

## **ORGANIZATIONAL CAPABILITIES AND TRACK RECORD OF DEMONSTRATED PERFORMANCE**

### **C.1 Describe the organization's management capabilities, the qualifications of key staff, and the qualifications of key staff members carrying out each of the components of what is proposed.**

The Florida Institute for Workforce Innovation (the Institute), doing business as the Florida Keys Employment and Training Council in Monroe County, is a not-for-profit organization that has provided workforce and economic development services to the citizens of the Florida Keys for the last eighteen years. The Institute currently operates one-stop career centers in Key West, Marathon and Key Largo; population centers fifty miles apart.

The Institute has demonstrated sound management and fiscal capabilities through the outcomes of the job training, job placement, and assessment programs we operate in Monroe County. We have always offered programming to persons with the most severe employment barriers that are in the greatest need of services.

The Institute's Board of Directors oversees the corporate structure and provides overall Institute governance authority. Three years ago the FIWI Board established a professional services agreement with a statewide management group, Florida Management Solutions, Inc. (FMS), which will provide all administrative, operational and platform support to this project. FMS is a professional service consulting firm that provides upper level operational and program supervision, strategic planning, financial and budget management, contract management, performance tracking, internal programmatic monitoring and auditing, human resources, facilities management, procedure development, staff training, product research and development activities, customer relations and marketing, safety and risk management, information systems integration and software development, ADA and disability program management and programmatic technical assistance.

The Board of Directors has discovered that utilizing highly skilled and experienced experts in the Institute's leadership positions is a cost-effective solution to providing necessary operational and administrative oversight. The management group allocation is shared by each local project that the Institute operates and eliminates redundancy of upper management-level responsibilities. This shared management model frees up the majority of the financial resources for direct service delivery, increasing positive employment outcomes for our customers, and also enables the sharing of operational best practices, policies, procedures and other documentation that govern the Institute's work product. FMS has been successfully operating as the Institute's management entity for more than 3 years.

Dr. Bruce Waite is the Chief Executive Officer of FMS and acts as the Executive Director of the Institute, overseeing all operations and administrative management activities. Dr. Waite has a Doctorate in Organizational Development and has been developing, implementing and administering workforce development programs for persons with severe employment barriers for more than 25 years.

Gwen Austin Waite has a Bachelors Degree in Human Services and a Masters Degree in Management and acts as the Institute's Director of Finance. Ms. Austin has more than 14 years experience in human services and workforce development and oversees all of the Institute's financial operations and regional fiscal and budgetary staff.

Amy Simms has a Masters Degree in Education and acts as the Director of Human Resources and Corporate Relations for the Institute. Ms. Simms has 7 years of JTPA, WIA/WTP and VR counseling experience and administers all of the Institute's human resources, employee relations, staff development, insurance and liability management, customer relations and marketing and provides Board of Directors support and liaison activities.

Candace Phinney has a Bachelors Degree in English, and is a Microsoft Certified Systems Engineer and acts as the Director of Quality and Information Management for the Institute. Mrs. Phinney has 13 years of social service quality assurance, performance improvement and internal monitoring experience and manages all of the Institute's contract compliance, program measurement, quality assurance, organizational accreditation, and information technology functions.

The Comprehensive Assessment Services program will be managed by Frank Lane, MHS, CRC. Mr. Lane has more than 12 years of experience in testing, assessment and program management and has completed approximately 500 work evaluations and assessments. Mr. Lane holds a Master of Health Science degree in Rehabilitation and Mental Health Counseling. He is a Certified Rehabilitation Counselor and Licensed as a Mental Health Counselor Intern. Mr. Lane is qualified to sit for the CVE exam and his application is in process. He is presently completing a Ph.D. in Rehabilitation Science with a concentration in Research and Evaluation Methodology at the University of Florida. His advanced graduate coursework includes adult cognitive assessment and personality assessment in rehabilitation. His dissertation research is on the utilization of Quality of Life assessment as an outcome measure for human service agencies. Mr. Lane currently functions as a Rehabilitation Consultant for the One-Stop career centers in Workforce region 9. In his capacity as a consultant, Mr. Lane designed a work evaluation unit for persons with severe barriers to employment. The purpose of this evaluation unit is to supplement the assessment instruments administered to all One-Stop customers and provide recommendations to One-Stop center career managers on appropriate vocational goals, training, and employment plan development. Mr. Lane has previous experience as a program manager for a work evaluation laboratory under contract for the Florida division of Vocational Rehabilitation, vocational assessment and evaluation of persons with occupational injuries, and vocational rehabilitation of persons with traumatic brain injury, cognitive disorders, and mental illness. Mr. Lane is a member of the Vocational Evaluation and Work Adjustment Association (VEWAA), among many others.

As department leaders, FMS leadership directly supervises and actively participates in the day-to-day program activities of the Institute.

All management level staff has been engaged in program delivery and has direct experience in the workforce investment and welfare transition programs. Management has been trained as

staff development trainers and will have instrumental roles in the orientation and training of new staff.

We propose to recruit and hire seven Vocational Evaluation Specialists (Evaluators) to provide the assessment service delivery as described in this RFP. These Evaluators will have a minimum of a Bachelors degree within a Social Science or Education field, with a Masters Degree being preferred. Each evaluator will have experience in the administration of standardized tests, knowledge of evaluation methodologies, and experience in career assessment and evaluation. Mr. Lane will build on this prerequisite experience by providing technical training to the staff evaluators through a combination of didactic training models, group and individual supervision and mentoring.

**C.2 Provide a detailed description of the number of years the organization has been in business, the level of funding received from various sources for the past two years, the size of the total budget handled by the organization each year for each of the past two years, and the numbers of individuals served during the last two years.**

The Institute was established in 1985 with a mission to provide individuals with functional barriers, access to economic development through employment and training opportunities. Our focus was to assist Monroe County's disadvantaged and disabled individuals to obtain competitive, living wage, employment.

Eighteen years later, we still concentrate our efforts on helping people become competitively employed. Through our involvement and evolvment in the workforce development environment, the Institute serves all individuals, without prejudice or bias, who require individualized core and intensive services to gain economic empowerment.

The Institute began as the Florida Keys Employment and Training Council in Monroe County in September of 1985 as a direct placement program serving persons with disabilities. We were originally funded through a small Wagner-Peyser contract administered by the Governors Employment Alliance. Each of the clients that we placed suffered from work interrupting disabilities. We counseled, developed employment, placed, and provided each client with post-employment follow-up for at least 60 days.

In the subsequent years we continued to focus our efforts on assisting disabled individuals obtain employment, duplicating our programs to other sites throughout the Florida Keys. We established a small work evaluation and assessment laboratory to provide baseline data and assist in diagnostics and placement.

We gained our initial experience in JTPA workforce programs thirteen years ago. In 1987, we received Title IIA funding from the South Florida Employment & Training Council/Private Industry Council to serve disabled clients who required on-the-job training, remedial education activities and case management. In the next few years we expanded our Title IIA services to include persons who were economically disadvantaged or had an additional barrier to employment. In 1992, we became funded to provide English as a Second Language and Occupational Skills Training. In 1994, we expanded our program to include JTPA programs Title IIC, and Title III.

In 1995, through a public/private partnership with the Division of Vocational Rehabilitation, the Institute became the first private provider of core vocational rehabilitation services in the State of Florida. At this time we began to organize all of our programs around the “one-stop” concept, providing vocational and job placement services at no cost to the individual, at one centralized location.

To enhance our credentials in 1997 and in 2000, the Institute received full three-year accreditations by the Commission on the Accreditation of Rehabilitation Facilities (CARF) in Employment Services: Employment Case Management and Service Coordination.

In October of 1997, the Institute was awarded contracts from the Miami-Dade/Monroe WAGES Coalition to assist welfare recipients gain employment and self-sufficiency. We began providing both core and intensive services under the WAGES program at that time.

The Institute was instrumental in developing the local WAGES plan and organized the Monroe County WAGES Steering Committee with partners from the Department of Labor and Children and Families, The Florida Keys Community College, Monroe County Public Schools and various other community based agencies, which serve at-risk populations. We have successfully provided services to the WAGES population for three years maintaining a high participation rate.

In 1999 when the State enacted its workforce investment legislation, we were awarded the contract to provide core, intensive, and direct training one-stop services.

Each one-stop currently operated by the Institute is a multi-partner system providing a full spectrum of employment and rehabilitation services through a virtual and physical collocation of regional workforce development partners.

The programs run by the agency have been typified as exemplary and have been used as demonstration models by other community based agencies with an interest in developing one-stops.

