

State of Oregon



DEPARTMENT OF HUMAN SERVICES EMPLOYMENT FIRST INITIATIVE

DHS Employment First Training and Technical Assistance
Announcement

Request for Application

Notice of Availability of Training and Technical Assistance
Resources for Application under the Oregon Department of
Human Services Employment First Initiative

**Project SEARCH – Oregon Employment First Initiative
Youth Transition & Employment Project**

Timelines for This Request for Application

RFA Informational Call	October 16, 2015
RFA Release Date	October 23, 2015
Closing Date for Questions	November 16, 2015
Final Questions Posted	November 20, 2015
Proposal Due Date	November 30, 2015
Award Announcement	December 11, 2015
Tentative Contract Start Date	January 2016

Background and Intent of Proposal

Why is DHS Employment First Initiative Making This Investment?

I. Intent

The Oregon Department of Human Services, Employment First Initiative (DHS-EF) is announcing the availability of training and technical assistance resources in

the valued amount of \$76,500 in state biennium 2015-2017, to implement Project SEARCH youth transition and employment sites in five (5) geographic regions across Oregon. The training and technical assistance includes licensing fees to implement the Project SEARCH model, and is valued at \$15,300 per site for state biennium 2015-2017.

DHS-EF is seeking through this Application solicitation five qualified applicants to develop Project SEARCH sites in each of the five designated regions. For the purpose of this RFA, the five (5) regions are defined as counties within the following designated regions:

- **NW Metro Region** – Multnomah, Clackamas, Washington, Clatsop, Columbia Counties
- **Eastern Oregon Region** – Mid-Columbia (includes Hood river, Wasco, Gilliam and Sherman), Umatilla, Union, Wallowa, Baker, Malheur, Harney, Wheeler, Grant, Lake, Morrow Counties.
- **Cascade Region** – Crook, Jefferson, Deschutes, and Lane Counties.
- **Mid-Valley Region** – Marion, Polk, Yamhill, Tillamook, Lincoln, Linn, Benton Counties.
- **Southern Region**- Douglas, Jackson, Josephine, Klamath, Coos, Curry Counties.

The intent of this project is to build capacity in local communities and provide an additional strategy for supporting transition age students with I/DD from school to work, and working age adults with I/DD in obtaining competitive integrated employment. Additionally this project seeks to demonstrate the efficacy of implementing a business sector employment approach in increasing the quality and quantity of school-to-work transition outcomes for students and working age adults with I/DD. The DHS-EF hopes that implementation of this model will lead to multiple replications and sustainability. If additional funds become available, the DHS-EF reserves the right to approve additional projects under the authority of this Request for Application (RFA).

II. Background

In 2008, DHS adopted an Employment First Policy. This policy established the expectation that “employment opportunities in fully integrated work settings shall be the first and priority option explored in the service planning for working age adults with developmental disabilities”.

- The Employment First Policy can be viewed at:
<http://www.oregon.gov/dhs/employment/employment-first/Documents/Policy.pdf>

Governor Kitzhaber signed Executive Order 13-04 in April 2013, and Executive Order 15-01 in February 2015 which supersedes Executive Order 13-04. Executive Order 15-01 further supports the Employment First policy and the priority of integrated employment service options for individuals with I/DD. In part, the Executive Order states:

The Oregon Department of Human Services and the Oregon Department of Education shall work to further improve Oregon's systems of designing and delivering employment services to those with intellectual and developmental disabilities toward fulfillment of Oregon's Employment First Policy, including significant reduction over time of state support of sheltered work and an increased investment in employment services.

These Executive Orders established several strategy and service milestone expectations, including the adoption of an "integrated employment plan". The Executive Orders in their entirety can be viewed at:

- http://www.oregon.gov/gov/Documents/executive_orders/eo_13-04.pdf
- http://www.oregon.gov/gov/Documents/executive_orders/eo_15_01.pdf

The most recent adopted integrated employment plan can be viewed at:
<http://www.oregon.gov/dhs/employment/employment-first/Documents/7-6-15%20Integrated%20Employment%20Plan.pdf> .

