

**WORKFORCE INVESTMENT ACT
YEAR-ROUND YOUTH SERVICES
REQUEST FOR PROPOSALS**



FUNDED BY:

**U.S. DEPARTMENT OF LABOR
WIA TITLE 1 FORMULA FUNDS**

ISSUED BY:

**The City of Boston
THOMAS M. MENINO, MAYOR**

**Office of Jobs & Community Services (JCS)
Constance Doty, Director**

AND

**The Boston Private Industry Council (PIC)
Gary Gottlieb, Board Chair**

ISSUE DATE: February 18, 2011

CLOSING DATE: March 31, 2011

INQUIRIES TO:

Lynn Dever, JCS Planning and Policy Development

43 Hawkins Street, Boston, MA 02114

Email: lynn.dever.jcs@cityofboston.gov

**JCS is a division of the Boston Redevelopment Authority
John F. Palmieri, Director**

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LETTER OF INTENT TO BID

LETTERS OF INTENT SHOULD BE RECEIVED BY:

February 25, 2011

Any applicants intending to submit a proposal for WIA Youth Services should first notify JCS of such intent.

**Please complete the information requested below, and mail or fax the entire form to:
(If sending by fax, please confirm receipt.)**

Cindy Chow, Planning Assistant
Jobs and Community Services
Planning and Policy Development, Floor 3B
BRA/EDIC
43 Hawkins Street
Boston, MA 02114
FAX: 617-918-5227

**WIA YOUTH
LETTER OF INTENT TO BID**

ORGANIZATION: _____

SERVICE MODEL _____

EXECUTIVE DIRECTOR _____

STREET ADDRESS _____

CITY, STATE, ZIP _____

CONTACT PERSON/TITLE _____

PHONE (____) _____ **FAX** (____) _____

EMAIL _____

I. WIA PROCUREMENT OVERVIEW

A. PROCUREMENT TIMELINE

February 18, 2011 12 P.M.	Request for Proposals Issued 43 Hawkins St.
February 23, 2011 2 P.M.	Bidders Conference BRA Board Room, 9 th Floor City Hall
February 25, 2011	Letters of Intent Due
March 31, 2011 4 P.M.	Proposals Due 43 Hawkins Street, Floor 3B

Proposals received after the 4 P.M. deadline will not be accepted.

Questions regarding this Request for Proposals should be addressed to Lynn Dever, Senior Planner, at lynn.dever.jcs@cityofboston.gov

JCS is an Affirmative Action/Equal Opportunity Employer. Auxiliary aids and service are available upon request to individuals with disabilities.

B. PURPOSE OF PROCUREMENT

The purpose of this procurement is to solicit proposals for services under the Workforce Investment Act (WIA) Title I Youth services. WIA requires the creation of a youth system defined by access to a broad range of services. Jobs and Community Services seeks proposals for alternative education, career exploration and employment, and skills training programs *as integrated components of comprehensive service strategies*. Proposals must demonstrate capacity to provide or access a range of services, commitment to building the partnerships necessary to access these services, and commitment to 12 months of follow-up services for all participants.

C. FUNCTION OF JCS

As a division of the Boston Redevelopment Authority, Jobs and Community Services (JCS) is responsible for the planning, procurement, disbursement, and management of public funds and services intended to improve the lives of Boston residents through education, training, career development and human services. JCS is Boston's administrative entity for Workforce Investment Act funds.

D. FUNDING AVAILABILITY

At the issuance of this RFP, JCS has not been informed of the allocation for WIA Title I Youth funds for fiscal year 2012, beginning July 1, 2011. The total allocation for the current FY2011 is approximately \$1.5 million. Since it is unlikely that there will be a significant increase, this will be a highly competitive procurement for limited funds.

JCS will not predetermine the amount of funds to be dedicated toward each program model. The type and quality of proposals submitted will determine the funds awarded. Open and competitive procurement occurs on a two-year cycle. Contracts are awarded for a one-year period, and a refunding process determines the second year of funding. Refunding for FY2013 will be contingent upon satisfactory program performance, approval of a refunding application, and the availability of federal funding.

E. ELIGIBLE APPLICANTS

This is an open and competitive procurement process. Eligible applicants are public and private entities that can demonstrate the administrative and technical capacity to provide comprehensive youth services demonstrating outcomes appropriate to the services provided. Preference will be given to community-based organizations located in Boston.

F. PARTICIPANT ELIGIBILITY AND TARGET POPULATIONS

1. Eligibility Requirements

All WIA Title I Youth funds must be used to serve City of Boston residents with the following eligibility characteristics:

- Age 14 through 21 at the time of enrollment;
- Low-income (see chart below);
- U.S. Citizenship and Selective Service registration for males 18 and older; *and*
- Demonstrating one or more of the following characteristics:

- a. deficient in basic academic skills (8.9 grade level or below grade in reading or math)
- b. school dropout
- c. a homeless, runaway, or foster child
- d. pregnant or parenting
- e. an offender
- f. a youth requiring additional assistance to complete an educational program, or to secure and hold employment

CURRENT WIA YOUTH FAMILY INCOME LIMITS FY11 for BOSTON

FAMILY SIZE	FAMILY INCOME
1	\$10,830
2	\$17,303
3	\$23,759
4	\$29,324
5	\$34,607
6	\$40,468
Over 6 (each increment)	\$5,861

2. Priority Target Populations

Within the above eligibility requirements under WIA, the local workforce board has determined the following priority target populations for WIA youth services in Boston:

- Out-of-school youth, including non-native-English speakers, defined as high school dropouts as well as those who may have secondary credentials but are in need of additional assistance to secure education, training, or employment;
- In-school youth at risk of dropping out, including those who are two or more years behind in obtaining credits required for high school graduation;
- Young men between the ages of 18 and 21, particularly young men of color;
- Court-involved youth;
- Youth residing in Boston Housing Authority (BHA) facilities;
- Young people in the care of the Department of Children and Families (DCF).

II. SYSTEM DESIGN AND REQUESTED SERVICES

WIA requires the creation of an integrated youth system defined by access to a broad range of services. The responsibility for developing a service delivery system which includes all WIA mandated components is shared by funded service providers in conjunction with the WIA Youth Council, JCS, and the Boston Private Industry Council (PIC). This section will first describe the overarching requirements expected of all providers funded in the WIA youth system, and then detail design parameters for alternative education, career exploration and employment, and skills training.

A. WIA SYSTEM REQUIREMENTS

The following requirements apply to all youth service providers funded under WIA. JCS seeks proposals articulating collaborations with other agencies in order to generate access to an appropriate range of services. Proposals are expected to demonstrate capacity to fulfill all service requirements, but may do so through partnerships.

