

REQUEST FOR PROPOSALS

Train Up: Community Connections For Baltimore City Residents in the COVID-19 Economic Recovery

Issued: November 22, 2021

Due: December 22, 2021

Bidders Conference

Friday, December 3, 2021

3:00PM-4:30PM

Mayor's Office of Employment Development

Join Zoom Meeting

<https://zoom.us/j/97976816737?pwd=SVA2aWN0K01qTzZORzhvZjRWSHUxdz09>

Attendance is not mandatory, but is highly recommended.



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

Brandon M. Scott
Mayor
City of Baltimore

**REQUEST FOR PROPOSALS
TRAIN UP: COMMUNITY CONNECTIONS
FOR BALTIMORE CITY RESIDENTS IN THE COVID-19 ECONOMIC RECOVERY**

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SECTION I
REQUEST FOR PROPOSALS
TRAIN UP: COMMUNITY CONNECTIONS
FOR BALTIMORE CITY RESIDENTS IN THE COVID-19 ECONOMIC RECOVERY

PURPOSE/BACKGROUND

PURPOSE OF FUNDS

The Baltimore City Mayor's Office of Employment Development (MOED), on behalf of the Mayor and City Council, requests proposals for community-based organizations that will conduct intensive, neighborhood-based outreach to unemployed and underemployed residents in Baltimore City who are in need of training, employment and/or support services and who were impacted by the COVID-19 economic crisis.

More specifically, MOED seeks to fund innovative and effective programs and/or partnerships that demonstrate close collaboration with residents and neighborhood stakeholders in order to:

1. recruit unemployed and underemployed residents at the neighborhood level;
2. conduct comprehensive, up-front assessments resulting in customized service/career plans;
3. facilitate participant linkages to critical work supports and barrier removal resources, both internally among Train Up partners (including legal, adult education, behavioral health, transportation partners) and externally;
4. deliver quality work readiness training; soft skills training, referral to training, and placement/job retention approaches.
5. as appropriate, dependent upon candidates' determined level of readiness, broker participants' respective access to training and/or coaching leading to placement in an initial work opportunity or referral to an occupational skills training program. (The proposed training approach must include a soft skills component.)
6. support unemployed and underemployed residents in obtaining their vital documents necessary to enroll in occupational skills training and obtain meaningful employment.

MOED seeks innovative models that go beyond traditional practice and show creativity in proposed outreach, recruitment, enrollment, referral, and connection to training/barrier removal services. MOED acknowledges the critical role of community residents and neighborhood stakeholders in supporting and sustaining job-seeker connections to training and work opportunities over time and believes in the importance of community stakeholders' contributions to a well-functioning workforce system and neighborhood on-ramps. The purpose of this RFP is to therefore incentivize and strengthen partnerships between workforce entities and community-representative groups/neighborhood-based entities. These funds are deployed to the desired end of augmenting local capacity for conducting intensive outreach to, effective engagement of, and on-boarding to appropriate supportive service, training and work opportunities for unemployed and underemployed residents.

This RFP is also open to workforce organizations applying on behalf of an equal (agreement-based and financially supported) partnership consisting of at least one community-representative group/neighborhood-based entity. Community-representative groups/neighborhood-based entities include, for example: resident-led groups/associations, community development corporations, faith-based institutions, opportunity youth development/leadership organizations, or other similar entities.

(Please refer to the 'Qualified Applicants' section for further guidance regarding RFP eligibility requirements.)

Train Up is part of Baltimore City's COVID-19 economic recovery strategy, which is funded through the American Rescue Plan Act. The Mayor's Office of Employment Development (MOED) is working with public and private partners to provide occupational training, apprenticeships, subsidized work, supportive services, transportation assistance, and small business subsidies. These workforce strategies are designed to alleviate the economic impacts of the pandemic and to assist neighborhoods and residents hardest hit by pandemic. MOED will prioritize unemployed and underemployed residents and particularly our most disadvantaged jobseekers, including returning citizens, opportunity youth, and public assistance recipients. These programs will increase access to opportunity, promote local job growth, support low-income households, benefit historically underinvested neighborhoods, and create wealth in communities of color. They will also help the city become cleaner, safer, and more welcoming.

Train Up will offer occupational training in high-demand sectors, as well as workforce supports including financial empowerment counseling, adult education, legal services, and behavioral health support. MOED will offer financial empowerment services directly, and the remaining services will be provided by contractors to be selected through a competitive RFP process.

These services are supported by a City-awarded grant of Coronavirus State and Local Fiscal Recovery Funds and shall be used as permitted by American Rescue Plan Act of 2021 (ARPA) § 9901, Pub. L. No. 117-2, codified at 42 U.S.C. § 802 et seq. and to expand apprenticeship and employment training programs as permitted by Maryland's House Bill 588.

For more information, see:

American Rescue Plan Act of 2021: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>

31 CFR Part 35 Interim Final Rule: <https://www.govinfo.gov/content/pkg/FR-2021-05-17/pdf/2021-10283.pdf>

BACKGROUND

The Mayor's Office of Employment Development (MOED) is Baltimore's workforce development agency and American Job Center operator. MOED serves as the City's primary agent of workforce development services for employers, new workers, people with disabilities, career changers, returning citizens, laid-off workers, and youth. More information on MOED is available at <https://moed.baltimorecity.gov>.

MOED's mission is to deliver economic justice to Baltimore residents. To MOED, economic justice means creating an equitable workforce system that responds to all residents' needs and provides viable economic opportunities to all residents especially those who have been generally and systemically disadvantaged. We believe that every resident deserves the right for meaningful work and a hopeful future. Like all of MOED's programs, Train Up aims to disrupt systems of structural racism that have led to unequal access to opportunity and inequity in income and employment. Systemic racism has caused disparities in housing, transportation, education, and health, all of which impact access to job opportunities. Employment among Black workers is concentrated in lower wage industries and occupations. Black workers tend to earn less than their white counterparts and experience higher employment turnover. Median household income for Black households in Baltimore is nearly half that of

whites. Black employment in the city is three times that of whites, and Black workers are expected to have a longer and slower recovery from the pandemic, regardless of education level. Train Up will provide training opportunities and wraparound supports to those who might otherwise find themselves unemployed or struggling in a job without prospects for advancement.

