dress in the workplace, first day on the job checklist, how to get off to a good start at work, how lifestyle affects work, how to plan to get to work on time, importance of learning on the job, importance of continued education, steps to learning, guidelines for making ethical decisions, importance of ethical behavior, solutions to common ethical problems, etc.
  - Identify workplace skills for success
  - Dress appropriately for the workplace
  - Display proper personal grooming
  - Be counted on to report to work as scheduled
- 7) Job Skills II - Employability
- Define employability skills needed to be successful in the workplace: the structure of work, how to take control of your life, role of a supervisor, how to ask questions, methods for reporting results, the importance of being coached on the job, how to meet supervisor's expectations, rules for getting along with co-workers, good electronic manners, the problem-solving process, the importance of creative problem solving, when raises and promotions are appropriate, the proper way to leave a job, etc.
  - Communicate properly with a supervisor
  - Communicate properly with co-workers
  - Can collect data and report results
  - Can work effectively as a team member
- 8) Business Math
- Can perform Business math functions: rounding, decimal arithmetic, fraction arithmetic, changing fractions to decimals and percents, solving wholesale and retail business word problems, solving manufacturing business word problems, counting money, business word problems, simple algebra
  - Can create bar and line graphs
- 9) General Business Knowledge
- Define workplace basics: business structures, business' legal responsibilities, the four components of marketing, what income statements and balance sheets represent, skills needed to adapt to changing workplaces
  - Identify destructive employee behaviors and develop a plan of action for correcting those destructive behaviors
  - Can interview prospective employees

In addition to these 50 competencies there are five “universal competencies”. They are:

- Attendance
- Tardiness

- Grooming
- Interpersonal skills when working with a supervisor by interacting respectfully and professionally with all teachers. Teachers are considered the student’s supervisor.
- Interpersonal skills when working with co-workers by interacting respectfully and professionally with all classmates. Classmates are considered the student’s co-workers.

**Product Delivery Methodologies**

According to the Treasure Coast Workforce Board the success of the product is “about 40 percent based on the curriculum, and 60 percent based on the way it is taught.”

All modules are presented only by staff who have completed the instructor training and become Certified. Instructor training is mandatory and costs associated with instructor training must be included as part of this proposal. Cost of the training is \$5,500 plus travel and expenses for the trainer from the Treasure Coast Workforce Board. In addition, the following costs are related to the delivery of this program:

Curriculum Books/Texts for Instructors (can be duplicated)	\$250/set
Texts for Students (can be duplicated)	\$110/set
Student Testing	\$ 35/student
Certification Cards	\$ 10/student

Other costs associated with this program include things such as: time keeping system, computer lab, internet connection, participant uniforms, and participant equipment (calculators, pens, pencils, paper, etc).

**PERFORMANCE MEASURES**

**The federal performance standards which the Workforce Investment Board uses to evaluate program performance must be met by each contractor.** All contractors must meet the federal performance measures for the PY09 and subsequent program years or they will not be considered for any future funding. In addition, contractors will be evaluated during the program year to determine their continued likelihood to meet performance standards while providing services in an efficient and effective manner in accordance with the contract.

Performance indicators for PY08 are included below. PY09 performance indicators will be negotiated by the Workforce Investment Board with the Illinois Department of Commerce and Economic Opportunity in early Spring 2009 and will be incorporated into final contracts.

The following performance levels are required in this Request for Proposals:

Adult Entered Employment Rate	76.0%
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Adult Employment Retention Rate	84.5%
Adult Average Earnings Rate	\$9,000
Dislocated Worker Entered Employment Rate	85.6%
Dislocated Worker Employment Retention Rate	91.0%
Dislocated Worker Average Earnings Rate	\$18,300

## ELIGIBLE APPLICANTS AND PROJECT REQUIREMENTS

### ***Eligible Applicants***

All types of entities are eligible to submit proposals, including public, not-for-profit, and for-profit organizations. The applicant must be able to demonstrate previous experience, the capacity and the commitment to implement a work readiness certification program.