The Florida Institute for Workforce Innovation had the following major funding sources for the last two contract years:

**Funding 2001-2002:**

<b>Funding Source</b>	<b>Funding Amount</b>	<b>Persons Served</b>
Region 23 One-Stop Career Centers	\$1,800,150.00	4,900
Region 23 Youth Opportunity Centers	\$299,890.41	131
Region 23 Vocational Rehabilitation	\$679,348.25	711
Region 23 Special Assessment Services to the Disabled	\$350,000.00	661

<b>Funding Source</b>	<b>Funding Amount</b>	<b>Persons Served</b>
Region 9 One-Stop Career Centers	\$900,000.00	15,545
Region 9 Vocational Rehabilitation	\$737,710.50	830
<b>Total</b>	<b>\$4,767,099.16</b>	<b>22,778</b>

**Funding 2002-2003:**

<b>Funding Source</b>	<b>Funding Amount</b>	<b>Persons Served July - March</b>
Region 23 One-Stop Career Centers (October, 2002 through June, 2003)	\$1,556,463.00	2121
Region 23 Youth Opportunity Centers (April 1, 2002 through March 31, 2003)	\$270,000.00	160
Region 23 Vocational Rehabilitation (July 2002 through November 2002)	\$238,066.05	100
Region 9 One-Stop Career Centers (July 2002 through June 2003)	\$739,169.00	14,915
Region 9 Vocational Rehabilitation (July 2002 through November 2002)	\$240,634.34	350
Department of Labor, Work Incentive Grant (May 2002 through June 2003)	\$500,000.00	542
<b>Total</b>	<b>\$3,544,332.39</b>	<b>18,188</b>

**C.3 Describe projects that have been implemented by the organization in the last two years, through grant funds or the organization's own funds. Document grants from other funding sources detailing the name of each program, its funding agency and grant period or time period in which the program was provided through the agency's own funds, its objectives and designs,**

The Institute has been serving the specific customer groups targeted by the Workforce Investment System regulations for the past eighteen years.

The Institute has also launched several innovative initiatives throughout the state.

In May of 2002, we received a U.S. Department of Labor, Employment and Training Administration Work Incentive Grant. This grant provides the Institute with a unique opportunity to truly integrate persons with disabilities into Florida's workforce development system. Some of the projects that we are working on include development of a comprehensive ADA evaluation for one-stop centers, development, in collaboration with the University of Florida, of comprehensive disability related training modules for all one-stop staff and partners, comprehensive case management and assessment services for all persons with

disabilities using the one-stop centers, and comprehensive job development services for persons with disabilities, including small business development training.

We also have developed Internet-based software that is used in Alachua, Bradford and Monroe Counties to provide comprehensive workforce assessments to assisted core customers. This software is called the Florida Assisted Core Evaluation System (FACES). In addition, an add-on module, the Consumer Assessment for Rehabilitation Eligibility Services (CARES) was developed to provide a comprehensive disability assessment to one-stop customers. This module was developed to assess medically deferred welfare transition customers in Region 23 for work-limiting disabilities but also provides appropriate referral to Vocational Rehabilitation or Social Security for those who do have work-limiting disabilities and referral to workforce job placement services to those without disabilities.

The Institute has also developed a comprehensive workforce procedural manual to be used by one-stop career center staff. As part of our integrated one-stop model, we have tied procedures to performance. The performance of each staff member and partner is evaluated on a quarterly period compared to mutually established organizational goals. The Institute's internal monitoring department provides the one-stop managers with weekly, monthly and quarterly progress to indicators and standards established at the beginning of each contract year. Internal monitoring of all funded programs is conducted at regular intervals and reported to the Institute's Board of Directors.

To assist with the internal monitoring of the organization's performance to both contract and established best practices, the Institute has developed an internal quality assurance guidebook for the workforce development system. We have developed a system to track employee performance to organizational goals and performance and have implemented that system for our employees in Region 23.

To enhance our credentials, in 1997 the Institute received a full three-year accreditation by the Commission on the Accreditation of Rehabilitation Facilities (CARF) in Employment Case Management and Service Coordination. In 2000 the Institute was re-surveyed and again, fully accredited for a three-year period. CARF accreditation standards incorporate one-stop service delivery in all programs because of the integrated, seamless delivery system. Therefore, the excellence indicated by this accreditation procedure indicates excellence in all related programs.

The Institute has received the following grant funding, in addition to the funding provided by the South Florida Workforce, during the past two years:

PROGRAM NAME	FUNDER	GRANT PERIOD	OBJECTIVES	POPULATION SERVED	PROJECT/ CONTRACT MGR	CONTACT NUMBER
Universal Core and Welfare Diversion – Florida Workforce Region 9	Alachua/ Bradford Workforce Board	7/1/2000 – 6/30/2003	Initially funded to provide universal core services to the population of Alachua and Bradford counties in July of 1999; provide all mandated core and assisted core, as well as extensive welfare diversion services to citizens of Florida	Universal core population, assisted core population and welfare diversion	Jay Trautman/ Rachel Bishop- Cook	(352) 955-6440/ (352) 334-4088

PROGRAM NAME	FUNDER	GRANT PERIOD	OBJECTIVES	POPULATION SERVED	PROJECT/ CONTRACT MGR	CONTACT NUMBER
			Workforce Region			
Work Incentive Grant	U.S. Department of Labor, Employment and Training Administration	5/1/2002 – 6/30/2004	Provide one-stop integration services to persons with disabilities; develop best practices for other one-stop centers and publish; develop comprehensive training modules; develop a comprehensive ADA one-stop evaluation system	Persons with Disabilities	Jay Trautman/ Rosa Crowley	(352) 955-6440/ 404-562-2119
Vocational Rehabilitation Services	Florida Department of Education	October, 1995 - November, 2002	Funded to provide state-sponsored Vocational Rehabilitation Services to persons with work-interrupting disabilities in Regions 9 and 23.	Persons with Disabilities	Bruce Waite/ Cynthia Gabor	(305) 797-5509

All of the funding received by the Institute in the past two years has been used in an integrated funding strategy to help implement the programs that operate under our one-stop design. The other grant monies have been utilized to either perform work evaluation and/or assist targeted hard-to-serve individuals who would have experienced significant barriers in their attempts to access one-stop programs. Such programs provide additional employment support by mitigating the negative effects of participant barriers on their attempts to achieve and maintain gainful employment.

The Institute was recently awarded the contract to provide One-Stop workforce development services in Region 19, DeSoto, Highlands, and Hardee Counties. Service delivery will begin on July 1, 2003 in that region.

**C.4 Document the organization's track record of demonstrated effectiveness in providing the comprehensive assessment services that are proposed or similar activities. Provide whatever data may be available to document the track record of demonstrated effectiveness of your proposed program. For instance, number of basic skills assessments conducted, soft skills assessment conducted, etc. This listing is intended to be illustrative. We encourage applicants to provide whatever data they can to document a track record of demonstrated effectiveness, as well as to provide contact information about individuals we may contact to verify the data submitted. Please include information about the individual to be contacted as a reference. Including name, title, organization name, address, telephone number, description of the contract or program that can be referenced in our discussions with this individual and what types and levels of performance this individual can tell us about.**

The Institute has much experience in providing similar assessment services within the State of Florida.

As a provider of Vocational Rehabilitation Services, we employed staff who were expert in providing assessments to persons with disabilities and understanding when more intensive evaluation services were necessary to accurately determine the customer's career needs. Throughout our years of operating VR services, we provided extensive psycho-social interviews and assessments to more than 3,000 customers.

In 2000, we were contracted by the Division of Vocational Rehabilitation to design and implement Florida's first initiative to provide rapid response special assessment services to Welfare Transition (then called WAGES) customers in Miami-Dade County who were medically deferred due to work-interrupting disabilities. This program provided comprehensive assessments to 2,400 customers who needed access to vocational rehabilitation services and assisted the local Division of Vocational Rehabilitation in gathering the necessary documentation to determine eligibility for services.

From February, 2001 until June, 2002 we provided 1,100 assessments to South Florida Workforce welfare transition customers who had received medical deferrals. To facilitate this process we developed on-line software (CARES) to conduct a disability assessment and provide referrals to the appropriate service provider: Vocational Rehabilitation for those customers who were legitimately disabled and could benefit from VR services; Social Security Disability for those customers who were too disabled to benefit from VR services; and to the One-Stop Career Manager to place in a countable work activity or sanction as appropriate. Documentation verifying the number of assessments completed is available for review from the South Florida Workforce.

As a One-Stop Operator in Region 23, we have ample experience in conducting assessments to one-stop customers including administration of the TABE, Aviator and Apticom tests as well as using other online and software based career planning and exploration tools. The numbers of tests we have conducted over the past ten years are too numerous to count.

As a One-Stop Operator in Region 9, we also have experience in administering TABE tests and are experienced in using the OASYS system, CareerScope (computerized Apticom), and CHOICES. Additionally, in May of 2002, we were awarded a contract in Gainesville, Florida to integrate persons with disabilities into the one-stop environment using a variety of methodologies, one of which was the development of a mobile work evaluation laboratory that serves 4 One-Stop Centers in Workforce Region 9.

#### References:

Edith Humes-Newbold  
Executive Director  
South Florida Workforce  
(305) 594-7615

Rachel Bishop-Cook  
President  
BCN Associates  
(352) 334-4088



**C.5 Provide a copy of the organization's last independent audit unless that audit is already on file at SFETC. If the audit has been previously submitted to SFETC, so indicate.**

The organization's last independent audit is on file with the SFW. There were no negative audit findings in the report.

## PROPOSAL NARRATIVE

**D.1 Given the description in the RFP of the types of comprehensive assessments required and the various locations where these services are to be provided, describe in detail the strategies you propose to meet the assessment and logistical challenges of providing the assessment services required. Describe how you would handle and schedule multiple requests for assessment services from one-stop centers.**

There are 16 One-Stop Career Centers within Miami-Dade and Monroe Counties that require comprehensive assessment services for Adult and Dislocated Worker populations seeking occupational skills training, and for Welfare Transition and Welfare-to-Work populations who are within 12 months of losing their temporary cash assistance benefits. We anticipate that there may be as many as 5,000 individuals requiring comprehensive assessment services during the 12 month period from July 1, 2003 to June 30, 2004.

