

**BALTIMORE WORKFORCE DEVELOPMENT
BOARD YOUTH COMMITTEE**

REQUEST FOR PROPOSALS

**Workforce Innovation and Opportunity Act
Youth Service Providers**

Issued: Friday, May 4, 2018

Due: Friday, June 1, 2018

Bidders Conference

Monday, May 14, 2018

4:00pm-5:30pm

Mayor's Office of Employment Development

Youth Services Division

101 W. 24th Street

Baltimore, Maryland 21218

Attendance is not mandatory, but is highly recommended.

**Jason Perkins-Cohen
Director**

Mayor's Office of Employment Development

**Catherine E. Pugh
Mayor**

City of Baltimore



REQUEST FOR PROPOSALS
Workforce Innovation and Opportunity Act
Youth Service Providers
FOR BALTIMORE CITY RESIDENTS

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I. PURPOSE AND BACKGROUND

PURPOSE:

The Mayor and City Council of Baltimore’s Mayor’s Office of Employment Development (MOED), as the administrative entity and on behalf of the Baltimore Workforce Development Board’s Youth Committee requests proposals for service providers under the Workforce Innovation and Opportunity Act of 2014 (WIOA). The purposes of WIOA are the following:

- (1) To increase, for individuals in the United States, particularly those individuals with barriers to employment, access to and opportunities for employment, education, training, and support services they need to succeed in the labor market.
- (2) To support the alignment of workforce investment, education, and economic development systems in support of a comprehensive, accessible, and high quality work development system in the United States.
- (3) To improve the quality and labor market relevance of workforce investment education, and economic development efforts to provide America’s workers with the skills and credentials necessary to secure and advance in employment with family-sustaining wages and to provide America’s employers with the skilled workers the employers need to succeed in a global economy.
- (4) To promote improvement in the structure of and delivery of service through the United States workforce development system, to better address the employment and skill needs of workers, jobseekers, and employers.
- (5) To increase the prosperity of workers and employers in the United States, the economic growth of communities, regions, and States, and the global competitiveness of the United States.
- (6) To provide workforce investment activities, through statewide and local workforce development systems, that increase the employment, retention, and earnings of participants, and increase attainment of recognized postsecondary credentials by participants, and as a result, improve the quality of the workforce, reduce welfare dependency, increase economic self-sufficiency, meet the skill requirement of employers, and enhance the productivity and competitiveness of the Nation.

BACKGROUND

The Baltimore Workforce Development Board (“BWDB”) is committed to providing high-quality services for all youth and young adults, beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in high-demand industries and occupations (such as pre-apprenticeships or internships) culminating with a good job along a career pathway, enrollment in post-secondary education, or a registered

apprenticeship. The U.S. Departments of Labor and Education, as well as the City of Baltimore want to support youth serving programs that promote evidence-based strategies to assist in achieving high-levels of performance, accountability, and quality in preparing young people for the workforce.

Recently the Annie E. Casey Foundation released the study *Reshaping Workforce Development in Baltimore Ensuring Community Voice and Expertise Guide Us*. The Casey's Foundation's Baltimore Civic Site team invested in a participatory research pilot to help internal staff and other local partners engage the authentic voices and the experiences of young people in Baltimore within the context of workforce development. The young adults interviewed expressed an interest in the following sectors architecture, carpentry, child care, community development, computers/IT, cooking restaurant management, cosmetology, cyber security, engineering, hospitality, mechanics, mortuary science, veterinary science and several others. Organizations submitting a response to this Request for Proposals are strongly encouraged to read the results of the study as well as the recommendations (page 14) in preparing its response (<http://www.aecf.org>).

TARGET POPULATION

The Baltimore Workforce Development Board Youth Committee (hereinafter known as the Youth Committee) issues this Request for Proposals (RFP) to identify interested and qualified entities able to provide innovative, high quality services to in-school and out-of-school youth (17-24 years old). The proposed services must meet the specifications of this RFP. The organization awarded the contract will be expected to comply and learn about implementing the regulations of WIOA. The Youth Committee intends to be as inclusive as possible in their solicitation to identify eligible providers of service. The organizations selected should demonstrate the characteristics listed below.

