

REQUEST FOR PROPOSALS

Train Up: Occupational Skills Training For Baltimore City Residents in the COVID-19 Economic Recovery

Issued: September 9, 2021

Due: October 8, 2021

Bidders Conference

Friday, September 17, 2021

3:00 PM to 4:30 PM

Mayor's Office of Employment Development

Join Zoom Meeting

<https://zoom.us/j/99873548705?pwd=VXg5RzJ4anJVaTFzQU5DOGQxVTJHZz09>

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: OCCUPATIONAL SKILLS TRAINING
FOR BALTIMORE CITY RESIDENTS IN THE COVID-19 ECONOMIC RECOVERY**

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SECTION I
REQUEST FOR PROPOSALS
TRAIN UP: OCCUPATIONAL SKILLS TRAINING
FOR BALTIMORE CITY RESIDENTS IN THE COVID-19 ECONOMIC RECOVERY

PURPOSE/BACKGROUND

PURPOSE OF FUNDS

The Baltimore City Mayor's Office of Employment Development (MOED), on behalf of the Mayor and City Council, requests proposals for occupational training in key sectors including, but not limited to: healthcare, construction, technology, manufacturing, professional and business services, government, educational services, transportation and logistics to serve city residents impacted by the COVID-19 economic crisis.

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 American Rescue Plan Act of 2021 (ARPA) § 9901, Pub. L. No. 117-2, codified at 42 U.S.C. § 802 et seq. and to expand apprenticeship and employment training programs as permitted by Maryland's House Bill 588.

For more information, see:

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

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

BACKGROUND

The Mayor's Office of Employment Development (MOED) is Baltimore's workforce development agency and American Job Center operator. MOED serves as the City's primary agent of workforce development

services for employers, new workers, people with disabilities, career changers, returning citizens, laid-off workers, and youth. More information on MOED is available at <https://moed.baltimorecity.gov>.

MOED's mission is to deliver economic justice to Baltimore residents. To MOED, economic justice means creating an equitable workforce system that responds to all residents' needs and provides viable economic opportunities to all residents especially those who have been generally and systemically disadvantaged. We believe that every resident deserves the right for meaningful work and a hopeful future. Like all of MOED's programs, Train Up aims to disrupt systems of structural racism that have led to unequal access to opportunity and inequity in income and employment. Systemic racism has caused disparities in housing, transportation, education, and health, all of which impact access to job opportunities. Employment among Black workers is concentrated in lower wage industries and occupations. Black workers tend to earn less than their white counterparts and experience higher employment turnover. Median household income for Black households in Baltimore is nearly half that of whites. Black employment in the city is three times that of whites, and Black workers are expected to have a longer and slower recovery from the pandemic, regardless of education level. Train Up will provide training opportunities and wraparound supports to those who might otherwise find themselves unemployed or struggling in a job without prospects for advancement.

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

IB4J 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 Proposals seeks vendors to conduct credentialed training with a defined curriculum that is designed for unemployed or underemployed residents impacted by the pandemic who have been generationally and systemically disadvantaged. It requires a strong partnership with neighborhood and community associations. The training will consist of an occupational skills training program that includes job readiness and life skills improvement components. The ideal candidate must provide training that includes comprehensive case management, employment services and job placement and demonstrates a strong, direct connection to employers. MOED is guided by values of race equity and inclusion and expects that leadership and staff of contracted organizations support these values and offer services in a manner consistent with them.

Funded programs will work directly with Train Up's network of service providers to provide wraparound support to participants. The ideal candidate will work alongside co-funded community connectors (neighborhood organizations serving as on-ramps for participants through referral and service provision), adult education/literacy providers, legal services providers, and behavioral health support providers to link jobseekers with a full spectrum of support services. It is expected that graduates will earn at least one industry recognized certification, at a minimum and earn a wage of at least \$15 per hour. To incentivize trainees and promote completion of training, the Train Up budget allows for training stipends in the amount of \$100 per participant, per week for a maximum of 12 weeks of training.

CONTRACT PERIOD AND AMOUNT

The selected vendors will have up to 24 months commencing on or about January 5, 2022, and expiring on or about January 4, 2024, to enroll, train, and place graduates and achieve the employment goal. 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).

