

REQUEST FOR PROPOSALS EASTSIDE YOUTH OPPORTUNITY (YO!) CENTER

**Issued: February 5, 2015
Due: March 9, 2015, by 5:00 p.m.**

**Ernest F. Dorsey
Interim Director
Mayor's Office of Employment Development**

**Stephanie Rawlings-Blake
Mayor
City of Baltimore**



**REQUEST FOR PROPOSAL
EASTSIDE YOUTH OPPORTUNITY (YO!) CENTER**

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**REQUEST FOR PROPOSAL
EASTSIDE YOUTH OPPORTUNITY (YO!) CENTER**

PURPOSE

The purpose of this Request for Proposal (RFP) is to establish a professional services agreement through competitive negotiation for one subcontractor to manage an Eastside YO! Baltimore Community Center as part of the YO! Baltimore system. The subcontractor's mission will be to serve eligible individuals – out-of-school (see definition in section IX), unemployed youth 16 to 24 years of age – and help them create a comprehensive individualized opportunity plan to address barriers to academic and career success, and deliver a comprehensive set of support services to assist them in reaching their career potential.

BACKGROUND

THE MAYOR'S OFFICE OF EMPLOYMENT DEVELOPMENT

The Mayor's Office of Employment Development (MOED) is designated by the Governor as the Local Workforce Investment Area for Baltimore City. In this role MOED administers the city's public workforce system and offers a broad menu of employment and training services to adults, youth and the business community. Preparing Baltimore City's future workforce is a priority for MOED, and ensuring every young person is given the opportunity to maximize his/her potential is essential to achieving this goal. MOED is seeking an organization to deliver comprehensive services to a segment of the city's youth population in order to promote the successful transition of these young people into the workforce.

ABOUT YO! BALTIMORE

In 2000, the Mayor's Office of Employment Development was awarded a significant grant from the U.S. Department of Labor (DOL) to implement a Youth Opportunity system. This project, called YO! Baltimore, was designed to offer a local solution to a growing national problem – a population of young people who are neither enrolled in school nor participating in the labor market, and whose disconnection represents a significant loss of economic opportunity for the country. Since its founding, YO! Baltimore has proven to be successful at reaching at-risk, out-of-school youth and linking them to community-based educational, workforce preparation, and personal development services. Currently funded by the Mayor and City Council of Baltimore City, YO! Baltimore embraces a youth development model that builds on the existing strengths of each participant, connects them with caring adults, and offers a full range of beneficial services. MOED is issuing this Request for Proposal (RFP) to solicit a subcontractor with the expertise and capacity to manage an Eastside YO! Baltimore Community Center, as part of the YO! Baltimore system. MOED will continue to oversee the YO! Baltimore system and provide guidance and direction to the subcontractor. The subcontractor will serve as an active member of the YO Management Team.

TERM

This RFP covers a period of two years: July 1, 2015 – June 30, 2017. The initial term of this contract will be July 1, 2015 – June 30, 2016 (Year 1).

RENEWAL

The contract will contain an option to renew for one additional year (Year 2: July 1, 2016 – June 30, 2017) at the sole discretion of Baltimore City/MOED. MOED will provide notice of the intent to exercise the contract renewal option for Year 2 sixty (60) days prior to the expiration of Year 1. The program operator must meet at least 85 percent of the established performance goals in Year 1 in order to be eligible for a renewal contract for Year 2. The renewal contract will also be contingent upon funding availability.

GRANT AMOUNT

MOED will make sufficient funding available through City sources to deliver the services requested in this RFP. The bidder is responsible for proposing a reasonable total cost for delivering the services described in this RFP. Funding for this service will not exceed \$600,000 per year. This amount is provided as a planning figure only and does not commit MOED to award a contract for this amount. Each bidder shall include proposal prices/budgets on the appropriate page(s) as required.

MINIMUM BIDDER QUALIFICATIONS

Bidders must have at least seven years of experience serving out-of-school youth in a youth center and demonstrate the existing expertise, capability, and ability to manage an Eastside YO! Center and deliver workforce development services as described in this RFP. Funding is not available to allow for training of an inexperienced bidder.