- ✓ Competent management with vision
- ✓ Customer service oriented staff
- ✓ Cooperative management and staff
- ✓ Commitment to an integrated service delivery model
- ✓ Creativity
- ✓ Data integrity
- ✓ Engaged with employers
- ✓ Experience in delivery of WIOA service
- ✓ Flexibility and ability to adapt to change
- ✓ Support and encourage youth voice
- ✓ Willingness to partner with others

Under the Workforce Innovation and Opportunity Act, youth funds contracted to the service provider for eligible youth shall be used to carry out programs that:

1. Provide an objective assessment of the academic levels, skill levels, and service needs

- of each participant.
2. Provide service strategies for each participant.
 3. Provide activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized post-secondary credential.
 4. Provide preparation for post-secondary educational and training opportunities.
 5. Provide strong linkages between academic instruction and occupational education that lead to the attainment of recognized post-secondary credentials.
 6. Provide preparation for unsubsidized employment opportunities, in appropriate cases.
 7. Provide effective connections to employers in in-demand industry sectors and occupations of the regional labor market.

AWARD TYPE AND AMOUNT

Funding will be provided in the form of a grant. Approximately \$6,000 per youth is expected to be available to selected providers. MOED reserves the right to change the number of grants awarded depending on the quantity and quality of applications submitted under this RFP. In the event that additional funds become available, MOED reserves the right to use such funds to select additional grantees from applications submitted in response to this RFP. Grant awards will be made only to the extent that funds are available.

PERIOD OF PERFORMANCE

The maximum period of grant performance is 24 months from the date of execution of the grant award, commencing on or about October 1, 2018 and ending no later than September 30, 2020. This performance period includes: all necessary implementation and start-up activities; client recruitment and enrollment; completion of proposed education and or occupational skills training activities; and, participant follow-up for performance outcomes. MOED expects that the grant start date will be October 1, 2018 and start-up activities, such as hiring appropriate program staff and project design activities will begin immediately. MOED also expects that grantees will begin serving participants on the first date of the contract. 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. Grants are renewed contingent on satisfactory performance in year one.

COST PER LIMIT

Applicants are strongly encouraged to propose programs with a cost per student that does not exceed \$6000. 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.

SUBMITTING A PROPOSAL

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

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

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

Proposals submitted will receive a prepared receipt. Faxed proposals will not be accepted. Proposals should be submitted to:

Ms. Donnice E. Brown
Mayor's Office of Employment Development
Youth Services Division
101 W. 24th Street
Baltimore, Maryland 21218

Questions regarding this RFP may be submitted in writing via email to **Ms. Donnice E. Brown**, Baltimore Workforce Development Board Youth Committee Liaison at **youthcareers@oedworks.com**.

All questions will be responded to, compiled and shared with all bidders. Questions will be accepted up to **4:00pm, Tuesday, May 15, 2018**.

The questions and answers will be researched, compiled and emailed on or before **May 17, 2018** to all bidders.

An electronic copy of the RFP package is available online at: www.oedworks.com
and www.baltoworkforcedev.com

II. TECHNICAL PROPOSAL FORMAT

RFP Requirement	Guidance for Completion
<p>General Requirements: Proposal Format</p>	<p>Please format your proposal closely following the standard requirements below:</p> <ul style="list-style-type: none"> • Order of Contents: <ul style="list-style-type: none"> ○ Section 1 – Cover Page ○ Section 2 – Project Abstract ○ Section 3 – Project Narrative ○ Section 4 – Budget & Budget Justification ○ Section 5 – Required Supplements & Qualification Documents ○ Section 6 – Optional Supplements & Informational Materials • Page Limits: <ul style="list-style-type: none"> ○ Cover Page – 1 pg. ○ Project Abstract – 1 pg. ○ Project Narrative – 20 pgs. ○ Budget & Budget Narrative – No Limit ○ Required Supplements & Qualification Documents – No Limit • Formatting Requirements: <ul style="list-style-type: none"> ○ 12-point font ○ Normal Margins (Top: 1”; Bottom: 1”; Left: 1”; Right”) ○ Double-Spaced ○ Times New Roman ○ Numbered – bottom of page ○ Single-sided 8.5 x 11” page <p>Please note: A minimum of 5 points will be deducted in the scoring of proposals that do not follow this criteria.</p>
<p>Section 1: Cover Page</p>	<p>Please use the 1-page template included as an attachment to this RFP as your cover page. Complete all fields requested or indicate “n/a” where the field is not applicable. Items to be included: name of the organization, EIN, address, telephone number, email address, and the name and title of the person authorized to answer any questions about the proposal, negotiate the contract terms and contractually bind the proposer. The Cover Page must also include the type of program you will serve (alternative education model/in-school youth or sector</p>