All funded programs must ensure that at least 40% of WIA funds are used to serve out-of-school youth. WIA defines out-of-school youth as individuals who are school dropouts who are not enrolled in diploma-granting schools at the time of enrollment (*GED program enrollees are now also considered out-of-school*); or those who have received a secondary credential, but are basic skills deficient, unemployed, or underemployed. Basic (academic) skills deficiency is defined as demonstrating 8.9 grade level or below in reading or math.

Funded programs must be able to provide, either in-house, through collaboration with other organizations, or through referral, access to the ten elements of youth services required under WIA:

1. Tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention;
2. Alternative school offerings;
3. Summer employment opportunities directly linked to academic and occupational learning;
4. Paid and unpaid work experiences, including internships and job shadowing;
5. Occupational skills training;
6. Leadership development opportunities, including such activities as positive social behavior, decision making, and team work;
7. Supportive services;
8. Adult mentoring;
9. Comprehensive guidance and counseling, including drug and alcohol abuse counseling and other counseling referrals;
10. Follow-up services (12 month requirement).

Programs must provide an objective assessment of each participant's academic, work readiness, and support service needs, and offer referral to appropriate services based on the needs of individual youth, as documented in the case plan. Case plans for each

participant should identify goals in at least one of the following: basic academic skills attainment, work readiness skills attainment, and occupational skills attainment.

Programs should emphasize and document personal and social development of participants. Case plans should reflect progress toward goals in personal and social development such as maintaining healthy lifestyles, developing positive relationships with adults and peers, community and civic engagement, remaining non-delinquent, and responsible parenting.

Programs should have strong connections to local employers and post-secondary education and training institutions, including the adult career center and training system. Programs may access employer linkages through an organization such as the Boston PIC that specializes in developing employer connections in order to generate work-based learning experiences for Boston youth.

Programs must provide follow-up services to participants for at least 12 months after program completion. At a minimum, follow-up should entail documentation of progress in relationship to the case plan to ensure that former participants are employed, in post-secondary education or training, or in an appropriate social support service.

B. OVERVIEW OF SERVICE MODELS

In order to fulfill the WIA requirement of an integrated youth system, JCS seeks proposals for services best demonstrating the capacity to provide access to a range of essential services. All funded services should be offered in the context of a comprehensive service strategy designed to address individual needs. Interested applicants may apply for one or more of following three service models. Applicants are encouraged to collaborate in the delivery and coordination of services for similar target populations.

- **Alternative education** offering a diverse set of educational services including basic skills remediation, GED preparation, and high school diploma options.
- **Career exploration and employment programming** providing an understanding of career options within a given industry, developing industry-relevant work-based readiness skills and employment competencies, and working to connect youth with next steps resulting in education, training, and/or employment outcomes.
- **Skills training** providing training for specific occupation(s) resulting in the mastery of technical standards required for employment and the attainment of employer-recognized certification that is portable.

C. ALTERNATIVE EDUCATION

School to Career Framework

All alternative education services should be provided within a school-to-career framework, with an emphasis on contextual learning and exposure to the workplace. Critical thinking skills, problem-solving skills, and teamwork skills should be developed in the context of job-readiness, so that young people understand the applicability of their education and are prepared to meet and adapt to the demands of the workplace. Curriculum designs should feature project-based learning to demonstrate relevance and enhance retention of academic skills, as well as team-building activities to motivate students.

Students may benefit from school-to-career strategies that incorporate the competencies found in the Massachusetts Work-Based Learning Plan (<http://www.skillslibrary.com/wbl.html>). Program graduates should also demonstrate competence in basic computer operations. Instruction should include an introduction to word processing, spreadsheets, electronic databases, and internet access and usage.

Program Features

Program designs should incorporate the knowledge, skills and behaviors required in the workplace, while producing academic outcomes that demonstrate learning gain such as grade level advancement, and attainment of a diploma or GED. The following elements may be included in proposed programs:

- Interactive classroom learning, in which work readiness skills are enhanced by a structured work readiness curriculum;
- Participation in a summer job training program to help retain skills and competencies gained during the school year;
- Flexible class schedules to accommodate requirements of employment and/or child care;
- Cultural competency in curriculum design and instructional methods;
- Cooperation with the Boston Private Industry Council (PIC) in providing such school-to-career services as work readiness, access to jobs or internships, and employer involvement in curriculum design;
- Collaboration with skills training providers and/or institutions of higher education to encourage career planning and access to post-secondary options.

Program designs should be based on prior experience, and include a description of the length of participation typically required to successfully complete the program with one or more measurable outcomes. It is recommended that instructional service ratios fall in the range of 10-15 students to each instructor.

Service Strategies

Program designs must demonstrate comprehensive service strategies to meet the wide array of needs posed by youth at-risk. Responsive program designs will articulate specific supportive services for targeted populations, such as access to court advocacy, housing, mental health services, health care, food, and clothing. These services may be provided by the program's case management staff, or through collaboration with other agencies that may be connected with particular youth. Successful applicants will demonstrate a commitment to providing access to a comprehensive continuum of services as outlined in the ten elements required by WIA.

Effective program designs will emphasize retention in the program until receiving a credential, and facilitate transitions to higher education, the workforce, or further skills training. Follow-up services may consist of any of the ten elements listed, but must include, *at a minimum*, monthly documentation of participant's progress in relation to their case plan. Strategies for providing follow-up services may include the following:

- Referral to other types of services, followed by monthly documentation of progress;
- Ongoing counseling and case management services;
- Peer group activities and mentoring programs;
- Ongoing tutoring to develop academic skills.

D. CAREER EXPLORATION AND EMPLOYMENT

The goal of career exploration services is to provide a bridge between secondary education and next steps in career development, whether the outcome be employment, or enrollment in advanced training or higher education. The objectives of career exploration programs are threefold:

- 1.) to provide youth with structured opportunities to explore a range of career options in a particular industry, thereby developing work-readiness and industry-relevant employment competencies;
- 2.) to work with youth to plan and transition to next steps in employment, training, or higher education; and,
- 3.) to provide at least 12 months of follow-up services after program exit. Programs may either be after school or summer programs for youth attending school, or daytime programs for out-of-school youth that have recently graduated or dropped out of school.

Career exploration programs should demonstrate the capacity to facilitate the transition to employment, training, and higher education, depending on the goals of individual participants.

Career Exploration Industries

The specific industry selected for career exploration should present opportunities for a range of career options within the local economy, and represent a sector in the local economy that offers opportunities for hands-on exploration of the selected occupations.