MOED has received funding in partnership with Maryland's Department of Labor (MD Labor) to support an occupational training program as part of the state's fiscal recovery effort that includes access to centralized workforce supports to address barriers to future employment and improve resident well-being. MOED will secure the services of experienced vendors to provide occupational skills training in key industries of Baltimore. The training program directed by the vendor should leverage the resources of workforce development partners to ensure that trainees have access to a full range of supportive services with the goal of improving the overall job readiness and placement of individuals from neighborhoods disproportionately impacted by COVID-19.

ONE BALTIMORE FOR JOBS (1B4J) AS A MODEL

Train Up is modeled on One Baltimore for Jobs (1B4J), a sector-based occupational training initiative designed to support residents in the city's most distressed neighborhoods after Freddie Gray's death. MOED administered 1B4J from 2015 through 2017 with funding from a \$5 million, two-year U.S. Department of Labor (US DOL) demonstration grant. The initiative offered unemployed young adults job training and support services—including legal support, child support services, and adult education—to put them on a path to a career with a family-supporting wage in a high-demand field. MOED subcontracted with 19 nonprofit organizations through a competitive process to grantees and sub-grantees that included job training programs, as well as legal, child support, and adult education organizations. Over 50 partners engaged in the 1B4J ecosystem, which resulted in jobs for over 600 residents and skilled workers for nearly 400 employers. The initiative exceeded all targets for enrollment, completion, and placement, as reported in an [evaluation funded by the Annie E. Casey Foundation](#). As important was the demonstration's impact on Baltimore's overall workforce development system, including MOED's ability to serve as a workforce intermediary. Via 1B4J, MOED mobilized its position to ensure the funding opportunity was accessible to grass-roots, community-led organizations and that those funded had support with reporting and technical requirements as well as capacity building around best practices in serving young adults and managing public funds. A more recent study of 1B4J's workforce longer-term impacts by the University of Baltimore's Jacob France Institute showed considerable gains in workforce participation and earnings, increases in employment and median quarterly earnings, and employment in a wide variety of sectors.

1B4J has served as a model for subsequent MOED initiatives that aim to build systems and put disadvantaged people to work, including Grads2Careers (G2C), a collaborative initiative led by MOED, Baltimore City Public Schools, and the nonprofit Baltimore's Promise. The demonstration model was created in response to research showing that educational, employment, and earnings outcomes of City Schools graduates are alarmingly poor. Between 2018 and 2020, G2C provided occupational training and supportive services to nearly 500 new high school graduates not planning to immediately attend college. The project has been a success, with young adults showing strong outcomes in completion, job placement, and wages at hire. Having demonstrated its strength, G2C is entering a second phase in 2021.

PURPOSE

The purpose of this RFP is to build neighborhood-based on-ramps (Community Connections) to career training opportunities among Train Up's network of occupational skills training providers. We are in search of neighborhood-based initiatives that will conduct intensive, neighborhood-based outreach to residents in Baltimore City who are in need of training, employment and/or support services. MOED seeks innovative models that go beyond traditional practice and show creativity in proposed outreach, recruitment, on-boarding, soft skills training, referral to training, and placement/job retention approaches.

Proposals must show a consistent and validated track record of engaging and working with historically unemployed or underemployed populations. Proposals must represent diverse, neighborhood-based partnerships and collaborations, preferably inclusive of (but not necessarily limited to) opportunity youth and young-adults, resident-led groups and associations, other community and faith-based stakeholders, community development and/or leadership organizations and experienced workforce training providers. MOED seeks to fund innovative and flexible program models that address the unique and varied challenges facing job-seekers today.

MOED seeks to fund programs that demonstrate a successful track-record of closely partnering with residents and neighborhood stakeholders to: recruit unemployed and underemployed residents at the neighborhood level; conduct comprehensive, up-front assessments resulting in customized service/career plans; facilitate participant linkages to critical work supports and barrier removal resources; and, as appropriate, dependent upon candidates' determined level of readiness, broker participants' respective access to training and/or coaching leading to placement in an initial work opportunity or referral to an occupational skills training program. The proposed training approach must include a soft skills component.

Applicants to this RFP should therefore possess a capability to (at minimum):

- Work in partnership with a diverse set of neighborhood stakeholders to build community residents' awareness of available workforce training, placement and barrier removal opportunities, as well as requisites for successful entry/access;
- Conduct intensive outreach in order to identify, recruit and engage low-skilled, unemployed or underemployed residents;
- Conduct a comprehensive needs assessment at the point of participant enrollment, resulting in a customized and documented service/career plan;
- Broker candidate access to critical work supports and supportive services, such as: tutoring and developmental education (remediation) or GED, mental health and substance abuse treatment, financial education, public benefits, child support intermediation, child care, criminal records expungement, affordable housing, etc.;
- Provide intensive case management follow-up to ensure participant connection to needed supports;
- Provide curriculum-based soft skills training and/or coaching leading to referral to a sector-based training provider, or, placement into initial employment; and,
- Mentor, coach and support workers through the training, placement and employment retention experience.
- Demonstrate a budget and a plan to support residents in obtaining their vital documentation needed for entry into training and employment (these can be enrollees in yours or another Train Up program).

Successful awardees of this RFP will also be asked to promote job-seeker linkages to basic skill development and barrier removal services made accessible through one or more of MOED's piloted citywide barrier removal pilots.

In support of residents obtaining their vital documentation needed for entry into training and employment, awardees may provide this service to enrollees in their programs, as well as residents taking part in co-funded Train Up programs.

TARGET POPULATION

This grant opportunity serves unemployed and underemployed Baltimore residents, prioritizing our most disadvantaged job seekers, including returning citizens, opportunity youth, and public assistance recipients who were impacted by the pandemic.

