

**ONE BALTIMORE FOR JOBS  
REQUEST FOR PROPOSALS**

**Targeted Training for In-Demand Careers for  
Baltimore City Residents**

**Issued: July 8, 2015  
Due: August 7, 2015**

**Revised July 27, 2015**

**Bidders Conference  
Thursday, July 16, 2015  
3:00 PM to 5:00 PM  
Mayor's Office of Employment Development  
Eastside One Stop Career Center  
3001 E. Madison Street  
Baltimore, Maryland 21205  
Attendance is not mandatory, but is highly recommended.**

**Jason Perkins-Cohen  
Director  
Mayor's Office of Employment Development**

**Stephanie Rawlings-Blake  
Mayor  
City of Baltimore**



**REQUEST FOR PROPOSALS  
TARGETED TRAINING FOR IN-DEMAND CAREERS  
FOR BALTIMORE CITY RESIDENTS**

**TABLE OF CONTENTS**

I.	PURPOSE/BACKGROUND	3
II.	QUALIFICATIONS AND RESPONSIBILITIES	6
III.	TECHNICAL PROPOSAL FORMAT	8
IV.	FUNDING/BUDGET GUIDELINES	9
V.	BUDGET FORMAT	10
VI.	EVALUATION CRITERIA	23
VII.	EMPLOY BALTIMORE HIRING INFORMATION	24
VIII.	DEFINITIONS	25
	ATTACHMENT I	29

**REQUEST FOR PROPOSALS  
TARGETED TRAINING FOR IN-DEMAND CAREERS  
FOR BALTIMORE CITY RESIDENTS**

**The Baltimore City Mayor’s Office of Employment Development (MOED), on behalf of the Mayor and City Council, requests proposals for occupational training in six key sectors including: health care, construction, technology, manufacturing, transportation and logistics to serve disconnected individuals from distressed Baltimore City neighborhoods.**

**BACKGROUND**

The Mayor’s Office of Employment Development (MOED) is Baltimore’s workforce development agency and American Job Center operator and serves as the City’s primary agent of workforce development services for employers, new workers, disabled, career changers, ex-offenders, laid-off workers and youth. More information on MOED is available at [www.oedworks.com](http://www.oedworks.com).

As the representative of the Baltimore City Local Workforce Investment Area, MOED is pursuing funding in partnership with Maryland’s Department of Labor, Licensing and Regulation (DLLR) for a federal demonstration grant. Once awarded these funds, MOED will secure the services of experienced vendors to provide occupational skills training in the relevant sectors. The training program directed by the vendor should leverage the resources of workforce development partners to insure that trainees have access to a full range of supportive services with the goal of improving the overall job readiness and placement of disconnected individuals from distressed neighborhoods.

**PURPOSE**

This Request for Proposals seeks vendors to conduct credentialed training with a defined curriculum that is designed for hard-to-serve, low-skill, unemployed or under employed residents with a focus on individuals between the age of 16 and 29 years old and requires a strong, partnership with neighborhood and community associations. The training will consist of an occupational skills training program that includes job readiness and life skills improvement components. The ideal candidate must provide training that is coupled with comprehensive case management, employment services and job placement and demonstrates a strong, direct connection to employers. It is expected that graduates will earn at least one industry recognized certification, at a minimum and earn a wage of at least \$11.00 per hour.

**CONTRACT PERIOD and AMOUNT**

The selected vendors will have up to 18 months commencing on or about October 26, 2015 and ending no later than on April 30, 2017 to successfully enroll, train and place graduates and achieve the employment goal.

**The amount of each award may not exceed \$250,000. MOED expects to award between eight to twelve contracts.**

## SCOPE OF WORK - TARGETED TRAINING in IN-DEMAND CAREERS

The proposal shall include a stated commitment to complete the following tasks and deliver the following services/products:

- 1) Recruit, screen and enroll hard-to-serve, low skill unemployed and under employed Baltimore City residents. Recruitment must be conducted in or near identified communities. The proposal should identify community groups and associations it will partner with to ensure residents from distressed communities are connected to training opportunities.
- 2) Deliver occupational training within an industry sector that may include: **health care, construction, technology, manufacturing, transportation and logistics** (see ATTACHMENT I). The training program will include:
  - A. Job readiness and life skills training.
  - B. At least one industry recognized credential or certification upon completion.
  - C. Comprehensive case management services.
  - D. A detailed occupational skills curriculum description with number of hours for each segment of the course.
  - E. Employer commitment to hire and job placement services
- 3) Work with each student to provide personalized assistance to identify and eliminate a wide range of employment barriers including but not limited to reading or math skills, a criminal background, transportation, child support and child care.
- 4) Will demonstrate the following outcomes:
  - A. At least 75% of enrolled customers will complete training.
  - B. At least 80% of customers completing training will be placed in unsubsidized jobs at or above \$11.00 per hour.
  - C. All customers completing training will obtain an industry recognized credential or a certificate of completion.
  - D. For customers completing training, providers must maintain written documentation of the removal of three or more significant barriers to employment as identified in the customer's Individual Employment Plan.
- 5) Will submit monthly status reports for all program activities, including reporting of administrative and program costs, by the 7<sup>th</sup> of the following month.
- 6) Will participate in regularly scheduled meetings with MOED to discuss performance, disseminate and/or obtain information relevant to their program, discuss policy changes and related requirements with all occupational skills training providers.

## **QUALIFIED APPLICANTS**

The selected vendors must have experience working on local or regional occupational skills training and workforce development efforts and must possess the requisite technical capacity and professional expertise to provide the types of services required. Bidders may form teams or include subcontractors to appropriately respond to all tasks listed in the Scope of Work. If teams are formed, or subcontractors are engaged, the proposal must clearly identify a prime or lead contractor.

## **PROPOSAL SUBMISSION**

Typewritten proposals must include:

1. Abstract (see section III)
2. Cover page (see section III)
3. Proposal Narrative (see section III)
4. Budget (see section IV)
5. Letters of Reference (see section III)

The required proposal document must be prepared using 12-point font, double spaced, and on numbered pages. The Proposal Narrative must be limited to 10 pages.

Four hard copies and one digital copy of this proposal must be sent by U.S. mail or hand delivered and received by 4:00 pm on August 7, 2015. Proposals should be directed to:

Attn: Mary Sloat  
Mayor's Office of Employment Development  
417 E. Fayette Street, Suite 468  
Baltimore, MD 21202  
[msloat@oedworks.com](mailto:msloat@oedworks.com)

## **COST OF PREPARING PROPOSALS**

Costs for developing, preparing and submitting the proposals are solely the responsibility of the bidders. MOED will not provide reimbursement for such costs.

## **CLARIFICATION PROCEDURES**

All clarifications or changes to submitted proposals must be in the form of a written addendum and received prior to **4:00 PM on August 7, 2015**.

## **WITHDRAWALS**

A submitted proposal may be withdrawn prior to the due date. A written request to withdraw the proposal must be submitted electronically to [msloat@oedworks.com](mailto:msloat@oedworks.com).

## **PUBLIC RECORDS**

Applicants are advised that documents in possession of the Mayor's Office of Employment Development are considered public records and subject to disclosure under the Maryland Public Information Act.

## TENTATIVE SCHEDULE

RFP issued:	July 8, 2015
Forum/Bidders Conference:	July 16, 2015 3:00 PM to 5:00 PM Eastside One Stop Career Center 3001 E. Madison Street, Baltimore, MD 21205
Proposals due:	August 7, 2015 4:00 PM
Award is announced on or about:	August 20, 2015
Final qualification documents due from selectees	August 21, 2015
Contract completed and approved by:	October 21, 2015
Start of training on or about:	October 26, 2015
Training ends no later than:	April 30, 2017
Contract end date:	April 30, 2017

## SECTION II

### **REQUEST FOR PROPOSALS TARGETED TRAINING FOR IN-DEMAND CAREERS FOR BALTIMORE CITY RESIDENTS QUALIFICATIONS AND RESPONSIBILITIES**

All businesses/organizations must meet a minimum level of administrative and fiscal capacity in order to contract with MOED. Therefore, all applicants given selection notification must provide the following Documentation of Qualifications by August 21, 2015. Failure to satisfactorily provide the following documentation could result in disqualification of proposed award.

