

**YOUNG ADULT TRAINING AND EMPLOYMENT SERVICES
2009 REQUEST FOR PROPOSALS**



FUNDED BY:

**U.S. DEPARTMENT OF LABOR
WIA TITLE 1A**

ISSUED BY:

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

**Office of Jobs and Community Services
CONSTANCE J. DOTY, DIRECTOR**

and

**Boston Private Industry Council
GARY GOTTLIEB, BOARD CHAIR
NEIL SULLIVAN, EXECUTIVE DIRECTOR**

**ISSUE DATE: August 15th, 2008
CLOSING DATE: October 10th, 2008**

INQUIRIES TO:

**Lynn Dever
JCS Planning and Policy Development
42 Hawkins St., Boston, MA 02114
lynn.dever.jcs@cityofboston.gov**

**JCS is a division of the Boston Redevelopment Authority
JOHN F. PALMIERI, DIRECTOR**

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TIMELINE

August 15th 12 PM	Request for Proposals Issued 43 Hawkins St.
September 4th 10:30 AM	Bidders Conference BRA Board Room, 9 th Floor City Hall
September 12th 5PM	Letters of Intent Due Fax: 918-5227
October 10th 4PM	Responses Due 43 Hawkins Street

JCS reserves the right to declare proposals received after the deadline to be non-responsive.

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

**LETTER OF INTENT TO BID
WIA YOUNG ADULT
REQUEST FOR PROPOSALS**

Any bidder intending to submit a proposal for WIA Young Adult Training Services must first notify JCS of such intent.

LETTERS OF INTENT SHOULD BE RECEIVED BY SEPTEMBER 12th AT 5:00 PM.

Lead Organization: _____

Address: _____

Contact/Title: _____

Telephone: _____

Fax: _____

E-mail Address: _____

Other Organizations: _____

Employer Partner(s): (use additional copies if necessary)

Name _____

Address: _____

Contact/Title: _____

Telephone: _____

Fax: _____

E-mail Address: _____

Signature/Title: Lead Organization

Date

Please address correspondence to:

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

SECTION I: INTRODUCTION

For the current fiscal year 2009, the Office of Jobs and Community Services and the Boston Private Industry Council have identified funding from the federal Workforce Investment Act (WIA) to develop occupational training services targeting low-income young adult males ages 18-24. We are also soliciting additional private foundation funds to expand the scope of the initiative. Young adult males have been underserved in both Boston's career center system and youth workforce development system. In fiscal year 2008, only 10% of federally-funded vouchers, or ITAs, were granted to job seekers in the 18-25 age range in Boston. Although WIA Youth funds serve young adults up to the age of 21, the City has programmed these limited funds to support alternative education and career exploration and employment programs, not occupational training services.

At the time of the 2000 Census, 105,066 young adults aged 16-24 were living in Boston. Of this population, 7,827 or 7.5% were neither working nor in school. African Americans and Latinos experienced the highest levels of disconnection- of the 7,827 young adults neither working nor in school, 72% were African American and/or Latino. Given the recent deterioration of the labor market, the rate of disconnection among young adults ages 16-24 has increased since 2000. Data from the Current Population Survey compiled by the Northeastern University Center for Labor Market Studies reveals that employment opportunities for 16-24 year olds have been more adversely affected by economic recession than opportunities for adults 25 and older. A comparison of the national employment to population ratio from 2000 to 2007 demonstrates that the employment rate dropped 9.5 percentage points among 16-19 year-olds with just a high school diploma and 4.8 percentage points among 20-24 year-olds with just a high school diploma. This compares with a drop of only 2.1 percentage points among adult high school graduates over 25 years of age. Research indicates that young adults not connected to the labor market by age 25 begin a process of disconnection in their late teens. As put forth by the Center for Labor Market Studies, the annual average teen employment rate among 16-19 year olds in 2007 reached an all-time low of 34.8%. In the first three months of 2008, the teen employment/ population ratio declined further to 33.5%- the lowest ever recorded in the 60 years during which this data has been collected. The goal of this initiative is to develop programming that successfully trains and places a cohort of these disconnected young adults in full-time, career-oriented employment.