AWARD TYPE AND AMOUNT

Funding will be provided in the form of a grant. Approximately \$1,400,000 is expected to be available to eligible organizations as described below to fund at least 4 grants of up to \$350,000 each. MOED reserves the right to change the number of grants awarded depending on the quantity and quality of applications submitted under this RFP. In the event that additional funds become available, MOED reserves the right to use such funds to select additional grantees from applications submitted in response to this RFP. Grant awards will be made only to the extent that funds are available.

PERIOD OF PERFORMANCE

The maximum period of grant performance is 24 months from the date of execution of the grant award, commencing on or about March 1, 2022, and ending no later than February 29, 2024. This performance period includes: all necessary implementation and start-up activities; client recruitment and enrollment; completion of proposed education activities; and, participant follow-up for performance outcomes. MOED expects that start-up activities, such as hiring appropriate program staff and project design activities will begin immediately after contract award. MOED also expects that grantees will begin serving participants no later than 2 months after the date of grant award. MOED strongly encourages grantees to develop their project work plans and timelines accordingly. Applicants must plan to fully expend grant funds during the period of performance while ensuring full transparency and accountability for all expenditures.

COST PER LIMIT

Applicants are strongly encouraged to propose programs with a cost per participant that does not exceed \$2,800. The cost per student is calculated as follows: total grant award divided by total number of enrolled students. This will give the cost per student.

QUALIFIED APPLICANTS

The purpose of this RFP is to incentivize and strengthen (agreement-based and financially supported) partnerships between workforce entities and community-representative groups/neighborhood-based entities.

This RFP is open to community representative groups applying alone, and/or workforce organizations applying on behalf of a partnership consisting of at least one community-representative

group/neighborhood-based entity. Community-representative groups/neighborhood-based entities include, but are not necessarily limited to: resident-led groups/associations, community development corporations, faith-based institutions, opportunity youth development/leadership organizations and/or other similar entities.

This is a competitive process open to organizations with a not-for-profit designation as evidenced by incorporation in the State of Maryland or Federal 501(c)(3) tax-exempt designation.

Selected vendors (or their core partners) must have demonstrated experience with operating a local or regional workforce development initiative (work-readiness, and not necessarily a credentialed occupational skills training) 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.

SUBMITTING THE PROPOSAL

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 and V)
5. Sub-contractor agreements (see Section III)
6. Letters of reference (see Section III)
7. Required supplemental documents (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.

Submit your application via email to Scooper-mckoy@oedworks.com by 3:00 pm on December 22, 2021. For email submissions, please include "Train Up – Community Connections Proposal" in the subject line of the email. Proposals should be directed to:

Attn: Shantrice Cooper-Mckoy
Mayor's Office of Employment Development
417 E. Fayette Street, Suite 468
Baltimore, MD 21202
Scooper-mckoy@oedworks.com

It is the applicant's responsibility to ensure that the submitted proposal is complete and fully responsive to all RFP requirements, and that the funding amount requested is consistent across all parts and sub-parts of the proposal.

MOED reserves the right to deem any proposal that is incomplete, nonresponsive, and thereby ineligible for competitive review. Please closely follow the guidance outlined below to ensure that the proposal package is fully responsive to RFP requirements and thereby eligible for review.

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 **3:00 PM December 22, 2021**.

WITHDRAWALS

A submitted proposal may be withdrawn prior to the due date. A written request to withdraw the proposal must be submitted electronically to Scooper-mckoy@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.

SECTION II
REQUEST FOR PROPOSALS
TRAIN UP: COMMUNITY CONNECTIONS
FOR BALTIMORE CITY RESIDENTS IN THE COVID-19 ECONOMIC RECOVERY

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 January 14, 2022. 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, 501c (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 the 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.

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. Achieving outcomes stated in contract

**SECTION III
REQUEST FOR PROPOSALS
TRAIN UP: COMMUNITY CONNECTIONS
FOR BALTIMORE CITY RESIDENTS IN THE COVID-19 ECONOMIC RECOVERY**

TECHNICAL PROPOSAL FORMAT

Please the guidelines below to assemble the proposal:

Guidance for Completion
GENERAL REQUIREMENTS: PROPOSAL FORMAT & ORGANIZATION (5 Points)
Instructions: Please format the proposal package by closely following the standard requirements below.
<p>I. Order of Contents</p> <p>Organize the proposal package according to the following sections and order of sequence:</p> <ul style="list-style-type: none">● Section 1 — Cover Page● Section 2 — Project Abstract● Section 3 — Project Narrative ● Section 4 — Budget & Budget Justification● Section 5- Required Supplements & Qualification Documents
<p>II. Page Limits</p> <p>Each section of the proposal package should not exceed the following page limits:</p> <ul style="list-style-type: none">● Section 1 — Cover Page 1 page● Section 2 — Project Abstract — 1 page● Section 3 — Project Narrative — 10 pages● Section 4 — Budget & Budget Narrative — No Limit — Please use provided templates● Section 5- Required Supplements & Qualification Documents – No limit
<p>III. Formatting Requirements</p> <p>Format the proposal according to the following requirements:</p> <ul style="list-style-type: none">● 12-point font● Normal margins (Top: 1"; Bottom: 1"; Left: 1"; Right: 1") o● Double-spaced● Times New Roman font● Numbered - bottom of page● Single-sided 8.5 x 11" page

SECTION 1:
COVER PAGE (1 Point)

Instructions: The first section of the proposal should be the Cover Page. Only applications that use the 1-page template included as an attachment to this RFP as the cover page will receive the point. Complete all fields requested or indicate "n/a" where the field is not applicable

SECTION 2:
PROJECT ABSTRACT (3 Points)

Instructions: The second section of the proposal should be the Project Abstract. The Project Abstract should be no more than one page in length and should closely follow the standard formatting requirements above (See 'General Requirements'). Please label this part of the application 'Section 2 — Project Abstract'.

