

**ONE BALTIMORE FOR JOBS
REQUEST FOR PROPOSALS**

**Adult Education Services
& Workforce Development**

Issued: January 4, 2016

Due: February 4, 2016

Bidders Conference

January 8, 2016

3:00 PM to 4:00 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
Adult Education Services & Workforce Development
FOR BALTIMORE CITY RESIDENTS

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**REQUEST FOR PROPOSALS
ADULT EDUCATION: CONNECTING RESIDENTS TO TRAINING AND EMPLOYMENT
FOR BALTIMORE CITY RESIDENTS**

OVERVIEW

The Baltimore City Mayor's Office of Employment Development (MOED, on behalf of the Mayor and City Council, requests proposals for adult education services to help residents obtain their GED and/or improve their literacy so that they can access job training and enter employment.

MOED is interested in funding programs that will provide adult education services to disconnected young adults focusing on helping them to obtain their GED and/or increase their math and reading literacy by at least two grade levels so that they can ultimately enter occupational skills training and obtain employment.

BACKGROUND

In response to the unrest of April 2015, the Baltimore City Mayor's Office of Employment Development (MOED) in partnership with Maryland's Department of Labor, Licensing and Regulation (DLLR) received a \$5 million demonstration grant from the U.S. Department of Labor (DOL). DOL demonstration funds were specifically earmarked for the purpose of exploring innovative strategies for reengaging disconnected youth and young adult populations (up to age 29) in highly distressed communities across the country, delivering high quality skills training to targeted populations, and providing them with access to career placements in high-growth industry sectors.

Baltimore, Maryland was one of seven sites selected nationally to receive a two-year grant award. Award recipients also include the following jurisdictions: California (Long Beach); Michigan (Detroit); Missouri (Ferguson); New Jersey (Camden); South Carolina (N. Charleston); and Texas (Houston).

MOED's and DLLR's resulting proposal launched the *One Baltimore for Jobs* (1B4J) initiative. 1B4J is designed to target unemployed individuals in predominantly African-American, low-income neighborhoods in Baltimore City, with an emphasis on areas impacted by the April 2015 civil unrest.

The 1B4J initiative is designed to engage inclusive partnerships of workforce, education, community and industry-based stakeholders in Baltimore's most economically distressed neighborhoods to enroll at least 700 disconnected workers citywide and strengthen partnerships to hire at least 80% of training graduates at an average hourly wage of at least \$11. Through this initiative, targeted populations will receive a range of services, including job training, job counseling and placement, education, referral to social services, and comprehensive employment barrier removal strategies. 1B4J candidate recruitment efforts specifically target (but are not exclusive to) Baltimore City residents who meet the following criteria:

- 18 – 29 years of age¹;
- unemployed or underemployed;
- little or no work history;
- possess a criminal record,
- have no more than a HS diploma or GED equivalent; and,
- reside in an economically distressed neighborhood of the city.

¹ Though MOED intends to serve residents 16-29 as part of its DOL grant, for this RFP, we are targeting residents ages 18-29.

The 1B4J initiative released its first RFP, “Targeted Training for In-Demand Careers for Baltimore City Residents,” in July, 2015. A total of 12 grants have been awarded as a result of this first round of grant-making. Grant recipients represent community, training and industry partnerships in the following sectors: Construction; Healthcare; Manufacturing; and Transportation and Logistics. Performance began in November, 2015 and will continue through April, 2017.

1B4J demonstration efforts will also include a series of neighborhood-based training forums and targeted community outreach efforts; network-building, group-based learning and education, and peer-to-peer exchange opportunities for practitioners; and pilots to explore enhanced service models for addressing key barriers citywide. MOED expects to explore piloted citywide barrier removal strategies for criminal records expungement, mental health and substance abuse treatment, educational remediation, and child support intermediation.

Please see <http://www.oedworks.com/whatsnew/news.htm> for a complete list of training providers, location and a brief description of the expected outcomes.

Also, MOED intends to release a solicitation to partner with community-based organizations that will help residents better connect to training, education and support services (“community connectors”). MOED expects to make 3-5 grant awards.

Awardees of this adult education grant opportunity will be expected to partner with the 12 training vendors and with the community connectors:

- Training vendors and community connectors will refer residents to the adult education provider who do not possess either a high school diploma or GED or the vendor’s assessment reveals that though they have a diploma or GED, they do not have the reading or math skills to access training or a job.
- Adult education providers will refer residents to the training vendors who have achieved their GED and/or who surpass certain reading or math levels that allow them to enter training.

