

**Guide to File Request for Proposals  
for Service Provider Registration for Youth In School and  
Out of School Program Activities  
Program Years 2025-2027  
Title I of the Workforce Opportunity and Innovation Act-  
WIOA**

YOUTH



**Guide to File Request for Proposals for Service Provider Registration for Youth In School and Out of School Program Activities Title I of the WIOA Workforce Opportunity and Innovation Act****Program Year 2025-2027****Effective Period: July 1, 2025 to June 30, 2027****Funds Available for this project:**

- **In School Youth: \$117,426.04**
- **Out of School Youth: \$371,217.37**

**Proposal Filing Date: April 7, 2025, on or before 3:30pm in our facilities located in:**

**Local Board of "Labor Connection" Manati-Dorado Local Area  
Juan Cancel Ríos Government Center  
Urb. Cataluña, Corner of Street 1, Road 140  
Km 68.1 Barceloneta, PR 00617 (exit 55 Puerto Rico Premium Outlets)**

**I. REFERENCES**

- Public Law 113-128, WIOA, Secs. 126-129, Youth Workforce Investment Activities.
- 20 CFR Part 681- Youth Activities Under Title I of the Workforce Innovation and Opportunity Act.
- WIOA-03-20, Policy for the Selection of Eligible Youth Service Providers, State Board of Workforce Development, July 7, 2020.
- WIOA, Sec. 123- Eligible Providers of Youth Activities.
- DDEC-02-20, Technical Assistance Guide to Youth Elements Program, State Board of Workforce Development, July 7, 2020.
- TEGL 08-15: Second Title I WIOA Youth Program Transition Guidance.
- TEGL-23-14: WIOA Youth Program Transition



## II. INTRODUCTION

The Manati-Dorado Local Area "Labor Connection" Office is one of the entities designated to administer Workforce Opportunity and Innovation Act (WIOA) funds for municipalities comprising the Local Area; Barceloneta, Ciales, Dorado, Florida, Manati, Morovis, Vega Alta y Vega Baja.

The WIOA Act was signed on July 22, 2014 and went into effect on July 1, 2015. This law provides funding from the Federal Department of Labor, through the Training and Employment Administration to provide services to eligible youth, adults and Displaced Workers with barriers to employment so that they can access new skills that allow them to enter the labor market.

In its design, the WIOA Act aims to help people who are looking for a job, to have Access to job offers or opportunities, education, training, and support services to succeed in the labor market, and that in turn employers have access to employees with skills to compete in the global economy.

WIOA allows to offer a range of high-quality services, in the particular case of Young people it allows to serve the young population from 14 to 24 years. This is known as the Youth Program and is composed of fourteen (14) elements. This Program assist the eligible youth outside and inside school with one or more barriers to achieving academic and employment success. It establishes a sequence of services, starting with career exploration and career guidance, support to improve the level of education and the development of skills in industries and/or occupations in demand culminating in obtaining a job or having the young person enroll in a post-secondary education institute.

To offer the fourteen (14) items, the Manati-Dorado Local Labor Development Board is required to identify and engage, when necessary, eligible service providers.

This guide aims to detail the elements of the Youth Program for which the Local Board requires the submission of proposals, for future hiring, as well as the parameters of the services required, compliance measures, presentation, evaluation criteria, and hiring, among others.

It is based on the provisions of Section 123 of the WIOA and Section 20 CFR 681.400 et seq. of the Regulations. It includes the criteria specifically set forth in the Youth Technical Assistance Guide (DDEC-WIOA-02-20) and Public Policy (DDEC-WIOA-03-20) Selection of Eligible Youth Service Providers both dated July 7, 2020.



In addition, the guide has the purpose of identifying the information that must be submitted by Educational Institutions, Service Providers that are interested in being part of the Registry of offers available for customer service of the Youth Program, under the Title I of the Workforce Opportunities and Innovation Act (WIOA).