The OSMIS system shows that there were approximately 1,600 Adults and Dislocated Workers enrolled in Occupational Skills Training during the ten-month period between July 1, 2002 and April 30, 2003 in Region 23. That averages to 160 WIA certified individuals who would require a comprehensive assessment prior to being enrolled in training each month.

Additionally, information was provided at the Bidders Conference held on May 2, 2003, that an estimated 2,500 to 3,000 individuals participating in the Welfare Transition and Welfare-to-Work programs will also require a comprehensive assessment because they have already exhausted or are within 12 months of exhausting their temporary cash assistance benefits.

The actual volume of assessments is the first challenge for the assessment service provider. Based on our knowledge of the populations to be served, we estimate that 30 to 40 percent of the individuals going to training services through WIA may not require an intensive hands-on assessment of the caliber that trained vocational evaluation specialists are qualified to administer. Many of these individuals, such as the Dislocated Worker population, will be persons who have lost their jobs in the current economy and who do not have significant hard-to-serve barriers to achieving employment. These individuals may benefit from a transferable skills analysis and career planning and guidance to determine how their skills and abilities can be utilized in other jobs in the Miami-Dade and Monroe labor markets. An example of this population might be the airline industry that may be downsizing significantly or terminating operations permanently; the majority of employees that become dislocated from that industry will most likely not be able to return to similar jobs and may need occupational skills upgrading to become competitive in the local labor market. This population however will not possess the hard-to-serve barriers that would require the intensive work evaluation and sampling techniques employed by professional evaluators.

To provide this volume of assessments for the monies that are quoted in the RFP (\$360,000) will require a collaborative approach between the assessment provider and the One-Stop operators. The most cost efficient way to provide assessment services for the 16 One-stops in region 23 is a combination of existing assessments, purchase of additional paper & pencil tests, software based computer assessment programs, and qualified trained evaluation personnel.

To maintain the cost-effectiveness of this program we are recommending continued use of the existing testing methods currently being used by South Florida Workforce: the Test for Adult Basic Education (TABE) and the Aviator Aptitude and Interest assessment tools. The TABE tests for customer's academic achievement and/or basic skills, and the Aviator tests for occupational interests, vocational aptitudes and skills.

The TABE is a widely used and accepted test of academic achievement. Moreover, the TABE has alternate forms in large print and Spanish which expands the ability of the evaluator to test a diverse population base.

The Aviator tests for (1) GED level (Reasoning, math, and language) (2) seven vocational aptitudes (General learning ability, verbal, numerical, spatial perception, form perception, clerical perception and color discrimination) and (3) vocational interests. Additionally, the remaining 4 aptitudes the Aviator does not test for (finger dexterity, manual dexterity, and eye-hand coordination, and motor coordination) but can be entered into the data base and factored in to the software program's career decision making system. Additional benefits of the Aviator are: (1) the projected growth or decline of each occupation is included in the report, (2) the test takes only 60 minutes to administer, and (3) there is a place for evaluator comments in different locations throughout the report. We believe that these tools provide valuable information that can be utilized to make preliminary assessment conclusions. We plan to provide technical assistance to One-Stop case managers in proper utilization of these testing methods. One weakness of the Aviator is that it's currently outdated. We propose to update the system as part of a long-term solution to providing the most effective and optimal assessment system for Region 23 One-Stop customers.

We plan to expand on the existing capabilities of each of the 16 full-service centers in the two-county region by procuring additional computer software with the funding that is available for this project. The largest procurement will be for the Occupational Access System (OASYS) which provides a transferable skill analysis that can be used by case managers. A transferable skills analysis is most appropriate for customer's who have a work history. Therefore, we believe that the OASYS will be a practical way to explore abilities in relation to employment particularly when working with the dislocated worker population. The customer's work history is entered, which can be obtained from a face to face interview or from the customer's resume. The Employer Job Bank option allows the evaluator to conduct a focused search by standard industrial classification codes, zip codes, or wage ranges. This ensures that customers seeking work in Miami-Dade County will only be referred to occupations for which there are employment opportunities within the region, and will avert problems due to recommendations for work that does not exist or is unavailable. The evaluator can also make adjustments to the customers profile based on physical ability, aptitudes, data-people-things, work activities, work situations, specific vocational preparation, and educational skills. This makes the OASYS an ideal tool for working with customers with barriers to employment.

The One-Stop case manager will continue to be responsible for administering the TABE and Aviator tests to customers. They will also open a file in the OASYS system by customers' demographic data and work history. We have included training in this proposal on the OASYS for career managers and evaluators to ensure proper administration and interpretation of the

instrument. The Institute Vocational Evaluation Specialist will use the results of the OASYS, Aviator, TABE and any other assessments or tests provided by partners or other service providers and develop a written assessment report that addresses the customer's general learning skills, any basic skills deficiencies, aptitudes, interests, functional limitations, and transferable skills and makes recommendations and a prescription for success for each customer.

Based on this written report, the Evaluator will identify those customers who require intensive, individualized testing methodologies. These customers will be contacted and an appointment will be scheduled with an Evaluator who will conduct the assessment.

A brief personal interview and case file review will be conducted to ensure that all information that is necessary to assist in the assessment has been gathered and is present for the evaluator's review and to ensure that there is no unnecessary duplication of assessment testing.

The Institute staff is committed to the ethical principles of assessment for rehabilitation counselors and vocational evaluators. Institute evaluators will promote the welfare of clients in the selection, use, and interpretation of assessment measures. Careful consideration will be given regarding the test's consistency of measurement (reliability), accuracy with which a test measures a construct (validity) and conditions of administration under which each test was standardized. Evaluators will take into consideration the effects of ethnicity, disability, socioeconomic status, and culture on test scores, particularly when the customer is a member of a minority group not represented in the norm groups. Further, evaluators will exercise caution in interpretation when the conditions under which a test was standardized is altered, in any way, due to necessary accommodation. Error in measurement will be taken into consideration and used to establish confidence bands within which the evaluator can be reasonably certain the customer's true score lies, where possible.

Instruments will be chosen based on established career development theories. Testing methodologies may include an assessment of psycho-social stressors such as family, relationship, living, and financial situations, functional and physical capacity for work, motivation, finger dexterity, manual dexterity, eye-hand coordination, work maturity skills, personality and learning styles. Assessment for the presence of depression or chemical dependency will be addressed, if indicated and appear to interfere with a successful work outcome, with the customer's consent, and the results will be treated as preliminary and grounds for referral. These additional assessment tools will be used on-site at each One-Stop center.

In addition to purchasing the OASYS system for each One-Stop center, we are also proposing to procure other testing software including 1) Human Asset Imaging which measures work maturity skills and 2) Vocational Implications of Personality which assesses personality and learning styles. Paper and pencil tests and tests designed to measure manual dexterity, finger dexterity and eye-hand coordination will also be used to compliment and provide a full continuum of vocational assessments. The testing may be conducted in a group setting at each one-stop as needed to accommodate the number of persons requiring the comprehensive assessment.

The Institute believes that behavioral observation is an essential component to any vocational evaluation and assessment process. Behavioral observation includes observing social skills,

physical appearance and performance, interactions with others and the customer's interaction in and with the environment. Consequently, behavior will be observed and documented in a systematic manner with the goal being to reduce error and increase objective and non-biased reporting. The Institute is presently developing an observation tool, which we believe reduces the amount of error in observation. The Systematic Observation of Work Behavior (SOWB) tool is currently undergoing inter-rater reliability testing and will be incorporated as part of the Institutes *efaces* case management and assessment system. This system will be available as part of a dedicated work evaluation laboratory (optimal solution) and to a lesser extent with the assisted vocational evaluation process.

These comprehensive assessments will be above and beyond the assessments that are currently available at the one-stop centers and are administered by on-site career management staff (TABE, Aviator and the proposed OASYS transferable skills analysis and labor market employability). The assessments may include a variety of methodologies customized to the needs of each individual applicant based upon the evaluator's review of the case file and a personal interview. At the completion of the assessment the Evaluator will develop a comprehensive written report and disseminate the findings to the case managers. The Evaluator will be available to assist the case manager in interpreting the assessment results as needed. All assessment reports will be logged in an Institute on-line database.

The integrity and security of all tests will be maintained consistent with the 1999 *Standards for Educational and Psychological Testing*. Further, evaluation specialists will administer and interpret only those tests for which they are qualified according to these standards. All tests proposed for purchase are levels A and B. No level C tests will be administered as part of this project.

Customer files will be maintained consistent with the Health Insurance Portability and Accountability Act (HIPAA) of 1996. Customers will be informed of the purpose of testing and how the results will be used prior to administration. The confidentiality of customer information and release of same will be ensured consistent with HIPAA guidelines. Test results will be explained to customers in a language they can understand. Particularly, when test results are presented to a customer by request of a release of confidential information. 100 percent of the Institute evaluation staff will be trained on HIPAA guidelines.