Please complete the contents of Section 2 — Project Abstract by detailing the following information in narrative form:

1. Name of the proposed initiative or project
2. Name of the lead applicant
3. Names of all partners, including collaborating community, service, opportunity youth development and/or workforce training/placement organizations
4. Project goal and objectives
5. Targeted population(s)
6. Targeted neighborhood(s)
7. Overview of project scope (types of services to be provided)
8. Proposed performance outcomes
9. Proposed period of performance
10. Requested award amount

SECTION 3:
PROJECT NARRATIVE (100 Points)

Instructions: The third section of the proposal should be the **Project Narrative**. The Project Narrative should be no more than 10 pages in length and should closely follow the standard formatting requirements above (See 'General Requirements'). Please label this part of the application '**Section 3 — Project Narrative**'.

Please detail the information below in narrative form to complete the contents of **Section 3 — Project Narrative**. Please use the headers below for each sub-section and follow the same order/sequence of content.

Part 1: Target Neighborhood(s)

- Identify the Baltimore City neighborhoods to be served through the project, including (if possible) the defined boundaries for each targeted neighborhood/geographical area.

Part 2: Target Population(s)

- Identify the targeted population(s) to be served through the project.
- Verify that participants served through the program will be unemployed or underemployed Baltimore City residents impacted by the pandemic.

Part 3: Project Methodology & Work Plan

Outreach & Recruitment

- Neighborhood Engagement - Describe the plan for promoting community residents' and neighborhood stakeholders' awareness of: 1.) the resources and services to be made available through the initiative, and 2.) the requirements for program enrollment and/or resource access.
- Determining Participant Eligibility - Describe the process to be used for determining participant eligibility for enrollment into the program, including how this process will ensure that participants served through the program will be low-skill, unemployed or underemployed Baltimore City residents impacted by the pandemic.
- Client Recruitment - Describe the plan for conducting outreach to and recruiting the targeted population. Please detail the specific outreach methods (i.e., community organizing, street outreach, job clubs, job and resource fairs, community-based referral, on-line social media, etc.).
- Community Partnerships - As applicable, list any partners to be engaged for the purpose of supporting the initiative's community outreach and engagement efforts. Detail the role of each partner.
- MOED-Sponsored Event Participation - Verify the organization's commitment to participate in any MOED-sponsored neighborhood outreach events and job fairs.

Comprehensive Assessment

- Comprehensive Assessment - Describe the assessment process that will be used after an eligibility determination has been made to identify each candidate's assets (i.e., prior work experience, areas of interest and work aptitudes) and any work-related barriers (i.e., reading and math comprehension levels; mental health and substance abuse; housing; child support, criminal records expungement, child care, etc.).
- Documentation - Detail the approach for documenting the outcomes of each individual assessment and developing a service/career plan for each candidate.
- Assessment Tool - Attach the assessment tool and/or service/career plan template.
- Triage - State the criteria for determining whether a client will be directed to access 1.) intensive coaching and/or other specialized services culminating in direct job placement into an entry-level or middle-skilled job; 2.) work readiness training leading to employment; and/or 3.) referral (or direct enrollment into) occupational skills training along a career pathway that leads to an industry-recognized credential and employment.

Barrier Removal & Stabilization

- Barrier Removal Strategy - Describe the strategies to remove or mitigate identified work-related barriers.
- Supportive Service Partnerships - As applicable, list any partners to be engaged for the purpose of supporting the initiative's barrier removal/supportive service efforts. Detail the role of each partner.
- Citywide Barrier Removal Pilot Participation - Verify applicant's commitment to promote job-seeker linkages to basic skill development and barrier removal services made accessible through one or more of MOED's piloted citywide barrier removal pilots.

Work Readiness & Training

[Applicants that lack operational experience in workforce development are strongly encouraged to partner with another provider to address this component.]

- Work Readiness & Training Strategy - Describe the education, support and training strategies to promote the work readiness of participants, including the soft skills development component.
- Human Development Approach - As applicable, describe the plan for integrating human development practices into proposed work readiness approaches to best meet the needs of a job-seeker.

- Work Readiness & Training Partnerships - As applicable, list any partners to be engaged for the purpose of supporting the initiative's work readiness and training efforts, Detail the role of each partner.

Direct Placement or Referral

[Applicants that lack operational experience in workforce development are strongly encouraged to partner with another provider to address this component.]

- Job Placement Strategy - Identify job placement strategies for participants whose assessment indicates that they are ready for direct placement in a job or participation in work readiness training leading to placement. Describing the plan for post-placement follow-up and retention support. Describe any plans for mentoring, coaching and supporting workers through the training and placement experience.
- Employer Partnerships - Identify at minimum three (3) employer partners with which the lead applicant, core partner(s) or partnership has had a validated track record of successful placement and candidate retention. Attach a letter of support for each.
- Occupational Skills Training Referral - Verify that eligible candidates will receive referral to a sectoral training provider.
- Job Placement Partnerships - As applicable, list any partners to be engaged for the purpose of supporting the initiative's job placement, and retention and follow-up efforts. Detail the role of each partner.

Partnerships & Accountability

- Partner Accountability & Information Exchange - Describe the approach for holding any identified supportive service, workforce training and placement, and/or other partners accountable to their role in supporting project goals. Detail the process for ensuring collaboration and information exchange between the lead entity and identified partners (i.e., regular partnership meetings, shared data collection platforms, regular project status updates, etc.). Attach any applicable MOUs or partnership agreements.

Part 4: Project Timeline

- Provide a timeline depicting all activities, timeframes, deliverables, and partners required to implement the outreach and recruitment, barrier removal and stabilization, work readiness and training and direct placement and referral strategies described in this Methodology and Work Plan section within the grant period of performance.
- Include timeframes for accomplishing all start-up activities immediately following the start of the grant period of performance and serving participants no later than 1 month after the grant start date.

Part 5: Organizational Capacity & Management

Organizational Chart

- Provide an organizational chart, included as an attachment to the project narrative. The organizational chart should depict at minimum, the contents below:
- The organization serving as the lead applicant
- All core partners serving in capacities indicated above (outreach, supportive services, training, placement and referral), and the linkages between each entity and/or organization
- All key staff to support the project funded through this grant, including all relevant leadership, program, administrative, and advisory positions within each entity and/or organization.