	<p>based/out of school youth) by this proposal, total number of clients to be served, funding request for PY19 & PY20, and type of organization applying. The signatory authority for the organization should sign the cover page</p>
<p>Section 2: Project Abstract</p>	<p>In no more than one page, closely following the standard formatting requirements above, please detail the following in narrative form:</p> <ol style="list-style-type: none"> 1. Name of the proposed initiative or project 2. Name of the lead applicant 3. Names of core community, service, youth development and/or workforce training partners 4. Project goal and objectives 5. Targeted population (s) 6. Overview of project scope (types of services to be provided) 7. Proposed performance outcomes 8. Proposed period of performance 9. Requested award amount
<p>Section 3: Project Narrative</p>	<p>In no more than 20 pages, closely following the standard formatting requirements above, please detail the following in narrative form. The following instructions provide all of the information needed to complete the Project Narrative. You should carefully read and consider each section, and include all required information in your Project Narrative. The Project Narrative will be evaluated using the evaluation criteria identified below. Applicants should use the same section headers identified below for each section of their Project Narrative and follow the same order/sequence of contents below:</p> <p>Part 1: Organizational Background, Qualifications, Performance History (Proposal Evaluation 25 points)</p> <ol style="list-style-type: none"> a. Describe your organization, the governance structure, length of existence, vision, mission, goals and major programs currently offered. b. Proposals must include information to demonstrate that the provider has a record of success in operating similar workforce programs or projects. Describe your experience serving youth 17-24 years old. Please outline all workforce programs operated during the last two years. Provide brief program descriptions, funding sources and performance information.

- c. Provide two references of individuals outside of your organization familiar with the quality of prior programs you have operated.
- d. If the organization has not provided past WIOA programs, please outline programs that provided similar services in which your organization has been involved over the last two years.

Part 2: Plan of Service (Proposal Evaluation 35 points)

Proposals are to be submitted to serve in-school or out-of-school youth. Proposals should be based on youth development principle and best practices that support, motivate, and prepare youth for continuing educational achievements, successful transition into adulthood, and long-term success in employment. The proposed services design and implementation strategies must be age appropriate provide a customized mix of services to address individual needs and goals, and lead to attainment of the performance measures for in-school and out-of-school youth.

General Information

- a. Describe which project type you are submitting and why **(alternative education model or sector based model)**.
- b. Describe your plan to ensure that your staff is well trained and ready to implement WIOA services on October 1, 2018.
- c. Describe your knowledge of the most significant workforce development challenges and opportunities that impact Baltimore City youth.
- d. Describe how your organization envisions its role and relationship with the Baltimore Workforce Development Board Youth Committee and the Mayor’s Office of Employment Development.
- e. Demonstrate your knowledge in serving this population by describing your organization’s ability to meet the specific need of the youth population.
- f. Describe your organizational philosophy on community

	<p>involvement of service delivery staff with local organizations, agencies, schools, etc.</p> <p>g. Provide an assurance that data will be traced and reported in accordance with all applicable requirements utilizing the local/state required case management reporting systems. Additionally, provide an assurance that participant files will be maintained in accordance with MOED/DLLR requirements and maintained in a secure location.</p> <p>h. Describe the types of educational opportunities that will be offered to youth who enroll without a high school diploma.</p> <p>i. Describe how youth who are basic skills deficient will be assisted in increasing their skills. Basic skills deficient youth are those who do not TABE (Test for Adult Basic Education) at least at a 9th grade level in numeracy or literacy.</p> <p>j. Describe the specific curriculum tools and resources that will be used to deliver academic activities.</p> <p>k. If submitting a sector based model that focuses on occupational skills training, describe the type of career pathways) your organization will offer? How did you determine this pathway was a high growth/projected growth industry in Baltimore City and the region?</p> <p>l. Provide a copy of the career assessment survey that will be administered to participants. What type of work based learning and career development opportunities will be offered to youth?</p> <p>m. Describe all services that will be provided in accordance with the 14 Program Elements required by WIOA. The WIOA legislation mandates that 14 specific program elements must be included in the WIOA youth program design (<i>these can be available by direct service provision, through partnerships with other organizations, or by referral to other organizations as appropriate</i>). <i>The grantee will have the primary responsibility for ensuring that each participant receives the full continuum of services.</i> Providers need to identify the partner or referral source as part of the RFP submission (<i>refer</i></p>
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to Attachment B).

- n. Describe how the availability of services to WIOA in-school and or out-of- school youth will be marketed to all communities within Baltimore City. Also describe how recruitment of these populations will be conducted. Applicants must serve one or more of the DOL targeted populations described as “neediest youth”.