PURPOSE

The purpose of this RFP is to build upon the 1B4J initiative’s first round of investments by purchasing adult education services to enable Baltimore City residents to access training and employment opportunities. MOED anticipates making 2 awards and will seek geographical diversity to ensure that residents from both the east and west side of Baltimore can receive educational services.

Approximately 20% of Baltimore adults do not have a high school diploma or GED. Without either of these credentials, residents are excluded from many training opportunities and jobs. In addition, it is well known that a significant number of residents that possess a high school diploma or GED have low reading or math skills that do not allow them to succeed in training or in the workplace.

With this in mind, MOED seeks to find partners through this solicitation that provide instruction to help residents meet one or both of the following goals:

- Obtain their GED or high school diploma; and/or
- Increase their reading and/or math skills at least two grade levels (this may include those who already have their high school diploma or GED but who’s reading and/or math level precludes their entrance into 1B4J job training programs).

TARGET POPULATION

This grant seeks to serve predominantly 18-29 year old unemployed Baltimore city residents who either do not have their High School diploma or GED or who have their high school credential but have low math and/or reading literacy as measured on the TABE or CASAS test. Applicants should target residents who can obtain their GED and/or improve their literacy at least 2 grade levels during the grant period so that they can enroll in the occupational training programs (please see <http://www.oedworks.com/whatsnew/news.htm>) or enter employment.

AWARD TYPE AND AMOUNT

Funding will be provided in the form of a grant. Approximately \$300,000 is expected to be available to eligible organizations as described below to fund 2 grants of up to \$150,000 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 12 months from the date of execution of the grant award, commencing on or about May 1, 2016 and ending no later than April 30, 2017. 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 the grant start date will be May 1, 2016 and start-up activities, such as hiring appropriate program staff and project design activities will begin immediately. 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 student that does not exceed \$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.

All providers will be selected on the basis of their ability to increase the literacy skills of eligible young adults. Additional selection priority will be given to proposals that emphasize collaboration and alignment with job training vendors as listed <http://www.oedworks.com/whatsnew/news.htm> and the city's American Job Centers. Once MOED makes the Community Connectors awards, recipients of this grant will also be expected to collaborate with these organizations.

OPPORTUNITY TO LEARN STANDARDS

The following standards must be followed for programs providing classroom instruction.

- **Learner Fees:** Participants served with resources from this contract shall not be charged tuition or fees. Books shall be available at no cost for all learners at every level; however, learners may be required to pay for books if they wish to keep them. The applicant must pay the fee to take the GED test or ensure that the participant does not have to pay for it.
- **Attendance Policy:** Programs should have a clearly stated attendance policy and maintain attendance files. The policy should define for learners their responsibility to attend a certain number or percentage of the classes, or be withdrawn from enrollment.
- **Instructional Staff:** Teachers must have a minimum of a Bachelor's Degree; training and experience in adult education are required.
- **Recommend Standards for Class Sizes:** Applicants must specify class sizes by level. The table below illustrates recommended standards for proposed class sizes. As noted above, applicants may propose smaller class sizes and more intensive instruction.

| | |
|--|-------------------------------|
| Adult Basic Education (ABE) or English as a Second Language (ESL) Beginning Literacy | 6-8 learners maximum |
| ABE or ESL Beginning | 8-10 learners maximum |
| ABE or ESL Intermediate | 10-12 learners maximum |
| ASE or ESL Advanced | 12-15 learners maximum |

SUBMITTING A PROPOSAL

Proposals submitted in response to this RFP must consist of five separate and distinct parts: (1) Cover Page (2) Project Abstract (3) Project Narrative (4) Project Budget & Budget Justification; and, (5) Required Supplemental & Qualification Documents. Applicants may also include an optional sixth section 'Optional Supplements & Informational Materials', conforming to the standards detailed below.

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

Four hard copies and one digital copy of this proposal must be sent by U.S. mail or hand delivered and received by **3:00 pm on February 4, 2016**. Proposals should be directed to:

Attn: Veobia Akilo
Mayor's Office of Employment Development
417 E. Fayette Street, Suite 468
Baltimore, MD 21202
dtorain@oedworks.com

