

**ALTERNATIVE EDUCATION INITIATIVE (AEI)  
REQUEST FOR PROPOSALS**



**FISCAL YEAR 2010  
July 1, 2009-June 30, 2010**

**FUNDED BY:**

**City of Boston, Alternative Education Initiative**

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

**Boston Centers for Youth and Families  
*Daphne Griffin, Director***

**Issued By:  
Office of Jobs and Community Services  
*Constance J. Doty, Director***

**ISSUE DATE: April 10, 2009  
CLOSING DATE: May 8, 2009**

**INQUIRIES TO:**  
Lynn Dever  
JCS Planning and Policy Development  
43 Hawkins Street, Boston MA 02114  
Email: [lynn.dever.jcs@cityofboston.gov](mailto:lynn.dever.jcs@cityofboston.gov)

JCS is a division of the Boston Redevelopment Authority

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**AEI**  
**LETTER OF INTENT TO BID**

Any bidder intending to submit a proposal for AEI Services must first notify JCS of such intent.

**LETTERS OF INTENT SHOULD BE RECEIVED by Friday, April 24<sup>th</sup>.**

Please complete the information requested below, and mail or fax the entire form to:

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

ORGANIZATION: \_\_\_\_\_

EXECUTIVE DIRECTOR: \_\_\_\_\_

CONTACT PERSON/TITLE: \_\_\_\_\_

STREET ADDRESS: \_\_\_\_\_

CITY, STATE, ZIP: \_\_\_\_\_

PHONE: \_\_\_\_\_

EMAIL: \_\_\_\_\_

**I. PROCUREMENT OVERVIEW**

**A. PROCUREMENT TIMELINE**

<b>April 10, 2009</b> 12 P.M.	<b>Request for Proposals Issued</b> 43 Hawkins St., Floor 3B
<b>April 16, 2009</b> 2:30 P.M.	<b>Bidders Conference</b> City Hall, 9 <sup>th</sup> Floor, BRA Board Room
<b>April 24, 2009</b> 5 P.M.	<b>Letters of Intent Due</b> Fax: 617-918-5227
<b>May 8, 2009</b> 4 P.M.	<b>Proposals Due</b> 43 Hawkins Street, Floor 3B

***Proposals received after the deadline will not be considered.***

Questions regarding this Request for Proposals should be addressed to Lynn Dever, Youth Services Planner, at (617)918-5233, or [lynn.dever.jcs@cityofboston.gov](mailto: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**

On behalf of Boston Centers for Youth and Families (BCYF), the Office of Jobs and Community Services (JCS) is soliciting proposals for alternative education services to provide high school diploma and GED preparation in order to increase the long-term employability and earning potential of out-of-school youth and those at risk of dropping out.

**C. FUNCTION OF JCS**

Jobs and Community Services, a division of the Boston Redevelopment Authority/Economic Development and Industrial Corporation (BRA/EDIC), is responsible for resource development, planning and procurement, disbursement, and management of public funds and services intended to improve the lives of Boston residents through education, training, and human services. The Economic Development and Industrial Corporation of Boston (EDIC) is the contractual authority for JCS.

#### **D. FUNDING AVAILABILITY**

The City of Boston has allocated \$337,500 for this initiative. Programs selected for funding are awarded an initial one-year contract, and are eligible for refunding for a second fiscal year. The expected contract dates for the upcoming year are from July 1, 2009 through June 30, 2010. Refunding for the following fiscal year will be contingent upon satisfactory program performance and the availability of continued funding.

#### **E. ELIGIBLE BIDDERS**

This is an open and competitive procurement process. Eligible bidders are public and private non-profit entities demonstrating the capacity to provide comprehensive alternative education services leading to receipt of a high school diploma or a General Equivalency Diploma, accompanied by opportunities to enter employment, training and/or higher education.

#### **F. PARTICIPANT ELIGIBILITY AND TARGET POPULATIONS**

Alternative Education Initiative (AEI) funds must be used to serve Boston residents ages 16-21 who are out of school, or at risk of dropping out of school.