Part 3: Project Timeline

Include timeframes for accomplishing all start-up activities immediately following the start of the grant period of performance and serving participants no later than 1 month after the grant start date.

Part 4: Performance Outcomes

List your outcome projections for this project. Include at minimum, the following measures:

- a. The number of residents recruited for services
- b. The number enrolled in literacy services
- c. The number that will obtain their high school diploma or GED (alternative education model)
- d. The number that will obtain an industry recognized credential (sector-based occupational skills training model)
- e. The number that will improve their reading or math literacy by 2 grade levels or more
- f. The number that will be referred for occupational services
- g. The number that will enroll in post-secondary, apprenticeships or employment.

Part 5: Data Tracking

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.
Section 4: Budget & Budget Justification	<ul style="list-style-type: none"> • Briefly describe the major budget elements and how each aligns and supports the overall program design. • Explain how the resource allocation was developed to ensure that proposed outcomes are achieved. • Identify leveraged funds, if any, and clearly describe the source and how funds will be utilized as part of this grant. Leveraged resources are not required for this grant.
Section 5: Required Supplements & Qualification Documents	See Section III below

QUALIFIED APPLICANTS

The selected vendors must have experience providing educational assistance and possess the requisite technical capacity and professional expertise to provide the types of services required. Applicants may represent any of the following types of organizations:

- Local education agency
- Community-based organization of demonstrated effectiveness
- Institution of higher education
- Public or private, nonprofit agency
- For profit businesses
- Library
- 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 June 4, 2018.**

WITHDRAWALS

A submitted proposal may be withdrawn prior to the due date. A written request to withdraw the proposal must be submitted electronically to dbrown@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 Release	Friday, May 4, 2018
Bidders Conference	Monday, May 14 2018 4:00pm-5:30pm Mayor's Office of Employment Development 101 W. 24 th Street Baltimore, Maryland 21218
Deadline to Send Written Questions	Friday, May 18, 2018
Release of Response to Written Questions	Tuesday, May 22, 2018
Proposal Deadline	Friday, June 1, 2018 4:00pm Delivered to: MOED-Youth Services 101 W. 24 th Street Baltimore, Maryland 21218 *one original and four copies
Final qualification documents due	Friday, June 29, 2018
Anticipated Announcement of awardee selection and notification	Monday, July 2, 2018
Anticipated contract start date/end date	October 1, 2018-September 30, 2019

III. 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 Friday, June 29, 2018. Failure to satisfactorily provide the following documentation could result in disqualification of proposed award.

DOCUMENTATION OF ORGANIZATION'S QUALIFICATIONS

- In good standing with the Maryland Department of Assessments Taxation at time of proposal submission
- Legal entity (Proof of Incorporation, 501(3), etc.) *<Must submit document proving legal entity.>*
- Written personnel policies *<Must submit table of contents of personnel policies.>*
- Written conflict of interest policy for staff and board *<Must submit copy of Conflict of Interest Policy.>*
- Written grievance procedure for customers/clients *<Must submit copy of grievance procedure.>*
- Ongoing quality assurance process for services *<Must submit descriptions of process.>*
- For organizations with an annual budget of at least \$100,000 *<Must submit current annual budget document identifying the various sources and amounts.>*
- For organizations that have more than one revenue source *<Must submit revenue documentation identifying the various sources and amounts.>*
- Proven fiscal capacity including capacity for fund accounting *<Must submit bound copy of most recent formal audit completed within last year. Must satisfactorily address all findings.>*
- Verify that the program has procured and will maintain during the life of the contract the following required insurance coverage: professional liability, errors and omissions; commercial general liability insurance, including contractual liability insurance; business automobile liability (if applicable); worker's compensation coverage; and employee dishonesty insurance *<Must submit copies of certificates of insurance with contract. >*
- Adequate method to collect client information and demographics *<Must submit sample of format or report. >*
- Demonstrated ability to collect outcome data that measures performance to plan *<Must submit report showing actual to planned performance. >*
- A networked computer connected to the Internet with a browser that is compatible with any current cloud applications or databases required by MOED; the system should have a PDF reader, office applications compatible with the current version of Microsoft Excel and Word, and email accounts for all individuals accountable for this contract or willingness and budget to acquire these technologies *<Must submit letter describing how organization currently addresses or plans to address these criteria.>*

DOCUMENTATION OF QUALIFICATIONS SUBMISSION

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

SUBCONTRACTOR RESPONSIBILITIES

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

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

Subcontractor responsibilities include but are not limited to:

1. Oversight of other subcontractors
2. Program operations and fiscal management
3. Monitoring/evaluation
4. Participant tracking and documentation
5. Timely billings and reports
6. Timely reporting of required data/information
7. Cooperation and coordination with MOED staff
8. Achieving outcomes stated in contract

IV. FUNDING/BUDGET GUIDELINES

The funding will vary depending upon final allocations, number of participants to be served, services proposed and negotiated.