We are proposing to hire six full-time Vocational Evaluation Specialists to ensure that all assessments needed are accomplished in a timely and effective manner. Three of the Evaluators will possess a Masters Degree with experience in testing and assessment methodologies. These three senior level Evaluators will be paired with a junior level Evaluator and will oversee the work of the junior. This will provide the necessary administrative and programmatic support and oversight of evaluators with less experience. The Evaluators will each be assigned to at least two One-Stop Centers; with one Senior Evaluator being assigned to three centers and one Senior Evaluator assigned to provide assessment services to the Monroe County One-Stop Centers on a pre-scheduled basis. Schedules may be adjusted based on increased or decreased volume within each center.

For more comprehensive work evaluation and sampling activities, a dedicated work evaluation laboratory could be established at one of the centralized One-Stops or an alternative location within Miami-Dade County. This dedicated laboratory would provide more intensive types of career assessment tools such as work samples, in-depth behavioral observations, and an expanded range of tests using various methodologies to assist the case managers with assisting the customer in choosing an appropriate vocational goal. Software and hard copy products that are available to provide guidance to the vocational evaluator but are too costly to distribute to 16 different locations can be housed in this central location. The centralized work evaluation lab will also be an essential component to assess people with workforce barriers, including persons with disabilities, customers who have experienced unemployment for a significant period of time, and those with communication and learning barriers.

The Institute believes that a comprehensive work evaluation laboratory is an essential component to a full range of evaluation services designed to meet the needs of all customers being served within the One-Stop system. At current funding levels, establishment of this work laboratory is cost prohibitive; however this is a solution that the Board may want to review for later implementation. In the interim, Institute evaluators will make every effort to secure these services, when indicated, for customers through appropriate community referrals and recommendations.

The development of this dedicated lab would require the recruitment of another Senior level Evaluator and a Vocational Technician for clerical and administrative support.

**D.2     Indicate the number and qualifications of staff you would employ to carry out the assessment process. In cases where staff members that you would use for this contract are already employed by your organization, please include their resumes detailing their qualifications and experience related to the provision of assessment services.**

The Institute is proposing to hire six Vocational Evaluation Specialists to provide assessment services in Region 23. We estimate that these six evaluators will be able to complete an estimated 15 to 20 comprehensive assessments each week meeting the South Florida Workforce timeliness guidelines.

The hiring of qualified personnel is an important part of our proposal. Further, the use of evaluators who are qualified to administer and interpret the results of standardized tests results in a refinement of career options, improved depth and richness of information and recommendations, greater flexibility in test administration, and a stronger foundation on which to expand an comprehensive assessment program.

The Comprehensive Assessment Services program will be managed by Frank Lane, MHS, CRC. Mr. Lane has more than 12 years of experience in testing, assessment and program management and has completed approximately 500 work evaluations and assessments. Mr. Lane holds a Master of Health Science degree in Rehabilitation and Mental Health Counseling. He is a Certified Rehabilitation Counselor and Licensed as a Mental Health Counselor Intern. He has met the requirements to sit for the CVE exam and his application is in process. He is presently

completing a Ph.D. in Rehabilitation Science with a concentration in Research and Evaluation Methodology at the University of Florida. Mr. Lane's resume is attached for review.

The qualifications of the staff assigned to complete the comprehensive assessments will be Masters-level prepared individuals who have achieved Certified Vocational Evaluator or Certified Rehabilitation Counselor status; Bachelors Degrees may be substituted with an appropriate amount of testing experience. However, because some of the paper and pencil and simulated work sample type of evaluations are level B tests and require that the evaluator possess a Masters degree in Psychology, Education or a related field with relevant training and experience or be a membership of, or certified by, a professional association that requires training and experience in a relevant area of assessment, Mr. Lane will provide appropriate oversight, where necessary.

We will make every attempt to recruit and hire evaluators who are bilingual.

Each Vocational Evaluation Specialist will be assigned to at least two One-Stop Career Centers and will have a rotating schedule at each based upon traffic flow and need. The Monroe County One-Stop Centers will share an evaluator with the Homestead and Cutler Ridge/Perrine One-Stop Centers.

As part of our proposal, career management staff in all 16 One-Stop centers will receive 10 hours of training on using and interpreting results from the OASYS system and will receive technical assistance from the Vocational Evaluators on maximizing the capabilities of the Aviator system.

**D.3 Provide a detailed description of the assessment instruments that you are proposing to use. Consider the full range of assessment information per customer that we are seeking, as described on pp. 1-2 of Part One of these Specifications.**

The Institute proposes to use the tests currently being administered in the One-Stop centers and supplement that information with information obtained from a combination of additional testing and a psychosocial assessment conducted by trained personnel. The assessment results will be necessary for our trained evaluators to function in a supportive role by generating a report to the One-Stop career managers that is both easy to understand and useful.

The additional areas that will be assessed are the three remaining aptitudes (finger & manual dexterity and eye-hand coordination); transferable skills; personality; motivation; functional capacity; and work readiness.

There are two types of assessments that are commonly used in a vocational evaluation: Level A and Level B. Level A tests are those that have no prerequisites for the administration of the test; Level B tests require specialized knowledge, experience, education and training to administer and interpret the results.

We are proposing that Region 23 utilize a mixture of both types of tests to provide the best solutions for the One-Stop Career Center customers using the funding that is currently available.

The One-Stop case managers will be responsible for administering TABE and Aviator tests making the results available to the Vocational Evaluation Specialists. Case managers will also establish a record of each customer in the OASYS transferable skills analysis database.

The preliminary testing assessments to be conducted by the One-Stop Case managers will include the Test for Adult Basic Education (TABE) to test for basic skills deficiencies, the existing Valpar Aviator System to test for general education development, skills, abilities and aptitudes, and career occupational interests. The Aviator has the capability to suggest career occupations that meet both the applicant's abilities and their individual preferences.

The continued use of the Aviator is being recommended for Region 23 because it is a cost-effective solution already being used in the One-Stops. Further, we are recommending purchasing two tests of psychomotor ability that yield results for finger dexterity, manual dexterity, and eye-hand coordination (motor coordination). The scores from these tests can be converted and entered into the Aviator, yielding increased accuracy of the test results and a better job fit for the customer. There are a few tests that assess for the remaining aptitude, eye-hand-foot coordination. They are the Valpar 11, the SAGE and the McCarron-Dial. These simulated work samples were cost prohibitive as part of this proposal but have been included as part of the Optimal work evaluation laboratory.

We are also recommending the procurement of the OASYS system, a dynamic software program which will test for transferable skills and abilities and match those skills to the local economy and job market.

Individuals acquire skills and abilities during their working lives. OASYS captures these skills learned from past employment and summarizes them to form a work history profile. These skills will be used to complete a transferable skills analysis with the local Region 23 job market to identify potential employers and job vacancies. OASYS also has the ability to add physical and functional capabilities of the customers we work with to find appropriate employment choices that meet their individualized needs. Where appropriate, evaluators will test for limitations in physical functioning and input this information into the OASYS. Work History will be obtained through initial assessment and customer resume.

The OASYS is also able to access the most current employment and labor market information including:

- O\*NET and DOT Occupational Descriptions
- Performance Demands and Descriptors
- Federal, State and local level employment and wages
- Occupational Outlook Projections
- Access to the America's Job Bank job listings
- The Occupational Outlook Handbook
- Training Providers

The OASYS system also includes a "what-if" scenario builder in which the case manager may test other occupations against the applicant's demonstrated skills and abilities. This will assist in



providing appropriate referrals to training providers as necessary for the customer to obtain the skills needed for the new career.

These tests are considered Level A tests and do not require specialized education and experience to administer. Having the case managers or other One-Stop staff administer and oversee the administration of these level A tests will free up the Evaluator's time to conduct the more comprehensive assessment tests for the customers' who possess the more severe workforce barriers.

In addition to the OASYS we are proposing to purchase two other software products:

- a. Human Asset Imaging: The Human Asset Imaging explores character traits in the areas of: (1) appropriate quality of work, appropriate quantity of work, personal and professional relationships, adopting appropriate workplace attitudes, understanding your job, personal cleanliness, dealing with emotions in the workplace, and dealing with family issues in the workplace. The software presents a scenario, which is a story that occurs in the workplace and describes a conflict. A discussion follows where possible solutions to the conflict are presented. The options are not presented in terms of right or wrong, rather options are illustrated in terms of the consequences of each solution. The answer format is true/false and asks the reader how they would behave when faced with the same dilemma.
- b. Vocational Implications of Personality (VIP): The VIP is a personality test based on Carl Jung's theory of personality typology. The VIP profile describes the customer's personality type, and discusses how they process information, make decisions, learn, and generally operate. The final section of the VIP report lists occupations with GOE and DOT codes. The list allows an easy comparison with the report generated from the Aviator.

We are also proposing the following testing and assessment tools:

#### Paper and Pencil Tests:

- a. Maryland Addictions Questionnaire: Administered in just 20 minutes, this assessment tells the evaluator whether an applicant possesses a substance abuse disorder, whether the customer is motivated to be treated for the disorder and whether the disorder will negatively impact the employment process. There are validity scales for inconsistent responding and defensiveness.
- b. Achievement/Motivation Profile (AMP): This tool is answered in a true/false format and can be administered by hand in 20 to 30 minutes. Results give a complete picture of the customer's motivation for achievement (achievement, motivation, competitiveness, and goal orientation), interpersonal strengths (assertiveness, personal diplomacy, extraversion, and cooperativeness), inner resources (relaxed style, happiness, patience, and self-confidence), and work habits (planning and organizing, initiative, and team player). The profile also yields three validity measures that alert the evaluator to inconsistent, self-enhancing, and self-criticizing response styles. The test was normed on 1,700 students and was validated against objective measures of achievement.