PROPOSAL SUBMISSION INSTRUCTIONS

Typewritten proposals must include:

1. Cover page
2. Abstract (see section IV)
3. Proposal (see section IV)
4. Budget (see section VI)
5. At least one letter of support or recommendation
6. Supporting documents (see section II) *Due after selection notification*

The required proposal document must be 12-point font, double spaced, on numbered pages. Proposal narrative must be limited to 10 pages. (Ten-page narrative does not include the cover page, abstract, budget section, and supporting documents.)

One digital copy of this proposal must be submitted by email and four hard copies must be hand delivered or sent by U.S. mail to:

Ernest F. Dorsey
Interim Director
Mayor's Office of Employment Development
101 W. 24th Street
Baltimore, MD 21218
edorsey@oedworks.com

All submissions must be received by MOED no later than **5 p.m., Monday, March 9, 2015.**

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.

INTERVIEW/SITE VISIT

As part of the proposal review process, MOED may require an in-person interview and site visit. Bidders will be given reasonable notice if an interview and site visit are to be scheduled.

QUESTIONS

Any bidder having questions regarding this solicitation must submit them in writing to Mr. Ernest Dorsey at edorsey@oedworks.com. Each question shall be specific and reference a specific section, page and item of this solicitation. Any information resulting from questions that causes a change in the solicitation will be provided to all bidders.

WITHDRAWALS

A submitted proposal may be withdrawn prior to the due date. A written request to withdraw the proposal must be submitted electronically to edorsey@oedworks.com.

PUBLIC RECORDS

Applicants are advised that most documents in possession of MOED are considered public records and subject to disclosure under the Maryland Public Information Act.

CONTRACT AWARD

The successful subcontractor will enter into an agreement with the Mayor's Office of Employment Development (MOED) in a format to be determined by the City of Baltimore.

Acceptance of the subcontractor's offer to perform the services specified herein will be made by written notice of award to the successful bidder. Thereafter, the future subcontractor and MOED shall enter into a written contract. The contract will incorporate the terms and conditions of this RFP, as well as any addendum issued, and the successful bidder's response to this RFP. Said contract must be approved by the Baltimore City Board of Estimates. The successful subcontractor must register in the City of Baltimore's online purchasing system, CitiBuy. Any questions concerning registration shall be directed to www.baltimorecitibuy.org.

EVALUATION TIMELINE

Subcontractor will be notified of award on or about April 1, 2015.

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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 5 p.m., Monday, April 13, 2015. 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 Assessment Taxations at time of proposal submission
- Legal entity (Proof of Incorporation, 501(c) (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 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. Submission of participant incentive plan (*if budget includes funds for participant incentives*)
11. Submission of participant placement plan

SECTION III.

**REQUEST FOR PROPOSAL
EASTSIDE YOUTH OPPORTUNITY (YO!) CENTER**

PROGRAM SPECIFICATIONS

KEY PROGRAM COMPONENTS

The subcontractor will operate a YO! Baltimore Center for East Baltimore. The facility or space designated for the youth center must be youth-friendly and no more than 10,000 square feet. The center must be located in East Baltimore and open for operation Monday through Friday, at least 40 hours each week. These hours should be scheduled to maximize participant access and participation. The subcontractor shall schedule staff to serve customers within the normal schedule of the program. The hours of operation are subject to review and approval by MOED. The subcontractor will maintain a

monthly active pool of at least 350 eligible and properly enrolled participants. Services to be provided include, but are not limited to:

- Conducting the initial assessment, which maps out each participant's educational skill level and barriers to success (such as learning disabilities, substance abuse, homelessness, health issues, parental obligations, etc.)
- Creating and/or updating an Individual Opportunity Plan (IOP) to help each participant address personal barriers to success. The IOP will also provide a set of specific academic and career goals for each participant.
- Providing job readiness preparation, supporting participants' employment searches, registering participants in career skills training
- Identifying/supporting active members of a center-based youth leadership team
- Maintaining a computer lab with 10 to 15 computers to support basic computer literacy
- Registering participants, when appropriate, in a literacy program
- Providing basic literacy, pre-GED, and GED services on-site
- Offering teen parent support services, including sex education focused on pregnancy prevention
- Registering participants for the YouthWorks summer jobs program
- Engaging participants in cultural and arts activities, as well as recreational activities
- Providing follow-up support services for all participants
- Creating/identifying paid try-out employment opportunities
- Making appropriate referrals to available services for youth who do not meet the YO! Baltimore program eligibility