The procurement of proposals in response to this RFP is being undertaken in compliance with the Federal guidelines set forth in the "Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments," (also known as the Common Rule) codified at 29 CFR Part 97 (97.22), and "Grants and Agreements with Institutes of Higher Education, Hospitals, and Other Non-Profit Organizations" (also known as OMB Circular A-110).

The Workforce Investment Board of Will County reserves the right to award grant funds to proposers as they deem to be in the best interest of the residents and employers of Will County.

### ***Project Requirements***

The contractor selected for the implementation of the "Work Certified©" program will be required to implement the model as put forth by the Workforce Development Board of the Treasure Coast. This program is unique. The main clients are the business community. This is not a program whose success is based solely on the percentage of students who obtain certification or the average scores obtained by students on the certification test. The success of the program is based on how well the students perform in training and on the job after completion of the program.

The Workforce Board of Will County is requesting that a minimum of 12 sessions of "Work Certified©" be offered in the first year of operation. Additional sessions may be added during contract negotiations.

The teachers/instructors must be certified to teach in this program. Instructor certification is 30 hours and involves a review of the program and all 9 modules. Instructors must pass a teacher certification test with a 90% or higher prior to teaching a class. To maintain certification, teachers are required to attend an

annual meeting to review program updates and changes and must score 90% or higher on an annual process test.

The program is based on a foundation of strict guidelines that result in a highly structured program that promotes the success of the enrolled individuals. It is required that individuals possess a 7th grade math and reading ability to participate in the program.

Individuals who will be referred to this program will meet the following criteria:

- Eligible for training services and enrolled in the Workforce Investment Act programs by the Workforce Services Division of Will County
- Either received a high school diploma/equivalency or are enrolled and participating in a GED program with a recommendation from the Instructor validating participation and level of progress
- Attend a “Work Certified©” 2-hour orientation prior to scheduled classes (to be conducted by the contractor)

The contractor will be required to conduct a student orientation one week prior to the start of each class. The orientation includes:

1. Guidelines - criteria for participating in the program
2. Program overview
3. Review of competencies
4. Pre-assessment test - Business writing, business math, and reading comprehension
5. Making arrangements for the class - Transportation, childcare, etc.

Within the classroom, business is conducted as “business does.” Students are “co-workers.” Teachers are “supervisors.” There is a strong emphasis on learning in a hands-on business context and the classroom functions as a business. This atmosphere sets the stage and greatly influences student behaviors.

## **CONTRACT AND AWARD NOTIFICATION**

The Workforce Investment Board of Will County anticipates negotiating contracts in early April of 2009 and making awards in May of 2009. As part of the negotiation process, grantees/contractors may be required to provide supplementary information and participate in a planning process that addresses issues such as reporting requirements, standard contractual requirements, additional contract requirements, etc. Standard contract provisions are provided in the Contract Requirement section of this request for proposals. Applicants must be prepared to deploy services immediately following the award of a contract/grant. Contract/grant awards will be made for up to an initial 12-month

period with the possibility of being extended for up to an additional four years depending upon the availability of funds, the contractor's performance, and the needs of the workforce area.

## PROPOSAL GUIDELINES

All proposals must meet the technical and content requirements outlined in this section.

### ***Technical Specifications***

All proposals must be formatted, organized and assembled as follows:

#### **Format:**

- 8½ X 11 inch paper
- Single sided paper, single spaced
- Minimum 1 inch margins – top, bottom and sides
- Minimum 12 point font typeface
- Pages must be numbered and each page should have a footer with the name of the agency submitting the proposal
- One signed original and eight (8) copies. Original must be clearly labeled and unbound
- Proposal and attachments in electronic format (disk or CD) in Word format **must** be included. Disk / CD must be clearly labeled with the name of the proposer and key contact information

#### **Assembly/Organization:**

- Cover Sheet (Appendix A)
- Table of Contents, including page numbers and major headings
- Executive Summary (limited to one page)
- Background of Organization (limited to one page)
- Narrative Description of Project (limited to 2 pages)
- Organizational Chart including Staffing Plan and Staff Resumes
- Project Schedule (Appendix B)
- Budget and Narrative - limited to two pages
- Affirmative Action Policy Statement (Attachment C)
- Certification Regarding Lobbying (Attachment D)
- Certification Debarment, Suspension, etc. (Attachment E)

Note: Any additional material provided by the applicant will **not** be included in the proposal evaluation. Therefore, all RFP requirements should be addressed within the narrative and required forms.

