

# *The* **CareerHub**

»» **A WorkPlace Opportunity.**

## **REQUEST FOR QUALIFICATIONS (RFQ)**

**Workforce Entry Training & Career Pathways Training  
*for*  
CT Youth Employment Program (CYEP) – Summer 2024**

**RELEASE DATE:** **Monday, April 22, 2024**

**BIDDERS' CONFERENCE:** **Wednesday, May 1, 2024  
11:00 am EST**

**SUBMISSION DEADLINE:** **Friday, May 24, 2024  
3:00 pm EST**

Equal Opportunity/Affirmative Action Employer/Program  
Auxiliary aids and services are available upon request to individuals with disabilities.

*This document was supported by funds from the Connecticut Department of Labor*

## SECTION I – INTRODUCTION

The WorkPlace, Southwestern Connecticut’s Workforce Development Board, is a private, not-for-profit 501(c) (3) corporation that coordinates job training, employment, and educational services in the Southwestern Connecticut region which is composed of 20 municipalities<sup>1</sup>. It develops partnerships with local community leaders, elected officials, business, labor, and education leaders to create a competitive economic environment through workforce development.

The WorkPlace is accepting statements of qualifications from training providers to deliver one or both of the following summer program offerings to youth between the ages of 14 and 21, who are enrolled in CareerHub’s Summer Youth Employment Program also referred to as The CT Youth Employment Program (CYEP).

**A. Workforce Entry Training** is expected to be delivered in person. Virtual, or through a hybrid approach that includes both in-person and virtual instruction is *optional*. The period of performance will be **Monday July 1, 2024 & July 2, 2024, Morning and Afternoon sessions are to be offered.** The audience for Workforce Entry Training will be *16-24 years old*.

**1. Workforce Entry training will consist of:**

- Work/Life skills: Trainer will create a curriculum surrounding soft skills (i.e. punctuality, communication, professionalism, work etiquette, etc.), Hard Skills (i.e. What are Hard skills?). Trainer may utilize Skills to Pay the Bills book for reference – link to PDF: [Mastering Soft Skills for Workplace Success \(dol.gov\)](#) ).
- Financial Literacy – Basic transactional skills – Presentation shared with selected training providers.
- Career Exploration: Trainer will facilitate an in-depth analysis of different careers/career pathways based on in demand jobs by the CT DOL ([Labor Market Information - State of Connecticut Occupations in Demand](#)).

**B. Career Pathways (including Entrepreneurship & Financial Literacy) are expected to be delivered in- person.** Virtual instruction is *optional*.

The period for performance for career pathways and project-based learning experiences is **Monday, July 8, 2024, through Friday, August 23, 2024**. The audience for Career Pathways Training is *14- and 15-year-olds*.

CYEP is funded by the State of Connecticut and is designed to introduce young people to the world of work as well as provide them with a foundation of core soft and life skills.

## SECTION II – PURPOSE

The purpose of this Request for Qualifications (RFQ) is to select qualified training providers to deliver engaging and meaningful programs for youth enrolled in CYEP.

**A. Workforce Entry Training**

The goal of work skills training is to prepare youth with proper work ethics and work protocols.

Selected training providers will instruct youth on workplace conduct, employer expectations, and their responsibilities as interns or employees.

## **B. Career Pathways and Project-Based Learning Experiences**

Career Pathways provide information that will allow youth to connect the training and skills they need for getting into and advancing on a career track. For this training, youth should learn about careers based on an in-depth analysis of different careers/career pathways based on in demand jobs by the CT DOL ([Labor Market Information - State of Connecticut Occupations in Demand](#)). As well as exploring entrepreneurship and the importance of Financial Literacy

Project-based experiences offer opportunities for youth to develop essential soft skills such as critical thinking, problem-solving, decision-making, leadership, team building and communication

1 Ansonia, Beacon Falls, Bridgeport, Darien, Derby, Easton, Fairfield, Greenwich, Monroe, New Canaan, Norwalk, Oxford, Seymour, Shelton, Stamford, Stratford, Trumbull, Westport, Weston, and Wilton

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

### **A. Workforce Entry Training**

Selected training providers must deliver approximately 10 hours of work skills training. Programs may be delivered in-person, virtually, or through a hybrid approach that includes both in-person and virtual instruction. The cost to deliver work skills training shall not exceed \$150 per youth.