#### **Documentation of Organizations' Qualifications**

- In good standing with the Maryland Department of Assessments Taxation at time of proposal submission
- Legal entity (Proof of Incorporation, 501l (3), etc.) *<Must submit document proving legal entity.>*
- Written personnel policies *<Must submit table of contents of personnel policies.>*
- Written conflict of interest policy for staff and board *<Must submit copy of Conflict of Interest Policy.>*
- Written grievance procedure for customers/clients *<Must submit copy of grievance procedure.>*
- Ongoing quality assurance process for services *<Must submit descriptions of process.>*
- For organizations with an annual budget of at least \$100,000 *<Must submit current annual budget document identifying the various sources and amounts.>*
- For organizations that have more than one revenue source *<Must submit revenue documentation identifying the various sources and amounts.>*
- Proven fiscal capacity including capacity for fund accounting *<Must submit bound copy of most recent formal audit completed within last year. Must satisfactorily address all findings.>*
- Verify that the program has procured and will maintain during the life of the contract the following required insurance coverage: professional liability, errors and omissions; commercial general liability insurance, including contractual liability insurance; business automobile liability

(if applicable); worker's compensation coverage; and employee dishonesty insurance <Must submit copies of certificates of insurance with contract. >

- Adequate method to collect client information and demographics <Must submit sample of format or report. >
- Demonstrated ability to collect outcome data that measures performance to plan <Must submit report showing actual to planned performance. >
- A networked computer connected to the Internet with a browser that is compatible with any current cloud applications or databases required by MOED; the system should have a PDF reader, office applications compatible with the current version of Microsoft Excel and Word, and email accounts for all individuals accountable for this contract or willingness and budget to acquire these technologies <Must submit letter describing how organization currently addresses or plans to address these criteria.>

### **Documentation of Qualifications Submission**

- Do not include any information that is not specifically requested.
- Include a cover letter properly identifying organization and signed by an individual authorized to represent the organization, to act on behalf of it, and to legally bind it in all matters related to a contract.

### **SUBCONTRACTOR RESPONSIBILITIES**

Program success is contingent upon the ability of the subcontractor to meet the demands of managing and administering the initiative/service. The contract awarded will be based on cost reimbursement with allowable costs limited to those reasonable and necessary for the effective and efficient performance of the contract services. With the advance written approval of MOED, the subcontractor may be permitted to subcontract specific activities, with conditions.

**NOTE: It is suggested that the organization has a minimum of three months operating capital on-hand throughout the term of the contract.**

Subcontractor responsibilities include but are not limited to:

1. Oversight of other subcontractors
2. Program operations and fiscal management
3. Monitoring/evaluation
4. Participant tracking and documentation
5. Timely billings and reports
6. Timely reporting of required data/information
7. Cooperation and coordination with MOED staff
8. Leveraged resources
9. Achieving outcomes stated in contract
10. Timely submission of participant incentive plan (if budget includes funds for participant incentives)
11. Timely submission of participant placement plan and relevant placement verification (i.e. job start date, company name, job title, etc.)

**REQUEST FOR PROPOSALS  
TARGETED TRAINING FOR IN-DEMAND CAREERS  
FOR BALTIMORE CITY RESIDENTS**

**ABSTRACT**

The one-page abstract should describe the proposed initiative, target population, experience with providing similar services, and an overview of the planned strategy to be used for this project.

**COVER PAGE**

A one-page cover page should include the name of the organization, address, telephone number, email address, and the name and title of the person authorized to answer any questions about the proposal, negotiate the contract terms and contractually bind the proposer. The cover page should be signed by the signatory authority for the organization.

**TECHNICAL PROPOSAL FORMAT**

The Technical Qualifications should contain the following:

- *Experience and Qualification* –A summary of the proposer’s qualifications with regard to the selection criteria identified in this RFP. The summary should contain: (a) information on projects of similar nature that the vendor and/or firm has completed, including brief descriptions, dates, and names of contact persons, (b) specific mention of local or regional experience and (c) demonstrated ability to reach hard-to-serve individuals in distressed communities. In project descriptions, identify any personnel likely to work on this project. Please include links to and/or examples of relevant work if possible.
- *Project Management and Key Technical Staff* – Designation of a project manager and the responsibilities of the manager and key personnel. Please include resumes for the project manager and key personnel. Note that the resulting contract will require commitment of the specified personnel. An outline showing estimated hours by each staff member by task shall be provided.
- *Tasks Proposal* – Provide a description of the proposed activities and methodologies for each of the defined vendor tasks.
- *Performance Objectives* – Include total enrollments, total number of completions, type of credentials earned by each participant and employment outcomes. Include a cost per participant.
- *Timeline for the project activities with clearly identified deliverables at each stage.*
- *Subcontractor Agreements* – Drafts of agreements with all planned subcontractors
- *Letters of Reference* – Three letters of reference from previous or current clients or employers which include contact information (phone number, email address, etc.).
- *Other Information* – Any other relevant material that the proposer wishes to provide.

