

ONE BALTIMORE FOR JOBS

REQUEST FOR PROPOSALS

Targeted Training for Careers in Technology and Health Care for Baltimore City Residents

Issued: February 5, 2016

Due: March 4, 2016

Bidders Conference

Wednesday, February 17, 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

**TARGETED TRAINING FOR TECHNOLOGY OR HEALTH CARE
FOR BALTIMORE CITY RESIDENTS**

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**REQUEST FOR PROPOSALS
TARGETED TRAINING FOR TECHNOLOGY AND HEALTHCARE CAREERS
FOR BALTIMORE CITY RESIDENTS**

The Mayor's Office of Employment Development (MOED), on behalf of the Mayor and City Council of Baltimore, requests proposals for occupational training in two key sectors including: health care (community health worker/peer recovery specialist) and the technology sector to serve disconnected individuals from distressed Baltimore City neighborhoods.

BACKGROUND

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

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) was invited to apply to the U.S. Department of Labor (DOL) to access up to \$5 million dollars in demonstration funds. 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, 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. The 1B4J candidate recruitment efforts specifically target (but are not exclusive to) Baltimore City residents who meet the following criteria:

- 16 – 29 years of age;
- 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 more economically distressed neighborhoods of the city.

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 were 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. Please see <http://www.oedworks.com/whatsnew/news.htm> for a complete list of first-round occupational skills training providers, their service locations and a brief description of their expected outcomes.

This RFP supports the first round of awardees but in a sector (technology) that was not selected for contract award and for specific in-demand jobs within the health sector (community health worker¹ and peer recovery specialist²)

Once awarded these funds, MOED will secure the services of experienced vendors to provide occupational skills training in the relevant sectors. The training program directed by the vendor should leverage the resources of workforce development partners to insure that trainees have access to a full range of supportive services with the goal of improving the overall job readiness and placement of disconnected individuals from distressed neighborhoods.

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

Also, MOED has released a solicitation to partner with providers that will deliver adult education services to disconnected young adults served through 1B4J grantee organizations. http://www.oedworks.com/resources/about_us_rfp_1B4J_adult_ed_0116.pdf. MOED expects awards to be made for adult education services prior to awarding grants for this procurement. In addition, MOED will issue a separate solicitation to partner with community based organizations that will help to connect youth to opportunities associated with 1B4J as well as other services.

In addition, outside of 1B4J, a separate RFQ is being released to gather information about technology training in anticipation of Baltimore City submitting a proposal to the United States Department of Labor as part of the Tech Hire grant process <https://www.doleta.gov/grants/pdf/FOA-ETA-16-01.pdf> . Information about the Tech Hire RFQ will be available on the MOED website. This RFP requests

¹ The Workgroup on Workforce Development defined the occupation in its final report to the Maryland General Assembly (June 2015) as follows: A Community Health Worker (CHW) is defined as a frontline public health worker who is a trusted member of and/or has an unusually close understanding of the community served. This trusting relationship enables the CHW to serve as a liaison/link/intermediary between health/social services and the community to facilitate access to services and improve the quality and cultural competence of service delivery. A CHW also builds individual and community capacity by increasing health knowledge and self-sufficiency through a range of activities such as outreach, community education, informal counseling, social support and advocacy.

² Peer Recovery Support Specialists are individuals who are in recovery or have life experience from any life altering event or disruption. Their life experiences allow them to provide recovery support in such way that others can benefit from their experiences.

somewhat different information and in a slightly different format than the Tech Hire RFQ however the two opportunities are available through different federal grant opportunities that require a different process. Organizations are encouraged to submit proposals to both grant opportunities.

PURPOSE

This Request for Proposals seeks vendors to conduct job training with a defined curriculum that is designed for hard-to-serve, low-skill, unemployed or under employed residents with a focus on individuals between the age of 16 and 29 years old and requires a strong, partnership with neighborhood and community associations. As noted above, with limited funds available and with a previous round of occupational skills training already funded, MOED intends to award contracts only to entities that provide training and job placement services in the technology sector or those entities that train and provide placement services related to community health workers and/or peer recovery specialists. The training will consist of an occupational skills training program that includes job readiness and life skills improvement components. The ideal candidate must provide training that is coupled with comprehensive case management, employment services and job placement and demonstrates a strong, direct connection to employers. It is expected that graduates will earn a wage of at least \$11.00 per hour.

CONTRACT PERIOD and AMOUNT

The selected vendors will have up to 12 months commencing on or about June 1, 2016 and ending no later than on May 31, 2017 to successfully enroll, train and place graduates and achieve the employment goal.

