

REQUEST FOR PROPOSALS

Train Up: Adult Literacy Support For Baltimore City Residents in the COVID-19 Economic Recovery

Issued: October 25, 2021

Due: November 22, 2021

Bidders Conference

Friday, November 5, 2021

3:00 PM to 4:30 PM

Mayor's Office of Employment Development

Join Zoom Meeting

<https://zoom.us/j/98905415702?pwd=SG81TTZnQkppM0ZUaWhBM2l6dTg0Zz09>

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: ADULT EDUCATION SERVICES
FOR BALTIMORE CITY RESIDENTS**

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SECTION I
REQUEST FOR PROPOSALS
TRAIN UP: ADULT EDUCATION AND LITERACY SERVICES
FOR BALTIMORE CITY RESIDENTS

PURPOSE/BACKGROUND

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 as part of the Train Up program to help residents obtain their GED and/or improve their grade levels in literacy and/or math so that they can more easily access occupational skills training programs and/or so that they can enter employment with higher literacy levels.

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 in particular to assist neighborhoods and residents hardest hit by pandemic. MOED we 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 in fall 2022.

These services are supported by a state-awarded grant of Coronavirus State and Local Fiscal Recovery Funds and shall be used as permitted by the federal 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. As such, this grant is 100% federally funded.

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 disconnected individuals from distressed neighborhoods.

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

This request for proposal seeks vendors to provide adult literacy services to Train Up applicants, with a model designed to provide an on-ramp to occupational skills training for unemployed or underemployed residents impacted by the pandemic who have been generationally and systemically disadvantaged. Adult education participants may also choose to directly enter employment after instruction rather than pursue occupational training. MOED anticipates making at least 2 awards and will seek geographical diversity to ensure that all residents of Baltimore can receive educational services. The selected vendors will work with Train Up to serve applicants in partnership with co-funded Occupational Skills Training Providers, Community Connectors (neighborhood on-ramps), legal services providers, and behavioral health support providers to link participants with a full-spectrum of support 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 who possess a high school diploma or GED have reading or math skills that do not allow them to succeed in training or in the workplace. In some cases, jobseekers may apply for occupational skills training but may not meet the eligibility requirements of having a GED and/or meeting a minimum grade level in Math/Reading. Train Up allows for a warm referral with an Adult Literacy partner in order for the individual to attend GED classes or instruction to increase grade levels. Once this barrier has been overcome, the individual can then be referred back to the Occupational Skills Training provider to pursue their educational/career goals as desired.

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 whose reading and/or math level precludes their entrance into Train Up job training programs).

CONTRACT PERIOD AND AMOUNT

Funding will be provided in the form of a grant. Approximately \$600,000 is expected to be available to eligible organizations as described below to fund two grants of up to \$150,000 per year with a second year of funding available based on performance. 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.

The selected vendors will have up to 24 months commencing on or about February 5, 2022, and expiring on or about February 4, 2024, to enroll and provide literacy services to residents. Awardees will be funded for the initial one-year term with an option to renew for one additional year term at the sole discretion of the City (based on performance and to the extent Grant funds are available). 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. 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.

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 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 November 22, 2021. 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

QUALIFIED APPLICANTS

MOED seeks to directly fund an organization that has experience providing adult education services directly to residents. 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 November 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: ADULT EDUCATION AND LITERACY SERVICES
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 December 6, 2021. Failure to satisfactorily provide the following documentation could result in disqualification of proposed award.

Documentation of Organizations' Qualifications

DOCUMENTATION OF QUALIFICATIONS SUBMISSION

- 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.