The amount may not exceed \$375,000 per year. MOED expects to award between 8 and 12 contracts.

COST PER PARTICIPANT LIMIT

Applicants are strongly encouraged to propose programs with a cost per student that does not exceed \$6,000. The cost per participant does not include the cost of participant stipends. The cost per student is calculated as follows: total grant award minus total amount allocated to participant stipends divided by total number of enrolled students. This will give the cost per student.

SCOPE OF WORK - TARGETED TRAINING IN IN-DEMAND CAREERS

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

- 1) Recruit, screen and enroll unemployed and underemployed Baltimore City residents. The proposal should identify community groups and associations the applicant will partner with to

ensure residents from communities negatively impacted by the coronavirus pandemic are connected to training opportunities.

- 2) Deliver occupational training within an industry sector that may include: **healthcare, construction, technology, manufacturing, professional and business services, government, educational services, transportation and logistics**. The training program will include:
 - A. Practices that are consistent with a race equity and inclusion framework
 - B. Job readiness and life skills training
 - C. At least one industry-recognized credential or certification upon completion
 - D. Comprehensive case management services including referral to Train Up partners
 - E. A detailed occupational skills curriculum description with number of hours for each segment of the course
 - F. Employer commitment to hire and job placement services
- 3) Work with each participant to provide personalized assistance to identify and eliminate a wide range of employment barriers, including but not limited to reading or math skills, a criminal background, transportation, child support and child care.
- 4) Will demonstrate the following outcomes:
 - A. At least 75% of enrolled customers will complete training
 - B. At least 80% of customers completing training will be placed in unsubsidized jobs at or above \$15.00 per hour
 - C. All customers completing training will obtain an industry recognized credential or a certificate of completion
- 5) Will submit monthly status reports for all program activities, including reporting of administrative and program costs, by the 7th of the following month. Monthly Program reports typically include: narrative updates on progress with implementation and training, case management, partnerships, as well as outcomes data for both the month and cumulatively. Reporting of administrative and program costs includes provision of backup documentation for each expense.
- 6) Will participate in regularly scheduled meetings with MOED to discuss performance, disseminate and/or obtain information relevant to their program, discuss policy changes and related requirements with all occupational skills training providers.
- 7) Will participate in capacity building, networking, and training offered by MOED and Train Up partners.

QUALIFIED APPLICANTS

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

PROPOSAL SUBMISSION

Proposals must include:

1. Abstract (see Section III)
2. Cover page (see Section III)
3. Proposal narrative (see Section III)
4. Sub-contractor agreements (see Section III)
5. Letters of reference (see Section III)
6. Budget for each year (January 5, 2022 – January 4, 2023 and January 5, 2023 – January 4, 2023) (see Section IV and V)

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 4:00 PM on October 8, 2021. Proposals may also be hand-delivered and 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

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 **4:00 PM on October 8, 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.

TENTATIVE SCHEDULE

RFP issued: September 9, 2021

Forum/Bidders Conference: September 17, 2021, at 3:00 PM

Written questions due on or before: September 27, 2021

Response to questions posted: September 30, 2021

Proposals due: October 8, 2021

Award is announced on or about: October 25, 2021

Final qualification documents due from selectees: November 5, 2021

Contract completed and approved by: December 8, 2021

Start of training on or about: January 5, 2022

Contract end date: January 4, 2024

SECTION II
REQUEST FOR PROPOSALS
TRAIN UP: OCCUPATIONAL SKILLS TRAINING
FOR BALTIMORE CITY RESIDENTS IN THE COVID-19 ECONOMIC RECOVERY

QUALIFICATIONS AND RESPONSIBILITIES

All businesses/organizations must meet a minimum level of administrative and fiscal capacity in order to contract with MOED. Therefore, all applicants given selection notification must provide the following Documentation of Qualifications by November 5, 2022. Failure to satisfactorily provide the following documentation could result in disqualification of proposed award.

Documentation of Organizations' Qualifications

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

Documentation of Qualifications Submission

- Do not include any information that is not specifically requested.

- Include a cover letter properly identifying the organization and signed by an individual authorized to represent the organization, to act on behalf of it, and to legally bind it in all matters related to a contract.