SECTION 2: ADMINISTRATION & AVAILABLE FUNDING

As a division of the Boston Redevelopment Authority, the Office of 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 the administrative entity serving as the Service Delivery Area for the City of Boston under the federal Workforce Investment Act. The Economic Development and Industrial Corporation of Boston (EDIC) is the contractual authority for JCS.

JCS plans to make approximately \$200,000 of public funding available for this procurement. Staff are also seeking additional private foundation funds to expand the scope of the initiative. We expect to fund one or two programs, depending on total funding availability. At this time we have only identified funding for an initial contract period of 12-18 months. However, we hope to be able to continue to support successful program(s) for up to three years. Assuming that some public funding will be available for a second and third year, JCS expects funded programs to work with JCS to leverage additional funds to sustain the program beyond the initial 12-18 month contract period.

SECTION 3: ELIGIBLE BIDDERS

This is an open and competitive procurement process. Eligible applicants include any public or private organization capable of performing the work described in this request for proposals, including but not limited to education and training organizations, institutions of higher learning, community and faith-based organizations, and employers. Priority consideration will be given to organizations located in Boston. Proposals should demonstrate a track record of providing services to successfully prepare people for employment. Strong employer involvement must inform program design and support job placement.

SECTION 4: PARTICIPANT ELIGIBILITY AND TARGET POPULATION

Individuals receiving young adult training services supported by Workforce Investment Act (WIA) Title IA must meet the following eligibility criteria:

- City of Boston residency
- 18-24 years of age at the time of enrollment
- Low-income status (see chart below)
- Completion of a secondary credential (diploma or GED)
- Selective service registration
- Right to work documentation (citizenship, green card, other work documentation)

WIA FY 2009 Income Guidelines

FAMILY SIZE	MAXIMUM ANNUAL INCOME
1	\$10,400
2	\$16,879
3	\$23,176
4	\$28,605
5	\$33,758
6	\$39,476
Over 6 Increment	\$5,718

This RFP solicits programs and services targeted to young adult males seeking skilled, full-time employment with benefits. We have prioritized young men because they have higher rates of disconnection (characterized by those neither working nor in school) and have been underserved in Boston's workforce development system. The population targeted may include recently unemployed individuals, individuals who have been out of the labor force, as well as those who are underemployed. Underemployed may be defined as those in temporary, part-time, or unstable positions; those working in jobs without benefits; and those whose income does not suffice to meet the needs of their families.

Additionally, JCS expects that young men targeted for this program may demonstrate additional barriers to connecting with the labor market. Such barriers may include the following: lack of work experience; low basic skills levels; limited English language skills; history of court involvement; history of foster care; parenting obligations.

SECTION 5: SCOPE OF SERVICES

This RFP seeks proposals for programs that offer occupational skills training leading to full-time, entry-level employment with benefits. Services will include outreach and recruitment, eligibility determination, assessment, classroom and work-site instruction, case management, access to work-based learning opportunities, assisted job search and placement, and post-placement support.

In order to support participant retention throughout the program duration, JCS expects to make between \$50,000 and \$70,000 available to provide compensation for program participation. Although bidders will each propose how they plan to incorporate compensation, JCS encourages providers to consider the most effective means of encouraging maximum attendance and participation in all program components.

In targeting services to young adult men, JCS has identified several promising industry and occupational areas. The following industry areas are recommended based on the perceived interests and skill levels of the target population, the availability of entry-level employment at a living wage, and the potential for career ladders and advancement opportunities.

- Building Trades- including the range of construction and building trades, targeting both union and private employers
- Food Services- with a goal of placing participants in businesses with career ladders, such as hotels and high-quality restaurants
- Logistics- including transportation and delivery, warehouse/inventory, and shipping and receiving

- Marine Trades- including a range of sub-areas, including boat maintenance and repair; new boat construction; marina technology and customer service; and marine transportation.