Within the above broad eligibility requirements under AEI, the City of Boston has determined the following priority target populations for AEI services in Boston:

- High school dropouts or those likely to drop-out;
- Limited English speakers;
- Court-involved youth and other law enforcement referrals;
- Youth residing in Boston Housing Authority developments;
- Youth in Department of Social Services custody.

## **II. PROGRAM DESIGN**

### **A. ALTERNATIVE EDUCATION SERVICE DESIGN**

#### **School to Career (STC) Curriculum**

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 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 inspire and motivate students. Students may benefit from school-to-career strategies incorporating the competencies found in the Massachusetts Work-Based Learning Plan. ([www.skillslibrary.com/wbl.html](http://www.skillslibrary.com/wbl.html))

Program graduates should, at a minimum, demonstrate competence in basic computer operations. Instruction should include an introduction to word processing, spreadsheets, electronic databases, and internet access and usage.

#### **Program Features**

This RFP seeks alternative education programming responsive to both the student and the employer community. Program designs should incorporate the knowledge, skills and behaviors required for gainful employment, while producing educational 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 employability will be enhanced by a structured curriculum;
- Participation in summer employment to help retain skills and competencies gained during the school year;
- Flexible class schedules to accommodate requirements of employment, training and/or child care;
- Cultural and linguistic competence in curriculum design and instructional methods;
- Cooperation with the Boston Private Industry Council (PIC) in providing such school-to-career (STC) services as career pathways, work readiness, employment or internships, employer involvement in curriculum design, and post-graduation follow-up services;
- Collaboration with skills training providers and/or institutions of higher education to encourage career exploration and development.

Program designs should be based on prior experience, and include a description of the length of participation necessary 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 per teacher.

## **Service Strategies**

Successful program designs will demonstrate comprehensive service strategies designed to meet the wide array of needs posed by struggling students. These strategies should include specific methods to reach youth whose educational attainment is deterred by social and personal factors emphasizing short-term subsistence over long-term career preparation. Responsive program designs will articulate specific supportive services for targeted populations, such as counseling and case management, court advocacy, housing search assistance, health care, food and clothing. These services may be provided by the program's counseling or case management staff, or through collaboration with other agencies connected with particular youth. Successful bidders will demonstrate a commitment to providing access to a comprehensive continuum of services.

Effective program designs will enable students to be retained in the program until receiving a credential, and to make a successful transition to higher education, the workforce, or further skills training by means of appropriate follow-up strategies. Continued support and follow up services have been shown to increase the likelihood of job placement and retention, and/or the likelihood of alternative education graduates entering and remaining in post secondary education. Such follow-up services may include:

- Referral to other types of services as necessary;
- Ongoing counseling and case management services;
- Peer group activities and mentoring programs;
- Further development or remediation of academic skills.

## **B. SEQUENCE OF SERVICES**

Programs funded through this RFP are required to document a sequence of services in order to guarantee all participants receive comprehensive and individualized services.

### **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 person and the program to which s/he is referred. 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 must be referred to other more appropriate services and this must be fully documented, as described below.

### **Step 2: Eligibility Determination**

If the program and applicant are an appropriate match, the applicant's eligibility for AEI funding must be determined before services are provided. AEI participants must be Boston residents between the ages of 16 and 21 at the time of enrollment.

**Step 3a: Assessment**

After an applicant is determined to be eligible for AEI services, a comprehensive assessment of reading and math skills, career interests, and supportive service needs must be undertaken. This will be the first step in determining an effective package of services to be delivered by the education provider and its partners.

Assessment may include standardized testing, interviews with program staff, writing samples, or other methods. Proposals must include an assessment plan which establishes the following information:

- basic academic skill level
- occupational skill level
- work readiness skill level
- prior work experience
- employability
- interests
- supportive service needs
- motivation levels

Responsive assessment techniques are:

- **Objective**, and not specific to the organization providing it; rather they must 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 better support the student in successfully completing the program; and
- **Ongoing**, so the client's needs are continuously evaluated for the duration of the program.