SECTION II

| RFP Requirement | Guidance for Completion |
|---|---|
| <p>General Requirements: Proposal Format</p> | <p>Please format your proposal closely following the standard requirements below:</p> <ul style="list-style-type: none"> • Order of Contents: <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 ○ Section 6 – Optional Supplements & Informational Materials • Page Limits: <ul style="list-style-type: none"> ○ Cover Page – 1 pg. ○ Project Abstract – 1 pg. ○ Project Narrative – 10 pgs. ○ Budget & Budget Narrative – No Limit ○ Required Supplements & Qualification Documents – No Limit • Formatting Requirements: <ul style="list-style-type: none"> ○ 12-point font ○ Normal Margins (Top: 1”; Bottom: 1”; Left: 1”; Right”) ○ Double-Spaced ○ Times New Roman ○ Numbered – bottom of page ○ Single-sided 8.5 x 11” page <p>Please note: MOED will deduct a minimum of 5 points in the scoring of proposals that do not follow this criteria.</p> |
| <p>Section 1: Cover Page</p> | <p>Please use the 1-page template included as an attachment to this RFP as your cover page. Complete all fields requested or indicate “n/a” where the field is not applicable. Items to be included: name of the organization, EIN, 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 must also include the proposed number of residents to be served by this grant, the number that will obtain their GED during the grant period, the number that will advance at least two grade levels (who don’t obtain their GED), and the total grant funds requested. The signatory authority for the organization should sign the cover page</p> |

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| <p>Section 2: Project Abstract</p> | <p>In no more than one page, closely following the standard formatting requirements above, please detail the following in narrative form:</p> <ol style="list-style-type: none"> 1. Name of the proposed initiative or project 2. Name of the lead applicant 3. Names of core community, service, youth development and/or workforce training partners 4. Project goal and objectives 5. Targeted population(s) & neighborhood 6. Overview of project scope (types of services to be provided) 7. Proposed performance outcomes 8. Proposed period of performance 9. Requested award amount |
| <p>Section 3: Project Narrative</p> | <p>In no more than 10 pages, closely following the standard formatting requirements above, please detail the following in narrative form. The following instructions provide all of the information needed to complete the Project Narrative. You should carefully read and consider each section, and include all required information in your Project Narrative. The Project Narrative will be evaluated using the evaluation criteria identified below. Applicants should use the same section headers identified below for each section of their Project Narrative and follow the same order/sequence of contents below:</p> <p>Part 1: Targeted Neighborhood(s) & Population</p> <ol style="list-style-type: none"> a. Identify the Baltimore City neighborhoods to be served through the project b. Identify the targeted population(s) to be served through the project. c. Verify that at least 75 percent of participants served through the program will be low-skill, unemployed or under-employed Baltimore City residents between the ages of 18-29 d. Describe the education needs of low-skill, unemployed or under-employed Baltimore City residents between the ages of 18-29 and common barriers to engaging in services. <p>Part 2: Technical Proposal</p> <ol style="list-style-type: none"> a. <i>Experience and Qualification</i> –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. Applicants must indicate how many learners they served in 2015, how many obtained their GED and how many advanced at least 2 grade levels, (b) specific mention of local or regional experience and (c) demonstrated ability to teach adults with low literacy skills. In project descriptions, identify any personnel likely to work on this project. Please include links to and/or examples of relevant work if possible. |

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| | <p>b. <i>Assessment and Barrier Resolution:</i> Many residents in need of literacy services may have other barriers to participation and/or work. The applicant should describe the assessment instrument that it will use to assess the learner’s literacy level as well as other issues that will make success difficult. The applicant should describe its partnerships with community organizations that can both refer residents in need of literacy services and help address barriers that are identified. <i>Curriculum:</i> The applicant must deliver instruction based on a comprehensive curriculum that includes clearly articulated content/learning standards. The curriculum should be designed to enable learners to acquire the skills needed to increase their literacy levels and to achieve a high school diploma or GED; enter training or employment; and/or enter post-secondary training or education;</p> <p>c. <i>Project Management and Key Technical Staff</i>– 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.</p> <p>d. Data collection – Confirm that demographic data will be collected as well as maintain an academic record of progress, provide a class list, keep attendance, pre-and post-test each student, as well as the pre-GED test. Confirm that the applicant will submit monthly status reports for all program activities, including reporting of administrative and program costs, by the 7th of the following month.</p> <p>e. Performance <i>Objectives</i> – Include total enrollments, total number of adults that will advance at least two literacy levels, total number of adults that will obtain their GED and number of adults that will enter employment or workforce training. Include a cost per participant. Describe the strategy employed to ensure that residents achieve literacy gains and/or obtain their GED. Specific descriptions that suggest a new approach to yield stronger outcomes are encouraged.</p> <p>Part 3: Project Timeline</p> <p>a. Include timeframes for accomplishing all start-up activities immediately following the start of the grant period of performance and serving participants no later than 2 months after the grant start date.</p> <p>Part 4: Performance Outcomes</p> <p>a. List your outcome projections for this project. Include at minimum, the following measures:</p> <p>b. The number of residents recruited for services</p> <p>c. The number enrolled in literacy services</p> <p>d. The number that will obtain their high school diploma or GED</p> |
|--|---|