**REQUEST FOR PROPOSALS  
TARGETED TRAINING FOR IN-DEMAND CAREERS  
FOR BALTIMORE CITY RESIDENTS**

**FUNDING/BUDGET GUIDELINES**

The funding for each agreement will not exceed \$250,000 for the term of the agreement. This amount is provided as a planning figure only and does not commit the MOED to award a contract for this amount.

The selected program operators **will not be required to leverage additional resources** in order to meet described outcomes; however, they are strongly encouraged to do so. List other resources (Budget forms sections V) that contribute to the delivery of the proposed program. Include expense category (ex., training wages, staff, operating, etc.), brief description, actual or estimated amount, and sources that contribute to the delivery of the proposed program. Include letters of support for all leveraged resources.

**REQUEST FOR PROPOSALS  
TARGETED TRAINING FOR IN-DEMAND CAREERS  
FOR BALTIMORE CITY RESIDENTS**

**BUDGET FORMAT**

For Funds Requested Under this RFP

ORGANIZATION: \_\_\_\_\_

PROJECT NAME: \_\_\_\_\_

Funding Period	
Proposal Budget Total	\$
Cost Per Participant (enrollee)	\$

**Budget not to exceed \$250,000**

**BUDGET CATEGORIES**

<b>Object Class Categories</b>	<b>Grant Program, Function or Activity Total</b>
A. Personnel	\$
B. Fringe benefits	\$
C. Staff travel and training	\$
D. Space rental and utilities	\$
E. Equipment	\$
F. Supplies	\$
G. Participant expenses	\$
H. Contractual	\$
I. Other	\$
J. Administrative costs <i>(May not exceed 10% of total direct costs)</i>	\$
K. Total	\$



Object Class Category (A): PERSONNEL					
A. Position*	B. Annualized salary**	C. % of time (FTE)	D. # of Months	E. Monthly Salary/Wage	F. Cost
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
			<b>TOTAL PERSONNEL COST</b>		

(\* Administrative staff costs should be captured on the Administrative Costs budget page)  
(\*\*At a full-time level)

Budget Narrative: PERSONNEL

Object Class Category (B.): FRINGE BENEFITS					
A. Position(s)	B. Benefit(s) (what type)	C. Rate (% of D)	D. Base Amount and Nature	E. Cost	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
	<b>TOTAL FRINGE BENEFITS COST</b>				

Budget Narrative: FRINGE BENEFITS

Object Class Category (C.): STAFF TRAVEL/TRAINING					
A. Item	B. # of Staff	C. #of Units	D. Unit Type	E. Cost Per Unit	F. Cost
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10					
<b>TOTAL TRAVEL COST</b>					

Budget Narrative: TRAVEL/TRAINING

<b>Object Class Category (D.): SPACE RENTAL/UTILITIES</b>	
<b>A. Brief Description</b>	<b>B. Cost</b>
1.	\$
2.	
3.	
4.	
5.	
6.	

<b>Budget Narrative: SPACE RENTAL/UTILITIES</b>

**Object Class Category (E.):  
EQUIPMENT**  
(includes equipment costing \$5,000 or more and a useful life of more than one year)

A. Item	B. # of Items	C. Cost per Item	D. Cost
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
		<b>TOTAL EQUIPMENT COST</b>	

**Budget Narrative:  
EQUIPMENT**

**Object Class Category (F.):  
SUPPLIES  
(includes supplies/equipment costing less than \$5,000 per item)**

A. Item	B. # of Units	C. Cost per Unit	D. Cost
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
		<b>TOTAL SUPPLIES COST</b>	

**Budget Narrative:  
SUPPLIES**

**Object Class Category (G.):  
PARTICIPANT EXPENSES**

A. Item	B. # of Units	C. Cost per Unit	D. Cost
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
		<b>TOTAL COST OF PARTICIPANT EXPENSES</b>	

**Budget Narrative:  
PARTICIPANT EXPENSES**

<b>Object Class Category (H.): CONTRACTUAL</b>	
<b>A. Brief Description</b>	<b>B. Cost</b>
1.	\$
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
<b>TOTAL CONTRACTUAL COST</b>	