Project Staffing Plan

- List all key staff to work in support of this project, including each staff member's name, title, and description of role/responsibilities. Please indicate which positions will be directly supported through this grant, and which will be supported through in-kind or leveraged resources. Please specifically indicate who will be

designated as the organizational leads for the following project components, and the professional qualifications that will be required of each position:

1. Program Management & Reporting
 2. Financial Management & Reporting
 3. Data Management & Tracking
 4. Contract Management & Compliance
- Provide a reasonable timeframe for hiring the project manager if one is not already identified, and describe plans to assign an interim project manager if required. If planning to hire a project manager, provide a plan to appoint an interim project manager, who will serve until the new project manager is hired.

Core Competencies

- Neighborhood Engagement & Involvement - Detail the organization's (or partnership's) capacity to engage job-seekers and community residents in project planning and design, implementation and/or oversight, including:
 - Length of history working in neighborhood(s) specified above
 - Method of engaging job-seekers/community residents in project design, implementation and/or oversight
 - Number of community representatives actively involved in the project's board/governing body (if applicable)
- Workforce - Detail the organization's (or partnership's) experience in managing a workforce initiative, including a summary of the initiative's performance outcomes from the prior year (7/1/20 — 6/30/21 or 1/1/19 — 12/31/20). Performance outcomes should include (at minimum):
 - Number of residents recruited
 - Number of residents assessed
 - Number of residents trained in the work readiness curriculum
 - Number of residents referred to occupational skills training
 - Number of residents placed into employment, including average wage at the time of initial placement
- Experience serving target population - Detail the organization's (or partnership's) experience in serving the target population(s).

Statement of Verifications

- Verifications Checklist - Complete the attached 'Verifications Checklist'. Use the checklist to verify the organization's (or partnership's) capacity to comply with all fiscal and programmatic requirements of this grant.

Part 6: Proposed Performance Outcomes

- Using the table provided below, list the proposed outcomes for this project.

Proposed Outcomes		
Neighborhood Outreach & Participant Recruitment		
1	Outreach - # and type of neighborhood-based outreach and recruitment events/efforts to be hosted/conducted. Note: See suggested table below	
2	Engagement - Estimated # of residents to be engaged as a result of each event/outreach effort (by type). Note: See suggested table below.	

3	Assessment - # of residents to complete a comprehensive assessment and documented Individual Profile/Service & Career Plan.	
4	Targeted Population – All participants must be unemployed or under-employed Baltimore City residents impacted by COVID-19. Please indicate if the proposal aims to serve a subset of this population.	
Barrier Removal & Stabilization		
5	Barrier Removal & Stabilization - Of those enrolled, estimated total # and % of participants to be connected to a supportive service/barrier removal resource.	
6	Mentoring or Coaching Support - Of those enrolled, estimated total of participants to access individual or group-based mentoring or coaching supports (if applicable under the proposed project).	
Work Readiness Training, Referral & Placement		
7	Work Readiness Training (Enrollment) - Of those assessed, estimated total # and % of assessed eligible participants to be enrolled into work readiness training.	
8	Placement of those who complete the work readiness curriculum, estimated total # and % of participants to receive placement into employment.	
9	Wage - of those placed, average wage at point of placement.	
10	Retention of those placed, # and % reaching 30, 60, and 90-day retention milestones.	

- Suggested Table (For use in depicting proposed Community Outreach & Engagement outcomes.)

	Event Type/Outreach Method	Estimated # of Events Hosted by End of Project Period	Estimated # of Residents Engaged via Each Event
1			
2			
3			
4			
5			

Part 7: Data Tracking

- Describe the process for tracking participant-level data and progress.
- Name the specific system to be used to track client information (i.e., Efforts to Outcomes, Apricot, other).

Part 8: Cost Per Enrolled Participant

- Identify the proposed cost-per-enrolled participant for this project and how it was calculated.
- Cite evidence demonstrating how the proposed aligns with similar programs that the lead applicant, partners, or other organizations have conducted, including a justification for how costs may differ for the proposed program, based on the characteristics of the population(s) served.

**SECTION 4:
BUDGET & BUDGET JUSTIFICATION (20 Points)**

Instructions: The fourth section of the proposal should be the Budget & Budget Justification. Please use the templates included as an attachment to this RFP to complete this section. Complete all fields requested or indicate "n/a" where the field is not applicable.

As this section is completed, please be sure to:

1. Provide a complete description of costs associated with each line item in sufficient detail to justify the total cost for each line item;
2. Double check the calculations to make sure that they are accurate;
3. Make sure that the budget is justified and reasonable given the scope of work of the project, including adequate staff personnel devoted to the project to support achieving project objectives;
4. Identify any leveraged funds, including the source and a short description of how funds will be utilized as part of this grant.

**SECTION 5:
REQUIRED SUPPLEMENTS & QUALIFICATION DOCUMENTS (1 Point)**

Instructions: The fifth and last section of the proposal should be the Required Supplements & Qualification Documents. Please refer to the attached 'Combined Verifications' for a listing of all required supplements and documentation.

**SECTION IV
REQUEST FOR PROPOSALS
TRAIN UP: COMMUNITY CONNECTIONS
FOR BALTIMORE CITY RESIDENTS IN THE COVID-19 ECONOMIC RECOVERY**

FUNDING/BUDGET GUIDELINES

The funding for each agreement will not exceed \$350,000 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 (e.g., 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 resource.

COST PER LIMIT

Applicants are strongly encouraged to propose programs with a cost per student that does not exceed \$2,800. The cost per student is calculated as follows: total grant award divided by total number of enrolled students. This will give the cost per student.

**SECTION V
REQUEST FOR PROPOSALS
TRAIN UP: COMMUNITY CONNECTIONS
FOR BALTIMORE CITY RESIDENTS IN THE COVID-19 ECONOMIC RECOVERY**

BUDGET FORMAT

Pease attach the completed excel spreadsheet with your submission

Organization:	
Address:	
Project Name:	
Fiscal Contact Person:	
Fiscal Person's Phone Number	
Fiscal Person's Email Address	
Tax ID Number	
Funding Award Period	
Proposed Budget Request Amount	
Proposed Number of Participants	
Cost Per Participant	

BUDGET CATEGORIES -

All sections may not apply. Complete all applicable sections.