Training programs in other industry areas will also be considered. All training providers must demonstrate that the occupational areas selected are appropriate given the credentials, skill levels, and interests of the target population. All proposals are expected to demonstrate an understanding of the local labor market in a given industry, and the demand for entry level jobs which require the basic and technical skills provided in the training curriculum.

As put forth in the MassINC study, “New Skills for a New Economy,” over one third of Massachusetts’ *existing* labor force does not have the skills necessary for the new economy. The new economy is characterized by the decline of mass production industries and the increase of knowledge-based industries requiring a combination of cognitive and technical skills.

The National Governor’s Association has proposed the standard for full literacy in today’s world as Level 3 of the U.S. Department of Education’s National Adult Literacy Survey (NALS). Examples of skills at this level include planning travel arrangements for a meeting using a flight schedule, the ability of a manufacturing worker to adjust automated equipment based on interpretation of data from a bar graph, and writing a brief letter explaining an error made on a credit card bill. Murname and Levy’s book *Teaching the New Basic Skills* lists the minimum skills needed to secure a “middle-class” job today as:

- The ability to read at the ninth grade level or higher;
- The ability to use math at the ninth-grade level or higher;
- The ability to solve semi-structured problems where hypotheses must be formed and tested;
- The ability to work in groups with coworkers from different backgrounds;
- The ability to communicate effectively, orally and in writing;
- The ability to use personal computers for simple tasks such as word-processing.

Clearly, while basic literacy and mathematics skills continue to form the core of a basic skills curriculum, they are no longer sufficient. Today’s employees must possess a broader array of cognitive skills at a higher level of mastery.

Training Program Components

Effective proposals should incorporate the best practices of those who have succeeded before them, and will judge proposals on their incorporation of such essential features. Among the many potential best practice strategies, five have been identified as essential for meeting the goals of this RFP.

1. Integrated Training Model

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 skills or remedial education 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 that utilizes 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 that 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.

JCS requires 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.

2. Targeted Outreach and Referral Network

The identification of participants who may have significant barriers yet have the apparent motivation and commitment necessary to succeed may be challenging. Recent initiatives targeting this population, including Boston's BEST Older Youth Initiative and the 2005-2006 WIA Young Adult Training program, 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 initiative 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 current WIA youth providers comprised of alternative education, career exploration and employment programs, the City's Youth Options Unlimited (YO Boston), and Boston's One-Stop Career Centers. A list of these resources and contact information are included in the appendices.

3. Employer Partnerships

Well-articulated employer partnerships are an essential feature of successful training programs. Proposals without strong employer involvement will not be competitive. In a successful partnership, the training provider and employer work together to identify and develop the skills of a potential applicant pool. 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. All require a strong and active partnership with at least one employer. Effective partnerships involve employers in the tailoring of training designs to meet industry needs. 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.

4. Job Readiness and Soft Skills

Employers often state that “soft skills” are even more important than “hard 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 requires a soft skills and job readiness component complementary to the technical skills component. Effective soft skills and job readiness component may include but are not limited to the following elements:

- Interpersonal skills such as team work, effective communication, and attitudes such as tolerance and flexibility;
- Customer service;
- Knowledge of the workplace culture;
- Workplace behaviors, e.g. punctuality, good attendance, attention to safety precautions, hygiene and appropriate attire;
- Resume preparation and interviewing skills.

5. Case Management and Follow-Up Services

Successful training models devote sufficient resources to the counseling and support participants will need to successfully complete training, secure employment, and maintain employment. This initiative expects a high level of experience and expertise in providing case management support for young adults. Interested training providers who do not possess this expertise should consider partnering with another service provider to deliver this component.