### ***Proposal Content***

The proposal content requirements follow. Proposals will be selected for funding based on the information provided and funding will be contingent on successful negotiations with the applicant and the provision of supplementary information.

### **1. Executive Summary**

Provide a clear and concise description of how the organization will implement the “Work Certified©” program as identified above, any key partnerships to be developed in the implementation of this project, and the project outcomes anticipated. The Executive Summary is limited to one page.

### **2. Background of Organization**

Provide a general description of the organization submitting the proposal that minimally includes its purpose, size, length of time in business, and scope of activities currently performed. Explain experience or activities previously conducted that demonstrate the organization’s capability to successfully implement the proposed project. This section of your proposal should not exceed one page.

### **3. Narrative Description of Project**

Provide a clear description of the proposed project which at a minimum includes: an overview of the project implementation; project partners and roles; number of individuals to receive training, if applicable; target population, if applicable; project staff qualifications; and expected project outcomes. Proposers are encouraged to develop an implementation plan that ensures that the program will be delivered in a way that is most authentic to the real work world. The narrative should not exceed two pages.

A current organizational chart identifying all personnel positions, specifying whether personnel are paid or volunteer, and indicating which staff will be involved with this project should be included but **will not** be counted as part of the two page narrative limit. Resumes and current job descriptions for staff responsible for carrying out this project must be attached to the organizational chart. Job descriptions may be substituted for positions not yet filled. Resumes and job descriptions **will not** be counted as part of the two page narrative limit.

The proposer must identify a location for the project, accessibility for persons with disabilities, accessible via public transportation, and hours of operations.

A Project Schedule, provided as Appendix B, must be included in this section of your proposal. The project schedule should identify all critical activities that are necessary for successful implementation and administration of the project. The applicant can include as many pages of the Project Schedule as is necessary.

### **4. Budget and Narrative**

Provide a budget for funds requested to support the project and an explanation of the costs. If the project will include a subcontractor, it should be noted as part of the narrative. The budget must include a “per class” cost and a breakout and narrative to back-up the per class cost. The total budget should include costs associated with offering the program a minimum of 12 times in the first year.

All costs reflected in the budget must be necessary and reasonable. Costs may include, but are not limited to, staff salaries and benefits, equipment expenses, travel expenses, other costs associated with the provision of training, and facilities and supplies. The budget(s) and narrative should not exceed two pages.

**RFP TIMETABLE AND EVALUATION CRITERIA**

***RFP Timetable***

Action	Date
RFP issued	February 25, 2009
Proposals due	March 31, 2009
Workforce Investment Board of Will County notifies proposers of awards	April 27, 2009
Project implemented	July 1, 2009

***Questions and Answers***

All questions regarding this RFP must be submitted in writing via fax or via e-mail to Pat Fera (fax: 815-727-5669, e-mail: [pfera@willcountyillinois.com](mailto:pfera@willcountyillinois.com)).

Answers to all questions will be posted on the Workforce Investment Board of Will County website [www.willcountyworkforceboard.com](http://www.willcountyworkforceboard.com).

***Deadline for Proposal Submission***

Proposals will be due by 4:00 p.m. on Tuesday, March 31, 2009 to the Workforce Investment Board of Will County, 214 N. Ottawa, 4<sup>th</sup> Floor, Joliet, IL 60432.

It is recommended that proposals be sent either by certified mail, express delivery or hand-delivered. Facsimile copies or electronic copies of proposals will not be accepted. All proposals not received by the deadline will be returned unopened.

***Evaluation Criteria***

All proposals will be evaluated individually and as a group by the proposal review committee. The Committee will rate proposals and may require interviews with proposers prior to making funding recommendations to the Workforce Investment Board of Will County.