| | |
|--|---|
| | <p>e. The number that will improve their reading or math literacy by 2 grade levels or more.</p> <p>f. The number that will be referred for occupational services or that will obtain a job.</p> <p>Part 5: Data Tracking</p> <p>a. Describe existing or planned systems for tracking participant-level data on characteristics, services, activities, and employment outcomes of participants served through the project to report to MOED during the life of your grant.</p> <p>Part 6: Cost Per Participant</p> <p>a. Identify the proposed cost-per-participant for this project.</p> <p>b. Cite evidence demonstrating how the cost(s)-per-participant you propose aligns with similar programs you, 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.</p> |
| Section 4: Budget & Budget Justification | <ul style="list-style-type: none"> • Briefly describe the major budget elements and how each aligns and supports the overall program design. • Explain how the resource allocation was developed to ensure that proposed outcomes are achieved. • Identify leveraged funds, if any, and clearly describe the source and how funds will be utilized as part of this grant. Leveraged resources are not required for this grant. |
| Section 5: Required Supplements & Qualification Documents | See Section III below |

QUALIFIED APPLICANTS

The selected vendors must have experience providing educational assistance and 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. Applicants may represent any of the following types of organizations:

- Local education agency
- Community-based organization of demonstrated effectiveness
- Volunteer literacy organization of demonstrated effectiveness
- Institution of higher education
- Public or private, nonprofit agency
- For profit businesses
- Library
- Nonprofit institution, not described above, that has the ability to provide literacy services to adults and families
- Consortium of agencies, organizations, institutions, libraries, or authorities described above

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 on January 25, 2016**.

WITHDRAWALS

A submitted proposal may be withdrawn prior to the due date. A written request to withdraw the proposal must be submitted electronically to vakilo@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: | January 4, 2016 |
| Forum/Bidders Conference: | January 8, 2016 3:00 PM to 4:00 PM Eastside One Stop Career Center 3001 E. Madison Street, Baltimore, MD 21205 |
| Proposals due: | February 4, 2016 3:00 PM |
| Final qualification documents due | February 5, 2016 |
| Award is announced on or about: | February 16, 2016 |
| Contract completed and approved by: | May 1, 2016 |
| Start of training on or about: | May 1, 2016 |
| Services end no later than: | April 30, 2017 |
| Contract end date: | April 30, 2017 |

SECTION III

REQUEST FOR PROPOSALS ADULT EDUCATION: CONNECTING RESIDENTS TO TRAINING AND EMPLOYMENT 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 **February 5, 2016**. 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, 501(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. Achieving outcomes stated in contract

SECTION IV

**REQUEST FOR PROPOSALS
ADULT EDUCATION: CONNECTING RESIDENTS TO TRAINING AND EMPLOYMENT
FOR BALTIMORE CITY RESIDENTS**

FUNDING/BUDGET GUIDELINES

The funding for each agreement will not exceed \$150,000 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 resource.

SECTION V

**REQUEST FOR PROPOSALS
ADULT EDUCATION: CONNECTING RESIDENTS TO TRAINING AND EMPLOYMENT
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 \$150,000

BUDGET CATEGORIES

| Object Class Categories | Grant Program, Function or Activity 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 | \$ |

LEVERAGED RESOURCES (Optional)

For Informational Purposes and Not to be Included in the Budget Totals

| EXPENSE CATEGORY | DESCRIPTION | SOURCE | \$ AMOUNT |
|-------------------------|--------------------|---------------|------------------|
| | | | |
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| | | | |
| | | | |

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|-----|--|--|-----------------------------|--|--|
| | | | | | |
| 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**

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| |
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SECTION VI

**REQUEST FOR PROPOSALS
ADULT EDUCATION: CONNECTING RESIDENTS TO TRAINING AND EMPLOYMENT
FOR BALTIMORE CITY RESIDENTS**

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 (50 points)

- How will the applicant assess residents for their literacy?
- Does the applicant have strong ties to the community to ensure that residents can access the service?
- What curriculum will be used? Is it tailored to adult learning styles?
- How will the applicant address barriers to participation such as child care, transportation, and family challenges? Does it have experience working with a similar population?

- Does the applicant demonstrate an understanding of how best to address literacy challenges with the workforce?
- Does the applicant demonstrate innovative techniques to improve the success rate for adults advancing their literacy skills and obtaining their GED?

Outcomes (20 points)

- How will the program ensure that participants make literacy gains and/or obtain their GED? How will it link to employment or training?
- What quality controls are in place to ensure that the applicant is monitoring its own performance and can make adjustments if necessary?

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?
- 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
ADULT EDUCATION: CONNECTING RESIDENTS TO TRAINING AND EMPLOYMENT
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

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