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.

V. BUDGET FORMAT

For Funds Requested Under this RFP

ORGANIZATION: _____

PROJECT NAME: _____

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

BUDGET CATEGORIES

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

LEVERAGED RESOURCES (Optional)

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

EXPENSE CATEGORY	DESCRIPTION	SOURCE	\$ AMOUNT
			TOTAL

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

(* Administrative staff costs should be captured on the Administrative Costs budget page)

(**At a full-time level)

**Budget Narrative:
PERSONNEL**

Empty space for budget narrative under 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 Unit	Per	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

VI. EVALUATION CRITERIA

The Youth Committee's Proposal Review Team will evaluate, score, and assign all proposals a numerical value according to the criteria and specified assigned points in the Evaluation Criteria. The BWDB retains the right to request additional information from any applicants. This is not a low-bid procurement.

Through this process, the Youth Committee's Proposal Review Team will also review a respondent's performance on any previous and/or existing agreements with the BWDB Youth Committee and/or MOED as well as check other references. Achievement of grant agreement outcomes (i.e., number of enrollments, job placements and retention of enrollees), along with compliance with programmatic and fiscal guidelines and timelines will be evaluated.

The Youth Committee's Proposal Review Team we will make recommendations for selection to the BWDB for final consideration.

Prior to its final funding decision, the BWDB may also: 1) meet with representatives of the responding entity to discuss the proposed program and budget; 2) identify and/or negotiate program or budget changes the responding entity must make as a condition of funding; and 3) identify other documentation the entity must provide as a condition of funding.

The BWDB reserves the right to withhold awards should there be no proposals that adequately address the services

If selected by the BWDB for an award under this RFP, responding entities will be required to go through a contracting process, which may involve the Baltimore City Bureau of Procurement, and submission to the Baltimore City Board of Estimates for contract and funding approval.

Background, Qualifications and Performance (25 points)

Plan of Service (35 points)

Staffing Plan and Organizational Chart (10 points)

Partnerships and Coordination (10 points)

Financial Management and Budget (20 points)

VII. 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:

Ms. Yvette Clark
Program Manager for Business Services
Mayor's Office of Employment Development (MOED)
36 S. Charles Street
Baltimore, MD 21201
443-984-3014
yclark@oedworks.com

VIII. DEFINITIONS

- a. **Assessment** - The process whereby applicants are interviewed to determine their employability, motivation, aptitude, family situation, education and training, attitudes, transportation, support needs, abilities and interests in order to assist in developing an Individual Service Strategy (ISS) for the attainment of the individual's career goals. Testing and counseling are a part of the assessment process.
- b. **Basic Skills Deficient** – The individual computes or solves problems, reads, writes, or speaks English at or below the eighth grade level or is unable to speak English at a level necessary to function on the job, in the individual's family, or in society.
- c. **Basic Skills Goal** – Only applies to Out-of-School Youth who have been deemed basic skills deficient. To meet the goal, at post-test, there must be an educational gain of one or more educational functioning levels from the starting level measured on entry into the program (pre-test).
- d. **Case Management** - The provision of a participant-centered approach in the delivery of services, which are designed to ensure and coordinate individual comprehensive employment plans, such as service strategies, for customers to ensure access to necessary Workforce Innovation and Opportunity funded activities and supportive services, using, where feasible, computer-based technologies; and to provide job and career counseling during program participation and after job placement.
- e. **Credential** - A nationally recognized degree or certificate or state/local recognized credential. Credentials include, but are not limited to, a high school diploma, GED, or other recognized equivalents, post-secondary degrees/certificates, recognized skill

standards, and licensure or industry- recognized certificates designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment. (TEGL 17- 05)