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. Leveraged resources
9. Achieving outcomes stated in contract
10. Timely submission of participant incentive plan (*if budget includes funds for participant incentives*)
11. Timely submission of participant placement plan and relevant placement verification (i.e., job start date, company name, job title, etc.)

SECTION III
REQUEST FOR PROPOSALS
TRAIN UP: OCCUPATIONAL SKILLS TRAINING
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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)

The Technical Proposal Narrative should contain the following:

- *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, (b) specific mention of local or regional experience (c) demonstrated ability to reach residents who need the services and (d) specific mention of methods for ensuring that programming is delivered in manner that incorporates a race equity and inclusion framework. In project descriptions, identify any personnel likely to work on this project. Please include links to and/or examples of relevant work if possible.
- *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.
- *Tasks Proposal.* Provide a description of the proposed activities and methodologies for each of the defined vendor tasks.
- *Performance Objectives.* Include total enrollments, total number of completions, type of credentials earned by each participant and employment outcomes. Include a cost per participant.
- *Timeline for the project activities with clearly identified deliverables at each stage.* For each cohort (if there are more than one), this should include the date when key staff will be hired, the date training will start, the date training will end, and the date the credential will be awarded to those that complete.
- *Class Format and COVID-19 Contingency Planning.* Describe format of program instruction: fully in-person, fully virtual, or a hybrid model of in-person and virtual. If program will be fully or partially remote, describe how you will ensure instruction will be high-quality and reliable and

describe how program will be accessible to participants who may not have reliable access to a computer or internet connection. Describe how program will handle credentialing requirements that must be completed in person if public health conditions do not allow for in-person instruction for a period of time.

- *Other Information.* Any other relevant material that the proposer wishes to provide.

SUBCONTRACTOR AGREEMENTS

- *Subcontractor Agreements.* Drafts of agreements with all planned subcontractors

LETTERS OF REFERENCE

- *Letters of Reference.* Three letters of reference from previous or current clients or employers which include contact information (phone number, email address, etc.).

**SECTION IV
REQUEST FOR PROPOSALS
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FUNDING/BUDGET GUIDELINES

The funding for each agreement will not exceed \$375,000 per year 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. Renewal funding for a second year of training will be contingent upon funding availability and program performance.

The selected program operators will not be required to leverage additional resources in order to meet described outcomes; however, they are strongly encouraged to do so. List other resources (Budget Forms, Section 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 resources.

COST PER PARTICIPANT LIMIT

Applicants are strongly encouraged to propose programs with a cost per student that does not exceed \$6000. This does not include participant stipends. The cost per student is calculated as follows: total grant award minus the funds allocated for stipends divided by total number of enrolled students. This will give the cost per student.

TRAINING STIPENDS

Applicants should include training stipends in the Participant Expenses category. OST providers may allocate up to \$100 per week for 12 weeks of training for each training enrollee, for a total of \$1,200 per participant. These costs should be included in the maximum \$375,000 budget per year.

SECTION V
REQUEST FOR PROPOSALS
TRAIN UP: OCCUPATIONAL SKILLS TRAINING
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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: OCCUPATIONAL SKILLS TRAINING
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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?
- To what extent does the applicant demonstrate an understanding of and commitment to race equity and inclusion through proposed programmatic approaches and outcomes?

Program Description (20 points)

- Who is the target population for the program? Does the program target residents who have been negatively impacted by the coronavirus pandemic?
- How will the applicant assess residents for skills and challenges?
- What will case management entail?
- How will the program prepare residents to enter employment?
- How will the program address barriers to employment such as low reading or math skills, a criminal background, child support, child care, and transportation challenges?
- Does the applicant identify staff to provide each function including assessment, case management, training, and job placement?

Program Components (30 points)

- Has the applicant developed significant partnerships with community-based organizations to recruit sufficient candidates to enroll in the program? Are the community-based organizations identified, funded and what is the level of commitment?
- Has the applicant developed significant partnerships and commitments with employers to ensure employment?
- Has the applicant demonstrated effective employer engagement and support in program design that includes a commitment to hiring qualified program graduates?
- Has the applicant demonstrated an effective instructional format (in-person, remote, or hybrid) and accommodations for residents impacted by the digital divide? Has the applicant developed effective strategies that provide ample career development and 21st Century job readiness/preparation services to work in middle to high-skill occupations?