### III. YOUTH PROGRAM ELIGIBILITY REQUIREMENTS

Section 129 (a) (1) (B) and (C) of the WIOA set forth the eligibility criteria for participating in the Youth Program. In addition, the eligibility criteria for the WIOA Title I Youth Program and specified on page 2-4 of the **Public Policy (DDEC-WIOA-03-20) Selection of Eligible Service Providers**. These are as follows:

#### **Out of School Youth (OSY by their acronym in English) (20 CFR 681.210)**

- 1) 16 to 24 years at the time of registration in the system
- 2) Does not attend any school
- 3) Has one or more of the following:
  - a) School Drop-out;
  - b) A Youth who is within the age of compulsory school attendance but has not attended school for at least the most recent calendar quarter of the full school year, and is not enrolled with plans to return or stay in school;
  - c) You have a high school diploma or its recognized equivalent, are a low-income individual and are:
    - 1) Deficient in basic skills;
    - 2) An English Learner;
  - d) An individual who is subject to the juvenile or adult justice system;
  - e) A homeless person (as defined in section 41403 (6) of the Violence Against Women Act of 1994 (42 USC 14043e-2 (6))), a homeless child or youth (as defined in section 725 (2) of the McKinney-Vento Homeless Assistance Act (42 USC 11434 (2))), a fugitive, in foster care or has left the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 USC 677), or in and out-of-home placement;
  - f) One who is pregnant by raising him;
  - g) A Young person who is an individual with functional diversity;
  - h) A low-income person who requires additional Assistance to enter or complete an educational program, or to secure or maintain employment. The State Board and Local Boards will establish public policy to define this barrier.

#### **Youth in School (ISY by their acronym in English) (20 CFR 681.220)**

- 1) Attend school;
- 2) 14 to 21 years old (unless you are a functionally diverse individual who is in school under state law);
- 3) Low-income individual, who is also:
  - a) Deficient in basic skills;
  - b) An English Learner;
  - c) An offender;
  - d) A homeless person (as defined in section 41 403 (6) of the Violence Against Women Act of 1994 (42 USC 14043e-2 (6))), a homeless child of youth (as defined in section 725 (2) of the McKinney-Vento Homeless Assistance Act (42 USC 11434 (2)), a fugitive, in Foster care or has left the Foster care System, a child eligible for Assistance under section 477 of the Social Security Act (42 USC 677), or in and out-of-home placement;
  - e) A Young man who is pregnant by raising him;
  - f) A Young person who is an individual of functional diversity;
  - g) A low-income person who requires additional Assistance to enter to complete an educational program or to secure or maintain employment.

#### **IV. PROGRAM ELEMENTS**

Section 129 (c) (2) of WIOA and CFR Part 681 provides that the Youth program shall be governed by the 14 elements:

- 1) Tutoring, Study, Instruction, and Dropout Prevention Skills Training (20 CFR 681.400, 681.460 (a)(1));
- 2) Alternate High School and Dropout Recovery Services (20 CFR 681.400, 681.460 (a) (2));
- 3) Work Experience with or Without Pay (20 CFR 681.600);
- 4) Occupational Skills Training (20 CFR 681.540);
- 5) Education Offered Concurrently with Workforce Readiness Activities (20 CFR 681.630);
- 6) Leadership Development Opportunities (20 CFR 681.520 681.530);
- 7) Support Services (20 CFR 681.570);
- 8) Adult Mentoring (20 CFR 681.490);
- 9) Tracking Services (20 CFR 681.580);
- 10) Comprehensive Counseling and Guide (20 CFR 681.510);
- 11) Financial Literacy Education (20 CFR 681.500);
- 12) Business Skills Training (20 CFR 681.560);
- 13) Services That Provide Labor Market Information (20 CFR 681.460 (a) (13));



14) Postsecondary Education Preparation and Transition Activities (20 CFR 681.460 (a) (14)).

In order for a Youth to receive program services, they must first be considered eligible, evaluated through objective evolution, and collaborate with the career planner in developing and designing an Individual Service Strategy (ISS) that fits their needs.

**Note:** These elements will be detailed and defined extensively in section IV on services to be contracted.

## V. SERVICES TO BE HIRED

The Manati-Dorado Local Workforce Development Board through this guide, solicits eligible service proposals to offer the following elements of the Youth Program Service providers are invited to submit innovative proposals for the delivery of these services.

In line with the **Youth Technical Assistance Guide (DDEC-WIOA-02-20) and Public Policy (DDEC-WIOA-03-20) Selection of Eligible Youth Service Providers** there are **five (5) mandatory elements** for the population to serve in the program.