<b>Budget Narrative: CONTRACTUAL</b>

<b>Object Class Category (I.): OTHER COSTS (including training expenses)</b>			
<b>A. Item</b>	<b>B. # of Units</b>	<b>C. Cost per Unit</b>	<b>D. Cost</b>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
		<b>TOTAL COST OF OTHER COSTS-</b>	

<b>Budget Narrative: OTHER COSTS</b>

Object Class Category (J.): ADMINISTRATIVE (Administrative costs may not exceed 10% of total direct costs)	
A. Brief Description	B. Cost
1.	\$
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
<b>TOTAL ADMINISTRATIVE COSTS</b>	

Budget Narrative: ADMINISTRATIVE

**REQUEST FOR PROPOSALS  
TARGETED TRAINING FOR IN-DEMAND CAREERS  
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**EVALUATION CRITERIA**

All proposals will be evaluated on the basis of technical merit and proposed cost. This is not a low-bid procurement. Technical merit includes delivery of requested program services and approach, as well as staff experience and qualifications. Teaming is permissible but the contract will be with a single prime contractor.

MOED reserves the right to negotiate with one or more respondents selected on the basis of the technical merit of their proposal and proposed cost. Respondents may be asked to make personal appearances to provide additional information on proposals.

**Experience and Qualifications (10 points)**

- To what extent does the applicant have a successful history of designing and delivering high quality, comprehensive programming for the targeted population?
- Does the applicant describe past experience and identify any personnel likely to work on the project?

**Program Description (20 points)**

- Who is the target population for the project? Does the program target residents from specific distressed neighborhoods?
- How will the applicant assess residents for skills and challenges?
- What will case management entail?
- How will the program prepare residents to enter employment?
- How will the program address barriers to employment such as low reading or math skills, a criminal background, child support, child care, and transportation challenges?
- Does the applicant identify staff to provide each function including assessment, case management, training, and job placement?

**Program Components (30 points)**

- Has the applicant developed significant partnerships with community-based organizations to recruit sufficient candidates to enroll in the program? Are the community-based organizations identified and what is the level of commitment?
- Has the applicant developed significant partnerships and commitments with employers to ensure employment?
- Has the applicant demonstrated effective employer engagement and support in program design that includes a commitment to hiring qualified program graduates?
- Has the applicant developed effective strategies that provide ample career development and 21<sup>st</sup> Century job readiness/preparation services to work in middle to high-skill occupations?

**Outcomes (20 points)**

- How will the program ensure that participants complete the training? How will it make sure that

- graduates enter employment? Retain the job? Advance to a high wage career?
- Is there a plan or process in place to ensure ongoing as well as a final program evaluation for participants?

**Budget (20 points)**

- How and to what extent does the proposed program ensure it will meet the outcome requirements of this RFP? Does the proposal plan include performance levels, benchmarks, and methods and tools that will guarantee achievement of the selected goals?
- Is there evidence in the proposal of leveraging of resources and in-kind contributions, which will assist in meeting proposal outcomes?
- Does the cost per participant and the total allocation sought constitute an effective use of resources?
- Does the projected budget effectively support the proposed program?

**SECTION VII**

**REQUEST FOR PROPOSALS  
TARGETED TRAINING FOR IN-DEMAND CAREERS  
FOR BALTIMORE CITY RESIDENTS  
EMPLOY BALTIMORE INFORMATION**

To promote our commitment to utilize the Employ Baltimore program to meet employment needs all businesses awarded contracts, franchises, and development opportunities with the City of Baltimore in the amount of \$50,000.01 to \$300,000.00, except professional service and emergency contracts, shall comply with the terms of the Executive Order as described online at [http://www.oedworks.com/resources/Employ\\_Baltimore\\_exec\\_order\\_revised.pdf](http://www.oedworks.com/resources/Employ_Baltimore_exec_order_revised.pdf)

If you have questions concerning the terms of the Employ Baltimore Executive Order or any other issues related to the hiring of Baltimore residents for this contract, please contact the following:

**Rosalind Howard**  
**Manager, Business Services**  
**Mayor's Office of Employment Development (MOED)**  
**3001 East Madison Street**  
**Baltimore, Md. 21205**  
**[rhoward@oedworks.com](mailto:rhoward@oedworks.com)**