The proposals will be reviewed to determine whether or not the provider meets the following minimum procurement requirements:

- The proposal was submitted on or before the closing date and time
- The proposing organization is not on a Federal or State Debarment List

- The proposing organization is fiscally solvent
- The person signing the proposal as the submitting organization has the authority to do so
- The proposing organization agrees to meet all Federal, State, and local compliance requirements
- The proposing organization has a satisfactory performance record for previous WIA contracts
- The proposing organization has a satisfactory record of integrity, business ethics, and fiscal accountability

All proposals submitted in response to this RFP will be evaluated and scored based on the criteria outlined below. The maximum number of points any proposal can receive is 100.

**1. Executive Summary – 10 points**

The summary provides a general description that clearly describes project overview and implementation, key partnerships, and the project outcomes. The Executive Summary is limited to one page.

**2. Background of Organization – 30 points**

The description demonstrates that the organization’s purpose is consistent with the proposed project and the organization has the experience and capacity to successfully implement and administer the project. This section is limited to one page.

**3. Narrative Description of Project – 30 points**

**Narrative Description - 20 points:** The description clearly identifies project activities: implementation activities, project partners and roles; the number of individuals to be trained, as applicable; target population, as applicable; the staffing and qualifications of staff; and specific project outcomes. The narrative should not exceed two pages. A current organizational chart identifying all personnel positions and indicating which staff will be involved with this project should be included but will not be counted as part of the two page narrative limit. Resumes and current job descriptions for staff responsible for carrying out this project must be attached to the organizational chart. Job descriptions may be substituted for positions not yet filled.

**Project Schedule – 10 points:** The Project Schedule delineates activities supporting implementation and administration of the project, identifies reasonable timeframes for the completion of activities, and identifies partner roles in execution of the project work plan. (Note: The number of pages for the Project Schedule is not restricted.)

**4. Budget and Budget Narrative– 30 points**

A budget is provided that identifies specific costs to be supported with requested grant funds. The budget and narrative support the overall price

and reasonableness of the project's cost and the overall cost effectiveness of the solution. The budget must include a per class cost and a breakout and narrative to back-up the cost per class offered. The total budget should include costs associated with offering the program a minimum of 12 times in the first year.

Costs may include, but are not limited to, staff salaries and benefits, equipment expenses, travel expenses, other costs associated with the provision of training, and facilities and supplies. The budget(s) and narrative should not exceed two pages.

## SELECTION OF CONTRACTORS

Selection of contractors shall be in accordance with federal, state, and local standards. The primary consideration in selecting agencies or organizations to deliver services shall be the effectiveness of the agency or organization in delivering comparable or related services based on demonstrated performance in terms of the likelihood of meeting performance goals, costs, quality of training, and characteristics of participants. Funds provided under the Workforce Investment Act shall not be used to duplicate facilities or services available in the area unless it is demonstrated that alternative services or facilities would be more effective or more likely to achieve the performance goals.

## PROVISIONS

1. The release of this Request for Proposals does not commit the Workforce Investment Board of Will County to award a contract.
2. All proposals submitted will be subject to competitive review.
3. The Workforce Investment Board of Will County has the right to reject any and all proposals that do not follow the format instructions set forth by this Request for Proposals.
4. This Request for Proposals does not commit the Workforce Investment Board of Will County (Board) to award a grant, to pay for any costs incurred in the preparation of a proposal, or to procure a contract for services or supplies prior to issuance of a written agreement.
5. The Workforce Investment Board of Will County retains the right to accept or reject any or all proposals received, to negotiate with all qualified sources or to cancel in part, or in entirety, this Request for Proposals if it is in the Board's best interest to do so. The Board may require the selected bidders to participate in negotiations and to rewrite their applications as agreed upon during the negotiations.
6. The Workforce Investment Board of Will County may modify any portion or terms of this Request for Proposals and may solicit additional proposals as necessary.

7. Proprietary rights to all data, materials, and documentation originated and prepared for the Workforce Investment Board of Will County pursuant to the subcontract agreement shall belong exclusively to the Board.
8. All proposals will be subject to negotiation of terms, conditions, and amount.
9. In the event a proposer wishes to file a grievance in connection with the process, a grievance procedure is available and may be obtained from the Workforce Investment Board Office. Grievances related to this proposal must be filed in writing within 10 days of the public Workforce Investment Board meeting at which proposals are selected for award and must comply in all other respects to the information requested and service requirements as stated in the Workforce Investment Board grievance policy.