Also in April 2013, the Oregon State Legislature passed, and Governor Kitzhaber signed, Senate Bill 22. This bill, among other provisions, further promoted the Employment First expectation by adopting the following policy statement in Section 4 of the bill:

(1)(a) Individuals with intellectual and other developmental disabilities and society as a whole benefit when the individuals exercise choice and self-determination, living and working in the most integrated community settings appropriate to their needs, with supportive services that are designed and implemented consistent with the choice of the individuals

regarding services, providers, goals and activities. Individuals with developmental disabilities, together with their families and advocates, must play a major role in the planning, designing, funding, operation and monitoring of community services. These services should be ultimately focused on the outcomes of independence, integration and productivity.

(b) The employment of individuals with developmental disabilities in fully integrated work settings is the highest priority over unemployment, segregated employment, facility-based employment or day habilitation.

This bill also defined “productivity” to mean:

....regular engagement in income-producing work, preferable competitive employment with supports and accommodations to the extent necessary, by a person with an intellectual disability or another developmental disability which is measured through improvements in income level, employment status or job advancement or engagement by a person with an intellectual disability or another developmental disability in work contributing to a household or community.

Senate Bill 22 can be viewed in its entirety at:

<https://olis.leg.state.or.us/liz/2013R1/Downloads/MeasureDocument/SB22>

DHS, along with the Oregon Department of Education, is actively working to implement the Executive Order expectations by engaging in a number of strategic activities. These include, but are not limited, to:

- Enhancing service capacity through the provision of training and technical assistance;
- Improving and aligning state agency policy and practices;
- Improving service rate structures;
- Conducting outreach and awareness activities; and
- Improving data and quality assurance systems.

Project Description - What is DHS-EF Seeking to Achieve?

It is the policy of DHS to promote and implement evidence based practices and best practices where possible. Project SEARCH is a high school transition program which provides training and education leading to competitive, integrated employment for individuals with significant disabilities. The Project SEARCH approach was started in 1996 with Cincinnati Children’s Hospital Medical Center (CCHMC). It is a “business/employment sector” focused approach, targeting careers in a growth industry, such as the health care, environmental services, technology, banking, government and higher education business sectors. The cornerstone of the Project SEARCH approach is industry immersion.

“Project SEARCH is unique in its total immersion of students into the workplace. Each Project SEARCH site generally enrolls 10-12 students per year. These students spend the entire school day at the workplace, beginning with a one-hour classroom session that teaches employment and independent living skills such as effective communication, goal setting, decision making, problem solving, nutrition, grooming and independent travel. During the first few weeks, each student is assessed on memory, judgment, teamwork, job and interpersonal skills, and interests. The results are used to revise the curriculum and coordinate internships.”¹

In the traditional Project SEARCH model, the local education agency (LEA) establishes a classroom site at the host employer. Students report to the host business to learn employability skills directly in the classroom and then develop job skills while participating in a variety of internships and work experiences. The business supervisors and managers at the internship sites work with the Project SEARCH staff to support students during the day and students get continual feedback and support from the internship manager, co-workers, and the Project SEARCH staff. Each program has a certified special education teacher and job coaches that work with both the students and the business staff. Students end their day by reflection, problem-solving, planning and journaling their key learning. The ultimate goal is competitive integrated employment at graduation, utilizing the skills learned on the internships and throughout the program.

While the Project SEARCH model is traditionally a high school transition program, Project SEARCH also offers a modified model for working age adults, generally targeted to individuals 35 years or younger. In this working age adult

¹ Project SEARCH: Opening Doors To Employment for Young People with Disabilities”, Bonnie O’Day, Mathematica Policy Brief, November 2009.