**REQUEST FOR PROPOSALS  
TARGETED TRAINING FOR IN-DEMAND CAREERS  
FOR BALTIMORE CITY RESIDENTS  
DEFINITIONS**

<p><b>Abstract:</b> A brief, comprehensive summary of the contents of an article or a project; it allows readers to survey the contents of an article or project quickly.</p>
<p><b>Administrative Costs:</b> The allocable portion of necessary and allowable costs that is associated with the overall management and administration of the workforce investment system and which are not related to the direct provision of the Employment and Training Services. These costs can represent both personnel and non-personnel categories and both direct and indirect classifications.</p>
<p><b>Advanced Training/Occupational Skills Training:</b> An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels.</p>
<p><b>Audit:</b> A systematic review by a CPA to determine and report whether an organization's financial operations are being properly conducted, financial reports are being presented fairly and applicable laws and regulations are being complied with. All successful bidders must submit an audit of their organization.</p>
<p><b>Barriers to Employment:</b> Hinder an individual's ability to participate in the labor force. These may include lack of a high school education or its equivalency, basic skills deficits, limited English, substance abuse, etc.</p>
<p><b>Basic Education - Adult Basic Education (ABE)/General Equivalency Degree (GED)/English as a Second Language (ESL):</b> ABE/GED services include: structured, formal written curriculum designed to systematically address basic skills deficiencies and/or lead to passage of GED tests for adult students. Classes are usually self-paced with individualized instruction. The length of instruction depends upon student needs. Instruction is provided by an individual with specialized education or training in delivering basic skills/GED instruction. Individualized electronic instruction through computer based systems may be a delivery system but must include regular access to and assistance from instructors. Student progress is monitored and testing is done to measure student progress. English as a second language services (ESL) include: structured, formal written curriculum designed to systematically improve an individual's understanding of and use of the English language. Instruction is provided by an individual with specialized education or training in the delivery of ESL services.</p>
<p><b>Basic Skills:</b> Those academic skills that include reading, writing and speaking English, and the skills involved in math applications, computing and solving problems.</p>
<p><b>Basic Skills Deficient:</b> The individual computes or solves problems, reads, writes, or speaks English below the eighth grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. The Maryland State Department of Education (MSDE) definition: that which is recognized by the U.S. Department of education for "at or below High Intermediate Basic Education."</p>
<p><b>Case Management:</b> The provision of a client-centered approach in the delivery of services, designed- (A) to prepare and coordinate comprehensive employment plans, such as service strategies, for customers to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and (B) to provide job and career counseling during program participation and after job placement.</p>
<p><b>Credential:</b> Written statement or certificate that validates achievement of educational or occupational skills.</p>
<p><b>Community-Based Organization:</b> A private nonprofit organization that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce investment.</p>

<p><b>Cost Allocation Plan:</b> A plan that identifies and distributes the cost of services and/or departments or function according to benefit received. It is the means to substantiate and support how shared costs of a program are charged to a particular cost objective.</p>
<p><b>Cost Reimbursement Contracts:</b> An agreement format that provides for the reimbursement of all allowable costs that have been identified and approved in the contract budget. Contractors must maintain the documentation necessary to support the costs.</p>
<p><b>Data Collection:</b> The collection and recording of information pertinent to a participant including: demographic, service and outcome data elements.</p>
<p><b>Date of Participation:</b> Represents the first day, following a determination of eligibility, that the individual begins receiving a service funded by the program.</p>
<p><b>Date of Exit:</b> Represents the last day on which the individual received a service funded by the program or a partner program.</p>
<p><b>Diploma:</b> The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma.</p>
<p><b>Displaced Homemaker:</b> This term shall refer to an individual who has been providing unpaid services to family members in the home and who has been dependent on the income of another family member but is no longer supported by that income and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.</p>
<p><b>Economic Development Agencies:</b> Agencies including local planning and zoning commissions or boards, community development agencies, and other local agencies and institutions responsible for regulating, promoting, or assisting in local economic development.</p>
<p><b>Employability:</b> A demonstrated level of knowledge, skills, abilities, work behaviors and attitudes necessary to compete successfully in the labor market.</p>
<p><b>Employment Assessment:</b> The ongoing participant centered diagnostic evaluation of a participant's employability, interests, values, aptitudes, abilities, educational and vocational history, barriers, motivation and existing skills that lead to the development of an ongoing, comprehensive plan for the removal of barriers to employment and the attainment of the individual's career goals. Assessment first occurs at intake and is an ongoing, continuous collection of information to evaluate the effectiveness of support services, training and education and to monitor the participant's progress.</p>
<p><b>Follow Up:</b> Active case management of participants for at least one year after completing the program. Follow up services can include assessment/re-assessment, information &amp; referral, additional training opportunities, support services, employment &amp; education retention counseling, life skills/problem solving advocacy, services to support continued success for the participant or other program activities provided during the service period. Case notes are required on a monthly basis.</p>
<p><b>Indicators:</b> The specific characteristics or behaviors measured to track a program's success in achieving its outcomes.</p>
<p><b>Individual with a Disability:</b> In general: an individual with any disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).</p>
<p><b>Individual Employment Plan:</b> Shall refer to the comprehensive document that addresses the range of needs, supportive services and activities required to enable an individual to move toward economic self-sufficiency. It includes the results of the objective assessment and the resulting training and employment goals developed with the participant.</p>
<p><b>Job Search Assistance:</b> Job search skills training including job club, which provides the participant with the instruction and skills necessary to obtain full time employment. These skills may include resume writing, interviewing skills, telephone techniques, and job acquisition skills. Job search assistance must be offered to all customers.</p>
<p><b>Labor Market Information:</b> Occupational supply and demand information for Baltimore City identifying areas</p>