BEST PRACTICES: YOUTH DEVELOPMENT PRINCIPLES

National research identifies several elements of effective practice in the field of youth development. This award will be offered to a provider that exemplifies the following principles in the delivery of services to youth:

- Developing relationships that maintain continuity of contact with caring adults
- Creating strong connections to employers
- Providing a variety of contextual educational options for skill/competency gains or academic learning through practical application
- Allowing opportunities for youth leadership and decision-making

- Fostering positive peer support
- Developing opportunities for post-secondary education
- Encouraging meaningful service to others
- Offering follow-up support over a sustained period of time

TARGET POPULATION

The subcontractor will maintain a monthly active pool of at least 350 youth, 16 to 24 years of age. Participants must be properly enrolled and must meet all of the following criteria:

- Out of school when they enroll in the program
- Unemployed and/or not engaged in post-secondary education if they have a high school diploma or GED at time of enrollment
- 16 to 24 years of age
- Residents of Baltimore City

STAFFING AND STAFF DEVELOPMENT

At a minimum, the subcontractor will have the following staff positions funded by this proposal, and the job descriptions for each position should be included with the proposal:

- One center manager
- One receptionist
- One literacy instructor
- Four employment advocates
- One job developer

PERFORMANCE OUTCOMES

The subcontractor will be required to complete monthly reports to assess progress in each aspect of program performance. Reports will be required to be submitted to MOED early in the following month. Program quality and accountability will be monitored continuously by MOED. In addition, MOED will provide capacity building and continuous technical assistance to subcontractor, focusing on management techniques, effective service delivery, and maintenance of fiscal, performance, and general management.

In the proposal, the subcontractor must commit to achieving the following and carrying out the stated general responsibilities during the one year contract period:

- Maintain an active pool of at least 350 eligible and properly enrolled participants with an 80% or better participation rate, and an 80% or better quarterly retention rate based on active participants placed in unsubsidized employment.

NOTE: Participation in the YO! Baltimore program is defined as youth members taking part in a youth development activity for 15 hours or more per month continuously. YO! members who are working must participate in a youth development activity for at least 5 hours per month.

Unsubsidized employment is full- or part-time employment in a job not funded through 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.

- At least 180 participants (an average of 15 participants per month) will be placed in employment earning at least \$8.25 per hour in Year 1 and \$8.75 per hour in Year 2.
- At least 80% of all participants enrolled in a skills training/customized training program will complete and be hired in training-related jobs.
- At least 70% of all participants placed in a paid internship/try-out employment will complete and be hired.
- At least 30 participants will obtain their General Equivalency Degree (GED) by the end of the contract period.
- At least 85% of participants enrolled in on-site educational programs will increase at least two grade levels in reading and one grade level in mathematics.
- At least 100 participants should be enrolled in the 2016 and 2017 YouthWorks summer jobs programs by February 2016 and February 2017 respectively.
- At least 30 participants will complete services at the YO! Center and will be connected to college, the Job Corps, or the U.S. military; 85% of these participants will complete at least one semester of courses or four months of service.

General responsibilities include:

- Registration: Registration information for all youth must be collected prior to any service, and will be tracked using MOED's KidSmart case management system.
- Orientation: The subcontractor will provide weekly orientation on the nature, scope, and value of all services to be provided as part of this proposal. Participants will be encouraged to sign a release of information form. Equal Employment Opportunities (EEO) and grievance procedures must be explained, and copies of grievance procedures be given to each participant.
- Participant satisfaction: The subcontractor is expected to independently collect participant satisfaction information on a quarterly basis, or participate in a system-wide collection of participant satisfaction information for youth enrolled. MOED will provide a standard customer satisfaction form.
- Data collection: The subcontractor is responsible for entering their own participant data in MOED's KidSmart case management system. The subcontractor is responsible for weekly monitoring of their own data in the MIS, including but not limited to: enrollments in all activities and performance data.

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ABSTRACT

The one-page abstract should summarize the proposed initiative, including a short description of the population to be served and participants' overall needs and demographics. Include a description of objectives and activities. Previous/current awardees must include information on past performance outcomes (literacy/numeracy, attainment of degree or certificate, and placement in employment or education).