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 of 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: ADULT EDUCATION AND LITERACY SERVICES
FOR BALTIMORE CITY RESIDENTS

TECHNICAL PROPOSAL FORMAT

ABSTRACT

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

COVER PAGE

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

TECHNICAL PROPOSAL NARRATIVE FORMAT

(Maximum 10 pages)

Part 1: Neighborhood(s) & Populations of Focus

- a. Identify the population(s) of focus to be served through the project - Opportunity Youth, returning citizens, and recipients of public assistance.
- b. Describe the education needs of low-skill, unemployed or under-employed Baltimore City residents in the population(s) of focus served by the project

Part 2: Technical Proposal

- a. *Program/project Description* - A summary of the program, including the need being addressed, recruitment, program delivery, staffing, and intended program impact.
- b. *Experience and Qualification* - A summary of the proposer's qualifications with regard to the selection criteria identified in this RFP. The summary should contain: (a) information on projects of similar nature that the vendor and/or firm has completed, including brief descriptions, dates, and names of contact persons. Applicants must indicate how many learners they served in 2020, 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.
- c. *Assessment and Barrier Resolution* - 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.
- d. *Curriculum*: 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;
- d. *Project Management and Key Technical Staff* - Designation of a project manager and the responsibilities of the manager and key personnel. Please include resumes for the project

manager and key personnel. Note that the resulting contract will require commitment of the specified personnel. An outline showing estimated hours by each staff member by task shall be provided.

- e. *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 via a monthly reporting template provided by MOED, required backup documentation (including GED and grade-level verification), including reporting of administrative and program costs, by the 7th of the following month.
- f. *Performance Objectives* - Include total number of 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.
- g. *Fiscal Management and Financial Reporting* - Provide detailed fiscal management plan in order to facilitate reporting of administrative and program costs, by the 7th of the following month.
- h. *Covid-19 Protocols and Planning* - Provide a detailed plan for remaining aware of changes to guidelines regarding Covid-19 safety protocols. Describe how the project will operate in alignment with Baltimore City mandates and CDC safety guidelines. Describe how your program will operate in the event of shut-downs. Will the program be able to operate virtually? What implications will virtual training have on your project plan, e.g., staffing changes, recruitment of candidates, and/or employer relationships?

Part 3: Project Timeline

- 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.

Part 4: Performance Outcomes

- a. List your outcome projections for this project. Include at minimum, the following measures:
 - i. The number of residents recruited for services
 - ii. The number enrolled in literacy services
 - iii. The number that will obtain their high school diploma or GED
 - iv. The number that will improve their reading or math literacy by 2 grade levels or more.
 - v. The number that will be referred for occupational services or that will obtain a job.

Part 5: Data Tracking

- 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.

Part 6: Cost Per Participant

- a. Identify the proposed cost-per-participant for this project.
- 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.

Part 7: Participant Documentation

- a. Identify the people and processes which will ensure that job-seekers wishing to enroll in adult literacy services via this initiative have access to the vital documentation needed for WIOA funded training.
- b. Provide detailed processes for assisting participants with obtaining the documents needed for enrollment.

SECTION IV
REQUEST FOR PROPOSALS
Train Up: ADULT EDUCATION AND LITERACY SERVICES
FOR BALTIMORE CITY RESIDENTS

FUNDING/BUDGET GUIDELINES

The funding for each agreement will not exceed \$300,000 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.

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.

**SECTION V
REQUEST FOR PROPOSALS
TRAIN UP: ADULT EDUCATION AND LITERACY SERVICES
FOR BALTIMORE CITY RESIDENTS**

BUDGET FORMAT

BUDGET FORMAT - please 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

SECTION VI
REQUEST FOR PROPOSALS
TRAIN UP: ADULT EDUCATION AND LITERACY SERVICES
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 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?

Performance Objectives (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?
- 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?

Budget (20 points)

- 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
TRAIN UP: ADULT EDUCATION AND LITERACY SERVICES
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:

John Ford
MOED Local Hiring Coordinator
jford@oedworks.com

**SECTION VIII
REQUEST FOR PROPOSALS
TRAIN UP: ADULT EDUCATION AND LITERACY SERVICES
FOR BALTIMORE CITY RESIDENTS**

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 program are</p>

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.

<p>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.</p>
<p>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.</p>
<p>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.</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 will be: \$12.50 effective 1/1/22; \$13.25 effective 1/1/23; \$14.00 effective 1/1/24; \$15.00 effective 1/1/25.</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>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>

Postsecondary Educational Institution: An institution of higher education, as defined in section 481 of the Higher Education Act of 1965.
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.
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.
Public assistance: Federal, state, or local government cash payments for which eligibility is determined by a needs or income test. This also includes SNAP benefits.
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.