## **CONTRACT REQUIREMENTS**

The applicant's proposal will become part of the contract/grant award. Portions of the proposal may be revised to reflect agreements reached as part of the negotiation process.

The contract/grant includes reporting requirements, to be determined by the Workforce Investment Board of Will County. To some extent, reporting will be dictated by the Department of Commerce and Economic Opportunity. For example, the DCEO has indicated that for any incumbent worker training, the names and social security numbers of incumbent workers receiving training will be reported. Additionally, training provided to WIA Title IB individuals will be reported in accordance with applicable state and federal reporting requirements.

Proprietary right to all data, materials, documentation and products originated by and prepared pursuant to the contract shall belong exclusively to the Workforce Investment Board of Will County. The contractor will acknowledge and agree that any Product and/or Deliverable created hereunder shall be considered a "work made for hire" and all rights to said Product and/or Deliverable shall belong exclusively to the Workforce Investment Board of Will County. The contractor further will agree to execute whatever documents are necessary to legally transfer ownership. For any software created under this Agreement as part of the Products and/or Deliverables, the contractor agrees to provide the software source code in both human and machine-readable format upon the request of Administrative Entity. The contractor also agrees to certify in writing that the Products and/or Deliverables have been fully tested in the production environment and verifies that they are fully operational. The contractor will agree to remedy any deficiency found subsequent to delivery that is found to be the responsibility of the contractor.

The contractor will be prohibited from disseminating products and information developed under the grant without the prior written consent of the Workforce Investment Board of Will County.

The contractor will be required to sign an assurance attesting to compliance with the following:

- The policy on lobbying restrictions as established in accordance with 29 CFR Part 93.
- The policy on debarment and suspension regulations as established in accordance with 29 CFR Part 98.
- Sections 134(d)(4)(F)(iii) and 134(d)(4)(G) of the Act.
- E.O. 11246, "Equal Employment Opportunity," as amended by E.O. 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and as supplemented by regulations at 41 CFR Part 60, "office of Federal Contract Compliance Programs, Equal Opportunity Department of Labor.
- The Copeland "Anti-Kickback" Act (18 U.S.C. 874) as supplemented in Department of Labor regulations (29 CFR Part 3).
- The Davis-Bacon Act (40 U.S.C. 276a to a-7) as supplemented by Department of Labor regulations (29 CFR Part 5).
- Sections 102 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor regulations (29 CFR Part 5).
- Compliance with all requirements relating to the performance of experimental, developmental, or research work including providing for the rights of the Federal Government and the recipient in any resulting invention in accordance with 37 CFR Part 401.
- All applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 741 et. seq.) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251 et. seq.).
- The provisions of the Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). Contractors who apply or bid for an award of \$100,000 or more shall file the required certification.
- The provisions of Debarment and Suspension (E.O.'s 12549 and 12689). Contractors shall provide the required certification regarding its exclusion status and that of its principal employees.
- Services and activities under this Agreement are, and will continue to be in compliance with The Americans with Disability Act (ADA) (42 U.S.C. 12101 et. seq.) and the regulations there under (28 CFR 35.130).
- Neither it nor its employees have been convicted of bribing or attempting to bribe an officer or employee of the State of Illinois or has made an admission of such guilt as defined in the Illinois Procurement Code (30 ILCS 500 et. seq.).
- Land Trust/Beneficial Disclosure Act (765 ILCS 405/2.1).
- Historic Preservation Act (20 ILCS 3420/1 et. seq.).

- State of Illinois Discrimination Laws (775 ILCS 5/1-101, et. seq.).
- Drugfree Workplace Act (30 ILCS 580/1, et. seq.).
- Freedom of Information Act (5 ILCS 140/1 et. seq.).
- Unemployment Insurance Act (820 ILCS 405/1900).
- That it has not been barred from contracting with a unit of State or local government as a result of a violation of Section 33E-3 or 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33 E-3 and 5/33 E-4).
- Not in violation of the Educational Loan Default Act (5 ILCS 385/3) prohibiting certain contracts to individuals who are in default on an educational loan.
- That it nor any substantially owned affiliate company is participating or will participate in an international boycott, as defined by the provisions of the U.S. Export Administration Act of 1979, or as defined by the regulations of the U.S. Department of Commerce, promulgated pursuant to that Act (30 ILCS 582/1 et. seq.).