- f. **Customized Training** - Training that is designed to meet the special requirements of an employer (including a group of employers); that is conducted with a commitment by the employer to employ an individual on successful completion of the training; and for which the employer pays for not less than 50 percent of the cost of the training (WIA Section 101(8)).
- g. **Diploma** - The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma. The term diploma also includes post-secondary degrees including Associate (AA and AS) and Bachelor Degrees (BA and BS).
- h. **Economically Disadvantaged** - Individuals who do not have an income that exceeds the federal Lower Living Standard Income Level/Poverty Standards and are not eligible to receive public assistance and may include those 18-24 years of age, or individuals who do not have an income that exceeds WIB determination of a self-sufficient wage, which is 200% of the federal Lower Living Standard Income Level/ Poverty Standards.
- i. **Eligible (Eligibility)** - Refers to an individual’s status in relation to their ability to receive services under the Workforce Innovation and Opportunity Act.
- j. **Enrollment**- An eligible participant who has been referred for WIOA services and for whom enrollment documents have been completed and entered into the State’s tracking system, Maryland Workforce Exchange (MWE).
- k. **Job Retention** - The period an individual remains in an unsubsidized job following placement. The period of required retention is determined in accordance with WIOA, or as dictated by the funder as appropriate to the individual. Job Search Assistance - Training, which provides the customer with the instruction and necessary skills 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 (and may include job clubs).
- l. **Job Development** - The planned and organized effort by agency representatives to encourage employers or business organizations to make jobs available for WIOA customers.
- m. **Maryland Workforce Exchange (MWE)** – The MWE is a “virtual” one-stop network created to improve access to information about jobs, training, and workforce support throughout Maryland.
- n. **Neediest Youth**-Applicants must serve one or more of the DOL targeted populations described as “neediest youth”.
- o. **Opportunity Youth** - A young adult age 16-24 who is neither engaged in education nor employment
- p. **Out of School Youth (OSY)**
 - Not attending any school (as defined under State law);
 - Not younger than 18 or older than age 24 at time of eligibility determination; and
 - One or more of the following:
 - A school dropout;

- A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter. School year calendar quarter is based on how a local school district defines its school year quarters;
 - A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner;
 - An individual who is subject to the juvenile or adult justice system;
 - A homeless individual, a runaway, an individual who is in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act, or an individual who is an out-of-home placement;
 - An individual who is pregnant or parenting;
 - An individual with a disability;
 - A low-income individual who requires additional assistance to enter or complete an educational program or to secure or to hold employment (WIOA sections 3 (46) and 129 (a) (1) (B).)
- q. **Performance Elements (WIOA)** - All 14 required elements must be provided. The WIOA legislation mandates that 14 specific program elements must be included in the WIOA youth program design (*these can be available by direct service provision, through partnerships with other organizations, or by referral to other organizations as appropriate*). The grantee will have the primary responsibility for ensuring that each participant receives the full continuum of services.
1. Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential;
 2. Alternative secondary school services, or dropout recovery services, as appropriate;
 3. Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, which may include the following types of work experiences:
 - summer employment opportunities and other employment opportunities available through the school year;
 - pre-apprenticeship programs;
 - internships and job shadowing; and
 - on-the-job training opportunities;

NOTE: Youthworks summer employment will be a required activity for all enrolled WIOA youth and will not be funded through grants awarded under the RFP.

4. Occupational skills training, which includes priority consideration for training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area involved, if the BWIB Youth Committee determines that the programs meet the quality criteria described in WIOA sec. 123.
 5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
 6. Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors;
 7. Supportive services;
 8. Adult mentoring for a duration of at least 12 months that may occur both during and after program participation;
 9. Follow-up services for not less than 12 months after the completion of participation;
 10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth;
 11. Financial literacy education;
 12. Entrepreneurial skills training;
 13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
 14. Activities that help youth prepare for a transition to post-secondary education and training.
- r. **Post-Secondary Education** – A program at an accredited degree-granting institution that leads to an academic degree (e.g., A.A., A.S., B.A., B.S.). Programs offered by degree-granting institutions that do not lead to an academic degree (e.g., certificate

programs) do not count as a placement in post-secondary education, but may count as a placement in “advanced training/occupational skills training.”

- s. **Post-test** – A test administered to a participant at regular intervals during the workforce development program.
- t. **Pre-test** – A test used to assess a participant’s basic literacy skills, which is administered to a participant up to six months prior to the date of participation, if such pre-test scores are available, or within 60 days following the date of participation.
- u. **Program Model- Alternative Education Model or Sector Based Model**

ALTERNATIVE EDUCATION TARGET GROUP: youth who do not have a high school diploma or GED **OBJECTIVE:** to provide youth with resources and training that leads to a portable credential (high school diploma/GED) and starts them on a career pathway or enrollment into a post-secondary institution.