The amount of each award may not exceed \$150,000 and some awards may be made for less. MOED expects to award between two to four contracts.

SCOPE OF WORK - TARGETED TRAINING IN IN-DEMAND CAREERS

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

- 1) Recruit, screen and enroll hard-to-serve, low skill unemployed and under employed Baltimore City residents. Recruitment must be conducted in or near identified communities. The proposal should identify and describe the relationship with community groups and associations it will partner with to ensure residents from distressed communities are connected to training opportunities.
- 2) Deliver occupational training within one of two industry sectors: **technology and the health care sector (within health care only for community health worker and/or peer recovery specialists)**. The training program will include:
 - A. Job readiness and life skills training.
 - B. Comprehensive case management services.
 - C. A detailed occupational skills curriculum description with number of hours for each segment of the course.

- D. Employer commitment to hire and job placement services
- 3) Work with each student to provide personalized assistance to identify and eliminate a wide range of employment barriers including but not limited to reading or math skills, a criminal background, transportation, child support and child care.
 - 4) Will demonstrate the following outcomes:
 - A. At least 75% of enrolled customers will complete training.
 - B. At least 80% of customers completing training will be placed in unsubsidized jobs with an overall average wage at placement of at least \$11.00 per hour.
 - C. At least 70% of customers placed in an unsubsidized job will retain the job for at least 60 days.
 - 5) Will submit monthly status reports for all program activities by the 7th of the following month and monthly financial reports (project invoices) by the 15th of the following month.
 - 6) Will participate in regularly scheduled meetings with MOED to discuss performance, disseminate and/or obtain information relevant to their program, discuss policy changes and related requirements with all occupational skills training providers.

QUALIFIED APPLICANTS

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

The twelve organizations that received a contract as part of the first round of One Baltimore For Jobs grant awards are not eligible for funding as part of this solicitation.

PROPOSAL SUBMISSION

Typewritten proposals must include:

1. Abstract (see section III)
2. Cover page (see section III)
3. Proposal Narrative (see section III)
4. Budget (see section VI)

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.

One hard copy and one digital copy on a flash drive of this proposal must be sent by U.S. mail or hand delivered and received by 3:00 pm on March 4, 2016 Proposals should be directed to:

Attn: Jonathan Smeton

Mayor's Office of Employment Development
417 E. Fayette Street, Suite 468
Baltimore, MD 21202
jmeton@oedworks.com

COST OF PREPARING PROPOSALS

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

CLARIFICATION PROCEDURES

All clarifications or changes to submitted proposals must be in the form of a written addendum and received prior to **3:00 PM on April 1, 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 jmeton@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:	February 5, 2016
Forum/Bidders Conference:	February 17, 2016 3:00 PM to 4:00 PM Eastside One Stop Career Center 3001 E. Madison Street, Baltimore, MD 21205
Proposals due:	March 4, 2016 3:00 PM
Award is announced on or about:	March 31, 2016
Final qualification documents due from selectees	March 24, 2016
Contract completed and approved by:	June 1, 2016
Start of training on or about:	June 1, 2016
Training and placement ends no later than:	May 31, 2017
Contract end date:	May 31, 2017

SECTION II

**REQUEST FOR PROPOSALS
TARGETED TRAINING FOR TECHNOLOGY OR HEALTHCARE CAREERS
FOR BALTIMORE CITY RESIDENTS
QUALIFICATIONS AND RESPONSIBILITIES**

All businesses/organizations must meet a minimum level of administrative and fiscal capacity in order to contract with MOED. Therefore, all applicants given selection notification must provide the following

Documentation of Qualifications by April 1, 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, and Designation from the IRS of tax –exempt status) *<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 audited financial statements completed within last year. >*
- 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
9. Timely submission of participant incentive plan (*if budget includes funds for participant incentives*)
10. Timely submission of participant placement plan and relevant placement verification (i.e. job start date, company name, job title, etc.)

SECTION III

REQUEST FOR PROPOSALS TARGETED TRAINING FOR TECHNOLOGY OR HEALTHCARE CAREERS FOR BALTIMORE CITY RESIDENTS

ABSTRACT

Instructions: The **Project Abstract** should be no more than one page in length and should closely follow the standard formatting requirements above and include 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, 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

COVER PAGE

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

TECHNICAL PROPOSAL FORMAT:

All proposals must provide the following. Please label each section as outlined below. For example, each proposal should contain a section entitled: "Part 1: Targeted Neighborhoods and Population" and then provide the information described below.