Project SEARCH model, DHS qualified community based employment service provider/vendor organization supporting individuals with I/DD establishes a classroom site at the host business instead of a LEA. Project SEARCH participants report to the host business to learn employability skills directly in the classroom and then develop job skills while participating in a variety of internships and work experiences. The business supervisors and managers at the internship sites work with the Project SEARCH staff to support participants during the day and students get continual feedback and support from the internship manager, co-workers, and the Project SEARCH staff. Each program has a teacher/skill trainer, as well as job coaches, that work with both the participants and the business staff. Participants end their day by reflection, problem-solving, planning and journaling their key learning. The ultimate goal is competitive integrated employment at graduation from the Project SEARCH program, utilizing the skills learned on the internships and throughout the program.

Since the development of this initiative by Cincinnati Children's Hospital Medical Center, more than 375 other project sites in 45 states, Canada, England, Scotland, and Ireland have implemented Project SEARCH industry based initiatives.

Project SEARCH initiatives have been successful with a wide variety of lead agencies; the host business, a local education agency (LEA), or a DHS qualified community-based employment service providers/vendors. The key is to remain true to the program model, approach and philosophy. Therefore, the successful applicant must include and agree to the following:

- Sign a Performance Agreement with DHS committing to implement the Project SEARCH - Cincinnati Children's Hospital Medical Center (CCHMC) business immersion model and agreeing to abide by the Project SEARCH licensing terms and standards allowing use of the Project SEARCH name, logo, resources and materials;
- Committing staff to work with CCHMC in establishing a true Project SEARCH model focused on the immersion design, essential staff training and committed partnerships;
- Committing one (1) or two (2) local Project SEARCH team members to attend the Annual Project SEARCH conference;
- Committed partnership with an identified growth industry (business/employer) to facilitating on-site training, mentoring, work experiences, employment and retention of youth/young adults with developmental disabilities. While Project SEARCH has particularly focused on the health care industry, other business sectors with demonstrated growth potential would also be considered;

- Committed partnership with a local education agency (LEA) or Regional Educational Services District (ESD) to provide on-site special education instruction and necessary related services and supports (i.e. transportation, etc.);
- Partnership and committed support from the local/regional Office of Vocational Rehabilitation, the Oregon Commission for the Blind, the local Community Developmental Disabilities Program (CDDP), Support Services Brokerage(s), and for essential program coordination, planning and implementation;
- Partnership and committed support from a local DHS qualified community based employment service provider/vendor organization to provide job coaching for interns, job development services and ongoing employment support to individuals once they are hired;
- Connection with the local or regional One Stop Workforce Centers for additional employment related support services and assistance;
- A commitment to incorporate outreach and supports to families as partners in the workforce skill development and employment process;
- A commitment to report outcomes from the project using the national Project SEARCH data portal and other requested DHS data reporting systems ;
- A commitment to disseminate information about project experiences, strategies for addressing barriers, and achieving employment success for project participants, and
- A commitment to a sustainability plan that includes specific steps/details on maintaining the project beyond the duration of the DHS-EF state biennium funding cycle.

Who Is Eligible To Apply for This Request for Proposal

A host business, LEA **or** DHS qualified community based employment service provider/vendor organization may be the designated lead applicant for this RFA. Organizational roles and responsibilities must be clearly delineated. There must be a clearly identified partnership amongst the identified host business, local education agencies, qualified DHS community based employment service provider/vendor organization, vocational rehabilitation agency and local developmental disability agencies (CDDP and Brokerages).

The target population to be served may be either transition age students with intellectual and developmental disabilities who are expected to graduate or exit school within eighteen months, or young adults with intellectual and

developmental disabilities who wish to pursue competitive integrated employment but who need additional vocational skill building and work experience. The applicant must specify which target population it wishes to serve.

All individuals served must be referred to and eligible for vocational rehabilitation services and local developmental disability program services at the beginning of their project participation. Individuals will need coordination with both VR and DD systems to ensure employment services and supports needed during the internship, during job placement, as well as long-term employment related supports are available.