NARRATIVE PROPOSAL FORMAT

Please respond to the following requests for information, limiting your responses to 10 pages, double-spaced using a 12-point font. In addition, applicants must include a cover page and enter the requested budget information into the attached forms (which are not included in the 10-page limit).

1. **Introduction:** Provide a brief overview of your organization and its mission, vision, and values. Describe how the YO! model fits into your organization's mission and goals. Describe your experience serving out-of-school youth in a youth center model. Describe your expertise and capacity to manage an Eastside YO! Community Center. Outline the target population and geographic area to be served.
2. **Location and Space:** Identify the address, square footage, and applicable features of the handicapped-accessible space your organization would use to operate the Eastside YO! Center. Confirm that the space will be no more than 10,000 square feet. Describe youth-friendly elements of the space and daily operating schedule. Describe the strategies to ensure that participants will feel safe coming to your location.
3. **Organizational Operation:** Describe your organization's capacity to provide oversight and support of this project. Describe your past experience and results delivering services in similar projects and/or to similar populations. Include a list of all staff positions involved in YO! programming, along with their primary responsibilities/job specifications.
4. **Recruitment:** Describe the planned outreach and recruitment strategies for the target population. Include partnerships with other youth services agencies, community groups, faith-based organizations, etc. Describe how you will provide outreach and accommodate services to youth with disabilities or those whose primary language is not English. Describe how you will address youth not selected for participation.
5. **Participant Services:** Describe the planned orientation/assessment activities. Describe how your program will develop an "Individual Opportunity Plan" and how participants' individual goals will be developed, tracked, evaluated, and coordinated. Describe your project's case management strategy for providing consistent support, follow-up for service plans and referrals, and tracking for individual participants. Describe available support services. Describe how participants will be included in the Center's decision making and management processes. Describe what standards

of conduct will be required of youth at your location.

6. **Academic Opportunities:** Describe the types of educational opportunities that will be offered on-site to youth. Describe how youth who are basic skills deficient will be assisted in increasing their skills. Describe the specific curriculum tools and resources that will be used to deliver academic activities. Describe the employment, training, education and/or youth development activities in which youth will be engaged during the summer months.
7. **Employment and Career Development Services:** Describe the type of work-based learning and career development opportunities that will be offered to youth. Describe how these activities will be linked to learning objectives and how you will ensure that employer-defined skills and labor market information are used to guide career development activities. Describe at least two existing and relevant partnerships you have in place with local employers and how you intend to recruit additional employers.
8. **Performance:** Describe the planned strategies that will be in place to ensure that the performance measures outlined by MOED are consistently achieved. Discuss how you will monitor youth progress against established benchmarks. Share how youth will be tracked, what measurements will be recorded, and how that data will be shared and with whom. Confirm your program performance goals. Affirm and/or state your commitment to achieving and carrying out the responsibilities listed under Section III, Performance Outcomes, on pages 9-10 of this RFP.

SECTION V.

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FUNDING/BUDGET GUIDELINES

The funding for this service will not exceed \$600,000 per year. This amount is provided as a planning figure only and does not commit the MOED to award a contract for this amount.

The selected program operator will be required to leverage additional resources in order to meet described outcomes. (See Budget Forms Section VI). List other resources that contribute to the delivery of the proposed program. Include budget item (type of resource: 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.

Funding available under this procurement action should be directed towards services that are not currently being offered or funded elsewhere.

**BALTIMORE CITY WORKFORCE INVESTMENT BOARD YOUTH COUNCIL
REQUEST FOR PROPOSAL**

BUDGET FORMAT

ORGANIZATION: _____

PROJECT NAME: _____

YEAR ONE: July 1, 2015 – June 30, 2016

Funding Period	July 1, 2015 – June 30, 2016
Total Project Budget	\$
Cost Per Youth	\$

YEAR TWO: July 1, 2016 – June 30, 2017

Funding Period	July 1, 2016 – June 30, 2017
Total Project Budget	\$
Cost Per Youth	\$

Note: Please fill out separate budget forms for Year 1 (July 1, 2015 – June 30, 2016) and Year 2 (July 1, 2016 – June 30, 2017).