Part 1: Targeted Neighborhoods and Population:

- Identify the Baltimore City neighborhoods to be served through the project, including the defined boundaries for each targeted neighborhood/geographical area.
- Identify the targeted population(s) to be served through the project.
- Describe the strategy to be used and the community partnership in place to recruit from the target population.
- 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 16-29.

Part 2: Assessment and Barrier Removal:

- **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 of Assessment** - Detail your approach for documenting the outcomes of each individual assessment and developing a service plan for each candidate. Please attach your assessment tool and/or service plan template.
- **Barrier Removal Strategy** - Describe the strategies that will be used to assist participants with the removal of identified work-related barriers.
- **Supportive Service Partnerships** - As applicable, list any partners to be engaged for the purpose of supporting your initiative's barrier removal/supportive service efforts. Detail the role of each partner.

Part 3: Sector Based Training:

- **Curriculum:** Describe the process for preparing participants for jobs within the targeted industry and the specific skills that will be obtained. Provide a copy of lesson plans or the curriculum as an attachment, if possible.

Part 4: Job Preparation and Placement:

- **Work Readiness & Training Strategy** - Describe the education, support and training strategies that will be used to promote the work readiness of participants following completion of the assessment process identified above.
- **Job Placement Strategy** - Identify the proposed job placement strategies to place training graduates in jobs related to their field of training. 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 you've had a validated track record of successful placement and candidate retention. Attach a letter of support for each.

Part 5: Project Timeline

- Provide a timeline depicting all activities, timeframes, deliverables, and key implementers 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 2 months after the grant start date.

Part 6: Organizational Capacity & Management: A summary of the proposer's qualifications with regard to the selection criteria identified in this RFP. The summary should contain: (a) information on projects of similar nature that the vendor and/or firm has completed, including brief descriptions, dates, and names of contact persons, (b) specific mention of local or regional experience and (c) demonstrated ability to reach hard-to-serve individuals in distressed communities. In project descriptions, identify any personnel likely to work on this project. Please include links to and/or examples of relevant work if possible.

Organizational Chart

- Provide an organizational chart, included as an attachment to the project narrative. Your organizational chart should depict at minimum, the contents below:
 - a. The organization serving as the lead applicant
 - b. All core partners serving in capacities indicated above (outreach, supportive services, training, placement and referral), and the linkages between each entity and/or organization
 - c. 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

Part 7: Performance Objectives:

- Number of residents enrolled between the age of 18-29:

- Number of residents enrolled 30 years old and over:
- Number of enrolled residents that complete occupational skills training (must be at least 75% of those enrolled):
- Number of enrolled residents that complete training and are placed in an unsubsidized job (must be at least 80% of those that complete training);
- Average wage at placement (must be at least \$11):
- Number of enrolled residents placed in a job that will retain the job for at least 3 months:
- Please submit historical data for 2014 and 2015 (separate data) on the number of residents enrolled in training, completed training, placed in employment, and average wage at job placement.

Part 8: Data Tracking

- Describe the process for tracking participant-level data and progress.
- Please name the specific system that is used to track this information (i.e., Efforts to Outcomes, Apricot, other).

Part 9: Cost Per Enrolled Participant

- Determine the project’s cost per participant by dividing the total grant amount requested by the total number enrolled. Cite evidence demonstrating how the cost(s)-per-participant aligns with similar programs the organization has conducted, including a justification for how costs may differ for the proposed program, based on the characteristics of the population(s) served.

Part 10: Other Documents

- *Subcontractor Agreements* – Drafts or executed copies of agreements with all planned subcontractors
- *Other Information* – Any other relevant material that the proposer wishes to provide.

SECTION IV

**REQUEST FOR PROPOSALS
TARGETED TRAINING FOR TECHNOLOGY OR HEALTHCARE CAREERS
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.