Outcomes (20 points)

- How will the program ensure that participants complete the training? How will it make sure that graduates enter employment? Retain the job? Advance to a high wage career?
- Is there a plan or process in place to ensure ongoing as well as a final program evaluation for participants?

Budget (20 points)

- How and to what extent does the proposed program ensure it will meet the outcome requirements of this RFP? Does the proposal plan include performance levels, benchmarks, and methods and tools that will guarantee achievement of the selected goals?
- Is there evidence in the proposal of leveraging of resources and in-kind contributions, which will assist in meeting proposal outcomes?
- 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: OCCUPATIONAL SKILLS TRAINING
FOR BALTIMORE CITY RESIDENTS IN THE COVID-19 ECONOMIC RECOVERY**

EMPLOY BALTIMORE INFORMATION

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

If you have questions concerning the terms of the Employ Baltimore Executive Order or any other issues related to the hiring of Baltimore residents for this contract, please contact the following:

John Ford
MOED Local Hiring Coordinator
jford@oedworks.com

**SECTION VIII
REQUEST FOR PROPOSALS
TRAIN UP: OCCUPATIONAL SKILLS TRAINING
FOR BALTIMORE CITY RESIDENTS IN THE COVID-19 ECONOMIC RECOVERY**

DEFINITIONS

<p>Abstract: A brief, comprehensive summary of the contents of an article or a project; it allows readers to survey the contents of an article or project quickly.</p>
<p>Administrative Costs: The allocable portion of necessary and allowable costs that is associated with the overall management and administration of the workforce investment system and which are not related to the direct provision of the Employment and Training Services. These costs can represent both personnel and non-personnel categories and both direct and indirect classifications.</p>
<p>Advanced Training/Occupational Skills Training: An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels.</p>
<p>Audit: A systematic review by a CPA to determine and report whether an organization’s financial operations are being properly conducted, financial reports are being presented fairly and applicable laws and regulations are being complied with. All successful bidders must submit an audit of their organization.</p>
<p>Barriers to Employment: Hinder an individual’s ability to participate in the labor force. These may include lack of a high school education or its equivalency, basic skills deficits, limited English, substance abuse, etc.</p>
<p>Basic Education - Adult Basic Education (ABE)/General Equivalency Degree (GED)/English as a Second Language (ESL): ABE/GED services include: structured, formal written curriculum designed to systematically address basic skills deficiencies and/or lead to passage of GED tests for adult students. Classes are usually self-paced with individualized instruction. The length of instruction depends upon student needs. Instruction is provided by an individual with specialized education or training in delivering basic skills/GED instruction. Individualized electronic instruction through computer based systems may be a delivery system but must include regular access to and assistance from instructors. Student progress is monitored and testing is done to measure student progress. English as a second language services (ESL) include: structured, formal written curriculum designed to systematically improve an individual's understanding of and use of the English language. Instruction is provided by an individual with specialized education or training in the delivery of ESL services.</p>
<p>Basic Skills: Those academic skills that include reading, writing and speaking English, and the skills involved in math applications, computing and solving problems.</p>
<p>Basic Skills Deficient: The individual computes or solves problems, reads, writes, or speaks English below the eighth grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual’s family, or in society. The Maryland State Department of Education (MSDE) definition: that which is recognized by the U.S. Department of education for “at or below High Intermediate Basic Education.”</p>
<p>Case Management: The provision of a client-centered approach in the delivery of services, designed- (A) to prepare and coordinate comprehensive employment plans, such as service strategies, for customers to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and (B) to provide job and career counseling during program participation and after job placement.</p>
<p>Credential: Written statement or certificate that validates achievement of educational or occupational skills.</p>
<p>Community-Based Organization: A private nonprofit organization that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce investment.</p>