- c. **Functional Capacity Checklist (FCC):** The FCC consists of 165 self-report items, which the customer answers on a 6-point likert scale format. Each of the items relates to one of the physical demand worker characteristics described in the DOT. Specifically, standing, sitting, walking, lifting, carrying, pushing, pulling, climbing, balancing, stooping, kneeling, crouching, crawling, reaching, handling, fingering, feeling, talking, hearing, and seeing. Two additional scales are added for tolerance and self-care. Functional capacity is traditionally assessed for a customer with a disability. However, the FCC has the added value of obtaining valuable information from customers concerning those physical activities they feel comfortable performing because the form is self-report. Functional limitations based on disability, occupational injury and the like should be addressed when planning to meet short- or long-term vocational goals. Identifying these limitations is important because the extent to which an individual's limitations are a barrier to employment depends in part on their work and living environment.

#### Tests of Psychomotor Ability:

- a. **Crawford Small Parts Dexterity Test:** This test takes 5 minutes to administer. It is designed to measure an applicant's eye-hand coordination and fine motor dexterity. The test starts with a wooden board with separate wells for pins, collars and screws. The customer completes two sets of activities: 1) using tweezers the customer inserts small pins into close-fitting holes in a plate and places the small collars over the protruding pins; and 2) the customer places small screws into threaded holes in the plate and screws them down with a screwdriver. The Vocational Evaluator uses a manual to interpret results.
- b. **Stromberg Dexterity Test:** This test takes approximately 10 to 15 minutes to administer. It tests the customer's basic manual dexterity, as well as the ability to sort by color. Applicants must sort 54 multi-colored discs and insert them into a form board as quickly as possible.

The results of the psychomotor testing can be added to the customer's Aviator test and used as a screening criterion for appropriate occupations in the Aviator's job database. The OASYS system also allows for the inclusion of physical limitations in its applicant database.

In addition to the specified testing and assessment tools, the Evaluators will conduct face-to-face interviews with referred customers to determine what psych-social stressors and situations may be affecting their ability to find employment. Any life circumstances that have an effect on the customer's ability to find employment will be included in the complete report with recommendations for support services or outside intervention referrals as necessary. These areas include but are not necessarily limited to life situation, family problems, transportation issues, and economic and financial status.

#### **D.4 Describe in detail how you would incorporate existing assessment results into the assessment process including those that may be available on-line.**

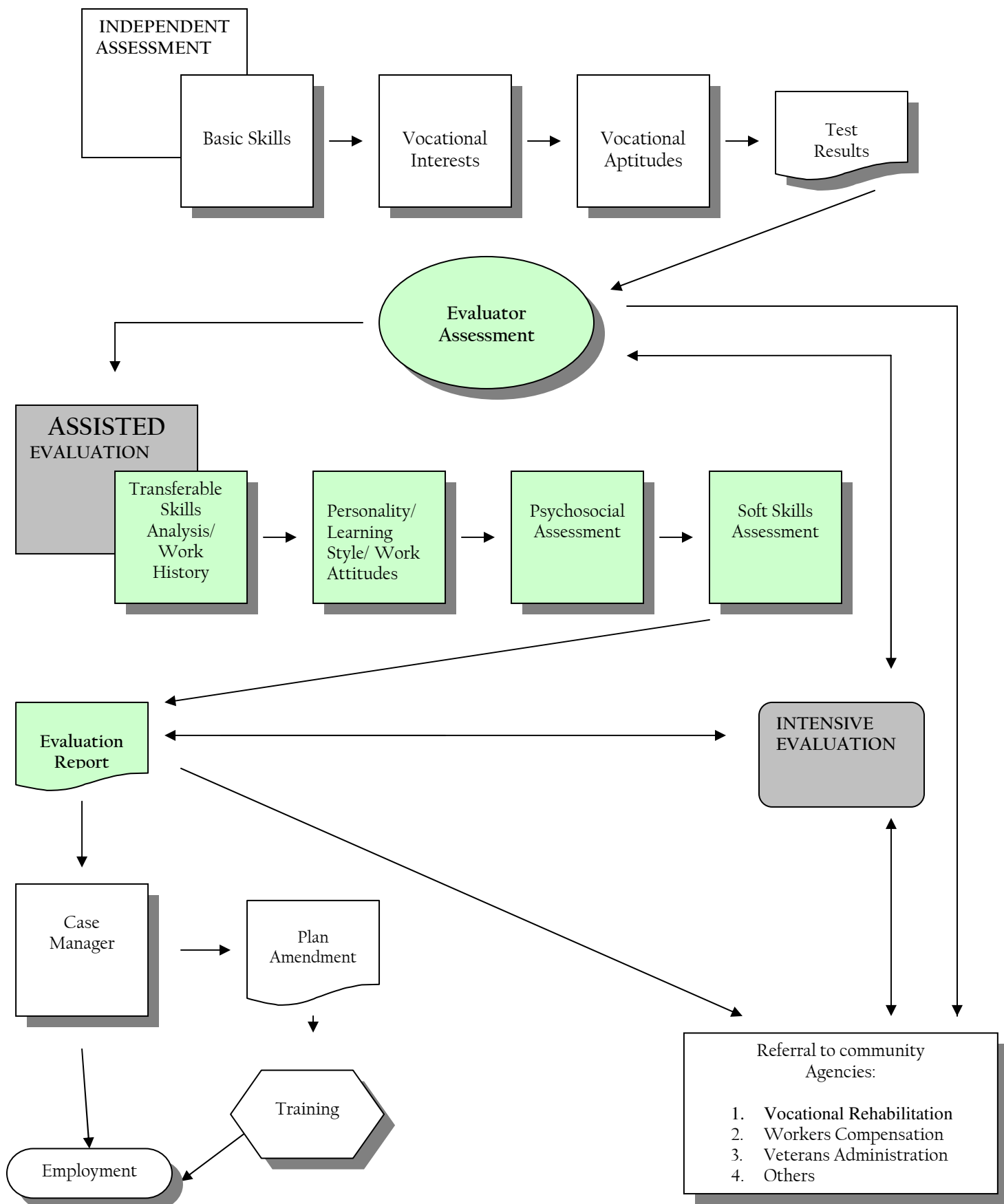
Each referral for assessment services received from a One-Stop case manager for comprehensive assessment will be assigned to an Institute evaluator who will review the customer's case file prior to scheduling a personal interview. The Evaluator will review the initial assessment findings, the results of the TABE and Aviator and will review the customer's OASYS file on-line.

All assessment results that are included in the customer's file, including those completed by partner organizations such as the Department of Children and Families or Vocational Rehabilitation Services, will be reviewed prior to administering any new assessments to avoid duplication and will be used in the development of the comprehensive assessment report.

Additionally, both the OASYS report and the Aviator tests may be modified by the Evaluator after interviewing the consumer to more clearly delineate the transferable skills, physical abilities, and other life and work skills.

Please refer to the flow sheet on the next page for a visual demonstration of the process:

# Vocational Evaluation Process Flowchart



**D.5 Provide sample detailed assessment reports for each of the proposed assessment instruments, i.e. basic skills deficiencies, soft skill assessments, and abilities/aptitudes, etc. Describe how you would advise the various one-stop case managers on the assessment results.**

A sample assessment report is attached and can be reviewed after this section. The Institute has adopted and adapted a model of vocational functioning that is used to determine areas that require assessment in vocational evaluation. The model is based on Power's (2000) model with some modifications. That said, Power's model is based on a number of other theories concerning vocational functioning and evaluation.

The theoretical foundation on which our assessment was built includes the following:

- (1) Super (1957) reported that an individual requires a outlet for their interests, abilities, personality, values and the extent to which an individual experiences satisfaction with their work will depend on the degree to which they have adequately accomplished this expression or outlet. (Power, 2000) Further, the Institute believes that this outlet can be accomplished through leisure activity as well as work.
- (2) An individual chooses an occupation with the belief that it will best meet their needs (Hoppock, 1976).
- (3) An individual's preference for work changes over time and with experience. This makes occupational decision making a dynamic and continuous process of adjustment (Power, 2000)
- (4) Assessment, if conducted appropriately, ethically and with respect for the individual, can function as a catalyst for change in an individual's life. It need not elicit defensive or passive responses or result in an individual being inappropriately categorized or stigmatized (Sedlacek, 1994).
- (5) Work behavior is a function of the person (P) and the environment (E) and the complex interaction between the person and environment ( $P \times E$ ). Therefore, successful career development and job satisfaction depends on the success of the evaluator to find compatibility between the environment and person (Lewin, 1935; Szymanski and Parker, 1996)
- (6) A number of factors are involved in an individual's choice of occupation. These factors include: personality characteristics, abilities, age, socioeconomic level, education, available opportunities, and culture. (Power, 2000)

The sample vocational work evaluation was designed so the career manager can easily glean information without having to search for information buried in lengthy narrative. The goal is to utilize an internal database and document process that can be accessed on-line through an Internet connection to share results with the career managers.

The sample evaluation was chosen based on the complex nature of the individual being evaluated for the purpose of illustrating the many facets a work evaluation should consider. However, not all evaluations will need to be as comprehensive as the one included in this proposal.