BUDGET CATEGORIES

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

Object Class Category (A): PERSONNEL					
A. Position*	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

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LOCAL HIRING LAW INFORMATION

Article 5, Subtitle 27 of the Baltimore City Code, as amended on December 23, 2013 (the Local Hiring Law) and its rules and regulations apply to this RFP. The Local Hiring Law is posted in its entirety on the MOED website: http://www.oedworks.com/resources/es_local_hiring_law.pdf. The subcontractor's requirements are summarized below:

1. At least 51% of any new jobs required to complete this contract or project must be filled by Baltimore City residents.
2. Within two weeks of receiving notice of the Board of Estimates' approval of a City contract or City-subsidized project covered by the Law, the subcontractor must work with representatives from the Mayor's Office of Employment Development to complete an employment analysis that will project the total workforce and the "new hires" in the Baltimore area needed to fulfill the contract agreement.
3. If the subcontractor's workforce plan indicates a need to fill new jobs, the subcontractor must agree to post these positions through MOED and its One Stop Career Center Network for a period of seven days prior to publicly advertising the openings. The subcontractor shall also interview qualified Baltimore City residents referred from MOED; and unless granted a waiver, fill at least 51% of the new jobs required to complete the contract or project with Baltimore City residents. This will enable MOED to identify and refer qualified City residents to the subcontractor as candidates for these job opportunities.
4. Each subcontractor shall submit and an Employment Report to MOED by the fifth day of each month throughout the duration of the contract or agreement
5. The subcontractor may submit a fully completed Bidder Waiver Request Form to waive or reduce the requirements under the Local Hiring Law. The request shall be submitted to:

Milena Kornyl
Local Hiring Law
Mayor's Office of Employment Development
3001 East Madison Street
Baltimore, Maryland 21205
Phone (410) 396-9033
mkornyl@oedworks.com
hirelocal@oedworks.com

6. MOED will grant or deny the waiver request after a review of the subcontractor's written explanation for the request. If the waiver is granted the subcontractor is still required to submit the Employment Report by the fifth day of each month for the duration of the contract.

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EVALUATION CRITERIA

Program Description and Operations [Areas 1-5] (40 Points)

- To what extent does the applicant have a successful history of designing and delivering high quality, comprehensive programming for the target population?
- Are program design, services, and operations appropriate to address the unique needs of the target population?
- Are program expectations, incentive strategies, and opportunities for leadership in program operations appropriate for the target population?
- Does the applicant have operational systems (orientation, recruitment referrals for youth not served, assessment, case management, staffing, individual service plans and services for youth with disabilities or limited English proficiency) in place to effectively deliver the program described? Will the program use TABE to assess youth?

Program Components [Areas 6 and 7] (20 Points)

Academic Opportunities

- Does the proposal extend rigorous academic opportunities for all youth enrolled? Are the curriculum tools and resources sufficient to ensure academic achievement?
- Has the applicant developed a plan to deliver academic assistance to raise the skill level of youth who are basic skill deficient?

Career Development and Employment Opportunities

- Has the applicant developed significant partnerships with employers to provide ample work based learning continuum and career development activities to all youth enrolled in the program?
- Does proposed program outline how it will use local labor market information and employer defined skills in program career development and employment activities?
- What type of skills training program(s) is identified in one or more of the high growth industries that will result in certification?

Outcomes and Evaluation [Area 8] (25 Points)

- How and to what extent does the proposed program ensure it will meet the outcome requirements of the RFP? Does the proposed plan include performance levels, benchmarks, and methods and tools that will guarantee achievement of the required outcomes?
- Is there a plan or process in place to ensure ongoing as well as a final program evaluation for participating youth?

Budget (15 Points)

- Is there evidence in the proposal of leveraging of resources and in-kind contributions, which will assist in meeting proposal outcomes?
- Do cost per individual and the total allocation sought constitute the most effective use of MOED's resources?
- Does the projected budget effectively support the proposed program?