Definitions for Purposes of This Request-For-Proposal

“Adults with Intellectual and Developmental Disabilities (I/DD)” means individuals with I/DD who are generally 35 years or younger, who have declared an interest in obtaining competitive integrated employment, and who are determined eligible for publicly-funded services provided by the DHS Vocational Rehabilitation and the Office of Developmental Disability Services.

“Advocacy activities” means active support of policies and practices that promote self-determination and inclusion in the community and workforce for individuals with developmental disabilities and their families.

“Business Immersion Model” means an approach that requires the students to spend the entire school day, for the duration of the school year, at the workplace. Educational classes and supports are provided at the workplace, along with job coaching. Or an approach that requires the participating individuals to spend five (5) hours a day, for nine (9) months, at the workplace. Pre-vocational classes and supports are provided at the workplace, along with job coaching.

“Capacity Building activities” means a system for sustaining and expanding the successful delivery of services, supports and other assistance to individuals with intellectual and developmental disabilities.

“Competitive Integrated Employment” means consistent with the federal Workforce Innovation and Opportunity Act (“WIOA”), means work that is

performed on a full-time or part-time basis (including self-employment) for which an individual:

a. Is compensated at a rate that:

(1) Meets or exceeds state or local minimum wage requirements, whichever is higher; and

(2) Is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills; or

(3) In the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities, and who are self-employed in similar occupations or on similar tasks and who have similar training experience, and skills; and who are self-employed in similar occupations or on similar tasks and who have similar training experience, and skills; and

b. Is eligible for the level of benefits provided to other employees; and

c. Is at a location where the employee interacts with other persons who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons; and

d. As appropriate, presents opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.

“DHS qualified Community-Based Employment Provider or Vendor Agency” means a provider organization that has been certified through the Department of Human Services, Office of Developmental Disability Services to provide employment services to individuals with I/DD, or who has a contract with DHS Vocational Rehabilitation to provide Job placement and Job Coaching supports and has experience providing supported employment supports to individuals with I/DD.

“Steering Committee” means a business liaison from the host business and representatives from the County Developmental Disabilities program, Vocational Rehabilitation, the local education agency (if it is a high school transition program), the qualified DHS Community based employment provider/vendor, and may include a family member.

“Systemic Change activities” means sustainable, transferable and replicable change in some aspect of service or support availability, design or delivery that promotes positive or meaningful outcomes for individuals with developmental disabilities and their families.

“Sustainability Plan” means the applicant’s plan to continue the goals, services, supports or other intended activity of the RFP beyond the end date of DDPC funding. The Sustainability Plan should be focused on continuance of intent, activities and outcomes through any combination of strategies, actions and resources.

“Transition age students with Intellectual and Developmental Disabilities (I/DD)” means individuals with I/DD who are 18-21 years of age, still in school, who are expected to graduate or exit school within eighteen months, and who are determined eligible for publicly-funded services provided by DHS Vocational Rehabilitation and the Office of Developmental Disability Services.

Suggested Timeline for Program Implementation and Training and Technical Assistance Resources

Timeframe	Activities	Suggested Participants
January – March 2016	Two-day orientation and planning session provided by Project SEARCH	All stakeholders, including representatives from the host business for the first half day
February – March 2016	Informational session for potential interns and their families	Steering Committee members, teacher, job coaches (if identified)
April – May 2016	Application process	Steering Committee –

Timeframe	Activities	Suggested Participants
	and Intern selection	serves as the selection committee
June - August 2016	Internship development with departments at the host business – onsite technical assistance provided by Project SEARCH	Instructor and lead job coach or manager from the employment provider
August 2-5, 2016	International Project SEARCH Conference – Orlando, FL	Instructor and lead job coach; there are sessions for business liaisons and managers/supervisors as well.
August 2016	Open House for interns and their families at the host business site to acquaint them with the location and orientation process	Steering Committee members, instructor, job coaches
August – September 2016	Program begins	Instructor and job coaches will be on site each day during hours of operation
January 2016 – June 2017 Ongoing	Steering Committee Meetings Occur on a monthly basis and members provide direction for the instructor and job coaches	Steering Committee, instructor (once identified)
October 2016 – June 2017	Monthly or bi-monthly Employment planning meetings with each intern	Intern, Family members, instructor, Vocational Rehabilitation Counselor, host business department manager, job developer/job coach
February – March 2017	Recruitment and selection of interns for second year of program	Steering Committee