**Step 3b: Enrollment and/or Referral Process**

Enrollment and/or referral of clients should be based on the outcomes from eligibility determination, the initial assessment, and after presentation of the full array of services has been provided. Clients not enrolled into the assessing agency's services must be referred to other services. The reason for and referral to other services should be documented.

In order to facilitate efficiency and cooperation between agencies, program staff are asked to share assessment information upon referring a client to another agency or program.

**Step 4: Case Plan**

Based on assessment information, programs are expected to develop case plans for each participant. Case plans should identify educational and employment goals, as well as appropriate achievement objectives and appropriate services for the participant.

A case plan must be developed for every participant in an AEI program, and is intended to be an active document that reflects participants' service needs and goals, evolving as the participants' goals evolve. The case plan must be updated on a monthly basis. The case plan should, at a minimum, contain: a) participants' basic information; b) assessment of basic academic, work readiness, and occupational skills; c) participants' program goals and skill goals; d) counselor, supervisor and case manager case notes; e) plan for follow-up services.

The case plan format is included in the state MIS system (MOSES) required for inputting and tracking AEI 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: Follow Up**

JCS requires that programs describe the types of follow-up services provided to participants who have either completed the program, or dropped out of the program. We suggest 12 months of follow-up be provided to ensure participant success.

### **C. OUTCOME MEASURES**

The following outcome measures will be used to evaluate student success:

1. **Attainment of a High School Diploma or GED:** attaining a recognized academic credential. JCS expects vendors to improve and enhance curriculum in order to strengthen students' abilities to successfully prepare for job and higher education opportunities.
2. **Entered Employment:** Includes obtaining part time employment while continuing one's education; obtaining employment at 20 or more hours per week can be considered a positive termination. Students may also work more than 20 hours per week and remain in the education program.
3. **Entered Post-Graduate Training or Apprenticeship**
4. **Entered Post Secondary Education**

5. **Retained in the education program with documented and measurable progress:** Measure includes students who remain in alternative education, and who progress in the program with documented basic academic skills improvement of at least one grade level per twelve month period. See additional interim outcomes described below.
6. **Returned to School:** Students who leave the alternative education system to return to high school with documented basic academic skills improvement of at least one grade level per twelve month period.
7. **Negative Termination or Dropout**

Students may achieve one or more outcomes before actually exiting from a program.

#### **D. 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.

#### **E. 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 shall 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 must be typewritten, double-spaced, in 12 point font, securely bound, and may not exceed twenty (20) pages, including the budget narrative. **Budget Forms do not count against the 20-page limit, but the budget narrative does.** 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:

- Proposals must adhere to the format outlined on the next page.
- A response to each section of the RFP is required and should follow the guidelines in this document, including titles and subtitles. 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 five (5) copies. The original should be clearly marked.

**PROPOSALS ARE DUE NO LATER THAN 4:00 PM on May 8, 2009.**

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

All inquiries regarding this procurement are to be directed to Lynn Dever, Youth Services Planner at: (617)918-5233, or [lynn.dever.jcs@cityofboston.gov](mailto: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.***

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 REVIEW

AEI proposals will be evaluated using the following criteria:

- Responsiveness to the Request for Proposals
- Bidders' qualifications and experience in providing the requested services to the target population
- Documented performance in related programming
- Reasonableness of cost, and cost effectiveness
- Geographic accessibility to the target population

## C. 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 result in lost points.**

1. Program Information and Demographics Title Sheet
2. Proposal Narrative ( 20 pg. limit - follow Proposal Guidelines)
3. Budget Forms
4. Previous Performance History (for 3 funding cycles)
5. Requested Program-related Attachments:
  - Organizational Chart
  - Board of Directors List
  - Funding Sources List
  - Schedule of Program Activities
  - Written Program Policies
  - Job Descriptions and Resumes of Staff (if positions currently filled)
  - \*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 (06/30/2006 or later), 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.

**Proposal respondents 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.**

#### **IV. PROPOSAL GUIDELINES**

##### **A. 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 performance outcomes, program schedule, amount of funds requested, cost per participant.