The mandatory elements are as follows:

- Element 6- Leadership Development Opportunities (20 CFR 681.520 681.530);
- Element 9- Tracking Services (20 CFR 681.580);
- Element 11- Financial Literacy Education (20 CFR 681.500);
- Element 13- Services that Provide Labor Market Information (20 CFR 681.460 (a) (13));
- Element 14- Postsecondary Education Preparation and Transition Activities (20 CFR 681.460 (a) (14)).

Taking into consideration the above, Service Providers will be hired to offer the following elements, which are aimed at participants achieving their training and/or employment goals, entering postsecondary education, a registered apprenticeship, or a job, along a career pathway. The list of activities and services included, in each of the elements that will be contracted, is not exhaustive, but other strategies of a similar nature can be considered.

## VI. ELEMENTS TO BE HIRED

### PROGRAM ELEMENT 1: Tutoring, Study Skills Training, Instruction, and Dropout Prevention

Services under this programmatic element lead the Participant to complete a high school diploma or recognized equivalent, or a recognized postsecondary credential. In the case of people with functional diversity, they must lead to the achievement of a recognized certificate of attendance or aptitude, or similar document.

Tutoring, study skills training, and Instruction activities focus on:

- Provide academic support
- Helping a Young person identify areas of academic interest
- Provide tools and resources to develop learning strategies
- Literacy Development
- Active learning experiences
- Extracurricular Opportunities
- Individualized Instruction

#### **Examples of Activities that can be classified under Tutorials**

- Instruction that is offered individually or in a group setting, through resources and workshops, including distance instruction.
- Regular, structured sessions in which Individualized Instruction occurs.
- Instruction based on objectives derived from the Individual Strategy (ISS) of Young people.
- Instruction provided by a qualified instructor.
- Evaluation to determine if Youth are making progress.

#### **Example of Activities that cannot be classified under Tutorials**

- Meetings with teachers or tutors to discuss Youth progress (this can be classified as case management).
- Provide the Participant with books and school supplies (this qualifies as support services).
- Payment of School fees (qualified as support services).
- Self-study activities without established results.
- Activities provided without an assessment.
- Activities provided by an unqualified instructor.

The tutor helps Young people acquire knowledge and Skills in a specific area: for example, mathematics, Reading, English, etc. The tutor must be a person with the expertise,



experience and knowledge in the area of study for which he will offer his Assistance to Young people.

**PROGRAM ELEMENT 2: Alternative High School Services, Dropout Recovery Services Pursuant to Section 129 (c) (2) (B)**

Services under this element of the program are intended to help Youth who; (a) have dropped out of high school, or, (b) are currently struggling with traditional high school and will benefit from an alternative Education program. The services are aimed at re-attracting young people to continue the education leading to the completion of the high school diploma or its recognized equivalent.

**Services that can be classified as alternative secondary Education services and dropout recovery include:**

- Counseling related to the reintegration of Young people in secondary education
- Development of the educational plan
- Preparing for High School Equivalency Achievement
- Education Youth about alternate high school programs within the school region and assist the through the process of connecting to an appropriate program
- Second Chance Programs for Young Dropouts and Out of School
- Alternative secondary Education services using technology
- Recovery of school credits

**Services that cannot be classified as alternate secondary Education services and dropout Recovery include:**

- Programs that do not lead to achievement of a high school diploma or equivalency.
- Accelerated alternate secondary school programs over a two- or three- month period that do not Provide for the Development of all the Skills required to continue postsecondary Education or preparation for employment.

**PROGRAM ELEMENT 5: Education Offered Concurrently with Workforce Readiness Activities:**

This element reflects an integrated model of Education and training and describes how workforce preparation activities, basic academic Skills training, and practical occupational Skills training should be taught within the same time frame and connected to training in a specific occupation, Occupational group, or career path (*Career Pathway*).



**Examples of activities that can be classified as Education Offered Concurrently with Workforce Readiness Activities:**

- Programs that emphasize workforce preparation activities and basic academic Skills concurrently.

**PROGRAM ELEMENT 6: Leadership Development Opportunities**

Services under this program element focus on fostering community service, responsibility, confidence, employability, self-determination, and other positive social and civic behaviors.