Timeframe	Activities	Suggested Participants
June 2017	Graduation Celebration for first year interns	All stakeholders, including Steering Committee and host business employees

Instructions for Completing This Request for Application

Answer all questions in the order in which the instructions are presented. All questions must be answered succinctly and provide a clear description of the proposed local plan for a Project SEARCH site and implementation, including timelines and expected outcomes. Applicants will be judged on the information presented. *Please do not submit any information that was not specifically requested.*

The entire application should not exceed twelve pages (letters of commitment/support are in addition to the application twelve page limit) and must include:

- Cover letter signed by the Chief Executive/Operating Officer of the organization;
- One-page Application Summary;
- Up to eight pages of Project Narrative;
- Up to two-pages of Local Contribution Description; and
- Letters of commitment from program partners as required within the RFA (i.e., business enterprises, VR, CDDP and Support Services Brokerages, LEA or ESD, DHS qualified community based employment service provider/vendor organization, and other essential partners).

Proposed Application - What Return Will You Give the DHS-EF for Its Investment?

I. Application Summary - Provide a one-page summary of your proposal which includes: identification of the requesting agency; contact person, telephone, fax and email; project title; and a one or two paragraph description of the proposed project, including the number of students/adults to be served.

II. Application Narrative - Provide a complete but succinct description of the following:

A. Plan of Action (40 points)

- The application must clearly include commitments from all essential partners (business, education, qualified DHS community based employment provider agency, vocational rehabilitation, local developmental disability programs). The lead organization must be identified and all roles, responsibilities and partner relationships clearly delineated.
- The application must include a list of one (1) to four (4) businesses that could likely serve as the host business site for the internships. Businesses must be large employers with at least 200 employees; able to provide space for the classroom component of the program; commit to serving as part of the local Project SEARCH team and actively collaborate and coordinate with the Cincinnati Children's Medical Center Project SEARCH Team. If a business has already agreed to serve as a host, then a letter of commitment is welcomed.
- The proposed project design, approach, and commitment to the Project SEARCH transition model or working age model is clearly spelled out, including how eligible individuals will be identified, selected and served.
- The application must describe the process for matching participating individuals with work and identify potential work opportunities and career paths.
- The Plan must provide projections as to the impact of actions taken, including a description of the individuals who will benefit, the number of people who will benefit, how they will benefit, long-term transition outcomes, or outcomes to competitive integrated employment, etc.
- The applicant must describe their commitment to working with Cincinnati Children's Medical Center Project SEARCH Team. What specific steps will the applicant take to ensure their adherence to and the establishment of a true Project SEARCH model?
- The application must describe specific timelines for implementation and completion of essential project activities, including detailed and specific performance milestones. (Put in table/chart, if possible.) The timelines should align with the availability of training and technical resources from the Cincinnati Children's Medical Center Project SEARCH Team outlined above.

B. Evaluation, Dissemination and Sustainability (20 points)

- Describe the method(s) and criteria for evaluating the impact and success of this initiative for students, employer and educational agencies, as well as for other systems partners.

- Describe how the project will evaluate the satisfaction of all project customers (individuals, families, service providers, employers, etc. as appropriate).
- The applicant must describe their commitment to participate in the national Project SEARCH data portal and the annual Project SEARCH national conference.
- Detail the applicant's Sustainability Plan and strategies to maintain this initiative, or the benefits of this initiative, past the completion of the DHS-EF Training and Technical Assistance grant, including any ongoing commitment from project partners.
- Describe any proposed project products that will demonstrate the impact of the project and/or lessons learned (including presentations of project findings or outcomes) and the organizational plan to disseminate and share such products or findings with others.