##### **B. Organizational Background, Experience, and Capacity (10 Points)**

1. Briefly summarize your organization's history and mission. Describe the organizational structure, and indicate on an organizational chart where the proposed services fit.
2. Discuss your organization's experience in providing the proposed services. Provide a narrative description of the employment, training, or educational outcomes achieved by participants. Specific outcome data should be attached on the Previous Performance History Form.
3. Disclose your program's (not organization's) total 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; a listing of the agency Board of Directors; and a copy of your most recent fiscal audit (audit only to the original proposal).

##### **C. Target Population (10 Points)**

Describe the characteristics of the population you intend to serve as shown in the attached Program Demographics and Information Sheet. Discuss the specific needs and barriers encountered by this group and your organization's experience in providing services to this population. Discuss plans for the recruitment and enrollment target populations. For those programs that serve adjudicated young people who may have negative CORI information, how is your ability to place youth in either pre-employment experiences or jobs impacted?

##### **D. Sequence of Services (15 Points)**

This progression of services forms a core structure for a participant's involvement in AEI services. According to each of the steps outlined, please detail how your program design will fulfill this progression of services.

## **1. 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 services and which staff are responsible for this process.

## **2. Assessment and Referral**

Describe an assessment process which 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 the program does not match the particular needs of the individual, how is the individual referred to other, more appropriate services. Explain how this referral will be documented, and the extent to which this assessment will follow the individual.

## **3. Case Plan**

Describe the how the case plan will be used to identify goals as necessary in the following: basic skills attainment, work readiness skills attainment, occupational skills attainment; as well as appropriate achievement objectives, and appropriate services for the participant. The case plan should contain a) participant's basic information, b) assessment of basic and work readiness skills, c) participants' program goals and skill goals, d) case notes, and e) plans for follow-up services. What steps will be taken to ensure the case plan is an active document that reflects a client's progress, evolving goals, and service needs?

## **4. Access to a Range of Services**

In order to provide individual youth with access to a broad range of services, JCS encourages programs collaborate with other service providers and to create easily accessible referral networks. Please discuss how the program is able to provide access to a broad range on services, either in-house or through collaboration and referral.

## **5. Follow-up Services**

Describe how your program proposes to provide and document 12 months of follow-up services to both participants completing program services and 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.

## **E. Service Design**

**(40 Points)**

## **1. 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.

## **2. 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?

## **3. 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.

## **4. Case Management**

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 case plan? If a student is case managed by another organization, describe the steps taken to collaborate, share information, and case conference for the purposes of enhancing support.

## **5. Assessment and Outcomes**

Describe what is expected 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 basic academic, work readiness, or occupational skills*)
- returned to school
- negative terminations or dropouts.

**F. 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 (e.g., counseling and teaching). 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 the disabled, and any and all equipment or resources that will be available to young people.

**G. 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 result in a loss of points.

Budgets should be submitted for program services from July 1, 2009 – June 30, 2010. 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. JCS reserves the right to limit indirect cost rates allowable under funded contracts.

Contracts will be awarded under this RFP on a cost reimbursement basis. 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.

## **V. FORMS AND ATTACHMENTS**

Program Title Sheet

Previous Performance History

Complaint Process

Statement of Equal Opportunity

Budget Forms

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

**PROGRAM TITLE SHEET**  
**Individuals Planned To Be Served in Program Cycle**

Funding Source: \_\_\_\_\_ Funding Amount: \_\_\_\_\_

Agency/Program Name \_\_\_\_\_

Full Address \_\_\_\_\_

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:**

<b><u>Gender</u></b>	<b><u>Ethnicity</u></b>	<b><u>Age</u></b>	<b><u>Parenting</u></b>
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 _____		

<b><u>Income</u></b>	<b><u>Education/ Employability at Entry</u></b>	<b><u>Other Categories</u></b>
Low _____	In School _____	TANF Recipient _____
Low/Mod _____	Out of School _____	BHA Resident _____

Basic Skills Deficient \_\_\_\_\_

Court-Involved \_\_\_\_\_

**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.

<b>TYPE OF PROGRAM:</b>			
<b>FUNDING SOURCE(S):</b>			
<b>FUNDING AMOUNTS:</b>			

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

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

A. 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-1<sup>st</sup> 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.

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