## Proposal Cover Sheet

<b>Name of Organization:</b>	<b>Federal Employer ID:</b>
<b>Address:</b>	<b>Phone:</b>
<b>Contact Person:</b>	<b>Title:</b>
<b>Email:</b>	<b>Fax:</b>
<b>Total Budget Request:</b>	
<b>Proposal Title:</b>	
<b>Brief Description of Project:</b>	
<b>Legal Status (circle one):</b> Public Agency    Private Nonprofit Corporation    Private for Profit Corporation    Other _____	
<b>Statement of Certification</b>	
<p><b>The applicant certifies that the information provided in this Request for Proposal including all attachments, is true, accurate and current; and the person signing below is authorized to do so on behalf of the above named organization. The applicant further certifies that the organization will comply with Workforce Investment Act rules and regulations should the Workforce Investment Board of Will County fund this program.</b></p>	
<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <b>Authorized Signer (Name Typed)</b>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <b>Authorized Signature</b>
<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <b>Authorized Signer's Title</b>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <b>Date Signed</b>



## AFFIRMATIVE ACTION POLICY STATEMENT

It is the policy of \_\_\_\_\_ (agency) to provide equal employment opportunity to all persons, regardless of race, color, religion, sex, or national origin. Therefore, this organization shall take Affirmative Action to insure that it shall:

- a. Recruit, hire, and promote all job classifications regardless of race, color, religion, sex, age, disability, political affiliation, or national origin.
- b. Make promotional decisions that are in accordance with principles of equal employment opportunity by imposing only valid requirements for promotional opportunities.
- c. Incorporate equal employment opportunity policy in all personnel actions such as compensation, benefits, transfers, layoffs, returns from layoffs, company sponsored training, education, and tuition assistance.
- d. Conduct programs without regard to race, color, sex, religion, or national origin.

The success of an Affirmative Action Program requires maximum cooperation between management and its employees.

To obtain this objective \_\_\_\_\_ (representative name) will be the Equal Employment Opportunity representative for \_\_\_\_\_ (agency). This person shall be responsible for working with the Department of Equal Opportunity for the purpose of aiding this agency in establishing future Affirmative Action goals.

**CERTIFICATION REGARDING LOBBYING  
CERTIFICATION FOR CONTRACTS, GRANTS, LOANS,  
AND COOPERATIVE AGREEMENTS**

The undersigned certified, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned to any person for influencing or attempting to influence an officer or employee of Congress, or any employee or a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into any cooperative agreement and the extension, continuations, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, Member of Congress, and officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall completed and submit Standard Form-LLL, "Disclosure Form to Report Lobbying" in accordance with its instruction.
3. The Undersigned shall require that the language of this certification be included in the award documents for all subawards and tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each failure.

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Organization

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Signature of Certifying Official Date

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Name and Title of Certifying Official

Note: In these instances, "All," in the Final Rule is expected to be clarified to show that it applies to covered contract/grant transactions over \$100,000 (per OMB).

**CERTIFICATION REGARDING  
DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY  
MATTERS PRIMARY COVERED TRANSACTIONS**

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 29 CFR part 98, section 98.510, Participant Responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211).

**(BEFORE SIGNING, READ INSTRUCTIONS WHICH ARE AN INTEGRAL PART OF THE CERTIFICATION)**

1. The prospective primary participant certifies to the best of its knowledge and belief that it and its principles:
  - (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal debarment or agency;
  - (b) Have not within a three year period preceding this proposal been convicted or had civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification, or destruction of records, making false statements, or receiving stolen property;
  - (c) Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or Local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and
  - (d) Have not, within a three-year period preceding this application/proposal, had one or more public transactions (Federal, State, or Local) terminated for cause of default.
2. Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

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Name and Title of Authorized Representative

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Signature

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Date