Applicants should make a compelling case for the effectiveness of a particular program design based on these characteristics. Applicants may want to refer to recent labor market data compiled by the MA Department of Labor and Workforce Development at <http://lmi2.detma.org/lmi/FPlmi/forms1.asp>, or the Northeastern Center for Labor Market Studies for Boston at <http://bostonpic.org/files/resources/Boston-finalpaper.pdf>.

Career Exploration Service Priorities

The following is a list of **service priorities** to consider in the designing of an effective career exploration program. Further detail regarding these service priorities is provided below.

- Curriculum designed to provide youth with the exposure to **a range of career options** within a given industry sector.
- Curriculum designed to develop **work readiness and occupational skills** relevant within the industry.
- Curriculum that incorporates basic **academic skills remediation** in order to allow students to succeed and meet the threshold required in a particular industry.
- Focus on **long-term education and career planning** by emphasizing the credentials necessary to gain employment or access to advanced training, as well as the existence of career pathways and advancement opportunities within a given industry.
- Program design that emphasizes **contextual learning, including work-based and project-based learning**.
- Clearly identified **partnerships with employers or training providers** within the industry who are willing to help develop opportunities for job shadowing, guest speakers, mentors, and internships.
- **Individual or group mentoring**, defined as an ongoing structured relationship with an adult committed to exposing youth to positive planning and decision making. Mentoring may occur both during and/or upon completion of career exploration program.

Industry Overview

Career exploration should begin with a comprehensive introduction to a particular industry of interest. The premise is that when individuals are exposed to a range of options within a given industry, they will be able to engage in informed career planning according to their interests and aptitudes. The assessment process should include a thorough assessment of career interests indicating an interest in pursuing a career in the industry. Programs should incorporate a range of occupations in a given industry; the degrees of experience, education, and training required for such occupations; and the existence of career pathways whereby individuals can pursue

advancement or specialization. Thereby, youth will begin to view employment as a developmental process in which they have the capacity to influence their future earning potential and career satisfaction.

Contextual Learning Opportunities

As supported by educational literature and best practices models, contextual learning is one of the most effective learning methods, where skills are developed in an applied context. This procurement seeks programs demonstrating contextual, work-based approaches to the exploration of an industry, requiring participants to develop and use skills as they complete project(s) or internship(s) relevant to specific occupation(s). Such skills might include organizational skills such as time management and prioritizing tasks; problem solving and analysis skills such as setting goals, breaking projects down into steps, and summarizing results; and interpersonal skills such as communication, negotiation, and team work.

Learning may take place at a work site or in a classroom that functions as a work site. Project designs may use portfolios to document progress and participation. Programs should consider program designs where participants choose one or more work-based learning project(s) or site(s) relevant to occupations of particular interest. Applicants should:

- Utilize the Massachusetts Work-Based Learning Plan to set work-readiness goals and to assess development of work readiness competencies (<http://www.skillslibrary.com/wbl.htm>);
- Provide opportunities to develop and apply academic skills;
- Demonstrate employer participation in the program design;
- Structure learning and work experiences around teams of participants, and emphasize teamwork and communication in goal-setting, planning, and evaluation;
- Provide project leaders who facilitate the learning process by coaching participants through tasks and problems;
- Provide participants the opportunity to practice a wide range of skills, with strong mechanisms for feedback and opportunities to demonstrate success.

Employer Involvement

The Boston PIC and JCS will require all applicants to demonstrate a strong employer or training provider partnership. Program participants will benefit from a first-hand understanding of the requirements and expectations of employers in a given industry. Partnerships between employers and providers should be built on the premise that career exploration programming will benefit employers by developing the job readiness and industry-specific employment skills of potential employees, and by providing a more informed and motivated applicant pool.

Participants in Career Exploration programs must understand the requirements and expectations for entry-level employment and opportunities for advancement, and be able to appreciate the interrelated roles of various occupations within a given industry or employer. Partnership designs that offer employers the opportunity for direct interaction with individual participants and direct coordination with program staff will be viewed favorably. JCS recognizes that applicants may present a variety of employer involvement models, consistent with their industry

sectors. **No career exploration program will be funded without a strong and active partnership with at least one employer or training provider.** Applicants should attach a Memorandum of Agreement with at least one employer partner. JCS and PIC expect to see evidence of the ways in which programs are involving employers in the development and on-going tailoring of program designs to meet industry needs. Indications include, but are not limited to:

- membership on a program advisory board;
- involvement in curriculum development;
- involvement in classroom teaching;
- in-kind support (e.g., donation of training related equipment, books and materials);
- commitment to pay some portion of youth wages, either during or upon completion of the career exploration program;
- direct program participation in the provision of mock interviews, workplace tours and job shadowing, mentoring and internship programs;
- demonstrated need to hire and/or commitment to interview successful program graduates;
- program staff periodically interview and survey employers to determine if program modifications are required to meet employer needs.

Mentoring

The involvement of caring adults is essential in guiding young people to make healthy and productive choices. In order to transition into responsible adults, young people need role models from which they can get advice and share experiences. For the purposes of this RFP, mentoring is generally defined as an ongoing structured relationship with an adult who is *not* an employee of the program.

JCS encourages program models where mentors are involved with participants during program services, thereby providing a context for developing a relationship that will continue after exit from services. Career exploration programs are encouraged to identify individuals who are committed to mentoring program participants for at least 12 months. Programs are encouraged to identify mentors who are affiliated with the employer, training program, or education program that the participant seeks to pursue.

E. SKILLS TRAINING

Skills training programs provide occupational training for specific occupation(s) resulting in the mastery of technical standards required for employment. JCS expects that program graduates will attain a certification that is recognized by employers and is portable, demonstrating mastery of skills relevant to more than one employer. Among the many potential best practice strategies, several have been identified as essential for meeting the goals of this RFP.

Integrated Training

Integrated programs combine basic academic skills and technical proficiencies in a contextual learning environment. Integrated programs are designed to develop basic and occupational skills simultaneously, thereby facilitating job placement and retention. Elements of such programs include the following:

- Occupational skills training integrated with basic academic skills and/or ESOL (English for Speakers of Other Languages);
- Location in setting(s) that contain materials, supplies and equipment used in the work place;
- Instruction and/ or support in developing computer literacy;
- Multiple levels of participant support utilizing paid staff as well as employer volunteers to maximize retention;
- Inclusion of a paid component to support retention in the program;
- Competency benchmarks, curriculum, and outcomes which have been developed with employers to ensure relevant *basic and technical skills* for occupations sought; and
- A case management system that ensures participants receive services tailored to their particular needs and support in retaining job placements.

JCS expects that participants have completed at least a secondary credential, either a high school diploma or GED certificate. However, many high school graduates still require basic academic skills remediation. Depending on the type of training services, programs may target participants with a particular grade level at entry, or serve a range of levels. In the latter case, proposals should demonstrate how services are tailored so that people with disparate academic levels can successfully transition from training into employment within the planned program duration.