**Leadership Development includes activities such as:**

- Exposure to post-secondary educational possibilities
- Learning and Community Service Projects
- Peer-focused activities, including peer mentoring and tutoring
- Training in organizational and teamwork, including team Leadership training
- Training in decision-making, including prioritization and problem solving
- Citizenship training, including life Skills training, such as responsible parenting and on-the-job behavior training
- Civic engagement activities that promote quality of life in a community
- Other activities that place youth in a Leadership role, such as serving on youth Leadership committees such as serving on youth Leadership committees such as the JLDL Youth Standing Committee. (WIOA SEC.129 © (2)(F)).

**Examples of activities that can be classified as Leadership Development Opportunities:**

- Volunteering
- Service Learning
- Peer Mentoring or Tutoring
- Character Education
- Citizenship Education, including how and why to vote
- Serve on youth councils, community councils, etc.
- Leadership training, e.g. how to work in a team, how to conduct meetings, diversity training
- Life training, such as responsible parenting education, financial literacy, goal setting, conflict resolution, among others.

**Examples of activities that cannot be classified as Leadership Development Opportunities:**

- Activities that do not encourage responsibility, employability or positive behaviors

The hours of the activity will cover, adequately, the selected topics and they will benefit the Participant so that the activity is a meaningful one. **The activities will have a minimum duration of 40 hours.**

The State Workforce Development Board established in the Youth Program Elements Technical Assistance Guide, DDEC-WIOA-03-20, that services under the Leadership Development Opportunities element are **required** for all in and out of school youth.

**PROGRAM ELEMENT 8: Mentoring Services**

This programmatic element involves a formal relationship between a young participant and an adult mentor, including structured activities in which the mentor offers guidance, support, reinforcement and constructive example in order to help young people reach their potential.

**Things to consider about adult mentoring:**

- Mentoring services **must last at least 12 months** and can occur, during the youth participation and also after departure, in which case it is considered a follow-up service. The case manager must document in the PRIS the mentoring services provided after a participant leaves the program as a follow-up service.
- Electronic mentoring (also known as online mentoring, or tele mentoring) either individually or in groups, is an activity allowed under this element. However, young people should be connected to an individual mentor who occasionally provides some face-to-face interaction.
- This element may include workplace mentoring to connect employees of a particular company or industry to serve as mentors to young people who are considering a career in an industry or related field.

**Examples of activities that can be classified as adult mentoring:**

- Participation in mentoring programs such as Big Brothers Big Sister
- Electronic mentoring that connects an adult with a youth through email, teleconferencing, or other electronic communication



- Structured long-term programs that provide training and support to mentors as well as youth
- Adult mentoring programs that encourage exploration of positive careers or social behaviors
- Supplement adult mentoring activities with additional materials and resources

**Examples of Activities that cannot be classified as adult mentoring**

- Programs designed to last less than 12 months
- Activities provided by case managers or service providers unless they do not meet the definition of adult mentoring
- Provide only self-help materials on positive life skills
- Any activity that does not include an employment relationship and a relationship between a youth and an adult
- Case Management activities
- Inconsistent or sporadic contact with young people

**PROGRAM ELEMENT 11: Financial Literacy Education**

Services under this element of the program are intended to help young people gain the knowledge, skills and confidence to make informed and effective decisions with their financial resources. The goal is to help young people achieve greater health and financial stability by providing high-quality, age-appropriate, relevant and where possible personalized services. Services include:

- Help participants create budgets and open checking and saving accounts at banks and make informed financial decisions
- Help participants learn how to effectively manage expenses, credit, and debt, including student loans and credit cards
- Teach participants the importance of credit reporting and scores, their rights regarding their credit and financial information, how to ensure the accuracy of a credit report and correct inaccuracies, and how to improve or maintain good credit
- Help participants understand, evaluate and purchase financial products and services
- Educate participants about ways they can protect themselves from identity theft, and what to do in case of theft, and their rights and protections related to personal and financial data
- Benefit planning and Work Incentive Counseling for Youth with Disabilities

- Provide age-appropriate and timely financial education for the young person who present opportunities to put lessons into practice, for example, through access to safe and accessible financial products that enable money management and savings.