<p>of growth or decline for the labor market and assessment of the effects of such growth or decline. Review and evaluation of an area's employment possibilities, including projected openings, new employment, job skills needed, available training programs, wages and labor supply.</p>
<p><b>Limited English Speaker:</b> An individual whose native language is not English or who has an inability to communicate in English orally or in writing, resulting in a barrier to employment or training.</p>
<p><b>Literacy:</b> The term "literacy" means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job and in society.</p>
<p><b>Lower Living Standard Income Level:</b> That income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary based on the most recent lower living family budget issued by the Secretary.</p>
<p><b>Low Income Individual:</b> An individual who-(A) receives, or is a member of a family that receives cash payments under a Federal, State, or local income-based public assistance program; (B) received an income, or is a member of a family that received a total family income, for the 6-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, payments described in subparagraph (A), and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402)) that, in relation to family size, does not exceed the higher of— (i) the poverty line, for an equivalent period; or (ii) 70 percent of the lower living standard income level, for an equivalent period; (C) is a member of a household that receives (or has been determined within the 6-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977 (7 U.S.C. 2011 et seq.); (D) qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302); (E) is a foster child on behalf of whom State or local government payments are made; or (F) in cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a program described in subparagraph (A) or subparagraph (B), but who is a member of a family whose income does not meet such requirements.</p>
<p><b>Minimum Wage:</b> The wage established as the lowest hourly salary that can legally be paid for labor. The wage established as the lowest hourly salary that can legally be paid for labor. In Maryland, minimum wage rates are as follows: <b>\$8.25</b> Effective 7/1/15; <b>\$8.75</b> Effective 7/1/16; <b>\$9.25</b> Effective 7/1/17; <b>\$10.10</b> Effective 7/1/18</p>
<p><b>Nontraditional Employment:</b> Occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.</p>
<p><b>Objective Assessment:</b> An assessment of the academic levels, skill levels, and service needs of each participant, which shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of the participant.</p>
<p><b>Occupational Skills:</b> Those skills identified as necessary to successfully perform work-related functions within an industry sector. Occupational skills can be attained through activities such as entering into an apprenticeship or internship program; completing a career-specific professional, technical or advanced job skill-training program; earning a college degree.</p>
<p><b>OES Code:</b> The OES code is the five-digit Occupational Employment Statistics code used to describe an occupation. Code lists and statistical data are available through the Federal Bureau of Labor Statistics.</p>
<p><b>Offender:</b> Any adult or juvenile who: (A) is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial; or (B) requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.</p>
<p><b>Orientation:</b> Provides information about the types of services available, develops motivation and interest in the project, explains the application, selection and eligibility process, and assists applicants in preparing for the process. The respondent will provide a clearly defined format for the orientation to ensure consistency in how the information is given to potential applicants. The proposal must specify the criteria for determining</p>