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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>Assessment, Objective: 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 a comprehensive self-sufficiency 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>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>Basis Testing: An assessment instrument used to establish the participant's functional literacy level.</p>

Below Grade Level: One or more levels or credits below that which is appropriate for the person's age. (Can be calculated from the highest grade completed and reading /math levels)
Benchmark: Performance data used for comparison. A past agency or industry standard.
<p>Career Exploration, Planning & Counseling (Youth): Activities which:</p> <ul style="list-style-type: none"> • assist youth to gain career awareness, make career decisions and plans, and understand labor market needs, trends, and opportunities; career assessment tools can be used; career assessment tools are designed to help individuals understand how a variety of personal attributes (i.e., interests, values, preferences, motivations, aptitudes and skills), impact their potential success and satisfaction with different career options and work environments. • assist youth in making and implementing informed educational and occupational choices; and, • aid youth to develop career options with attention to surmounting gender, race, ethnic, disability, language, or socioeconomic impediments to career options and encouraging careers in nontraditional employment. • provide an orientation to skills and knowledge specific to career path and/or industry, based on SCANS skills, career related learning standards and industry-specific skills, if relevant.
Career Related Mentoring (Youth): An employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student; who provides the student with instruction and performance critique, challenges the student to perform well, and works in consultation with program staff, classroom teachers and the employer as appropriate.
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.
Case Management (Youth): Youth Specialist and youth work together in a documented, goal-oriented, participant-centered process that extends from recruitment through follow-up/retention. The youth specialist motivates and coordinates services and information to prepare participants for post-secondary educational opportunities, provide linkages between academic and occupational learning, and/or preparation for unsubsidized employment/training opportunities, as appropriate.
Credential: Written statement or certificate that validates achievement of educational or occupational skills.
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.
Coordination With Community Agencies (Youth): Creates and sustains partnerships with other agencies providing services to youth in order to maximize resources to meet the participant's needs, avoid duplication and provide integrated strategies for service delivery.
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.
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.
Customized Training: Training- (A) that is designed to meet the special requirements of an employer (including a group of employers); (B) that is conducted with a commitment by the employer to employ an individual on successful completion of the training; and (C) for which the employer pays for not less than 50 percent of the cost of the training.

Data Collection: The collection and recording of information pertinent to a participant including: demographic, service and outcome data elements.
Date of Participation: Represents the first day, following a determination of eligibility, that the individual begins receiving a service funded by the program.
Date of Exit: Represents the last day on which the individual received a service funded by the program or a partner program.
Diploma: The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma.
Dropout (Youth): An individual no longer attending school that has not received a secondary school diploma or GED. (note: a youth attending an alternative school is not a dropout for the purposes of this program)
Economic Development Agencies: Agencies including local planning and zoning commissions or boards, community development agencies, and other local agencies and institutions responsible for regulating, promoting, or assisting in local economic development.
Employability: A demonstrated level of knowledge, skills, abilities, work behaviors and attitudes necessary to compete successfully in the labor market.
Employment Assessment: The ongoing participant centered diagnostic evaluation of a participant's employability, interests, values, aptitudes, abilities, educational and vocational history, barriers, motivation and existing skills that lead to the development of an ongoing, comprehensive plan for the removal of barriers to employment and the attainment of the individual's career goals. Assessment first occurs at intake and is an ongoing, continuous collection of information to evaluate the effectiveness of support services, training and education and to monitor the participant's progress.
Employment Documentation Assistance: Assistance obtaining identification, a food handler's card and/or other documentation necessary to get a job.
Entrepreneurial Work Experience (Youth): A program-based business venture (not a simulation), which is striving for economic viability and operated by students. School-based enterprises are generally directed by a business, which sponsors the enterprise and supervises the student staff. School-based enterprises may also be directed by the school, in the absence of business sponsorship.
Exposure to the World of Work: Instructional activities that expand the occupational knowledge of students inexperienced in the labor market, prepare them for the realities of the workplace and increase students' awareness of their own aptitudes and interests and how they relate to occupations and career options. Also includes activities such as guest speakers, work samples, testing and assessment, field trips and site visits.
Follow Up (Youth): 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 for youth in follow-up.
Gang Affected/Involved (Youth): A youth who expresses identification in a variety of ways with a gang (dress, signs, behavior, and association with known gang members) but is not directly involved with a particular gang. Or a youth who has been adjudicated for a crime committed with or against other known gang members; or any youth that has been involved in persistent and escalating criminal gang activity.
Homeless/Runaway (Youth): A youth who lacks a fixed, regular, adequate nighttime residence. Includes those who have a primary nighttime residence that is a public or private shelter, an institution providing temporary residence, or a public or private place not designated or ordinarily used as a regular sleeping accommodation. Runaway is defined as a person under 18 years of age that absents themselves from home or place of legal residence without permission of parent or legal guardian.