Due to the range of barriers the targeted population may face, services should emphasize supporting participants post-placement. Federal WIA funds require programs to provide and document provision of follow-up services for a minimum of 12 months after exit from the program. A key goal of the Workforce Investment Act is that participants maintain employment over time; therefore, employment retention is measured 6-12 months after placement, or program exit. At a minimum, follow-up should entail monthly documentation of progress in relationship to the case plan and support former participants in accessing services enabling them to maintain employment. Providers will be required to enter data for each participant monthly for a period of twelve months after exit. Providers may choose to budget staff time for the provision of the follow-up component, or elect to provide this service in-kind. If providers elect to budget staff time for this component, they should submit an 18 month budget.

This RFP regards case management as a participant-centered, goal-oriented process for assessing the need for specific services and assisting the individual to obtain those services. A clear case management strategy allows for a coordinated response to a participant's needs. Effective case management begins with the development of a service plan based on a full, objective assessment of the participant's needs and goals in relation to program participation and to future plans. The plan represents an agreement between participant and staff, and evolves as the participant's goals evolve. While it is understood providers will have their own approaches to the development of service plans, effective strategies should include the following features:

- Joint development of service plans by both participant and provider;
- Identification of the assets of each participant, and plans to build upon these;
- Identification of the barriers faced by each participant, and steps initiated to overcome these;
- Clearly-stated education, employment and career goals, with projected start and end dates for activities;
- Identification of competencies and skill levels required for the participant's target occupation;
- An outline of supports already in place, and supportive services needed, including transportation;
- Compatibility between the goals and needs listed in the plan and the services provided;
- Regular review and revision by both the service provider and the participant;
- Minimum of 12 months of follow-up service after exit from the program.

SECTION 6: PERFORMANCE STANDARDS

In addition to achieving the academic and vocational training goals outlined in your proposal, 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, as well as 6-12 months post-placement. 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.

SECTION 7: COST GUIDELINES

JCS has not set specific cost guidelines for this initiative, recognizing that costs vary according to program length, design and target population. JCS recognizes that the integrated model and expected post-placement support described may result in a relatively expensive program model. However, budgets will be carefully reviewed for appropriate and justifiable costs per participant and per instructional hour. Cost will be one factor in making funding determinations, but not the only factor.

SECTION 8: TERMS OF PROCUREMENT:

Proposals will be accepted on or before October 10th at 4 p.m. **A Letter of Intent is required by September 12th at 5:00 p.m.** The letter is on page 2 of this RFP, and may be copied to include information for multiple partners. Faxed letters of intent will be accepted, but JCS cannot guarantee receipt of faxes. Bidders may be required to submit written clarifications to their proposals if requested, and/or may be invited to meet with staff to provide verbal clarifications.

A bidders' conference will be held on September 4th at 10:30 A.M. in the BRA board room on the 9th floor of City Hall. Potential bidders are strongly encouraged to attend.

Management Information Systems: JCS uses the state Department of Career Services (DCS)/ MOSES data system for its WIA contracts. MOSES will be used for contractors to enter data, update client progress, report outcomes, run reports, and manage any other data needs. Providers awarded contracts will be required to have staff trained in MOSES and certified by DCS in order to access MOSES. Contracted agencies must be capable of accessing the Internet. We suggest that the computer accessing MOSES be capable of displaying data 800x600 (with a modem capable of 56k bps) and have a broadband

connection to the internet. JCS will provide the necessary software for connection to the State system.

Bidders must demonstrate the capacity to perform administrative responsibilities as follows: 1) maintain records of participant progress; 2) submit program reports at regular intervals; 3) track participant attendance; 4) manage a participant tracking system in compliance with the JCS/EDIC Management Information System, MOSES.

Contracts will be for either a 12 or 18 month period with a start date between January 1 and March 1, 2009. Providers that elect to budget staff time for the required 12 month follow-up period should submit an 18 month budget. Contracts will be primarily cost-reimbursement, with most of the award to be reimbursed on a monthly basis. However, twenty percent (20%) of the award will be set aside to be reimbursed on a performance-based, per job placement basis. JCS expects the training provider to place 70% of enrollees in employment, and 80% of those in training-related employment. Specific payment terms will be negotiated with successful bidders, based on the overall costs of the program. As specified above, JCS will insist that all costs are necessary and reasonable in approving awards and negotiating final terms.