C. Applicant Capability, Personnel, and Resources (20 points)

- Describe the organizational experience or expertise of the lead organization and project partners in training, preparing, and successfully transitioning youth or working age adults with developmental and/or other disabilities into employment and career opportunities.
- Describe the experience/expertise of the lead person(s) identified to be responsible for project implementation, and their commitment to administering and completing this project. In the event of their absence, please identify who will function as back-up(s) to this lead person(s).
- Describe the organizations' experience in building community coalitions or cross-systems collaborations with other organizations, as related to the proposed Plan of Action. In other words, what is the experience/expertise that will make this partnership succeed?
- Include letters of commitment from required partners including business, education, qualified DHS community based employment provider agency, vocational rehabilitation, local developmental disability programs, etc., based on whoever is lead applicant.

III. Proposed Local Contribution (20 points)*

The application will also be evaluated and rated on the basis of local contribution, which includes local contribution plans that are consistent with the proposed action plan. The application should include Attachment B, titled "RFA Proposed Two Year Local Contribution", and include a narrative that describes:

- Commitment for one (1) or two (2) local Project SEARCH team members to attend the annual National Project SEARCH conference in 2016 and 2017.
- How the lead applicant intends to fund the required on site teacher at the host business. The description should include anticipated budget and methodology for funding (e.g., LEA will utilize existing student funds for each participating student or qualified DHS community based employment provider agency will bill ODDS for employment path services).
- Agreement of lead applicant to commit at least one (1) lead person and (1) back up person to the project to be responsible for project implementation, administering and completing this project.
- Agreement of partnering agencies to participate in Steering Committee for the local Project SEARCH site.

The Request for Application Review Process

The DHS-EF will conduct a three-level review process for all submitted proposals:

- The first level entails a Pass/Fail DHS-EF Staff Review of the submitted proposals to ensure that the application is responsive to the conditions set forth in the RFA. The DHS-EF will reject any applications that do not clearly and specifically address the purposes of this Training and Technical Assistance opportunity and/or fail to meet any one of the following criteria:
 1. Submission by an eligible entity, as specified within the RFA;
 2. Clearly meets the purpose(s) intended by the RFA;
 3. Serves the population targeted by the RFA;
 4. Submission of all requested RFA materials within the required timeframes;
 5. Includes the required local contribution, as specified by the RFA;
 6. Submission of a complete application packet in the format requested by the DHS-EF, and
 7. Required letters of commitment.
- The second level consists of a scored Comprehensive Application Review that involves a thorough review of the submitted proposal specifically related to the project work plan, evaluation, organizational capability, commitment of partners, value of products and dissemination, overall strength of sustainability plan (if applicable), and local contribution. The proposed application review and rating will be conducted using the criteria stated in this DHS-EF Funding

Announcement, and the DHS-EF reserves the right to conduct follow-up activities and discussions with applicants to clarify information in the submitted application. To comprise the review team, the DHS-EF will typically use staff, representatives from agency partners such as VR, ODDS, ODE, and peer/field expertise in the RFA topic area. Applications must meet a standard of 75 points or greater to be considered for third-level review. The review committee reserves the right to forward application(s) with a score of less than 75, if the application is the only application or best scoring application in any single region.

- If necessary, applications may be subjected to a third-level Panel Review that may add additional points for specific criteria, including a) fidelity to the intent of the RFA (the Project SEARCH model); b) alignment with and impact on target populations defined in Oregon's Executive Order 15-01; and c) sustainability. The final total score will be the cumulative total of second and third-level reviews, with the RFA awards going to the highest rated applications within each of the designated regions.
- DHS-EF reserves the right to grant RFA awards to more than one applicant in a designated region if in one or more regions, DHS-EF does not receive applications, or the submitted applications do not meet the RFA standards.