Targeted Outreach and Referral Network

The identification of participants who may have significant barriers as well as the motivation and commitment to succeed may be challenging. Recent initiatives targeting older youth suggest that, in identifying an applicant pool, programs should develop an active outreach and referral network consisting of a range of programs serving young adults.

While this RFP seeks to demonstrate success with an underserved population, it also seeks to address the systemic lack of training and employment services for young adults. Therefore, this RFP solicits programs committed to developing referral networks including the Boston Youth Service Network (www.bysn.org), the City's Youth Options Unlimited program (YOU) (www.bostonjcs.org), and Boston's One-Stop Career Centers (www.cityofboston.gov/jcs/onestop.asp).

Employer Partnerships

Well-articulated employer partnerships are an essential feature of successful training programs. Proposals without strong employer involvement will not be competitive. Applicants should attach a Memorandum of Agreement with at least one employer partner. In a successful partnership, the training provider and employer work together to develop the skills of participants. Providers should develop opportunities for sustained interaction between hiring managers, individual trainees and program staff. A variety of employer involvement options are possible, consistent with targeted service populations and occupational training areas. Indicators might include, but are not limited to:

- Employer membership on a training program advisory board;
- Employer participation in curriculum development;
- Employer participation in classroom teaching;
- In-kind support (e.g. donation of training-related equipment, staff time, books, materials);
- Employer involvement in program via mock interviews, workplace tours, job shadowing, mentoring;
- Employer involvement in assessing participant attainment of competencies;
- Internships and work-based learning opportunities;
- Commitment to interview successful program graduates;
- Commitment to hire successful program graduates;
- Periodic review to determine if employer's workforce needs match the skills training design.

Job Readiness and Soft Skills

Employers often stress the importance of soft skills. Technical skills can be taught on the job, but only if the employee is receptive, willing to learn, and works well with others. Therefore, this RFP encourages a soft skills and job readiness component to complement the technical skills component. Such components may include but are not limited to the following elements:

- Interpersonal skills such as team work, communication, tolerance and flexibility;
- Customer service;
- Knowledge of and sensitivity to workplace culture;
- Workplace behaviors and expectations, e.g. punctuality, good attendance, attention to safety precautions, hygiene and appropriate attire;
- Resume preparation, job search, and interviewing skills;
- Instruction and/ or support in developing computer literacy related to employment search and online job applications.

Performance Standards

Providers will be expected to place at least 70% of those enrolled in the program in jobs. Of the participants placed in employment, JCS expects that 80% of the positions will be training related.

Retention in positions will be measured at 30 days post-placement. Post-placement monitoring and support is required for twelve months after program exit under the follow-up service requirement. If you anticipate placement rates below these percentages, provide a clear and compelling explanation of why this standard should not apply to your program. JCS also expects that positions be full-time with benefits; full-time may be defined as a minimum of 30 hours per week. Proposals should indicate the targeted entry-level wage for positions sought.

Contracts will be primarily cost-reimbursement, with most of the award to be reimbursed on a monthly basis. However, a portion of the award will be set aside to be reimbursed on a performance-based, per job placement basis. Although JCS has not yet determined the portion of the award that will be performance-based, in the past we have reserved 15-25% of the total award to be reimbursed upon receipt of placements, on a per-placement basis.

F. WIA SEQUENCE OF SERVICES

Programs funded through this RFP are required to document a sequence of services consistent with the WIA system model in order to guarantee all participants receive comprehensive and individualized services consistent with the WIA requirements.

Step 1: Intake

This process begins the first time a person comes through the front door of any organization and results in a determination of suitability or a match between the youth and the program. Program designs are required to include a detailed description of methods used for determining suitability. If the program does not match the particular needs of the individual, s/he should be referred to other, more appropriate services as defined by the WIA ten elements; this should be fully documented.

Step 2: Eligibility Determination

If the program and the applicant are an appropriate service match, eligibility documentation must be forwarded to JCS for approval prior to enrollment. A participant should begin a program only after eligibility approval. If a program begins services prior to approval and the youth is not eligible, the participant is the responsibility of the program.

Step 3a: Assessment

After an applicant is determined to be suitable and eligible for WIA-funded services, and before enrollment in program activities, WIA requires programs to provide an objective assessment of the academic levels, skill levels, and service needs for each participant. A new assessment of a participant is not required if the program determines a recent assessment conducted pursuant to another program is sufficient.

Assessment may include standardized testing, interview(s) with program staff, writing samples, or other methods. Proposals should include an assessment process which establishes the following data:

- basic skills, occupational skills, and work readiness skills levels;
- prior work experience and employability;
- interests, aptitudes, and motivation level;
- supportive service needs.

Assessment techniques should be:

- **Objective**, and not program-specific, or limited to the organization providing assessment, rather they should enable the organization to assist the student to explore all available service options;
- **Comprehensive** in gauging all the needs of a student, so as to enable the student to succeed in the program; and
- **Ongoing**, so that the participant's needs are evaluated throughout the program.

Step 3b: Enrollment and/or Referral Process

Enrollment and/or referral of clients should be based on information gathered from eligibility determination, the initial assessment, and after presentation of the full array of service options has been provided. Clients not enrolled into the assessing agency's services should be referred to other services. The rationale for referral to other services should be documented. In order to facilitate efficiency and cooperation between agencies, program staff are asked to share the assessment information upon referring a client to another agency or program.

Step 4: Case Plan

Based on assessment, WIA requires programs to develop case plans for each participant. Case plans should identify goals in at least one of the following: basic skills attainment, work readiness skills attainment, or occupational skills attainment; as well as appropriate achievement objectives and appropriate services for the participant.

A case plan is developed for every participant in Boston's WIA youth program. The case plan is intended to be an active document reflecting service needs and goals, and evolving as participants' needs and goals evolve. The case plan should be updated on a monthly basis. The case plan should, at a minimum, contain: a) participants' basic information; b) assessment of

basic, work readiness, and occupational skills; c) participants' program goals and skill improvement goals; d) counselor, supervisor and/or case manager case notes; e) plans for follow-up services.

Any participant who is basic skills deficient must have basic skills improvement as a case plan goal. Such participants cannot formally exit WIA services and enter the follow-up phase until they have reached basic skills proficiency of 9th grade reading and math levels.

The case plan format is included in the state MIS system (MOSES) required for inputting and tracking WIA data. Funded programs will be required to document the following in the MOSES MIS system:

- Participant barriers have been identified, and steps initiated to overcome these;
- Participant has received counseling necessary for the assessment;
- Participant has received necessary exposure to career and employment pathways, including exposure to non-traditional occupations for women;
- Case plan has been developed jointly between the participant and service provider to determine education and employment/career goals;
- Case plan contains clearly stated education, employment, and/or career goals, and projected start and end dates for activities;
- An outline of supportive service needs;
- Services provided to the participant are compatible with the goals and needs listed in the case plan;
- Case plan is reviewed monthly by the service provider and the participant.