Technical Assistance:

For questions regarding this RFP, contact Lynn Dever, Senior Planner, at lynn.dever.jcs@cityofboston.gov or (617) 918-5233.

SECTION 9: PROPOSAL SPECIFICATIONS AND CONTENTS LIST

Proposal Specifications

1. The original (signed) proposal must be submitted along with five (5) copies.
2. Proposals must not exceed twenty (20) pages of text, including the Budget Narrative section of the Proposal Guidelines. The page limit does not including budget forms and other attachments.
3. All attachments are required at the time the proposal is submitted.
4. Text must be typed in a minimum 12-point font and double-spaced.
5. Proposals must be submitted with the forms included in the RFP, and must provide the information as listed.
6. Facsimiles will **not** be accepted.
7. **Proposals must be delivered no later than 4 P.M. on October 10th to:**

Office of Jobs & Community Services
Planning & Policy Development Department, Floor 3B
43 Hawkins Street, Boston, MA 02114

Proposal Contents List

The following proposal documents should be submitted in the following order:
(Those underlined are provided in the RFP Appendices.)

1. Proposal Cover Sheet
2. Proposal Narrative
3. Budget Forms
4. Skills Training Programs and Placement Data form
5. Memoranda of Agreement (MOA) with Employer(s)
6. Organizational Chart
7. Curriculum Outline
8. Program Schedule
9. Service Strategy Format
10. Job Descriptions and Resumes

SECTION 10: PROPOSAL GUIDELINES

(Total Points = 100)

1. Program Summary: (5 points)

On one page, summarize your proposed program design, including specific target population, number of participants, program site(s), start and end dates, industry/employer(s) and position(s) to be trained for, expected academic and employment outcomes, and any additional program features such as support services, internships, etc. Identify any partners with whom you will collaborate to offer key components of the design.

2. Organizational Capacity: (10 points)

- A) Describe your organizational mission and philosophy. Discuss the organization's work within the past two years involving training and employment for unemployed and underemployed populations.
- B) Briefly describe your experience and capacity/expertise in the following areas:
- Occupational skills training, adult basic education, and integrated curricula;
 - Job readiness training and soft-skills development;
 - Job development and placement;
 - Counseling, case management, and post-placement services.

As requested in the proposal contents list, complete and attach the appended Skills Training Programs and Placement Data form.

- C) Describe your organization's management and reporting structure. Attach an organizational chart showing where the proposed program fits in.
- D) Comment on your organization's capacity to perform administrative responsibilities, including 1) income verification and documentation; 2) maintenance of participant progress records; 3) submission of program reports at regular intervals; 4) tracking participant attendance; 5) management of a participant tracking system in compliance with the MOSES system. Please provide a reference from a funding or oversight agency that JCS can contact regarding your organization's administrative capabilities.

3. Target Population : (10 points)

Discuss the characteristics and needs of the specific population of young adults you intend to serve. What are the challenges and opportunities for these individuals? How does this population reflect the priorities of this RFP? What level of educational attainment do you expect participants to have reached? What direct experience have you had with this population and how did you accommodate their needs? Which aspects of your program are designed specifically to address the challenges faced by this

population? Do you plan to provide compensation for participation in the program? If so, describe how you will structure this compensation to encourage maximum attendance and participation in all program components.

4. Program Design: (30 points)

Describe your proposed design for offering each of the following required components in the model:

- outreach and recruitment;
- eligibility determination, assessment, and service planning;
- integrated classroom instruction including occupational skills, basic academic skills, and job readiness and soft skills development;
- work-based learning opportunities;
- case management and related support services;
- job development and placement;
- post-placement support.

Attach a schedule of daily, weekly and if appropriate, monthly activities and a curriculum outline providing an overview of the components of the curriculum.