**D.6 Earlier in the Specifications, we indicated that SFW is seeking the expertise of proposing organizations to define what would be most appropriate to meet the assessment needs of the One-Stop Career Centers, what would define an adequate comprehensive system to meet the requirements of WIA and Welfare Transition and, beyond that, what type of comprehensive assessment program would provide outstanding services that would excel beyond mere requirements, what the dollar costs would be for assessment programs of different caliber ( so that the Board can understand what the differences are between adequate and excelling levels of service, what may be affordable at this time, and what should be planned for at a later time if more adequate resources can be secured for the assessment function), and what the expertise requirements would be for staffing for different levels of quality and comprehensiveness in the provision of assessment services (again, so that the Board can understand what can be delivered at this point in time, and what can be planned for at a future point in time).**

**Offerors should understand that we are seeking an assessment service provider that can not only deliver the quality services we wish to implement but can also assist us in planning services for the future that can excel and can assist us in defining and developing an optimal workforce development system. Please respond to this item and elaborate your organization's conception of the types of assessment services that would move us from beyond adequate to a system that excels, and what would be needed immediately and over the long term, in funding and staffing expertise, to implement this optimal system.**

The \$360,000 funding available as quoted in the RFP to provide the comprehensive assessment services to the WIA, Welfare Transition and Welfare-to-Work population limits the provider of the comprehensive assessment services in the scope and thoroughness of assessments that can be conducted. To provide assessment services to each WIA eligible individual who is being referred to training and also to all Welfare Transition and Welfare-to-Work individuals who are nearing exhaustion of their benefits could translate to as many as 5,000 individuals (based on historical figures) who need an assessment. Providing an extensive psycho-social and work evaluation assessment to every targeted individual as described in this RFP would be cost-prohibitive under this amount of funding.

It is our understanding that a comprehensive evaluation under the definition of the WIA includes a multi-step systematic process of gathering and evaluating information on the individual including: basic and occupational skills, employability skills, vocational interests and aptitudes, abilities, interests/values, physical capabilities, work experiences, leisure activities, education and training needs, work attitude/personality, life situation, family problems, transportation, motivation, behavior patterns, and economic and financial status.

A comprehensive vocational assessment of this nature requires face-to-face customer interviews conducted with the expertise of qualified, certified individuals who are trained to ask questions that elicit the information necessary to make a determination about the person's ability to succeed in a chosen profession. Ethically this type of assessment cannot be conducted in an assembly-line fashion and requires extensive time of both the customer and the evaluator to develop accurate reports.

The system that we are recommending to adequately meet the WIA and Welfare Transition assessment definition uses the baseline funding that is available, building on already existing tools within each One-Stop center. It requires a collaborative effort between the One-Stop and Evaluation staff in obtaining the assessment information in a timely and effective manner. The funding available will be allocated to procure assessment tools and provide funding for enough Evaluators to adequately provide intensive assessments to most referred customers.

We are recommending that approximately \$42,000 of the total funding be used to purchase software licenses and case manager training for the OASYS system, a transferable skills software product. This would allow for one workstation in each of the 16 One-Stop Centers for a case manager to complete the assessment. Ideally, If more funding were available, we would recommend the purchase of 4 additional licenses and having two workstations in four of the larger One-Stop Centers for an additional \$4,000. Additionally the OASYS system offers a “browse” module to enhance the availability of the software. For an additional \$7,000 each One-Stop Center would have the capability of having one OASYS browse station.

The One-Stop case managers will need to receive training on how to use the OASYS system. We have included the cost of this training at \$750.00 per 10 hour training session in our budget; each training session can accommodate up to 30 attendees. This training will be conducted by Franklin/Duncan the software developers.

At the current level of funding, we are proposing to hire six Vocational Evaluation Specialists for this project. We believe that hiring full-time staff is a more cost-effective solution to actually providing the amount of assessments requested for the targeted population. Fixed-unit price assessments would be more costly; to provide the number requested would greatly exceed the funding that is available.

We have chosen the following testing methodologies as a short term measure to effectively gather the most common information needed for job seekers. These testing supplies include software that will be available at all One-Stop centers as well as paper and pencil tests and equipment designed to measure manual and finger dexterity and eye-hand coordination.

Assessment/ Evaluation Instrument	Description
OASYS	Transferable Skills Analysis
Functional Capacity Checklist	Functional capacity
Maryland Addictions Questionnaire	Substance Abuse
Achievement/ Motivation Profile	Motivation
Stromberg Dexterity Test	Manual Dexterity
Crawford Small Parts Dexterity Test	Finger Dexterity/ Eye-Hand Coordination
Human Asset Imaging	Work Maturity Skills
Vocational Implications of Personality	Personality/ Learning Style

These supplies will be used to supplement the existing TABE and Aviator testing already being completed at the One-Stop Centers. Institute Vocational Evaluation Specialists will provide

interpretation and technical assistance for the results of these tests to One-Stop case managers. These two testing methods will be used as a baseline for the assessment development.

If more funding becomes available, we recommend that all of the existing Aviator licenses be upgraded to the newest version. This would cost approximately \$3,000 for all 16 centers. The version 3.0 of the Aviator produces reports that are easier to read and understand.

We believe that the optimal solution for South Florida Workforce is the development of a comprehensive work evaluation and sampling laboratory at a centralized location within Miami-Dade County. This would provide intensive assessment services to refer customers who require intensive services to become self-sufficient and employed. This would require a financial commitment on the SFW Board of approximately \$81,000 for capital equipment purchase including computer hardware, computer and paper-pencil testing tools, and work sampling equipment. The lab would also require recurring costs for additional staffing and replenishment of paper and pencil tests. A complete description of tools and costs is included in Section D.7.

Currently, establishment of this work laboratory is cost prohibitive based on the monies available however this is a solution that the Board may want to review for later implementation.

**D.7 The Specifications also indicated earlier that while we are seeking delivery of comprehensive assessment services inside our full-service One-Stop Career Centers, we are also willing to consider proposals that may offer a mix of assessment services at one-stops and at other facilities if it will be prohibitively expensive to access highly specialized assessments only at the 16 one-stops. Offerors should bear in mind that it is our clear preference to offer all assessment services inside the one-stops, to fulfill the name “one-stop”. However, if your organization is interested in proposing some assessment services that would be too expensive to administer at the One-Stops and could be delivered more cost effectively on a referral basis at other facilities, please describe in as much detail as possible what these other assessment services might be, for whom they would be appropriate, what the relative costs would be if these assessments were delivered inside the one-stops vs. outside at other locations.**

Our preliminary plan is to provide comprehensive assessment services on-site at the 16 One-Stop Centers within Miami-Dade and Monroe Counties. It should be noted however that the development of a full work evaluation laboratory within one of the central One-Stop Centers in Miami will result in an overall up-front commitment of capital expenditures but will ultimately result in more cost-effective and better quality vocational evaluation services. Development of a laboratory would be a significant capital outlay that would include purchasing computer systems and software systems; however there will be a reduction in ongoing costs in paper and pencil testing methodologies and multiple upgrades to existing software.

The optimal solution for providing cost-effective and quality vocational assessments would be the development of a dedicated work evaluation laboratory at a centralized location within one of the South Florida Workforce One-Stop centers. This lab could be manned by one Vocational Evaluation Specialist and one technician, would have four computer workstations for customer testing as well as work sampling equipment that is far too expensive and large to provide on-site at each center.



The intensive work evaluation laboratory would consist of a combination of computer based tests, work samples, and paper & pencil tests. Further, we have designed the laboratory to include more than one assessment tool for each content area. Standard practice in vocational evaluation indicates administering alternative tests for the construct being measured if an individual performs poorly on a particular instrument. Additionally, the utilization of different testing methodologies increases the individual's interest in the evaluation process and provides an ideal venue to simulate a work environment and observe behavior.

The table below lists the supplies that would be used at the dedicated work evaluation laboratory. These would be in addition to the supplies listed above that will be available at the 16 One-Stop Centers:

Assessment/ Evaluation Instrument	Description	Publisher	Estimated Cost
Wide Range Achievement Test (WRAT-3)	Academic Achievement	PAR	\$153.00
Purdue Pegboard	Finger Dexterity	PAR	\$129.00
Becker Reading Free Vocational Interest Inventory:2	Vocational Interest	PAR	\$99.00
Self Directed Search (SDS) Form R: 4th Edition	Vocational Interest	PAR	\$119.00
SDS Form R: 4th Edition ( <i>Spanish Form</i> )	Vocational Interest	PAR	\$72.00
Self Directed Search (SDS) Form E: 4th Edition	Vocational Interest	PAR	\$124.00
SDS Form E: 4th Edition ( <i>Spanish Form</i> )	Vocational Interest	PAR	\$94.00
Kaufman Brief Intelligence Test (K-BIT)	Intelligence	PAR	\$149.95
<b>PAR Shipping &amp; Handling</b>			\$93.95
Canfield Learning Styles Inventory	Learning Style	WPS	\$99.50
CLSI Inventory Booklets	LSI Assessment Booklets	WPS	\$230.00
Workplace Skills Survey	Workplace Skills	WPS	\$54.50
WSI Inventory Booklets	Assessment Booklets	WPS	\$225.00
<b>WPS Shipping &amp; Handling</b>			\$60.90
Valpar 5	Clerical Comp & Aptitude	Valpar	\$2,680.00
Valpar 9	Whole Body ROM	Valpar	\$2,185.00
Valpar 8	Simulated Assembly	Valpar	\$2,700.00
Valpar 11	Eye-hand-foot Coordination	Valpar	\$1,765.00
Valpar 6	Independent Problem Solving	Valpar	\$1,555.00
Valpar 4	Upper ROM	Valpar	\$1,660.00
Valpar 19	Dynamic Physical Capacity	Valpar	\$4,475.00
Valpar 14	Integrated Peer Performance	Valpar	\$3,295.00
Pro3000	Assessment Software	Valpar	\$18,000.00
Human Asset Imaging	Soft Skills	Valpar	\$99.00
Vocational Implications of Personality ( <i>Spanish Form</i> )	Personality	Valpar	\$795.00
<b>Valpar Shipping &amp; Handling</b>			\$1,200.00
Functional Capacity Checklist	Functional capacity	E&F	\$15.00
<b>E &amp; F Shipping and Handling</b>			\$5.00
Maryland Addictions Questionnaire	Substance Abuse	WPS	\$104.00
Achievement/ Motivation Profile	Motivation	WPS	\$2,982.00