Step 5: Exiting WIA and Provision of Follow-Up Services

A participant exits the WIA system when he has successfully satisfied his/her program goals, or when a period of 90 days has elapsed during which the participant has failed to stay in contact with the program and there has been no federally reportable service entered into the database.

Follow-up is one of the WIA ten elements that must be provided to all participants upon program exit, at least monthly for a period of twelve months. Programs are encouraged to consider the needs of individual youth in determining the appropriate level and type of follow-up services. At a minimum, follow-up should entail monthly progress in relationship to his or her case plan goals and, where necessary, a recommendation for obtaining additional services.

G. WIA OUTCOME MEASURES

Listed below are WIA system-wide performance outcomes. These outcomes, known as the Common Measures, are going into effect July 1, 2011. The Common Measures are an effort to simplify and consolidate performance measures across many federal grants. Programs should emphasize retention in program services until participants have reached the goals identified in their case plans. However, in the proposal, applicants are asked to propose projected outcomes based on the outcomes listed in the Proposal Guidelines Section.

The Massachusetts Department of Employment and Training, through its MOSES database system, will calculate and monitor Boston's WIA performance measures. All funded providers will be trained in this data reporting system, and will be required to input program data directly into MOSES.

WIA Youth Performance Measures

- Placement in employment, education, or training
- Attainment of degree or certificate
- Literacy and numeracy gains

H. PROGRAM MONITORING

JCS program management personnel will conduct periodic site visits to monitor the following criteria:

- Compliance with regulations, policies and contracts;
- Operations in accordance with proposal and contract;
- Achievement of objectives;
- Integrity of administrative and data systems;
- Need for technical assistance or corrective action.

These monitoring activities may take the form of administrative record reviews, interviews of staff and/or participants, and general observations of the facilities and operations. Program staff may be asked to come to JCS for technical assistance sessions. JCS staff will report any findings that require corrective action to the program operator within one business day of discovery. Such findings should be immediately corrected, with a written response received at JCS within three business days of the program contractor's first notice of the requirement for corrective action.

I. DATA TRACKING AND REPORTING

Management Information Systems: JCS will be using the state Division of Career Services MOSES database for its WIA contracts. The MOSES database will be used for contractors to enter data, update client progress, report outcomes, run reports, and any other aspects of our MIS needs. Agency staff will be trained in MOSES and certified by DCS in order to access the database.

Contracting agencies must be capable of accessing the Internet. We suggest strongly that the computer accessing MOSES be capable of displaying data 800x600. Communication speed must be equal to or better than a DSL communication link. JCS will provide you with the necessary software to affect the hookup through JCS to the state system. Each funded organization is also expected to provide its own anti-virus protection.

III. PROPOSAL SUBMISSION PROCESS

A. PROPOSAL SPECIFICATIONS

Proposals should be typewritten, double-spaced, in 12 point font, securely bound, and may not exceed twenty (20) pages for the Proposal Narrative. The page limit does not include the budget narrative, budget forms and required attachments. Every section of the Request for Proposals should be completed in full. If funded, the proposal will provide the basis for contract negotiations, and final negotiated terms will be incorporated within the contract as the Statement of Work.

Applicants should ensure their proposals comply with the following requirements:

- A response to each section of the RFP is required and should follow the guidelines in this document. Each section should be labeled.
- Some sections require appended material. Failure to include this material will result in a loss of points for that section. **ALL FORMS SHOULD BE COMPLETED IN FULL.**
- **ALL PROPOSALS SHOULD BE SECURELY BOUND.**

Proposals must be received prior to the deadline in order to be considered. **Facsimiles will not be accepted.** JCS requires one (1) original proposal and four (4) copies. The original should be clearly marked as such, and should contain original signatures by your agency signatory.

Proposals are due no later than 4:00 PM on March 31, 2011 at:

**Jobs and Community Services
Planning and Policy Development, Floor 3B
43 Hawkins Street
Boston, MA 02114**

All inquiries regarding this RFP process should be directed to Lynn Dever at:

lynn.dever.jcs@cityofboston.gov

It is the sole responsibility of the bidder to ensure proposals are received at the required location, prior to the stated deadline. Late proposals will not be considered.

Proposals will be evaluated on the basis of the quality of the proposal, congruence with the goals of this RFP, past program performance, geographic distribution of services, and service to target populations. The point values associated with each section of the proposal are an evaluation tool; they do not dictate which proposals are ultimately recommended for funding. JCS reserves the right to reject any and all proposals, to waive or modify any requirement contained in this RFP, to modify or amend without consult any proposal, and to effect any agreement deemed be in the best interest of the city and its residents.

All funding awards are contingent upon successful contract negotiations, completion of all required contract forms, and availability of funding. JCS reserves the right to reject any or all proposals received, or to seek other solutions through additional or different procurement processes.

B. PROPOSAL FORMAT

Proposals should include all required information and attachments, and should follow the format in the order outlined below. **Failure to respond to a specific item, or to attach requested material, will impact your chances of being funded.**

1. Program Information and Demographics Title Sheet
2. Proposal Narrative (20 page limit- follow Proposal Guidelines)
3. Budget Forms
4. Previous Performance History (for 3 funding cycles)
5. Requested Program-Related Attachments:
 - a. Organizational Chart
 - b. Memorandum of Agreement with Partner(s) as relevant- required for Career Exploration and Skills Training programs
 - c. Board of Directors List
 - d. Funding Sources and Amounts List
 - e. Schedule of Program Activities
 - f. Written Program Policies
 - g. Job Descriptions and Resumes of Staff (if positions currently filled)
 - h. Fiscal Audit (only attach to original)**

** If your agency expended \$500,000 or more in **federal** financial assistance, from any and all funding sources during the most recent audit period, you are required to have an audit prepared in accordance with OMB Circular A-133. A **complete** copy of the A-133 audit report must be submitted, along with a copy of any management letter (if one exists). Agencies subject to the Uniform Financial Statements and Independent Auditor's Report (UFR) filing requirements of the Commonwealth of Massachusetts may use the UFR format.

If you expended less than \$500,000 in federal funds, and are exempt from the A-133 audit requirements, then a statement attesting to that fact must accompany your audited financial statements.

If you expended less than \$500,000 in federal funds, but are subject to the UFR filing requirements of the Commonwealth of Massachusetts, then you should submit a complete copy of your agency's UFR.