A. Targeted Outreach and Recruitment

Discuss your plan for outreach and recruitment. Include the specific target group you will recruit, the neighborhoods they live in, the organizations and audiences with whom you will communicate, and the methods you will use. JCS encourages providers to utilize PIC Career Specialists, WIA-funded youth programs, Boston's Youth Opportunity Center, and Boston's One-Stop Career Centers as sources for recruitment. Lists of these resources are appended.

B. Eligibility Determination, Assessment, and Service Planning

Describe how you plan to explain eligibility requirements to prospective trainees and ensure documentation is received and approved prior to enrollment in the MOSES database. Describe the initial assessment process you will use to determine individuals' academic and vocational needs and how you use this information to develop a service plan for each participant. Identify the specific skills assessed and the tools used. *The process for ongoing maintenance of the service plan, and provision of other supportive services should be further detailed in the Case Management section.*

C. Integrated Classroom Instruction

Discuss your goals, objectives and methods for instruction in the following three areas: occupational/ vocational skills training, basic academic skills remediation, and job readiness training and soft skills development. Indicate how computer

skills are incorporated into the classroom instruction. Discuss how you will develop goals and measure individual competencies in each of these areas. Explain your approach to the integration of basic and vocational skills. Use examples from your curricula to illustrate how students will learn/strengthen basic academic and technical skills in context.

D. Work-Based Learning Opportunities

JCS encourages training providers to incorporate work-based learning opportunities, internships, or transitional employment into the training program design. Where possible, compensation is encouraged. Describe how you plan to implement work-based learning in the context of your program design and the target industry selected.

E. Job Development and Placement:

List the employers you will target for placement of your graduates. Identify the specific positions for which your training will prepare participants. Describe the basic academic skill levels, educational achievement level, 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 attain training-related employment. Provide a timeline that describes the process and timing of your job development and placement activities.

F. Post-Placement Support

Describe how you propose to provide support for graduates after placement to ensure they maintain positions, and continue to seek basic and vocational skills upgrades as necessary. How long after placement do you propose to provide support, and what is the expected intensity of this support?

5. Employer-Provider Partnership: (20 points)

Discuss in detail the ways in which partnership(s) with employer(s) will contribute to the success of your instruction, job development and placement efforts. Referring the required MOA, clearly define the roles and activities of the participating employer(s).

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.

From the employer's perspective, 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 the 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.

6. Case Management and Supportive Services: (10 points)

Discuss your plan to provide case management and supportive services. Explain why you chose to manage this piece of the program design either within your agency, or through partnership with another organization. Incorporate the following:

- How you will establish and maintain a consistent and effective presence for participants during the assessment, training, job placement and post-placement periods
- The process you will follow to develop individual career goals and to translate those goals into a service plan for the achievement of occupational skills, basic academic skills, and job readiness and soft skills. Also describe how often and by whom the service plan will be reviewed and adjusted.
- The range of supportive services to which participants will have access. What internal and external resources are available to meet participants' supportive service needs?

7. Staffing and Administration: (10 points)

Identify staff responsible for each component of the proposed program, (including any non-budgeted staff who play a significant role) including both direct service and administrative personnel. Discuss staff qualifications, skills, and experience working with young adults to provide instruction, case management, and job placement services. Attach job descriptions and resumes for all staff involved in the program. Label the job descriptions with the name of the staff person, or indicate if the position is vacant. Identify the members of the management team, and describe the staff reporting structure. Identify the staff responsible for managing the participant tracking system.

8. Budget Narrative: (5 points)

A. Budget Narrative:

Prepare a budget narrative consistent with the attached budget forms. The budget narrative should be included as part of the 20 page limit; the budget forms should not. **The contract period should be for either 12 or 18 months, with a start**

date between January 1, 2009 and March 1, 2009. The narrative should describe each line item included in the attached budget forms and clearly identify how each cost has been calculated.