Object Class Categories	Category Total
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 Costs (Total Direct Costs and Administrative Costs)	\$

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.					
			TOTAL PERSONNEL COST		

(* 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					
TOTAL FRINGE BENEFITS COST					

**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					
		TOTAL TRAVEL COST			

**Budget Narrative:
TRAVEL/TRAINING**

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

Budget Narrative: SPACE RENTAL/UTILITIES

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.			
		TOTAL EQUIPMENT COST	

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.			
		TOTAL SUPPLIES COST	

**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.			
		TOTAL COST OF PARTICIPANT EXPENSES	

Budget Narrative: PARTICIPANT EXPENSES

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

Budget Narrative: CONTRACTUAL

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

Budget Narrative: OTHER COSTS

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.	
TOTAL ADMINISTRATIVE COSTS	

Budget Narrative: ADMINISTRATIVE

LEVERAGED RESOURCES (Optional)

For informational purposes and not to be included in the budget totals

EXPENSE CATEGORY	DESCRIPTION	SOURCE	\$ AMOUNT
			TOTAL

**SECTION VI
REQUEST FOR PROPOSALS
TRAIN UP: COMMUNITY CONNECTIONS
FOR BALTIMORE CITY RESIDENTS IN THE COVID-19 ECONOMIC RECOVERY**

EVALUATION CRITERIA

EVALUATION CRITERIA

Procedures for assessing the technical merit of applications have been instituted to provide for an objective review of applications and to assist the applicant in understanding the standards against which each application will be judged. The evaluation criteria are based on the information required in the application as described above (See 'Submitting the Proposal'). The evaluation criteria are described in the chart below.

Note that 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/lead entity.

Proposals will be evaluated and selected through a competitive bid process. MOED will establish a proposal evaluation committee that includes community leaders, representatives of the Baltimore Workforce Development Board and other stakeholders. Members of the committee will have no conflict of interest with any respondent to this RFP.

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.

Evaluation Criteria – Overview:

Section	Value
Proposal Format & Organization	5
Section 1: Cover Page	1
Section 2: Project Abstract	3
Section 3: Project Narrative	100
Section 4: Budget & Budget Justification	20
Section 5: Required Supplements & Qualification Documents	1
Total Points Available	130

Evaluation Criteria-Detail:

Section	Evaluation Criteria	Value
PROPOSAL FORMAT & ORGANIZATION (Total Value: 5 Points)		

Order of Contents	<ul style="list-style-type: none"> ● Proposal package is organized according to the sections and order of sequence below. (1 Point) <ul style="list-style-type: none"> ● Section 1 — Cover Page ● Section 2 — Project Abstract ● Section 3 — Project Narrative ● Section 4 — Budget & Budget Justification ● Section 5 — Required Supplements & Qualification Documents 	1
Page Limits	<ul style="list-style-type: none"> ● Each section of the proposal package falls within the page limits below, (2 Points) <ul style="list-style-type: none"> ● Section 1 Cover Page — 1 page ● Section 2 Project Abstract — 1 page ● Section 3 Project Narrative — 10 pages ● Section 4 - Budget & Budget Narrative — No limit - Please use provided templates ● Section 5 Required Supplements & Qualification Documents — No Limit 	2
Formatting Requirements	<ul style="list-style-type: none"> ● Proposal meets the formatting requirements below. (2 Points) <ul style="list-style-type: none"> ● 12-point font ● Normal margins (Top: 1"; Bottom 1"; Left: 1"; Right") ● Double-spaced ● Times New Roman font ● Numbered bottom of page ● Single-sided 8.5 x 11" page 	2
SECTION 1: COVER PAGE (Total Value: 1 Point)		
Cover Page	<ul style="list-style-type: none"> ● 1-page template included is included as an attachment to the application. All requested fields are complete or indicate "n/a" where inapplicable. (1 Point) 	1
SECTION 2: PROJECT ABSTRACT (Total Value: 3 Points)		
Project Abstract	<ul style="list-style-type: none"> ● Project Abstract is no more than one page in length and closely follows the standard formatting requirements provided under the 'General Requirements' section of the RFP. (1 Point) ● Project Abstract details the following information in narrative form. (2 Points) <ul style="list-style-type: none"> ○ Name of the proposed initiative or project ○ Name of the lead applicant ○ Names of all partners, including collaborating community, service, opportunity youth development and/or workforce training/placement organizations ○ Project goal and objectives ○ Targeted population(s) ○ Targeted neighborhood(s) ○ Overview of project scope (types of services to be provided) ○ Proposed performance outcomes ○ Proposed period of performance ○ Requested award amount 	3

SECTION 3: PROJECT NARRATIVE (Total Value: 100 Points)		
Part 1: Target Neighborhood(s)	<ul style="list-style-type: none"> Targeted neighborhoods/geographical areas are clearly identified. (1 Point) 	1
Part 2: Target Population(s)	<ul style="list-style-type: none"> The targeted population(s) to be served through the project are clearly identified. (1 Point) Applicant verifies that participants served through the program will be unemployed or underemployed Baltimore City residents impacted by the pandemic (1 Point) 	2
Part 3: Project Methodology & Work Plan	<p>Outreach & Recruitment (10 Points)</p> <ul style="list-style-type: none"> Neighborhood Engagement — Application presents a thorough, feasible and clearly articulated plan for promoting community residents' and neighborhood stakeholders' general awareness of: 1.) the resources and services to be made available through the initiative and 2.) the requirements for program enrollment and/or resource access. Commitment to Race, Equity and Inclusion-- Application describes the organizations commitment to race, equity and inclusion through proposed programmatic approaches and outcomes. Client Recruitment - Application presents a thorough, feasible and clearly articulated plan for conducting outreach to and recruiting the targeted population. Community Partnerships — Application identifies any partners to be engaged for the purpose of supporting the initiative's community outreach and engagement efforts. Respective roles of partners are clearly defined. MOED-Sponsored Event Participation — Application verifies the organization's commitment to participate in any MOED-sponsored neighborhood outreach events and job fairs. <p>Comprehensive Assessment (10 Points)</p> <ul style="list-style-type: none"> Comprehensive Assessment — Application describes the assessment process that will be used after an eligibility determination has been made to identify each candidate's assets, work interests and any work-related barriers. Documentation Application details approach for documenting the outcomes of each individual assessment and developing a service/career plan for each candidate. Assessment Tool — Assessment tool and/or service/career plan template is attached. Triage — Application states the criteria for determining whether a client will be directed to access 1.) intensive coaching and/or other specialized services culminating in direct job placement into an entry-level or middle-skilled job; 2.) work readiness training leading to employment; and/or 3.) referral (or direct enrollment into) occupational skills training along a career pathway that leads to an industry-recognized credential and employment. <p>Barrier Removal & Stabilization (10 Points)</p>	45