Applicants are encouraged to share this information with appropriate fiscal staff to ensure that the audit report submission is correct and complete. Proposals that do not contain a complete audit report submission will be considered incomplete.

C. PROPOSAL GUIDELINES

Note: Section 5 below, “Service Design”, is broken into different subsections (A., B., and C.) for the three different service models, with different questions for each model.

1. Proposal Summary (5 Points)

Provide a concise summary of services which includes a description of the target population, number of participants to be served, type of program and kind and duration of services, essential partners, expected WIA outcomes according to age of youth, program schedule, amount of funds requested, and cost per participant.

2. Organizational Background, Experience, and Capacity (10 Points)

- a. Briefly summarize your organization's history, mission, and organizational structure. Indicate on an attached organizational chart where the proposed services fit.
- b. Discuss your organization's experience and past performance in providing the proposed services. Provide a narrative description of the employment, training, or educational outcomes achieved by participants. Specific outcome data should be provided on the Previous Performance History Form.
- c. Disclose your program's (not organization's) annual budget. Discuss the extent to which your organization contributes in-kind services to the program for which you are seeking funds. Please attach the following: a list of the program's funding sources and amounts; a listing of the agency Board of Directors; and a copy of your most recent fiscal audit (audit only to the original proposal).

3. Target Population (10 Points)

Describe the characteristics of the population you intend to serve. Discuss the specific needs, barriers, and assets of this group and your organization's experience in serving this population. Discuss plans for the recruitment and enrollment of out-of-school youth as well as other WIA priority target populations. For those programs serving adjudicated young people who may have negative CORI information, how is your ability to place youth in either pre-employment experiences or jobs impacted?

4. Common WIA Design Elements and Sequence of Services (20 Points)

These common design elements form a core structure for a participant's involvement in the WIA system. According to each of the steps outlined, explain how your program design will fulfill the expectations of the WIA system.

a. Intake and Eligibility Determination

Describe the intake process, including the collection of basic information from potential clients, informing potential clients of available services and determination of client suitability for program services. Describe the process of determining eligibility for WIA-funded services and which staff are responsible for this process.

b. Assessment and Referral

Describe how your assessment process provides an objective assessment of academic levels, skill levels, and service needs of each participant. Include a description of any tools used to determine the following: levels of basic (academic) skills, occupational skills, and work readiness skills; prior work experience; employability; interests and aptitudes; supportive service needs; developmental needs; and any family requirements or responsibilities. If, based on this assessment, it is determined that the program does not match the particular needs of the individual, how is that individual referred to other, more appropriate services as defined by the WIA ten elements? Explain how this referral will be documented, and the extent to which this assessment will follow the individual.

c. Case Management/ Case Plan

Describe your program's capacity to provide case management services designed to support student achievement and address barriers to participation. Who will be responsible for entering case notes into the plan? Describe the how the case plan will be used to document services for each participant and to measure progress toward attaining goals. Case plans should contain each participant's a) basic information, b) assessment of basic and work readiness skills, c) participant goals, d) case notes, e) plans for follow-up services. What steps will be taken to ensure that the case plan is an active document that reflects a client's progress, evolving goals, and service needs?

d. Access to a Range of Services

In order to provide individual youth with access to a broad range of services, or the required elements, WIA necessitates the formation of a system of services and providers. Please discuss how the program is able to provide, either in-house, through collaboration with other organizations, or through referral mechanisms, access to each of the ten WIA service elements. Please attach any relevant MOAs with external partners that enable your agency to provide access to these services.

e. Follow-Up Services

Describe how your program proposes to provide at least 12 months of follow-up services to participants completing program services as well as participants who may have dropped out of the program, but need additional services. Programs are encouraged to consider the needs and barriers of the program's target population in determining the appropriate levels and types of follow-up services. Follow-up services can be included in your budget.

5A. Service Design: Alternative Education

(35 Points)

a. Educational Philosophy and Learning Environment

Describe your organization's educational philosophy toward youth with multiple barriers. How are the curriculum, program environment, and facilities responsive to the needs of the target population? Discuss how the proposed intensity and duration of services will lead individuals to successful achievement of goals. Clearly indicate class size and the ratio of staff to students for all program components. How does your program meet the needs of students who may enter the program at very different educational levels or have very different needs?

b. Curricula and Standards

Please address the following:

- How does the curriculum and program design reflect a school-to-career approach?
- What role have employers and representatives of higher education institutions played in the development of your curriculum?
- How has the curriculum been developed to align with Massachusetts Curriculum Frameworks?
- What particular efforts have been made to prepare youth in diploma granting programs to pass the MCAS?

c. Program Policies

Discuss attendance, termination, and code of conduct policies, and how these are communicated to staff, students, and parents. Describe methods to encourage and improve student retention and motivation, demonstrating effectiveness where possible. Discuss and attach the daily and weekly schedule of classroom and other key activities. Attach any written policies.

d. Outcomes

Describe what is expected to be achieved as a result of student participation in your program, indicating the numbers of students you expect will achieve the outcomes listed below. Describe how you plan to assess interim progress and learning gain, e.g. portfolios documenting the completion of projects. Indicate how students are involved in self-assessment. Describe how the program will lead to or demonstrate progress toward the attainment of the following outcomes:

- awarded high school diploma or GED
- entered employment
- entered post graduate training program or apprenticeship

- entered post secondary education
- remained in program with documented and measurable progress; (*i.e., attainment of literacy or numeracy, work readiness, or occupational skills*)
- negative terminations or dropouts.

5B. Service Design: Career Exploration and Employment

(35 Points)

a. Educational Philosophy and Learning Environment

Describe your organization's educational philosophy toward youth with multiple barriers. Discuss the various teaching and learning methods that will be used and how these are tailored to meet the needs of the target population. Clearly indicate class size and the ratio of staff to students for all program components.

b. Industry Overview

Provide a rationale for the selection of the proposed industry based on the following: 1) availability of a range of career options and career pathways within the local economy; 2) evidence that the industry is experiencing demand for new employees, either due to growth or replacement factors; 3) explanation of how the program plans to offer youth work-based learning opportunities which provide an opportunity for exploration of occupations within the industry. How will programs make participants aware of a range of interrelated occupations in a given industry, and the varying degrees of experience, education, and training necessary for such occupations? How will programs make participants aware of career pathways within the industry whereby individuals can pursue promotion and/or or specialization within a given field?

c. Work-Based Learning Opportunities

Describe how the program incorporates work-based learning opportunities which require participants to develop and use skills related to specific occupation(s). Discuss the development of the curriculum, and indicate what workplace-related materials, supplies, and equipment will be used for instructional purposes. Describe the process whereby participants reflect upon these experiences, and use them to develop their own career goals. Include a description of the frequency and duration of classroom-based and work site components, and ensure that the requested program schedule reflects all activities and stages of the project.