suitability for services.
<b>Outreach/Recruitment:</b> These are activities and strategies for identifying and contacting potential customers. These strategies will include procedures that assure access throughout the service area and address appropriate access for customers with barriers.
<b>Outcomes:</b> Benefits or changes to individuals or populations during or after participating in program activities. How a program changes the life of an individual or population.
<b>Outputs:</b> The direct products of program activities. (i.e., number of classes taught, number of counseling sessions, number of educational materials distributed, hours of service delivered, etc.)
<b>Placement:</b> A client securing employment while participating in the program. To be counted as full time employment, the job placement must be at least 30 hours or more per week, with wages equal to or greater than the higher of either the state or federal minimum wage per hour, and be an unsubsidized position.
<b>Postsecondary Educational Institution:</b> An institution of higher education, as defined in section 481 of the Higher Education Act of 1965.
<b>Pre-Vocational Services:</b> Include but are not limited to learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills & professional conduct to prepare individuals for unsubsidized employment or training.
<b>Project-Based Learning:</b> Learning experiences, which engage students in complex, real-world projects through which they develop and apply skills and knowledge, which take effort and persistence over time, result in the creation of something that matters to them and has an external audience. Employment and community partners provide students with ongoing coaching and expert advice on projects, particularly in regard to effective strategies and tools used in the workplace.
<b>Public assistance:</b> Federal, state, or local government cash payments for which eligibility is determined by a needs or income test.
<b>Referral:</b> Any eligible participant who is not enrolled to receive services at a contracted program must be given the referral information regarding the full array of applicable or appropriate service available through local programs.
<b>Retention:</b> Continued employment for a specific period after initial placement.
<b>Supportive Services:</b> Services needed to assist the participant so that they may be successful in achieving their goals. This may include transportation, childcare, work related tools, and clothing. To the greatest extent possible programs should address support service needs through leveraging of resources and partnerships with other providers.
<b>Target:</b> A numerical objective for a program's level of achievement on an indicator. A projection.
<b>Unsubsidized Employment:</b> Full or part-time employment in a job not financed from funds provided by a federal or state grant. A job in which the wages paid to an employee are not financially supported by a state or local employment and training program.
<b>Vocational Training:</b> Provides customers with long or short-term training in a community college, university, vocational school or business environment to improve employability in the local labor market. The training can provide basic skills, upgrade current skills, develop new technical skills, improve language skills and prepare customers for employment in high growth occupations.



Healthcare	Construction	IT / Cybersecurity	Transportation & Logistics	Business Services
<ol style="list-style-type: none"> <li>1. Medical Assistants</li> <li>2. Medical Records and Health Information Technicians</li> <li>3. Pharmacy Technicians</li> <li>4. Surgical Technologists</li> <li>5. Radiologic Technologists and Technicians</li> <li>6. Medical and Clinical Laboratory Technicians</li> <li>7. Licensed Practical and Licensed Vocational Nurses</li> <li>8. Emergency Medical Technicians and Paramedics</li> <li>9. Registered Nurses</li> <li>10. Respiratory Therapists</li> <li>11. Dental Hygienists</li> </ol>	<ol style="list-style-type: none"> <li>1. Electricians</li> <li>2. Plumbers, Pipefitters, and Steamfitters</li> <li>3. Carpenters</li> <li>4. Operating Engineers and Other Construction Equipment Operators</li> <li>5. Highway Maintenance Workers*</li> <li>6. Brickmasons and Blockmasons</li> <li>7. Glaziers</li> <li>8. Elevator Installers and Repairers</li> <li>9. Heating, Air Conditioning, and Refrigeration Mechanics and Installers</li> </ol>	<ol style="list-style-type: none"> <li>1. Computer Support Specialists</li> <li>2. Computer Systems Analysts</li> <li>3. Network and Computer Systems Administrators</li> <li>4. Information Security Analysts, Web Developers, and Computer Network Architects</li> </ol>	<ol style="list-style-type: none"> <li>1. Industrial Truck and Tractor Operators</li> <li>2. Heavy and Tractor-Trailer Truck Drivers</li> <li>3. Cargo and Freight Agents</li> <li>4. Dispatchers</li> <li>5. Bus and Truck Mechanics and Diesel Engine Specialists</li> </ol>	<ol style="list-style-type: none"> <li>1. Tax Preparers</li> <li>2. Human Resources Assistants</li> <li>3. Hazardous Materials Removal Workers</li> <li>4. Environmental Science and Protection Technicians, Including Health</li> <li>5. Civil Engineering Technicians</li> <li>6. Electrical and Electronics Engineering Technicians</li> <li>7. Mechanical Engineering Technicians</li> <li>8. Other Engineering Technicians</li> <li>9. Architectural and Civil Drafters</li> <li>10. Mechanical Drafters</li> </ol>