During training, selected training providers must utilize the Professional Skills Academy <sup>2</sup> curriculum and conduct pre and post-assessments using assessment tools provided by The WorkPlace. In addition to the Professional Skills Academy curriculum, training providers must also assist youth in the creation of a portfolio containing the following:

1. a personal introductory statement for potential employers;
2. base resume that can be used to seek full or part-time employment;
3. a statement of what they would like to gain from their summer employment experience.

Selected training providers shall also deliver:

1. Financial literacy training using the “Your Money Your Goals: A financial empowerment toolkit for Social Services Programs issued by the Consumer Financial Protection Bureau, and PPT presentation provided by The WorkPlace.
2. Skills to Pay the Bills: Mastering Soft Skills for WorkPlace Success  
<https://www.dol.gov/sites/dolgov/files/odep/topics/youth/softskills/softskills.pdf>

The WorkPlace will refer all youth to the training programs. Selected training providers are not responsible for recruiting or selecting youth; however selected providers are responsible for tracking and reporting attendance on a weekly basis. If any summer youth has an unreported absence for a period 2 days, the selected vendor is to report this absence, via email, to:

Kimberly Hare  
Program Manager  
[khare@workplace.org](mailto:khare@workplace.org)

## **B. Career Pathways and Project-Based Learning Experiences**

Selected training providers must deliver approximately 15 to 20 hours of programming each week. Programs are expected to be delivered in-person. Virtual or hybrid instruction that includes both in-person and virtual instruction is *optional*. The cost to deliver career pathways training and project-based learning experiences shall not exceed \$500 per youth.

The career pathways component must offer choices for young people in a variety of engaging activities and areas that include:

- **Connections to Professionals:** Assist young people to pursue their interests through supportive adult relationships that build social capital and professional connections.
- **Career Explorations:** Provide engaging opportunities for youth to root their experience in a career path and explore their relationship to it.
- **Skills Building:** Build, name, and develop skills, inclusive of durable skills (e.g., collaboration, communication) and/or certification or industry-standard credentialing.

Project-based experiences should help youth to: understand career pathways, including the possible impact of training and education, work experience, and occupational skills on career advancement; develop soft skills including critical thinking, decision-making, problem-solving, teamwork, and communications; enrich their academic skills in math, reading, and writing; and understand personal financial management.

Well-designed projects ask youth to:

1. Tackle real problems and issues that have importance to people beyond the classroom. Projects emanate from issues of real importance to students and adults in the community and answer the age-old student question “Why do we need to know this?”
2. Actively engage in their learning and make important choices during the project. Projects make room for student choice and creativity while still demanding student mastery of essential content, enabling students and teachers to interact as co-learners in the experience, rather than in the traditional student-teacher relationship.
3. Demonstrate in tangible ways that they have learned key concepts and skills. Projects provide opportunities for students to produce observable evidence that they have mastered rigorous curricular standards as they apply their learning and solve the problem at hand. Projects and exhibitions also provide extensive evidence of process work and self-directed learning.

Source: *Project-Based Learning Guide – A Resource for Instructors and Program Coordinators*, National Academy Foundation (<https://naf.org/our-approach/pathways>)

Selected training providers shall also deliver:

1. Academic enhancement in reading, writing, and math to help youth prepare for high school transition, mitigate summer loss or catch up on their academic skills.
2. Financial literacy training using the “Your Money Your Goals: A financial empowerment toolkit for Social Services Programs issued by the Consumer Financial Protection Bureau.

The WorkPlace will refer all youth to the training programs. Selected training providers are not responsible for recruiting or selecting youth.