Awarding of DHS-EF Training and Technical Assistance Grants

The DHS-EF Review Committee will select the highest ranked proposal(s) that *fully meet the intent of the RFA* as set forth by the DHS-EF review committee. All costs associated with responding to this RFA are entirely the responsibility of the applicant.

As part of the grant award process, the grantee and DHS-EF must establish a mutually agreed upon Performance Agreement and a corresponding set of Performance Indicators, which become part of the formal Agreement deliverables. The DHS-EF reserves the right to:

- Reject any applications that do not meet the intent of this RFA;
- Based on quality of RFA applications, award less than the designated number of grant awards as set forth within the RFA
- Negotiate with applicants regarding Performance Agreements, Performance Indicators, and other issues raised within the RFA review process to achieve

the maximum impact from the grant award and serve the best interests of Oregon DHS-EF, and

- If unable to negotiate the Performance Agreement with the selected applicants within 60 days, the DHS-EF may begin negotiations with the next highest scoring qualified applicant(s).

Local Contribution Requirements

This Training and Technical Assistance grant is intended to increase the independence, productivity, integration and inclusion into the community of individuals with intellectual and developmental disabilities and their families. The Training and Technical Assistance grant may not be used for activities that duplicate or supplant what is already available or required under existing laws and/or regulations. The issuance of this request for application does not obligate the DHS-EF to award grants.

Applicant agencies must supply the personnel who will serve as a classroom teacher at the host business. The lead local Project SEARCH site team must commit one (1) or two (2) local Project SEARCH team members to attend the annual National Project SEARCH conference in 2016 and 2017, including providing financial or in-kind sources to support their attendance. The local partners must also commit to participating in the Steering Committee for the local Project SEARCH site. The local contribution may be derived from state, local, agency, and/or private sources.

Grantee and DHS-EF Responsibilities

All grantees must be willing to commit to working with the DHS-EF to ensure the greatest potential for these resources to achieve successful project outcomes. Grantee and DHS-EF responsibilities are noted in Attachment A, titled “Quality Assurance Responsibilities”, and will also include quarterly fiscal and programmatic reporting on milestones agreed upon in the approved Performance Agreement and Performance Indicators. Successful applicants will also be required to agree to:

- *Rights in Data* – The DHS-EF will remain owner of data and records provided as part of this project, and the grantee shall not use the DHS-EF data, records and reports for any purpose other than the conduct of this project without the consent of the DHS-EF.

- *Ownership of Work Product* – Materials and documents produced by the grantee in the fulfillment of its obligations under this DHS-EF contract become the property of the DHS-EF, unless prior arrangements have been made with respect to specific documents. **All** products or reports disseminated will credit DHS-EF as source of project work and original funding for training and technical assistance.
- *Product Distribution* – **All** curricula, presentations, articles and media products (print, internet, radio, TV) developed through DHS-EF grant resources must be submitted to the DHS-EF in advance of their public distribution, presentation or submission for publication, including those products developed after the completion of such grant funding to ensure compliance with Cincinnati Children’s Medical Center Project SEARCH licensing agreement.
- *Confidentiality* – The grantee shall treat all person-specific information related to this grant as confidential in nature. Grantees shall only disseminate person-related information for purposes related to this grant with the express written approval of such identified persons.

Requests for any exemptions to these grant policies must be made in writing to DHS Employment First initiative at 500 Summer St., NE E-10, Salem, OR 97301, or can be e-mailed to DHS Employment First at employment.first@state.or.us .

Assurances

Each grantee will be required to assure certain provisions required by both Federal and State laws. These include, but are not limited to: assurances of non-discrimination and affirmative action in hiring and service provision; assurances of compliance with accessibility requirements; and health standards for appropriate and quality services for persons with developmental disabilities. Upon approval of a grant, these assurances will be included in the Performance Agreement between the grantee and DHS-EF.