	<ul style="list-style-type: none"> ● Barrier Removal Strategy — Application describes planned strategies for the removal of identified work-related barriers. ● Supportive Service Partnerships —Application identifies any partners to be engaged for the purpose of supporting the initiative's barrier removal/supportive service efforts. Respective roles of partners are clearly defined. ● Citywide Barrier Removal Pilot Participation —Application verifies the organization's commitment to promote job-seeker linkages to basic skill development and barrier removal services made accessible through one or more of MOED's piloted citywide barrier removal pilots. 	
	<p>Work Readiness & Training (5 Points) <i>[Applicants that lack operational experience in workforce development are strongly encouraged to partner with another provider to address this component.]</i></p> <ul style="list-style-type: none"> ● Work Readiness & Training Strategy — Application describes planned education, support and training strategies. Work readiness approach includes a soft skills development component. ● Human Development Approach — Application describes plan for integrating human development practices into proposed work readiness approaches to best meet the needs of a job-seeker. ● Work Readiness & Training Partnerships - Application identifies any partners to be engaged for the purpose of supporting the initiative's work readiness and training efforts. Respective roles of partners are clearly defined. <p>Direct Placement or Referral (5 Points) <i>[Applicants that lack operational experience in workforce development are strongly encouraged to partner with another provider to address this component.]</i></p> <ul style="list-style-type: none"> ● Job Placement Strategy — Application identifies job placement strategies. Application describes plan for post-placement follow-up and retention support. ● Employer Partnerships — Application identifies at minimum three (3) employer partners with which the applicant (and/or core partner) has had a validated track record of successful placement and candidate retention. A letter of support is attached for each identified employer partner. ● Occupational Skills Training Referral —Application verifies that eligible candidates will receive referral to a sectoral training provider. ● Job Placement Partnerships — Application identifies any partners to be engaged for the purpose of supporting the initiative's job placement, retention and follow-up efforts. Respective roles of partners are clearly defined. <p>Partnerships & Accountability (5 Points)</p> <ul style="list-style-type: none"> ● Partner Accountability & Information Exchange — Application describes planned approach for holding any identified supportive 	

	<p>service, workforce training and placement, and/or other partners accountable to their role in supporting project goals. Application details the process for ensuring collaboration and information exchange between lead applicant and partners regular partnership meetings, shared data collection platforms, regular project status updates, etc.). A draft, executed MOU or partnership agreement is attached for each core partner.</p>	
Part 4: Project Timeline	<ul style="list-style-type: none"> ● Application contains a timeline depicting all activities, timeframes, and deliverables, and core partners to be engaged in initiative implementation. (3 Points) ● Proposed timeframes are realistic and achievable within the project performance period. (2 Points) 	5
Part 5: Organizational Capacity & Management	<p>Organizational Chart (5 Points)</p> <ul style="list-style-type: none"> ● Application contains an organizational chart as an attachment, Chart depicts the minimum contents below: <ul style="list-style-type: none"> ○ The organization serving as the lead applicant ○ All core partners serving in capacities indicated above (outreach, supportive services, training, placement and referral), and the linkages between each entity and/or organization ○ All key staff to support the project funded through this grant, including all relevant leadership, program, administrative, and advisory positions within each entity and/or organization. 	25
	<p>Project Staffing Plan (5 Points)</p> <ul style="list-style-type: none"> ● Application lists all key staff to work in support of the project, including each staff member's name, title, and description of role/responsibilities. Application indicates which positions will be directly supported through this grant, and which will be supported through in-kind or leveraged resources. Application indicates who will be designated as the organizational leads for the following project components, and the professional qualifications that will be required of each position: <ul style="list-style-type: none"> ○ Program Management & Reporting ○ Financial Management & Reporting ○ Data Management & Tracking ○ Contract Management & Compliance ● Application provides a reasonable timeframe for hiring the project manager if one is not already identified, and describes plans to assign an interim project manager if required. <p>Core Competencies (15 Points)</p> <ul style="list-style-type: none"> ● Neighborhood Engagement & Involvement — Application details the organization's (or partnership's) capacity to engage job-seekers and community residents in project planning and design, implementation and/or oversight, including: <ul style="list-style-type: none"> ○ Length of history working in target neighborhood(s) 	