Section	Sub-Section	Evaluation Criteria	Value
Cover Page & Abstract	n/a	<ul style="list-style-type: none"> Cover page and Abstract are complete, compliant with all formatting requirements and contains all requested information. 	5
Section 3: Project Narrative	Part 1: Targeted Neighborhood & Population	<ul style="list-style-type: none"> Targeted neighborhoods/geographical areas are clearly identified. Targeted population(s) is clearly identified. Applicant verifies 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 16-29. Demonstrates a reasonable strategy and community partnership to recruit the target population 	5
	Part 2: Assessment and Barrier Removal	<ul style="list-style-type: none"> Applicant describes the assessment process and identifies how it will address participants' barriers to training and work. Identified strategy expected to result in successful participation 	8
	Part 3: Sector-based training	<ul style="list-style-type: none"> The applicant is qualified to provide the training. The lesson plans and/or curricula will provide the skills necessary to enter the industry 	14
	Part 4: Job Preparation & Placement	<ul style="list-style-type: none"> Work readiness plan will prepare participants for employment Strategy identified that will ensure that graduates are placed into jobs and there is a plan to follow up and promote job retention. Specific employers identified. 	20
	Part 5: Project Timeline	<ul style="list-style-type: none"> Timeline depicts all major project milestones. Proposed timeframes are realistic and achievable within the project performance period. 	5
	Part 6: Organizational Capacity & Management	<ul style="list-style-type: none"> Applicant demonstrates sufficient capacity and track record to manage all required project components, including: <ul style="list-style-type: none"> Capacity to engage youth and young adults in the training; ability to provide high quality sector specific training and placement services Experience in managing a workforce initiative, (summary of the initiative's performance outcomes from the prior year Historical data provided for 2014 and 2015 indicates applicant has the capacity to train and place residents in the industry Verifications Checklist is attached and complete. 	14
	Part 7: Performance Objectives	<ul style="list-style-type: none"> Applicant provides numerical projections for each required outcome measure. 	5

		<ul style="list-style-type: none"> Proposed outcomes appear realistic, achievable and of sufficient quantity given the requested grant size. 	
	Part 8: Data Tracking	<ul style="list-style-type: none"> Applicant clearly describes systems for tracking participant-level participant data. 	5
	Part 9: Cost Per Enrolled Participant	<ul style="list-style-type: none"> The proposed cost-per-participant is clearly stated. 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. 	2
Section 4: Budget & Budget Justification	n/a	<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. 	14
Section 5: Required Supplements & Qualification Documents	n/a	<ul style="list-style-type: none"> All required supplements are attached and complete. 	3

SECTION V

REQUEST FOR PROPOSALS TARGETED TRAINING FOR TECHNOLOGY OR HEALTHCARE CAREERS 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 section VI) that contribute to the delivery of the proposed program. Include expense category (ex., training wages, staff, operating, etc.), brief description, actual or estimated amount, and sources

that contribute to the delivery of the proposed program. Include letters of support for all leveraged resources.

SECTION VI

**REQUEST FOR PROPOSALS
TARGETED TRAINING FOR TECHNOLOGY OR COMMUNITY HEALTH WORKER CAREERS
FOR BALTIMORE CITY RESIDENTS**

BUDGET FORMAT

For Funds Requested Under this RFP

ORGANIZATION: _____

PROJECT NAME: _____

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

Budget not to exceed \$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	\$

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

- (1) Administrative staff costs should be captured on the Administrative Costs budget page
- (2) At a full-time level
- (3) B. times C. divided by 12 [months]

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

SECTION VII

REQUEST FOR PROPOSALS
TARGETED TRAINING FOR TECHNOLOGY OR HEALTHCARE CAREERS
FOR BALTIMORE CITY RESIDENTS
EMPLOY BALTIMORE INFORMATION

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

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, Maryland 21205
rhoward@oedworks.com

SECTION VIII

REQUEST FOR PROPOSALS
TARGETED TRAINING FOR TECHNOLOGY OR HEALTHCARE CAREERS
FOR BALTIMORE CITY RESIDENTS
DEFINITIONS

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.
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.
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.
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.
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>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 program are charged to a particular cost objective.</p>
<p>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.</p>
<p>Data Collection: The collection and recording of information pertinent to a participant including: demographic, service and outcome data elements.</p>
<p>Date of Participation: Represents the first day, following a determination of eligibility, that the individual begins receiving a service funded by the program.</p>
<p>Date of Exit: Represents the last day on which the individual received a service funded by the program or a partner program.</p>
<p>Diploma: The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma.</p>
<p>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.</p>
<p>Economic Development Agencies: Agencies including local planning and zoning commissions or boards, community development agencies, and other local agencies and institutions responsible for regulating,</p>

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

<p>section 103 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302); (E) is a foster child on behalf of whom State or local government payments are made; or (F) in cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a program described in subparagraph (A) or subparagraph (B), but who is a member of a family whose income does not meet such requirements.</p>
<p>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: \$8.25 Effective 7/1/15; \$8.75 Effective 7/1/16; \$9.25 Effective 7/1/17; \$10.10 Effective 7/1/18</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>Offender: Any adult or juvenile who: (A) is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial; or (B) requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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>
<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</p>

effective strategies and tools used in the workplace.
Public assistance: Federal, state, or local government cash payments for which eligibility is determined by a needs or income test.
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.
Retention: Continued employment for a specific period after initial placement.
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.
Target: A numerical objective for a program’s level of achievement on an indicator. A projection.
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.
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.