ANTICIPATED OUTCOMES: attainment of high school diploma or GED, basic math and reading skills gains, attainment of credentials, entrance into employment or post-secondary education. The alternative education model is designed to serve Out of School Youth (OSY) who do not have a high school diploma or GED.

This model features intensive training to prepare individuals for the GED or diploma granting programs. Program designs must demonstrate comprehensive service strategies to meet the wide array of needs posed by participating youth. Responsive program designs will demonstrate effective outreach strategies to recruit youth and should feature linkages to the public school system for recruitment and outreach. This model also features a strong academic remediation curriculum to ensure skills gains in reading and math.

Effective programs will offer supportive services for targeted populations, such as, transportation, and connections to housing and other social services such as access to court advocacy. These services may be provided by the program’s career coach/advisor, or through collaboration with other agencies.

In addition, respondents under this program model should provide a strong school-to-career or/college framework. Providing an early introduction and exposure to post-secondary education/careers and career exploration activities that allow youth to establish career goals is required. Job readiness training, work-based learning opportunities such as, paid and unpaid work experience, and services to assist youth in applying for college as well as succeeding in college, should be included in this design. A post-secondary bridge strategy, such as remedial/developmental class preparation, which allows youth to take college level courses upon entry into community colleges, is also encouraged.

While attainment of a GED or diploma is a top priority, **service strategies must reach beyond the GED or diploma completion to support youth entry into post-secondary education/training, or into employment** along a career path that will lead to economic security. Collaboration with employers and/or higher

education institutions is strongly encouraged to emphasize career planning and access to post-secondary options for youth. Applicants must demonstrate clear transitional strategies into post-secondary education/training and/or employment for participating youth. **Respondents are expected to include components of the post-secondary education/training, youth employment and/or sector-based training models (described below) in their alternative education model.**

SECTOR BASED TRAINING MODEL TARGET GROUP: youth and young adults (17-24 years old) with interest in a particular industry. **OBJECTIVE:** to provide youth and young adults with the academic and technical skills needed to secure employment within a particular high demand industry (*healthcare, construction, IT, warehousing and logistics, business services, manufacturing*). **ANTICIPATED OUTCOMES:** attainment of an industry recognized credential, basic math and reading skills gains, entrance into employment or post-secondary education.

The sector-based training model is designed for youth and young adults with an interest in and an aptitude for a career within a particular industry sector. Sector-based training models must include recognized approved credentialing programs and must target jobs in industries that align with labor force needs or with projected growth and demand in Baltimore City and the region.

These programs feature career exploration, academic and occupational skills training, job readiness, and practical work experience within a specific industry. The sector-based model results in the mastery of technical skills required for employment and the attainment of employer-recognized certification that is portable and stackable. Applicants may utilize contextual learning strategies designed to develop basic and occupational skills simultaneously, thereby facilitating job placement and retention.

Programs must work with local employers or training providers to ensure training aligns with industry needs. These programs will deliver skills training services in one seamless program. Participants receive relevant classroom-based and hands-on instruction. All programs must have active participation from industry representatives in program design, screening of candidates, curriculum development, instruction, hands-on experiences and field trips, job shadowing, internships and placement into advanced education and/or related employment. Programs also provide case management, job-readiness and seeking skills, and job placement assistance and retention services. ***This model must also feature work-based learning experiences, within the specific sector which are structured opportunities for youth to learn and engage in career opportunities that incorporate education and employment activities.*** This can take the form of unpaid and paid experiences, summer and year-round employment, pre-apprenticeship, internships, job shadowing, and on the job training. Successful

models must feature strong collaboration with industry and business leaders in the design and delivery of the training. Evidence of employer involvement in the design and delivery of the program is required.

- v. **Qualified Apprenticeship** - A program approved and recorded by the U.S. Department of Labor Employment and Training Administration Bureau of Apprenticeship and Training or by a recognized state apprenticeship agency or council. Approval is by certified registration or other appropriate written credential.
- w. **Registration (Youth):** (a) Registration is the process for collecting information to support a determination of eligibility. This information may be collected through methods that include electronic data transfer, personal interview, or an individual's application. (b) Young Adults who receive services funded under WIOA other than self-service or informational activities must be registered and determined eligible. (c) Equal Opportunity data must be collected on every individual who is interested in being considered for WIOA
- x. **Supportive Services** - Services such as transportation, childcare, dependent care, housing, and needs-related payments that are necessary to enable an individual to participate in activities authorized under WIOA.
- y. **Workforce Innovation and Opportunity Act (WIOA)** - WIOA is the federal legislation and funding stream administered by the U.S. Department of Labor (USDOL) to support state workforce systems and programs.