<p>Cost Allocation Plan: A plan that identifies and distributes the cost of services and/or departments or function according to benefit received. It is the means to substantiate and support how shared costs of a program are charged to a particular cost objective.</p>
<p>Cost Reimbursement Contracts: An agreement format that provides for the reimbursement of all allowable costs that have been identified and approved in the contract budget. Contractors must maintain the documentation necessary to support the costs.</p>
<p>Data Collection: The collection and recording of information pertinent to a participant including: demographic, service and outcome data elements.</p>
<p>Date of Participation: Represents the first day, following a determination of eligibility, that the individual begins receiving a service funded by the program.</p>
<p>Date of Exit: Represents the last day on which the individual received a service funded by the program or a partner program.</p>
<p>Diploma: The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma.</p>
<p>Displaced Homemaker: This term shall refer to an individual who has been providing unpaid services to family members in the home and who has been dependent on the income of another family member but is no longer supported by that income and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.</p>
<p>Economic Development Agencies: Agencies including local planning and zoning commissions or boards, community development agencies, and other local agencies and institutions responsible for regulating, promoting, or assisting in local economic development.</p>
<p>Employability: A demonstrated level of knowledge, skills, abilities, work behaviors and attitudes necessary to compete successfully in the labor market.</p>
<p>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.</p>
<p>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.</p>
<p>Indicators: The specific characteristics or behaviors measured to track a program's success in achieving its outcomes.</p>
<p>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).</p>
<p>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.</p>
<p>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.</p>
<p>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</p>

evaluation of an area's employment possibilities, including projected openings, new employment, job skills needed, available training programs, wages and labor supply.
Limited English Speaker: An individual whose native language is not English or who has an inability to communicate in English orally or in writing, resulting in a barrier to employment or training.
Literacy: The term "literacy" means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job and in society.
Lower Living Standard Income Level: That income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary based on the most recent lower living family budget issued by the Secretary.
Low Income Individual: An individual who-(A) receives, or is a member of a family that receives cash payments under a Federal, State, or local income-based public assistance program; (B) received an income, or is a member of a family that received a total family income, for the 6-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, payments described in subparagraph (A), and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402)) that, in relation to family size, does not exceed the higher of— (i) the poverty line, for an equivalent period; or (ii) 70 percent of the lower living standard income level, for an equivalent period; (C) is a member of a household that receives (or has been determined within the 6-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977 (7 U.S.C. 2011 et seq.); (D) qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302); (E) is a foster child on behalf of whom State or local government payments are made; or (F) in cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a program described in subparagraph (A) or subparagraph (B), but who is a member of a family whose income does not meet such requirements.
Minimum Wage: The wage established as the lowest hourly salary that can legally be paid for labor. The wage established as the lowest hourly salary that can legally be paid for labor. In Maryland, minimum wage rates 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.
Nontraditional Employment: Occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.
Objective Assessment: An assessment of the academic levels, skill levels, and service needs of each participant, which shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of the participant.
Occupational Skills: Those skills identified as necessary to successfully perform work-related functions within an industry sector. Occupational skills can be attained through activities such as entering into an apprenticeship or internship program; completing a career-specific professional, technical or advanced job skill-training program; earning a college degree.
OES Code: The OES code is the five-digit Occupational Employment Statistics code used to describe an occupation. Code lists and statistical data are available through the Federal Bureau of Labor Statistics.
Orientation: Provides information about the types of services available, develops motivation and interest in the project, explains the application, selection and eligibility process, and assists applicants in preparing for the process. The respondent will provide a clearly defined format for the orientation to ensure consistency in how the information is given to potential applicants. The proposal must specify the criteria for determining suitability for services.
Outreach/Recruitment: These are activities and strategies for identifying and contacting potential customers. These strategies will include procedures that assure access throughout the service area and address appropriate access for customers with barriers.
Outcomes: Benefits or changes to individuals or populations during or after participating in program

activities. How a program changes the life of an individual or population.
Outputs: The direct products of program activities. (i.e., number of classes taught, number of counseling sessions, number of educational materials distributed, hours of service delivered, etc.)
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.
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.

SECTION IX
REQUEST FOR PROPOSALS
TRAIN UP: OCCUPATIONAL SKILLS TRAINING
FOR BALTIMORE CITY RESIDENTS IN THE COVID-19 ECONOMIC RECOVERY

PARTICIPANT ENROLLMENT REQUIREMENTS

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

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