**Examples of activities that can be classified as Financial Literacy Education:**

- Budget Creation
- Setting up checking and savings account
- Managing expenses, credit and debt
- Description of credit reports and credit scores, and identity theft protection

**Examples of Activities that cannot be classified as Financial Literacy Education:**

- Activities that do not provide young people with the knowledge and skills they need to achieve long-term financial stability
- The hours of the activity will cover, adequately, the selected topics and they will benefit the participant so that the activity is a meaningful one. The design will consider the age of the young people to whom activity is directed.

The State Workforce Development Board stated in the Youth Program Elements Technical Assistance Guide, DDEC-WIOA-03-20, that services under the Financial Literacy Education element are required for all in and out of school youth.

**PROGRAM ELEMENT 12: Training in Business Skills**

Services under this element of the program provide the basics of starting and operating a small business to develop the skills associated with entrepreneurship.

Services include developing skills to:

- Take the initiative to develop an idea, a concept, a project
- Search and creatively identify business opportunities
- Develop proposals and project resource needs
- Communicate effectively and market yourself and your ideas
- Analyze the market and assess risks
- Develop marketing strategies
- Establish business alliances and identify partners
- Know the legal requirements and applicable regulations for the operation of a business or company



**Examples of activities that can be classified as Business Skills Training**

- Education that introduces the values and fundamentals of starting and running a business. Entrepreneurship education programs often guide young people through the development of a business plan and may also include simulations of business creation and operation.
- Business development that provides support and services that incubate and help young people develop their own businesses. Business development programs go beyond entrepreneurship education by helping young people access small loans or grants that are needed to start running the business and providing more individualized attention to developing viable business ideas.
- Programs that provide young people with practice or experience in the day-to-day running of a business. These programs may involve the development of a youth-led enterprise in which program participants work and manage. Or, they can facilitate placement in apprenticeships or internships with adult entrepreneurs in the community.

**Examples of activities that cannot be classified as Business Skills Training**

- Activities that do not revolve around the start or operation of a small business
- Short entrepreneurship courses that can be considered as personal or professional improvement

**PROGRAM ELEMENT 13: Services Providing Labor Market Information**

Services under this programmatic element provide information on jobs and the labor market, on the industrial sectors or occupations available in the local area; career counseling and professional scouting services. The method of delivery and the particular information services should be determined according to the needs of each young person. Labor market information should be presented in formats that are easy to understand and use.

This element includes other services such as:

- Provide Labor Market Information (LMI) and information on in-demand jobs, sectors or occupations of industry in the local area
- Help participants use different tools and apps to gather LMI and career information
- Provide access to inventories of skills, abilities and/or interests
- Discuss state and local LMI with participants
- Provide information on resume preparation and/or youth assistance

- Help with job interview skills
- Discuss work experience opportunities
- Discuss the long-term benefits of post-secondary education, such as increased purchasing power and career mobility

**Examples of activities that can be classified as Services Providing Labor Market Information:**

- Professional employment information counseling including employment requirements and job prospects
- Use the current LMI tools provided by state or federal agencies

**Examples of activities that cannot be classified as Services providing Labor Market Information:**

- Provide information that is not linked to an Official information of state or federal origin
- Activities that do not provide information within the LMI context, for example, providing only the List of local job openings

The State Workforce Development Board established in the Technical Assistance Guide to Youth Program Elements, DDEC-WIOA-03-20, that labor market information services are **required** for all in and out of school youth.

**PROGRAM ELEMENT 14: Post-Secondary Education Preparation and Transition activities**

Services under this program element prepare in-school and out-school youth for a post-secondary education and training after earning a high school diploma or its recognized equivalent.

**Examples of activities that can be classified as Activities for Post-Secondary Education Preparation and Transition:**

- Helping young people prepare for University Admission
- Connecting youth to post-secondary education programs
- Helping young people with applications for admission to the university
- Scholarships search and application
- Fill out the appropriate financial aid applications



**Examples of Activities that cannot be classified as Post-Secondary Preparation and Transition:**

- Activities not directly related to post-secondary education and training

The State Workforce Development Board established in the Youth Program Elements Technical Assistance Guide, DDEC-WIOA-03-20, that services under Post-Secondary School Preparation and Transition Activities required for all in and out school Youth.