d. Employer Involvement

Describe how the program has engaged industry employer(s) in the development and delivery of a program design which prepares youth to pursue careers in the industry. Describe the nature of the organization's employer partnerships, and describe any plans to develop new partnerships or strengthen existing relationships. Describe employer participation in program development, service delivery, and interviewing or hiring commitments. Attach a Memorandum of Agreement with at least one employer.

e. Individualized Career Planning

Given the program goal of facilitating entry into employment, advanced training, apprenticeship, or post secondary education, describe how program staff will provide youth with ongoing support in employment search, and/or assistance in applying for enrollment in advanced training or higher education. What additional resources will be utilized in this effort, such as Career Centers, resource libraries, and The Educational Resources Institute (TERI)? How will staff facilitate career planning for participants who are interested in pursuing options outside of the industry? How will staff facilitate career planning for participants with criminal histories? Does the program run CORI checks on participants?

f. Mentoring

Describe the role the program envisions individual mentors will play both in acting as positive role models and assisting youth in career planning. Describe the process for identifying and recruiting mentors external to the program staff. Describe the process for screening, training, and providing ongoing guidance for mentors.

g. Outcomes

Describe what is expected to be achieved as a result of student participation in your program, indicating the numbers of students you expect to achieve the outcomes listed below. Describe how you plan to assess interim progress and learning gain, e.g. portfolios documenting the completion of projects. Indicate how students are involved in self-assessment. Describe how the program will lead to or demonstrate progress toward the attainment of the following outcomes:

- awarded high school diploma or GED
- entered employment
- entered post graduate training program or apprenticeship
- entered post secondary education
- remained in program with documented and measurable progress; (*i.e., attainment of literacy and numeracy, work readiness, or occupational skills*)
- negative terminations or dropouts

5C. Service Design: Skills Training (35 Points)

a. Educational Philosophy and Learning Environment

Describe your organization's educational philosophy toward youth with multiple barriers. Discuss the various teaching and learning methods that will be used and how these are tailored to

meet the needs of the target population. Clearly indicate class size and the ratio of staff to students for all program components.

b. Integrated Classroom Instruction

Discuss your methods for instruction in the following three areas: occupational skills training, basic academic skills, and job readiness and soft skills development. Discuss how you will develop goals and measure individual competencies in each of these areas. Explain your approach to the integration of basic and occupational skills, using examples from your curricula to illustrate how students will strengthen academic and technical skills in context. Indicate how computer skills are incorporated into the classroom instruction. Explain if and how work-based learning opportunities, internships, or transitional employment are incorporated into the program design.

c. Employer-Provider Partnership

Discuss the ways in which employers have contributed to your curriculum and program design in order to align the training provided with the basic and technical skills required by the industry. Describe both the immediate and projected demand for the entry level positions targeted. Describe potential career ladders within the proposed employer partner, and within the industry as a whole. Indicate what levels of experience and education or training are required for advancement. Describe any specific efforts made on the part of the employer in developing career ladders and advancement opportunities.

Attach a Memorandum of Agreement (MOA) between your organization and the participating employer(s) outlining the activities, responsibilities and contributions of each. The MOA should be signed by the CEO of each organization or a designee who has the most senior operational authority for the area of employment covered by the program.

d. Mentoring

Describe the role the program envisions individual mentors (as defined on p.11 of this RFP) will play both in acting as positive role models and assisting youth in career planning. Describe the process for identifying and recruiting mentors external to the program staff. Describe the process for screening, training, and providing ongoing guidance for mentors.

e. Job Development and Job Placement Outcomes

List the employers you will target for placement of your graduates. Identify the specific position(s) for which your training will prepare participants. Describe the basic academic skill levels, educational credentials, and technical skills typically required for these positions. Based on demand for the entry level positions identified, discuss what percentage of program graduates you expect to place in employment, and of these what percentage you expect to obtain training-related employment. Provide a timeline that describes the process and timing of your job

development and placement activities. Although employment is the primary outcome sought through this program model, also describe how the program will lead to or demonstrate progress toward the attainment of the following outcomes:

- attained skills certificate
- awarded high school diploma or GED
- entered employment
- entered post graduate training program or apprenticeship
- entered post secondary education
- remained in program with documented and measurable progress; (*i.e., attainment of literacy and numeracy, work readiness, or occupational skills*)
- negative terminations or dropouts

6. Staffing, Program Management, and Facilities (10 points)

Identify staff responsible for each component of the proposed program, including direct services and administrative personnel. Indicate where staff persons may have multiple responsibilities. What is your agency's policy with regard to conducting CORI checks for staff? Discuss staff qualifications, skills and experience working effectively with youth at-risk and to implement proposed services and learning objectives.

Discuss your agency's overall staffing and management structure, and the extent to which this adequately supports program operations and goal attainment.

Describe the facilities that will be used including location of classes and other services, total square footage of school site, accessibility to persons with disabilities, and any and all equipment or resources that will be available to youth.

7. Budget and Budget Narrative (10 Points)

Please follow the guidelines in the attached **Budget Narrative** instruction sheet in preparing your budget. Incomplete forms or inaccurate data will reduce your prospects for funding. Budgets should be submitted for program services from July 1, 2011 through June 30, 2012. For every position charged to this grant, please attach a job description and a resume if the position is currently filled. The number of hours worked per week should be indicated, specifying whole or fractional FTEs (full time equivalents).

Every cost should be appropriate and justified according to the services proposed. If any costs are shared among different grants (such as equipment, utilities, rent, security or maintenance), the narrative should reflect the actual allocation between grants, and the budget forms should only show the portion charged to this grant.

If your organization has an indirect cost rate approved by a federal agency, please attach a copy of the latest approved rate to your proposal. However, JCS is not obligated to accept that rate and reserves the right to limit indirect cost rates allowable under funded contracts. Contracts will

be awarded under this RFP on a cost-reimbursement basis. Skills training contracts will be cost-reimbursement with a portion of the contract paid upon attainment of job placements. Payments will be based on the receipt of documentation stating the actual costs incurred by the contractor. Any costs incurred prior to the start date of the contract can not be charged to the program.