Assessment/ Evaluation Instrument	Description	Publisher	Estimated Cost
<b>WPS Shipping and Handling</b>			\$308.60
Stromberg Dexterity Test	Manual Dexterity	PsychCorp	\$5,368.00
Crawford Small Parts Dexterity Test	Finger Dexterity	PsychCorp	\$3,896.00
<b>The Psychological Corp Shipping &amp; Handling</b>			\$115.80
SAGE System	Vocational aptitude and Work Preference battery system		\$10,102
OASYS	Transferable Skills Analysis	Vertek	\$2,995.00
<b>OASYS Shipping &amp; Handling</b>			\$60.00
<b>TOTAL</b>			<b>\$68,064.20</b>

Descriptions for each of the tests recommended for the intensive evaluation laboratory follow:

#### Simulated Work Samples, Single-Trait Work Samples, and Applied Job Samples

- a. **Upper Extremity Range of Motion:** The purpose of this work sample is to assess upper extremity range of motion and work tolerance in the upper body, including elbows, shoulders, wrists, arms, hands and fingers. The physical demands include: near acuity, color vision, accommodation, depth perception, feeling, reaching, and fingering. Based on these physical demands, this work sample simulates light duty work.
- b. **Clerical Comprehension and Aptitude:** The purpose of this work sample is to assess skills involved in clerical work, including filing, answering the telephone, book-keeping, typing, and mail sorting. The following physical demands are part of this test: depth perception, accommodation, near acuity, hearing, fingering, reaching and handling. Based on these demands, the work sample simulates both sedentary and light duty work.
- c. **Independent Problem Solving:** The purpose of this work sample is to assess the customer's ability to pay attention to detail, and compare the discriminate among different geometric designs of various colors. The physical demands include handling, near acuity, color vision, accommodation, and reaching. Therefore, this work sample simulates sedentary work and requires a number of different aptitudes to perform the functions of the test.
- d. **Simulated Assembly:** This work sample means to assess a customer's ability to perform repetitive assembly work that requires bilateral use of the upper extremities and manipulation. It is also a good test of stamina and ability to handle the repetitiveness of rote tasks. The physical demands required of this test include handling, fingering, feeling, reaching, depth perception, near acuity, accommodation, and field of vision. Aptitudes required to perform the functions of this work sample are finger dexterity, manual dexterity, and motor coordination. This work sample simulates light duty work.
- e. **Whole Body Range of Motion:** This work sample assesses whole body range of motion, agility, and stamina through gross body movements through the trunk, arms, hands, legs, and fingers. This work sample simulates light work. It also assesses a variety of physical

demands including the effects of overhead reaching, repeated crouching, stooping, kneeling, and bending.

- f. **Eye-Hand-Foot Coordination:** This work sample assesses the customer's ability to move eyes, hands and feet in coordination. The physical demands include near acuity, reaching, handling, fingering, field of vision, and depth perception. It simulates light duty work.
- g. **Dynamic Physical Capacities:** This work sample simulates the work of a stock clerk. In so doing, it assesses strength levels from sedentary to very heavy. Physical demands include crouching, handling, reaching, climbing, balancing, near acuity and visual accommodation.
- h. **System for Assessment and Group Evaluation (SAGE):** The SAGE is a vocational aptitude (and Work Preference) battery system for assessment and group evaluation. This assessment battery includes examination of a person's aptitudes, vocational interests, work attitudes, and work temperaments. These areas are assessed to clarify the individual's strengths and weaknesses while identifying possible career choices. The SAGE is a standardized, normed referenced vocational battery and is typically a group evaluation process which results in a computerized interpretation report. The aptitudes consist of general learning ability, verbal, numerical, spatial perception, form perception, manual dexterity, clerical perception, color perception, motor coordination, and eye-hand-foot coordination. The SAGE is available in English, Spanish and Braille formats.

#### Tests of Psychomotor Ability

- a. **Purdue Pegboard:** The Purdue pegboard has been used extensively for employment screening. It measures dexterity for gross movement of hands, fingers and arms; and also measures fingertip dexterity. The purdue pegboard takes approximately 20-30 minutes to administer the complete battery of tests.

#### Paper and Pencil Tests

- a. **Learning Styles Inventory (LSI):** The LSI is intended to help individuals select coursework or work environments compatible with their learning styles. The LSI can be easily administered in 15-20 minutes and can be scored by the customer and classified on the learner typology grid. The customer is classified into one of 9 learner types. The test was normed 2500 individuals. There are norms for college, high school, junior high school, and 4<sup>th</sup> grade reading level.
- b. **Workplace Skills Survey (WSS):** The WSS measures essential skills related to workplace success across industries and job levels. The WSS provides a total score and a profile score for each area identified as necessary work skills by the U.S. Department of Labor. They include communication, adapting to change, problem solving, work ethics, technological literacy, and teamwork. The WSS consists of 48 multiple-choice items and can easily be administered in 20 minutes. Stanine scores and t-scores are provided.

- c. Self-Directed Search (SDS): The SDS is one of the few vocational tests which is based upon a theory of career development. The SDS is based on Holland's theory of career development, which states that for a person to be satisfied and successful with their occupational choice their work environment and personal style should closely match. The SDS was normed on a sample of 2,602 students and working adults. The results yield a 3-letter code that designates the personality type from among six basic types: Investigative, Social, Artistic, Enterprising, Conventional, and Realistic. The SDS also includes as leisure Activities Finder, which is intended to assist with career and leisure planning. It takes approximately 35-45 minutes to administer. The SDS comes in a regular, easy, and Spanish form.
- d. Becker Reading-Free Vocational Interest Inventory 2 (RFVII2): The RFVII measures vocational likes and dislikes of student's age 13 up and adults. It is a picture inventory so it does not require reading comprehension or language skills. Consequently, it is intended for persons with a learning disability, disadvantaged, mentally retarded, or enrolled in alternative or vocational career training programs. The RFVII is easy to administer and score taking approximately 20 minutes to administer. The RFVII explores a wide range of jobs at the unskilled, semi-skilled, and skilled levels.
- e. Wide Range Achievement Test-III (WRAT-III): The WRAT measures the codes necessary to learn the basic skills of reading, spelling, and arithmetic. The test yields absolute scores, standard scores, and grade equivalency scores for each of the three subtest areas. There are alternate forms of the WRAT-III. Each form takes approximately 15-30 minutes to complete. The benefit of the WRAT-III is the informal assessment of the kinds or types of errors the individual makes. Consequently, the WRAT-III is of particular benefit for persons with a suspected learning disability because the information from observation and recording mistakes can assist in the instructional planning of the individual.
- f. Kaufman Brief Intelligence Test (KBIT): The KBIT is a brief measure of verbal and non-verbal intelligence. It can be administered in 15-30 minutes. The KBIT is a B level test and was designed for those circumstances where trained professionals (i.e. Psychologist) may be unavailable for the assessment. The test is appropriate for use when testing adolescent or adult job applicants to facilitate hiring or placement decisions and to estimate the intelligence of applicants to a training program in industry, and obtaining vocational and rehabilitation information such as a person's ability to follow instructions and understand English. The test was standardized on a sample of 2,022 children and adults using a stratified random sampling technique. The KBIT utilizes the same metric as the WRAT-III so they both have a mean of 100 and a standard deviation of 15. In other words, the KBIT is an excellent test to use in combination with the WRAT-III when suspected problems with learning arise.

#### Software Based Testing

- a. Valpar PRO3000: The Pro3000 is the upgraded version of the MESA, which was the first computer-based evaluation system. Valpar utilizes a criterion-referenced approach and links its system to the Department of Labor job standards. The Pro3000 includes the

following components: A system manager that can be customized for each user, COMPASS, which measures GED (Language, math, reasoning) and 11 aptitudes; a DOT database, DOT job descriptions, and an Occupational Outlook Handbook database; a PET module, uses a self-report paper pencil test to determine a persons abilities or desires to work under certain conditions for 20 physical demands, 13 environmental conditions, and 11 temperaments; TECO, a test conversion module that allows the evaluator to include test scores from other standardized tests such as the WRAT-III, TABE, ABLE, DAT, GATB, etc; a local job and wage and employment database; a pictorial interest survey based on the 12 areas in the Guide for Occupational Exploration (GOE); and a work history component, which functions much like the OASYS. The results of all Valpar component work samples can be entered into the Pro3000 database and there is a place for evaluator comments in each section. The Pro3000 produces reports that are useful but require a trained evaluator to interpret.