**VII. HOW TO OFFER THE ELEMENTS**

It is required that all proposals that are submitted for consideration contemplate the possibility of being offered virtually, hybrid and in person.

**General Provisions**

- 1) The Local Board of "Labor Connection" Manati-Dorado will be receiving proposals to be included in the Registry of Youth Service Providers, corresponding to the Program Years 2025-2027 from the publication of the announcement, until **April 7, 2025, at 3:30pm granting 30 calendar days for these purposes.**
- 2) An original will be delivered for each Proposal and all copies on a USB. If a provider submits proposals for several elements for the Youth program, these must be presented in individual folders. Proposals will be delivered in a **white folder**.
- 3) The Service provider must submit proposals for **several elements** of the Youth program, specifically those that are required as set forth in the Youth Program Elements Technical Assistance Guide, DDEC-WIOA-03-20. This Guide indicates that providers cannot Provide isolated services. It should not be limited to presenting **a single** element with several activities, but there are **several elements with the activities that are going to be offered under that element.**
- 4) Proposals must be delivered to the following physical address and Aimed at:

**Agnelis Laureano Vega**

**Interim President**

**Local Board of "Labor Connection" Manati-Dorado Local Area**

**Juan Cancel Ríos Government Center**

**Urb. Cataluña, Corner of Street 1, Road 140**

**Km 68.1 Barceloneta, PR 00617 (exit 55 Puerto Rico Premium Outlets)**

- 5) The proposals received will be pre-reviewed by the Labor Development and Training Coordinator, using the Proposal Pre-Intervention Form (Annex II-A). The



coordinator will determine whether the proposal can proceed to evaluation. If the required documentation is not provided, the Labor Development and Training Coordinator will notify the proposer in writing and deliver the notice in person with a processing sheet, by certified mail with acknowledgment of receipt, or by email with a receipt confirmation. In any of the three (3) notification methods, the proposer will be given (7) business days from the receipt date to complete the proposal documentation.

- 6) As soon as the proposer submits the required documents within the granted timeframe, the Labor Development and Training Coordinator will forward the proposal to the President of the Review Committee, so that the corresponding review process can continue.
- 7) Proposals from those proposers who do not submit the required documents within the seven (7) business days granted by the Labor Development and Training Coordinator will be delivered by the coordinator to the President of the Review Committee, along with a note in the Pre-Intervention Form specifying that the proposer did not meet the deadline for document submission.
- 8) During the proposal review process, the Review Committee will verify all the criteria of the proposal using the Individual Proposal Review Form for Educational Services, designed for this purpose (Annex IV-A).
- 9) The Committee will reject any incomplete proposal submitted for review.
- 10) Once the proposals are evaluated, a written communication will be issued regarding approval, approval with modification, or denial, as applicable to each service provider and approved by the Local Board. Proposals that are denied, using the Return Form (Annex V-A), will be sent a letter outlining the criteria for which they were not selected, as well as their right to request reconsideration before the Local Board, within ten (10) business days after receiving the notification by certified mail with acknowledgment of receipt or by email with the proper receipt confirmation from the recipient. The provider receiving a letter with modifications must respond within five (5) business days to notify in writing their acceptance and commitment to comply, and the response must be sent with acknowledgment of receipt. If the proposer does not respond or does not accept the recommendation within five (5) business days, they will be removed from the process, and their proposal will be considered denied.
- 11) The Review Committee will notify in writing and deliver the approval or denial notice in person with a processing sheet, by certified mail with acknowledgment of receipt to the proposer, or by email with receipt confirmation from the proposer.
- 12) The financial capacity of the proposer will be evaluated. For this, financial indicators will be used to provide measures that demonstrate the proposer's ability to meet short-term obligations: liquidity (current assets and liabilities). To this end, the proposer will present a Compiled Financial Statement of the business,



partnership, or corporation from the last operational year. If the volume of business exceeds one million dollars (\$1,000,000.00), it will be required that the financial statement be audited by a Certified Public Accountant.