<p>Incentives (Youth): Incentives are usually awarded to youth for successful completion of one or more components of the program. Incentives can be cash, gift certificates or other items the program feels are motivators for youth (T-shirts, field trips, etc.)</p>
<p>Individual Opportunity Plan (IOP): A written outline of employment and training goals needed for a youth to attain self-sufficiency by finding and maintaining employment. The Individual Service Plan establishes short-term and long-term goals around post-secondary education and/or career employment, within the framework of the ten career clusters designated by Maryland State Department of Education and Baltimore City: Arts , Media & Communications, Business Management & Finance, Health & Bioscience, Manufacturing & Engineering Technology, Human Resource Services, Construction Technology, Transportation Technology, Travel, Tourism, and Hospitality, Information Technology and Law & Protective Services. An Individual Service Plan may include activities to prepare the participant for employment, services to remove barriers to employment, training and job search. Individual Service Plans must be regularly reviewed and updated as changes occur in employment goals, barriers, program services or needed support services.</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>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>Job Shadow: Competency-based educational experiences that occur at a worksite but are tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences.</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 evaluation of an area's employment possibilities, including projected openings, new employment, job skills needed, available training programs, wages and labor supply.</p>
<p>Leadership Development Opportunities (Youth): May include but are not limited to: 1) the exposure to post-secondary opportunities, 2) community service and service learning projects, 3) peer-centered activities, including peer mentoring and tutoring, 4) organizational and team leadership training, 5) training in decision making, including determining priorities and, 6) citizenship training, including life skills training.</p>
<p>Life Skills (Youth): Activities and/or training that assist youth to develop marketable work habits. May include modules/training/curriculum instruction in personal finance & budgeting, computers, parenting/pregnancy prevention, self-leadership (e.g. conflict resolution, public speaking, and anger management), cultural history and diversity, nutrition/fitness, and health.</p>
<p>Limited English Speaker: An individual whose native language is not English or who has an inability to communicate in English orally or in writing, resulting in a barrier to employment or training.</p>
<p>Literacy: The term “literacy” means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job and in society.</p>
<p>Lower Living Standard Income Level: That income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary based on the most recent lower living family budget issued by the Secretary.</p>
<p>Low Income Individual: An individual who-(A) receives, or is a member of a family that receives cash payments under a Federal, State, or local income-based public assistance program; (B) received an income, or is a member of a family that received a total family income, for the 6-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, payments described in</p>

<p>subparagraph (A), and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402)) that, in relation to family size, does not exceed the higher of— (i) the poverty line, for an equivalent period; or (ii) 70 percent of the lower living standard income level, for an equivalent period; (C) is a member of a household that receives (or has been determined within the 6-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977 (7 U.S.C. 2011 et seq.); (D) qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302); (E) is a foster child on behalf of whom State or local government payments are made; or (F) in cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a program described in subparagraph (A) or subparagraph (B), but who is a member of a family whose income does not meet such requirements.</p>
<p>Minimum Wage: The wage established as the lowest hourly salary that can legally be paid for labor. The wage established as the lowest hourly salary that can legally be paid for labor. In Maryland, minimum wage rates are as follows: \$8.25 Effective 7/1/15; \$8.75 Effective 7/1/16; \$9.25 Effective 7/1/17; \$10.10 Effective 7/1/18</p>
<p>Nontraditional Employment: Occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.</p>
<p>Objective Assessment (Youth): 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. A new assessment of a participant is not required if the provider determines it is appropriate to use a recent service strategy developed for the participant under another education or training program.</p>
<p>Occupational Skills: Those skills identified as necessary to successfully perform work-related functions within an industry sector. Occupational skills can be attained through activities such as entering into an apprenticeship or internship program; completing a career-specific professional, technical or advanced job skill-training program; earning a college degree.</p>
<p>OES Code: The OES code is the five-digit Occupational Employment Statistics code used to describe an occupation. Code lists and statistical data are available through the Federal Bureau of Labor Statistics.</p>
<p>Offender: Any adult or juvenile who: (A) is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial; or (B) requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.</p>
<p>On-The-Job Training: Training by an employer that is provided to a paid participant while engaged in productive work in a job that: (A) provides knowledge or skills essential to the full and adequate performance of the job; (B) provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the costs of providing the training and supervision related to the training; and (C) is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, prior work experience of the participant, and service strategy of the participant.</p>
<p>Orientation: Provides information about the types of services available, develops motivation and interest in the project, explains the application, selection and eligibility process, and assists applicants in preparing for the process. The respondent will provide a clearly defined format for the orientation to ensure consistency in how the information is given to potential applicants. The proposal must specify the criteria for determining suitability for services.</p>
<p>Out-of-School Youth: (A) an eligible youth who left school without graduating; or (B) an eligible youth who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed. For reporting purposes, this term includes all youth except those who are attending any school and have not received a secondary school diploma or its recognized equivalent, and except those who</p>