The work evaluation lab would need to be staffed with one full-time Vocational Evaluator and one Vocational technician at an annual recurring cost of \$65,000.

We calculate that development of a centralized laboratory would cost an additional 68,620.00 in software and paper and pencil test supplies. Paper and pencil test supplies would need to be replenished on an annual basis at an estimated \$1500 per year. The cost of providing identical services at each One-Stop Center would be approximately \$500,000.

We also anticipate the need to purchase four computer workstations and one networked printer for an approximate cost of \$12,000.

The costs for the lab are in addition to the \$360,000 proposal that provides 7 Vocational Evaluators distributed throughout the 16 One-Stop Centers.

## PROPOSED SCOPE OF WORK AND DELIVERABLES

### **E.1 Given the narrative provided above, provide the Scope of Work your organization proposes for your contract.**

The Florida Institute for Workforce Innovation will provide comprehensive assessment services to the following targeted population:

- WIA Adults and Dislocated Workers participating in Intensive Services who are referred to Training Services
- Welfare Transition and Welfare-to-Work customers who have exhausted their temporary cash assistance benefits or who are within 12 months of exhausting their temporary cash assistance benefits.

The following services will be completed as part of this comprehensive assessment service delivery paradigm:

1. The Institute will procure 16 OASYS software licenses for installation on a workstation at each One-Stop Center. The Institute will coordinate case manager training on the OASYS system with the training provider and South Florida Workforce.
2. One-Stop Case Managers will be responsible for providing the following services:
  - a. Administering the TABE tests to targeted population
  - b. Administering the Aviator Interest and Aptitude test to the targeted population
  - c. Inputting information about the customer into the OASYS Transferable Skills Analysis
3. Upon completion of the preliminary testing, One-Stop Case Managers will notify their One-Stop assigned Institute Vocational Evaluation Specialist.
4. The Institute Vocational Evaluation Specialist will collect all the preliminary tests conducted by the One-Stop Career Manager, any assessments that have been done by any partner agencies and the customer's resume, and will use the results of these tests to develop a preliminary assessment report for inclusion in the customer's file.
5. Using the customer's resume and the test results, the Vocational Evaluation Specialist will also modify the OASYS file as appropriate to accurately reflect the customer's transferable skills.
6. The comprehensive assessment report will include an analysis of:
  - a. The customer's basic skills functioning
  - b. The customer's general educational development in reasoning, math and language
  - c. The customer's aptitudes for:

- General learning ability
  - Verbal aptitude
  - Numerical aptitude
  - Spatial aptitude
  - Form perception
  - Clerical perception
  - Color discrimination
  - Finger dexterity
  - Manual dexterity
  - Eye-hand coordination
- d. The customer's occupational interests
  - e. A listing of occupational choices that meet the customer's interests and tested aptitudes
  - f. A description of any physical limitations requiring accommodation
  - g. A transferable skills analysis
  - h. A summary that addresses the need for the chosen training solutions as a viable activity
7. The comprehensive assessment report will act as a guide to assist the One-Stop Case Manager in providing the customer with making the appropriate choices for career and training planning.
  8. The written assessment report will be returned to the One-Stop Case Manager within three working days of receipt of information by the Evaluator. The Institute will develop an on-line system that can be used to share reports on a timely basis.
  9. Based upon the results of the assessment, the Vocational Evaluator will determine whether further testing of the applicant is needed. Intensive testing tools will be utilized as needed and may include:
    - a. Personal interviews and psycho-social assessments
    - b. Personality and Learning Styles
    - c. Work Attitudes, Motivation and Maturity
    - d. Soft Skill Assessments
    - e. Functional capacity
    - f. Substance abuse
    - g. Manual and finger dexterity and eye-hand coordination
  10. A vocational evaluation appointment will be made with the customer to facilitate the above-listed testing. All testing will take place at the One-Stop Career Center where the customer is registered and receiving services.
  11. The results of the intensive evaluation will be completed and available to the One-Stop Career Manager within three working days of the completion of all tests.

South Florida Workforce will be responsible for ensuring that computer equipment and office space is available at each One-Stop Center in Miami-Dade and Monroe Counties to conduct the comprehensive assessments. The office space will need to be private to ensure confidentiality of the customer interviews.

**E.2 Given the proposed Scope of Work and your understanding of the performance requirements for funding, propose the deliverables to be added to the Scope of Work for your contract and specify performance standards against which your contract would be measured.**

The Institute will adhere to the following performance standards:

- 80 percent of comprehensive assessments will be scheduled within three days of the one-stop's request
- 80 percent of all initial provider evaluation reports will be completed within three working days from the date of the assessment
- SFW will survey a sample of customers who receive assessment services from the contractor, including program participants, their case managers and the One-Stop Center Managers, and will expect at least an 80% satisfaction rate in response to questions asked about the quality and responsiveness of the assessment services provided



## **PROPOSED PERFORMANCE PAYMENT SYSTEM**

**F.1 Given the above-proposed Scope of Work and deliverables, propose a performance payment system that you would like SFW to consider for your contract if your organization were awarded funding for the proposed program.**

1. We are proposing an 80% cost-reimbursement contract with 20% hold back. The 20% holdback will be paid on a quarterly basis for completion of a minimum of 400 comprehensive assessments each calendar quarter, or on an equivalent pro-rated share of the total assessments.

The provider will utilize a tracking system to ensure that the performance standards above are achieved and easily tracked for compliance. Monthly and quarterly reports will be provided to the South Florida Workforce.

## PROPOSED BUDGET

**G.1 Provide a detailed line-item budget that fully narrates the proposed costs. Indicate what it would cost us for your organization's services for each of the assessment instruments that are proposed. Indicate what it would cost per participant for assessment services. Indicate the scale requirement of the proposed budget.**

**The budget will be used in evaluating the cost-effectiveness of the applicant's responses to this solicitation, in assessing the applicant's understanding of the staffing and other cost requirements to operate, and as the basis for negotiating performance payment terms.**

The budget we are proposing for the \$360,000 available funding:

	CATEGORY	JUSTIFICATION	YEAR 1
1	Sr. Vocational Evaluation Specialists	3 staff @ 37,500 annually	\$112,500.00
2	Jr. Vocational Evaluation Specialists	3 staff @28,500 annually	\$85,500.00
101	Staff Salaries		\$198,000.00
200	Staff MICA	1.45% of Salaries	\$2,871.00
201	Staff FICA	6.2% of Salaries	\$12,276.00
202	Staff Workers Compensation	= salary/ 100*. 59	\$1,168.20
203	Staff Unemployment	7 staff * 7000* .0247	\$1,037.40
	Liability Insurance	7 staff @ \$380 each	\$2,660.00
250	Professional Services	Operational and program supervision, strategic financial and budget management, contract management, performance tracking, human resources, staff training, information systems integration and software development, ADA and disability program management and programmatic technical assistance	\$88,000.00
252	Audit Costs	=20000*.05%	\$1,000.00
260	Special Services	Payroll service \$ 120/ year per employee	\$720.00
510	Local Travel		\$3,200.00
511	Out of Town Travel		\$750.00
	Cellular Telephone	1 @ 80/mth X 12 mths	\$960.00
521	Office Supplies Staff		\$2,821.40
901	Testing Supplies		\$7,004.00
902	Testing Software		\$36,032.00
	Staff Training on OASYS	2 training sessions for 30 each @750	1500.00
TOTAL			\$ 360,000.00

We are proposing to employ six Vocational Evaluation Specialists to provide the required comprehensive assessment reports annually. These will be contract employees requiring no benefits.

FMS will provide oversight to the program, administrative, financial and human resources responsibilities, and develop the tracking and report sharing software as well as manage the servers that the assessment report tracking database will be saved. Additionally, FMS staff will

explore the possibility of developing an on-line assessment tool to reduce the costs of the paper and pencil testing methodologies.

Testing supplies and software are estimated to cost \$43,036.40. The breakdown follows:

Assessment/ Evaluation Instrument	Description	Publisher	Estimated Cost
Functional Capacity Checklist	Functional capacity	E&F	\$15.00
<b>E &amp; F Shipping and Handling</b>			\$5.00
OASYS	Transferable Skills Analysis	Vertek	\$23,000
Maryland Addictions Questionnaire	Substance Abuse	WPS	\$104.00
Achievement/ Motivation Profile	Motivation	WPS	\$2,982.00
<b>WPS Shipping and Handling</b>			\$308.60
Stromberg Dexterity Test	Manual Dexterity	PsychCorp	\$2013.00
Crawford Small Parts Dexterity Test	Finger Dexterity	PsychCorp	\$1461.00
<b>The Psychological Corp Shipping &amp; Handling</b>			\$115.80
Human Asset Imaging	Work Maturity Skills	Valpar	\$1,584.00
Vocational Implications of Personality	Personality/ Learning Style	Valpar	\$11,448.00
<b>TOTAL</b>			\$43,036.40

The cost per participant for providing 4,000 assessments would be \$90.00 each.

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