- 13) Provide a true and exact copy of the required documents for contracting services with private providers. **The documents will be delivered in one (1) separate folder from the proposal and include a copy on the USB drive.**
- 14) The number of participants to be served in each project will depend on the budget of "Labor Connection" Manati-Dorado and the needs of the participants, not on the number the proposer has offered to serve in the proposal.
- 15) Being included in the Youth Service Providers Registry does not guarantee contracting, it means that the proposal has met all the elements established in this Guide.
- 16) Questions regarding the scope of services and/or any doubts about this request should be directed to Ms. Roselis Cruz Ruiz, Executive Officer, or Ms. Rosaly Sánchez Torres, Labor Development and Training Coordinator, at the phone number (787) 665-0142 or (787) 665-0147 or to the following email addresses: [rcruz@aldlmanatidorado.org](mailto:rcruz@aldlmanatidorado.org) / [rsanchez@aldlmanatidorado.org](mailto:rsanchez@aldlmanatidorado.org).

## VIII. FORMAT AND CONTENT OF THE PROPOSAL

The Proposal will be prepared in narrative form and it is required to follow, strictly the following order:

- 1) Table of contents
- 2) Copy of the Public Notice
- 3) Letter of Justification and/or Introduction; the cover letter must include the name, title, address and telephone number of the person authorized to represent the institution before the Local Area. This letter must be signed by the President, Owner or Chief Executive Officer of the Institution. The letter will specify the element for which the proposal is being filed (see Section IV services by Contract). The letter will be addressed to the President of the Local Board.
- 4) Executive Summary of the Proposal. Complete the Form provided for this purpose. The provider must complete it in its entirety including annexes in the order in which they are requested.
- 5) Documents required as part of the Proposal. These documents are the minimum required when the proposal is submitted and must be current as of the date the proposal is submitted. If these two requirements are not met, the proposal will not be received.
- 6) The proposer will deliver a single folder of documents according to the corresponding annex, regardless of the number of proposals submitted.

- Annex III-C- Instrumentalities of the ELA
- Annex XIX-A- Legal Persons (Corporation)
- Annex XIX-B- Natural Persons

## IX. EVALUATION CRITERIA

The Local Workforce Development Board will use the following criteria and scores to evaluate proposals:

- Excellent (5 points)
- Good (4 points)
- Satisfactory (3 points)
- Unsatisfactory (2-0 points)

Proposals will be evaluated taking into consideration the following:

Indicators	Top Score
Previous Supplier Experience	5
Physical Facilities	5
Staff Qualifications	5
Appropriate description of the program and curriculum	5
Integrates innovate strategies for the Development of teaching skills	5
Sets projected level of achievement	5
Provides adequate curriculum to develop teaching skills	5
Financial Capacity of the Company <sup>1</sup>	5
Budget (costs) <sup>2</sup>	5

The committee will use the following scale to determine the proposals its favorably recommends:

Punctuation	Results on Scoring Scale
45-36 (100 to 80%)	Recommended
35-32 (79 to 70%)	Recommended with modification
31-0 (69% or less)	Rejected

<sup>1</sup> Even if the proposals meet all the evaluation criteria, but in the Criteria of Financial Capacity of the Company obtain a score of zero (0) to two (2) the Proposal will be rejected.

<sup>2</sup> In relation to the Budget, the following will be evaluated, inter alia: that the costs are reasonable in relation to the duration of the activity and the costs of the market, that it presents an adequate description of the requested costs.



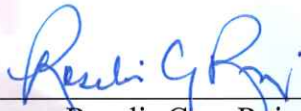
Numbers of lines evaluated (maximum 9 lines). Items that do not apply will not be considered to obtain the Score Index.

## **X. CONTRACTING OF SERVICES**

It will be contracted only and exclusively with the Suppliers included in the Registry of Youth Service Providers, approved by the Manati-Dorado Local Board of "Labor Connection". It will be composed of Suppliers who have met the requirements established in this guide.

If the need arises to offer a service or activity that is not included or available in the Registry of Suppliers of the corresponding Program Years, a Request for Proposal may be issued, according to the applicable regulations.

The Suppliers to be contracted will be selected based on the need of the participants and the availability of economic resources, according to the established procedure, for those purposes.



Roselis Cruz Ruiz  
Executive Officer  
Local Board  
Local Area Manati-Dorado