IV. APPENDICES

Program Information and Demographics Title Sheet

Previous Performance History Form

Complaint Process

Statement of Equal Opportunity

Budget Forms

- Instruction for Budget
- EDIC/ Boston Contractor's Program Budget
- Program: Cost Detail

PROGRAM INFORMATION AND DEMOGRAPHICS TITLE SHEET
Individuals Planned To Be Served in Program Cycle

Funding Source: _____ Funding Amount: \$ _____

Agency/Program Name _____

Street Address _____

City, State, Zip _____

Telephone _____ Fax _____

Agency Director _____

Program Contact _____

Education Services Provided: GED Diploma Diploma Plus
 Skills Training Employment Career Exploration

Cycle Dates/Period of Operation _____

Program Hours: Mon. _____ Tues. _____ Wed. _____ Thurs. _____ Fri. _____ Sat. _____

Target Population _____

Entrance Requirements _____

Indicate "P" for Primary and "S" for Secondary Neighborhood Sites for Services to Clients

Allston/Brighton _____	Fenway/Kenmore _____	Roslindale _____
Back Bay _____	Hyde Par _____	Roxbury _____
Charlestown _____	Jamaica Plain _____	South Boston _____
Chinatown _____	Mattapan _____	S. Dorchester _____
Downtown _____	N. Dorchester _____	South End _____
East Boston _____	North End _____	W. Roxbury _____

Using *real numbers*, indicate the number of clients with the following characteristics you plans to serve:

<u>Gender</u>	<u>Ethnicity</u>	<u>Age</u>	<u>Parenting</u>
Female _____	African/Caribbean American _____	14-15 _____	Female _____
Male _____	Asian/Pacific Islander _____	16-18 _____	Male _____
	Cape Verdean _____	19-21 _____	
	Caucasian _____	21+ _____	
	Latino _____		
	Native American _____		
	Other/Multiracial _____		

<u>Income</u>	<u>Education/ Employability at Entry</u>	<u>Other Categories</u>
Low _____	In School _____	TANF Recipient _____
Low/Mod _____	Out of School _____	BHA Resident _____
	Basic Skills Deficient _____	Court-Involved _____
	Pre-GED _____	Ex-Offender _____
	GED _____	Limited English _____
	HS Diploma _____	Disabled _____
		Homeless _____
		DSS/Foster _____
		Refugee _____

PREVIOUS PERFORMANCE HISTORY
YOUTH PROGRAMS

Please complete this information for each of the three most recently completed funding cycles, based on numbers of individuals served. If your agency has provided alternative education or career exploration services in the past, please provide information for these services. If not, please provide information based on services provided to a similar target population. Be sure to identify each separate funding source for each cycle.

TYPE OF PROGRAM:			
FUNDING SOURCE(S):			
FUNDING AMOUNTS:			

	CYCLE DATES	CYCLE DATES	CYCLE DATES
1. Total Enrollment			
2. Negative Terminations			
3. Positive Outcomes:			
a. Diploma			
b. GED			
c. Skills Certificate			
d. Basic Skills Attainment			
e. Entered Employment			
f. Enrolled in Training/Apprenticeship			
g. Enrolled in Post Secondary Education			
h. Remained in school			
Total Positive Outcomes			

4. Is performance history based on service to youth/young adults aged 14-21?

Yes No If No, identify population served:

UNIFIED WORKFORCE INVESTMENT SYSTEM COMPLAINT PROCESS

EDIC, is required to comply with provisions of the Workforce Investment Act (WIA), its regulations, grants or other agreements. If you have a complaint about EDIC, its programs or activities which does not involve questions of equal opportunity or criminal activity, you may file a complaint with the EDIC Complaint Officer:

Complaint Officer
EDIC
43 Hawkins Street
Boston, Massachusetts 02114-2907
(617) 918-5200 - Ext. 5230

The Complaint Officer has 15 days from the date a written complaint is received to resolve the complaint. If the Complaint Officer has made a written request to the complainant (or the complainant's authorized representative) for additional information, the 15-day period does not begin until the local Complaint Officer has received the requested information. If the local Complaint Officer has requested additional information from the complainant or the complainant's authorized representative and does not receive a response within 20 days from the date the request was made the complaint is considered resolved. If EDIC does not provide a decision within 15 days, you may request a review by the state Division of Career Services (DCS) within 15 days of the date you were entitled to a decision. If you are dissatisfied with the EDIC decision, within 20 days of receipt of the decision you may submit a written request for a review by DCS:

Division of Career Services
Charles F. Hurley Building
19 Staniford Street-1st Floor
Boston, Massachusetts 02114
Attention: Jose V. Ocasio

After 30 working days if resolution has not been accomplished at the State level, the State Complaint Officer will issue to the complainant and respondent, by certified mail, a written determination regarding the complaint. The written determination must include: 1) the results of the State level investigation; 2) conclusions reached on the allegations; and 3) an explanation as to why the complaint was not resolved.

Criminal Complaints

All information and complaints involving criminal fraud, waste, abuse or other criminal activity must be reported immediately to the United States Department of Labor Office of the Inspector General:

USDOL Office of the Inspector General
Office of Investigation
200 Constitution Avenue, Room S-5506
Washington, D.C. 20210
Telephone: 1-800-347-3756
Fax: 202-693-5210 Online: <http://www.oig.dol.gov>
New England Telephone Relay Service for TDD Users: 1-800-439-0183 (V/TTY)

EDIC/Boston is an Affirmation Action/Equal Opportunity Employer.
Auxiliary aids and services are available upon request to individuals with disabilities.

EQUAL OPPORTUNITY IS THE LAW

This recipient (EDIC) is prohibited from discriminating on the ground of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and for beneficiaries only, citizenship or participation in programs funded under the Workforce Investment Act (WIA), as amended, in admission or access to, opportunity or treatment in, or employment in the administration of or in connection with, WIA-funded program or activity. If you think that you have been subjected to discrimination under a WIA-funded program or activity, you may file a complaint within 180 days from the date of the alleged violation with the EDIC Equal Opportunity Officer (see address below), or you may file a complaint directly with the Director, Civil Rights Center (CRC):

**Christine Liebke
Director, Human Resources
Boston Redevelopment Authority
EDIC Equal Opportunity Officer
43 Hawkins Street
Boston, MA 02114
(617) 918-5449
or via relay 1-800-439-0183 (V/TTY)**

**Director
Civil Rights Center
U. S. Department of Labor
200 Constitution Avenue N.W.
Room N-4123
Washington, D.C. 20210**

If you elect to file your complaint with EDIC, you must wait until EDIC issues a decision or until 90 days have passed, whichever is sooner, before filing with the CRC (see address above). If EDIC has not provided you with a written decision within 90 days of the filing of the complaint, you need not wait for a decision to be issued, but may file a complaint with the CRC within 30 days of the expiration of the 90-day period. If you are dissatisfied with EDIC's resolution of your complaint, you may file a complaint with the CRC. Such complaint must be filed within 30 days of the date you received notice of EDIC's proposed resolution.

EDIC is an Affirmative Action/Equal Opportunity Employer. Auxiliary aids and services are available upon request to individuals with disabilities.