IX. ATTACHMENTS

ATTACHMENT A: PROPOSAL COVER SHEET

Type of Submission: <input type="checkbox"/> <i>Alternative Education Model</i>		Type of Submission: <input type="checkbox"/> <i>Sector Based Model</i>	
Organization's Legal Name			
Contact Person			
Address			
Telephone		Fax	
E-mail		Cell	
Federal ID#			
Number of years potential bidder has been in business under the corporate/business structure submitting the response to this request for proposals			
Total Number of Funds Available		PY'19	PY'20
		WIOA Youth Funds	
		Total	
Grand Total (PY'19 and PY'20)			
Total Number of Clients to be Served		Planned # PY 19	
		Youth	Cost Per Part.
		Planned # PY 20	
		Youth	Cost Per Part.
		Signature: _____	
		Print Name: _____	
Check all applicable boxes: For profit Corporation		Sole Proprietorship	
Non-for-profit Corporation		Faith Based Organization	
Partnership		State Agency	
Educational Institution		Labor Organization	
Business Association		Community Based Organization	
Other: Public Agency (Specify)		Other	

ATTACHMENT B: WIOA 14 SERVICE ELEMENTS DELIVERY PLAN

ORGANIZATION: _____

If a provider does not directly provide the services listed below, it must demonstrate the ability to make seamless referrals to appropriate providers of such services. The grantee will have primary responsibility for ensuring that each participant receives the full continuum of services.

<i>ELEMENT</i>	<i>Indicate YES or NO if your agency is directly providing this element.</i>	<i>If your agency is NOT directly providing this element, identify who you will be partnering with to provide this required element. (name of organization, address and contact person to confirm)</i>	<i>Indicate YES or NO if a formal linkage agreement is in place</i>
1. Tutoring, student skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential			
2. Alternative secondary school services, or dropout recovery services, as appropriate			
3. Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, which may include the following types of work experiences: summer employment opportunities and other employment opportunities available through the school year; pre-apprenticeship programs; internships and job shadowing; and on-the-job training opportunities;			
4. Summer employment opportunities and			

ELEMENT	<i>Indicate YES or NO if your agency is directly providing this element.</i>	<i>If your agency is NOT directly providing this element, identify who you will be partnering with to provide this required element. (name of organization, address and contact person to confirm)</i>	<i>Indicate YES or NO if a formal linkage agreement is in place</i>
other employment opportunities available through the school year			
5. Occupational skill training, which includes priority consideration for training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area involved			
6. Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors			
7. Supportive services			
8. Adult mentoring for a duration of at least 12 months that may occur both during and after program participation			
9. Follow-up services for not less than 12 months after the completion of participation			
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth			
11. Financial literacy and education			
12. Entrepreneurial skills training			

<i>ELEMENT</i>	<i>Indicate YES or NO if your agency is directly providing this element.</i>	<i>If your agency is NOT directly providing this element, identify who you will be partnering with to provide this required element. (name of organization, address and contact person to confirm)</i>	<i>Indicate YES or NO if a formal linkage agreement is in place</i>
13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services			
14. Activities that help youth prepare for and transition to post-secondary education and training			

ATTACHMENT C: PLANNED OUTCOME FORM

*****This is to be completed by providers awarded during the period October 1, 2018-September 30, 2019.***

<i>PROPOSED PLANNED OUTCOMES</i>	
Name of Agency/Organization	
Benchmark	Number
Proposed total of youth to serve	
Proposed number of youth obtaining a high school diploma/GED (if applicable)	
Proposed number of youth attaining an industry credential/certificate	
Proposed number of youth participating in work-based learning	
Proposed number of youth entering post-secondary education/training	
Proposed number of youth placed in unsubsidized employment	
Overall cost per total youth served (requested amount/total youth served)	

ATTACHMENT D: PERFORMANCE OUTCOMES

*****This is to be completed by providers awarded during the period October 1, 2018-September 30, 2019.***

<i>PERFORMANCE OUTCOMES</i>	
Name of Agency/Organization	
Benchmark	Number
Total of youth enrolled	
Number of youth obtaining a high school diploma/GED (if applicable)	
Number of youth attaining an industry credential/certificate	
Number of youth participating in work-based learning	
Number of youth entering post-secondary education/training	Post-secondary education- Training-
Number of youth placed in unsubsidized employment	
Number of youth exited	