	<ul style="list-style-type: none"> ○ Method of engaging job-seekers and community residents in project design, implementation and/or oversight ○ Number of community representatives actively involved in the project's board/governing body (if applicable) ● Workforce — Application details the organization's (or partnership's) experience in managing a workforce initiative, including a summary of the initiative's performance outcomes from the prior year 2018-2021. Historical performance outcomes include (at minimum): <ul style="list-style-type: none"> ○ Number of residents recruited ○ Number of residents assessed ○ Number of residents trained in the work readiness curriculum ○ Number of residents placed into employment, including average wage at the time of initial placement ● Experience serving target population(s) — Application details the organization's (or partnership's) experience in serving the target population(s). 	
Part 6: Proposed Performance Outcomes	<ul style="list-style-type: none"> ● Applicant provides numerical projections for each required outcome measure. (5 Points) ● Proposed outcomes appear realistic and achievable within the project performance period. (10 Points) 	15
Part 7: Data Tracking	<ul style="list-style-type: none"> ● Application describes the process by which participant-level data and progress will be tracked. (3 Points) ● Application names the specific system to be used (i.e., Efforts to Outcomes, Apricot, other). (2 Points) 	5
Part 8: Cost Per Enrolled Participant	<ul style="list-style-type: none"> ● The proposed cost-per-enrolled participant is clearly stated. (1 Point) ● Applicant cites clear evidence demonstrating how the cost(s)-per participant aligns with similar programs and includes a justification for how costs may differ for the proposed program, based on the characteristics of the population(s) served. (1 Point) 	2
SECTION 4: BUDGET & BUDGET JUSTIFICATION (Total Value: 20 Points)		
	<ul style="list-style-type: none"> ● All applicable expenses are clearly identified with accurate calculations. ● Budget Justification provides a complete description of costs associated with each line item in sufficient detail to justify the total cost for each line item. ● Budget Justification demonstrates that the budget is justified and reasonable given the scope of work of the project, including adequate staff personnel devoted to the project to support achieving project objectives. ● Budget justification identifies any leveraged funds and clearly describes the source and how funds will be utilized as part of this grant. 	20
SECTION 5: REQUIRED SUPPLEMENTS & QUALIFICATION DOCUMENTS (Total Value: 1 Point)		
	<ul style="list-style-type: none"> ● All required supplements are attached and complete. (1 Point) 	1
BONUS		

<ul style="list-style-type: none"> Proposed model presents a targeted focus on recruiting and serving young African American males between the ages of 16-29 who are un- or underemployed and possess a criminal record. 	+5
<ul style="list-style-type: none"> Proposed model targets outreach to economically distressed neighborhood(s) and/or neighborhood(s) directly impacted by the April 2015 civil unrest. 	+5
<ul style="list-style-type: none"> Proposal commits to providing retention services for placed individuals beyond 90-days. 	+3

**SECTION VII
REQUEST FOR PROPOSALS
TRAIN UP: COMMUNITY CONNECTIONS
FOR BALTIMORE CITY RESIDENTS IN THE COVID-19 ECONOMIC RECOVERY**

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

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:

John Ford
MOED Local Hiring Coordinator
jford@oedworks.com

**SECTION VIII
REQUEST FOR PROPOSALS
TRAIN UP: COMMUNITY CONNECTIONS
FOR BALTIMORE CITY RESIDENTS IN THE COVID-19 ECONOMIC RECOVERY
DEFINITIONS**

<p>Abstract: 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>Administrative Costs: 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>Advanced Training/Occupational Skills Training: 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>Audit: 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>Barriers to Employment: 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>Basic Education - Adult Basic Education (ABE)/General Equivalency Degree (GED)/English as a Second Language (ESL): 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>Basic Skills: Those academic skills that include reading, writing and speaking English, and the skills involved in math applications, computing and solving problems.</p>
<p>Basic Skills Deficient: 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>Case Management: 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>Credential: Written statement or certificate that validates achievement of educational or occupational skills.</p>
<p>Community-Based Organization: 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>Cost Allocation Plan: 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</p>

program are charged to a particular cost objective.
Cost Reimbursement Contracts: 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.
Data Collection: The collection and recording of information pertinent to a participant including: demographic, service and outcome data elements.
Date of Participation: Represents the first day, following a determination of eligibility, that the individual begins receiving a service funded by the program.
Date of Exit: Represents the last day on which the individual received a service funded by the program or a partner program.
Diploma: The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma.
Displaced Homemaker: 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.
Economic Development Agencies: 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.
Employability: A demonstrated level of knowledge, skills, abilities, work behaviors and attitudes necessary to compete successfully in the labor market.
Employment Assessment: 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.
Follow Up: Active case management of participants for at least one year after completing the program. Follow up services can include assessment/re-assessment, information & referral, additional training opportunities, support services, employment & 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.
Indicators: The specific characteristics or behaviors measured to track a program's success in achieving its outcomes.
Individual with a Disability: 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).
Individual Employment Plan: 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.
Job Search Assistance: 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.
Labor Market Information: Occupational supply and demand information for Baltimore City identifying areas 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.
Limited English Speaker: 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.
Literacy: 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.
Lower Living Standard Income Level: 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.
Low Income Individual: 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.
Minimum Wage: 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: \$11.75 effective 1/1/21; \$12.50 effective 1/1/22; \$13.25 effective 1/1/23; \$14.00 effective 1/1/24; \$15.00 effective 1/1/25.
Nontraditional Employment: 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.
Objective Assessment: 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.
Occupational Skills: 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.
OES Code: 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.
Orientation: 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 suitability for services.
Outreach/Recruitment: 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.
Outcomes: 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.
Outputs: 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.)

<p>Placement: 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.</p>
<p>Postsecondary Educational Institution: An institution of higher education, as defined in section 481 of the Higher Education Act of 1965.</p>
<p>Pre-Vocational Services: 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.</p>
<p>Project-Based Learning: 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.</p>
<p>Public assistance: Federal, state, or local government cash payments for which eligibility is determined by a needs or income test.</p>
<p>Referral: 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.</p>
<p>Retention: Continued employment for a specific period after initial placement.</p>
<p>Supportive Services: 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.</p>
<p>Target: A numerical objective for a program's level of achievement on an indicator. A projection.</p>
<p>Unsubsidized Employment: 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.</p>
<p>Vocational Training: 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.</p>

**SECTION IX
REQUEST FOR PROPOSALS
TRAIN UP: COMMUNITY CONNECTIONS
FOR BALTIMORE CITY RESIDENTS IN THE COVID-19 ECONOMIC RECOVERY**

PARTICIPANT ENROLLMENT REQUIREMENTS

Vendors will have to serve participants who meet the following criteria.

- Reside in Baltimore city
- Are at least 18 years old
- Sign a self-attestation indicating that they were impacted by the pandemic
- Register in the Maryland Workforce Exchange including submit the documentation for enrollment.