RFA Questions and Technical Assistance

Questions regarding this specific Request for Application must be submitted by mail to the DHS-EF Policy and Innovation Coordinator at the address below or by email to Corissa.Neufeldt@state.or.us no later than November 16, 2015. A Questions and Answers summary is posted to <http://www.IWorkWeSucceed.org/> and applicants are encouraged to go to that website first to see if their questions have already been addressed prior to the submission of such questions.

Submittal Deadlines

All final grant applications must be delivered to the DHS office by close of business (5:00pm) on November 30, 2015. No applications will be accepted after this deadline. By this deadline date, the applicant must deliver an *original* completed and signed application package, six hard print copies and an electronic copy on Memory Stick format to the attention of:

**Department of Human Services
500 Summer St., NE E-10
Salem, Oregon 97301
Attn: Corissa Neufeldt, Policy and Innovation Coordinator**

For More Information Contact – Corissa Neufeldt, Policy and Innovation Coordinator, at 503-945-6742, or by email at Corissa.Neufeldt@state.or.us , or at the address noted above.

Attachment A
Oregon DHS-EF
Quality Assurance Responsibilities

Outlines DHS-EF and Grantee responsibilities that will foster successful project outcomes.

DHS-EF Responsibilities	Grantee Responsibilities
Coordinate with Cincinnati Children’s Medical Center Project SEARCH Team to set up meetings with grantees to provide training on setting and writing project goals, objectives and targets.	Identify a key individual who is committed to the project and will serve as lead. The lead is responsible for coordinating and communicating with DHS-EF staff and with Cincinnati Children’s Medical Center Project SEARCH Team to implement the Training and Technical Assistance and manage the Project SEARCH site.
Work with grantees to develop realistic work plans, milestones and outcome targets.	Develop a contingency plan in the absence of key individual(s).
Be sure realistic targets are set.	Identify one (1) or two (2) individuals who will attend the Annual Project SEARCH Conference in 2016 and 2017.
Track the progress and outcomes of grants to determine whether technical assistance is needed.	Specify how proposed actions will address needs expressed in the RFA.
Send reminders about when required reporting and documentation is due.	Clarify goals and objectives that align with the intent of the RFA.
Assist grantees in developing ties by brokering key partnerships and project support through cluster group assistance.	Use partnerships to maximize the likelihood of meeting project objectives.
Work with grantees on continuation funding issues.	Establish partnerships and collaborations at or before the proposal development stage.
Assist grantee to disseminate project lessons, products, lessons learned and	Explain any failure to meet a timeline and identify corrective

DHS-EF Responsibilities	Grantee Responsibilities
replication information.	plans to achieve milestones in the near future.
	Comply with the Project SEARCH reporting and documentation standards.
	Identify sustainability plan, including identifying potential sources of continuation funding/support beyond the life of the grant.
	Comply with the Performance Agreement between DHS-EF and grantee

Attachment B
Oregon Department of Human Services Employment First Initiative –
RFA Proposed Two Year Local Contribution

LOCAL CONTRIBUTION Annualized for period from _____ to _____

Please fill in dollar amounts in the budget categories that are appropriate to the activities of your project. These categories should also be reflected in the Proposed Application narrative.

LOCAL CONTRIBUTION CATEGORY	TOTAL PROGRAM COST	CASH	IN-KIND	OTHER
Lead Applicant Reps (This is the person charged with coordinating with DHS-EF and CCMCP Project SEARCH Team)				
Teacher (Note: LEA must be a certified teacher. Provider Agency certified teacher not required)				
Job Coach(es) (The typical staff to intern ratio is 1:4, including the teacher)				
Local Project SEARCH Team Members to attend annual National Project SEARCH Conference in 2016: 1. 2.				
Local Project SEARCH Team Members to attend annual National Project SEARCH Conference in 2017: 1. 2.				

LOCAL CONTRIBUTION CATEGORY	TOTAL PROGRAM COST	CASH	IN- KIND	OTHER
Equipment for Classroom at Host business site (projector, white board, computer, tables) Note: host business often provides tables and chairs for the classroom.				
Steering Committee members				
Others				