are attending post-secondary school and are not basic skills deficient.
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.)
Participation: Participation at YO! Baltimore is defined as youth members taking part in a youth development activity for 15 hours or more per month. For YO! members who are working, they must participate in a youth development activity for at least 5 hours per month.
Placement: A client securing employment while participating in YO! Baltimore program. To be counted as a placement, employment must be 20 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.
Potential Dropout (At risk of dropping out): A youth who is experiencing a lack of academic success as evidenced by basic skills deficiency, behind at least one school year in school credit as determined by school records, failing grades, or below a 2.0 GPA.
Pre-Employment & Work Maturity Training: A progression of instructional modules in which youth master and demonstrate proficiency in areas such as: identification and resolution of employment and personal barriers; interview protocol and skills; resume skills; general (non-industry specific) workplace-readiness skills and standards; and “soft” workplace-readiness skills.
Pregnant/Parenting Youth: A youth who is under 22 years of age and is either pregnant or providing custodial care for one or more dependents who are under 18 years old.
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.
Program Year: A program year is a consecutive twelve-month period (ex. July 1-June 30), determined by funding source guidelines. Some services, such as educational services, are typically provided during only some of the twelve months. Different organizations will have different program years; organizations delivering services from various funding sources may operate over a variety of defined program years. For purposes of this RFP, a program year is a consecutive twelve-month period of time during which services were delivered and/or administered. Organizations responding to the RFP should indicate their program year and the months of delivery and/or administration of services.
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.
Referral: Any eligible youth 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.

Retention (Youth): Continued retention in work or school/training/education/military.
School Dropout: An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.
Service Learning (Youth): A structured work experience, through which students learn and develop by participating in thoughtfully organized community service work activities that meet actual community needs, are designed collaboratively by the program and student(s).
Stipends: Stipend payments may be used for youth participating in a variety of experiences. These payments are based on attendance for youth participating in a work, education, and/or training experience.
Structured Work Experience: A competency-based educational experience that occurs at the work site but is tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences.
Subsidized Work Experience: A career-linked job at a public or private site in which the wages paid to an employee are financially supported by a private, state or local employment and training program.
Supportive Services: Service needed in order to assist the youth to 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.
Try-Out Employment: A structured work experience involving specific occupational skills development goals in addition to other learning goals; involves the awarding of school credit/outcome verification upon successful completion; and includes the expectation that the student, upon completion of the try-out employment period, will demonstrate the skills necessary for entry-level employment in the occupational area in which they received work experience.
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.
Wages: Are to be paid to youth that are participating in subsidized work experience or limited internship projects. Youth must be paid an hourly wage. The wage must be included in the project budget. The formula for calculating wages is: # of youth x # of hours x \$8.25 x 7.65% to include FICA x 90% attendance.
Work-Based Learning Activities: Activities offered which are designed to enable youth to gain exposure to the working world and its requirements and help acquire personal attributes, industry defined skill standards, and knowledge needed to obtain a job and advancement in employment. Activities should be designed to be mastered at progressively higher levels that are coordinated with school-based learning. Can take place at private, for-profit, non-profit or public sector. Can be paid or non-paid activities. (Note: applicable labor laws must be adhered). Activities must be relevant to the career plan and include but are not limited to: Career Related Mentoring, Community Service Learning, Entrepreneurial Work Experience, Internship, Job Shadow, Project-Based Learning, Subsidized Work Experience and Structured Work Experience.
Work Readiness: Completion of one or more workforce readiness skill activities appropriate to the service plan developed for the participant, which could include: Career Related Assessment and Goal Setting, Pre-Employment Training, Work Experiences/Internships, Job Shadows, Career Explorations, On-the-Job Training.