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<sup>2</sup> The Professional Skills Academy is adapted from the Youth Employment Skills (YES) Program developed by C

## SECTION IV – SUBMISSION PROCESS AND PROCEDURES

### A. Proposal Requirements

Interested training providers must submit the information listed below to be considered. All information must be provided and complete to receive consideration:

1. **Complete Attachment A – Response Cover Sheet**
2. **Program Description (*maximum 2 pages*)**

In the program description training providers must include the following information:

- a. Provider Information: experience and past performance in similar requirements.
- b. Program Information
  - (i) How will the program be delivered? Provide a sample project plan.

3. **Instructor Qualifications**

Training providers must submit background and experience for all staff involved in the program to establish qualifications to deliver the program.

### B. Selection Criteria

Selection will be based upon:

1. **Quality of Submittal:** the quality of the response, as evidenced, for example, by the completeness and responsiveness to the requested information, clarity, readability, and thoroughness of the statement.
2. **Program Design:** extent to which the program design meets the needs of The WorkPlace and demonstrates the ability to successfully complete the objectives of this RFQ.
3. **Record of Past Performance:** evidence of prior experience with similar projects.

The WorkPlace reserves the right to request training providers whose qualifications are accepted to create and present a lesson to The WorkPlace staff prior to making a final decision.

### C. Terms and Conditions

1. **Debarment, Suspension, Ineligibility and Voluntary Exclusion:** An organization will not be considered if it is currently debarred, suspended, ineligible or voluntarily excluded from applying for government funds. Such organizations may not respond to this Request for Qualifications. Selected training providers will be asked to sign a form certifying they are NOT currently debarred, suspended, ineligible or voluntarily excluded by any federal or state agency.

2. **Legal Status:** To be considered by The WorkPlace, responding training providers must be properly organized in accordance with State and Federal law and in business for at least one year.
3. **Fire Marshall:** Selected providers must be able to provide a current Fire Marshall Inspection Certificate demonstrating compliance with the fire safety requirements of Connecticut General Statutes Chapter 541 as authorized by Sections 29-304 of the statutes. (Only if providing in person training)

#### **D. Response Timeline**

All submissions must be **sent via email** to Kimberly Hare, Program Manager at [khare@workplace.org](mailto:khare@workplace.org) with the following subject line:

**2024 CYEP RFQ**

The deadline for all submissions is **Friday May 24, 2024 at 3:00 p.m. (EST)**.

**Late submissions will NOT be accepted.**

#### **E. Bidders' Conference**

The WorkPlace shall conduct a Bidders' Conference Call on Wednesday, May 1, 2024 from 11:00am to 12:00pm EST.

Zoom Call- In Details

<https://us02web.zoom.us/j/82902048671>

Meeting ID: 829 0204 8671

Questions regarding this RFQ may be directed to [khare@workplace.org](mailto:khare@workplace.org)

**2024 CYEP RFQ**

Organization Information	
<b>Organization Name</b>	
<b>Address</b>	
<b>Federal EIN #</b>	
<b>U.I. #</b>	
<b>Contact Person</b>	<b>Name:</b>
	<b>Title:</b>
	<b>Telephone:</b>
	<b>Email:</b>
Work Skills Training Program Information	
<b>Program Name</b>	
<b>Delivery Method</b>	<input type="checkbox"/> In-person <input type="checkbox"/> Virtually <input type="checkbox"/> Hybrid (in-person & virtually)
<b>Number of Youth Requesting to Serve</b>	
Career Pathways & Project-Based Learning Experiences Program Information	
<b>Program Name</b>	
<b>Delivery Method</b>	<input type="checkbox"/> In-person <input type="checkbox"/> Virtually <input type="checkbox"/> Hybrid (in-person & virtually)
<b>Hours per Week</b>	
<b>Number of Youth Requesting to Serve</b>	
<b>Project Quote</b> <i>(rate per person)</i>	

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*Signature of Authorized Representative*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Name and Title of Authorized Representative*