B. Budget Forms:

Using the budget forms provided, attach a detailed budget to cover all aspects of the project. Include costs for all components.

The budget narrative will be counted toward the page limit, but the required budget forms will not. Budget forms should be attached as listed in the Proposal Contents List.

SECTION 11: RFP APPENDICES

- Appendix A Required Attachments
 - A-1 Proposal Cover Sheet
 - A-2 Skills Training Program and Placement Data
 - A-3 Budget Forms (If accessing this RFP online, the forms are available as a separate excel file.)

- Appendix B WIA Youth Program List
- Appendix C Boston's One-Stop Career Centers and Youth Options Unlimited (YO Boston)
- Appendix D Boston Private Industry Council Career Specialist Staff Listing

Appendix A-1

Proposal Cover Sheet
WIA Young Adult Training and Employment Services
(Please type or print)

Name of Lead Organization: _____

Occupational Training Area _____

Employer Partner(s) _____

Executive Director (Lead Organization): _____

Address: _____ **City:** _____ **Zip:** _____

Proposal Contact Person:

Name: _____

Title: _____

Telephone: _____

Fax: _____

E-mail: _____

Amount Requested: \$ _____ **Number to be Served:** _____

Number of Training Cycles(in contract period) _____

Primary Neighborhood(s) to be Served: _____

Other Neighborhoods: _____

Proposed site of service delivery:

Appendix A-2
Skills Training Programs and Placement Data

For the current and previous fiscal year, please list any skills training programs offered by your agency, industry area, the funding source(s), contract period, and funding amount(s).

Program Name	Industry	Funding Source	Contract Period	Funding \$

For the last two completed fiscal years, provide a list of all training and employment programs, including contract period, enrollments, completions, job placements, training-related job placements, and 6 month retention for placements.

Program Name	Contract Period	# Enrolled	# Completed	# Placements	# Training-Related	# Retained (6 mo.)

Appendix A-3

BUDGET FORMS

Appendix B
Workforce Investment Act Youth Services
Fiscal Year 2009 Current Grantees

Alternative Education Services

Organization: EDCO Youth Alternative
 Contact: Jerome Ryan
 Address: 650 Beacon St., Boston, MA
 02215
 Tel.: 262-9562

Organization: Notre Dame Education Center
 Contact: Christine Easton
 Address: 50 West Broadway
 South Boston, MA 02127
 Tel.: 268-1912

Organization: Bridge Over Troubled Waters
 Contact: Karen Walker
 Address: 47 West St., Boston, MA
 02111
 Tel.: 423-9575

Organization: El Centro del Cardenal
 Contact: James McCarthy
 Address: 76 Union Park Street, Boston
 MA 02118
 Tel.: 542-9292

Organization: Crittenton Women's Union
 Contact: Marisela Gomez
 Address: One Washington Mall, 2nd Fl.,
 Boston, MA 02108
 Tel.: 259-2948

Organization: Action for Boston Community
 Development
 Contact: Mark Isenburg
 Address: 178 Tremont St., Boston, MA
 02111
 Tel.: 357-6000

Career Exploration and Employment:

Organization: Action for Boston Community
 Development
 Contact: Mark Isenburg
 Address: 178 Tremont St.
 Boston, MA 02111
 Tel.: 357-6000

Organization: Sociedad Latina
 Contact: Alexandra Oliver-Davila
 Address: 1530 Tremont St.
 Roxbury, MA 02120
 Tel.: 442-4299

Organization: YouthBuild Boston
 Contact: Kenneth Smith
 Address: 504 Dudley St.,
 Roxbury, MA 02119
 Tel.: 445-8887

Organization: Bay Cove Human Services
 Contact: Jessica Cimini
 Address: 66 Canal St., Boston, MA
 02114
 Tel.: 788-1727

Organization: Hull Lifesaving Museum
 Contact: Lory Newmyer
 Address: 1117 Nantasket Ave.
 Hull, MA 02045
 Tel.: 781-925-5433

Organization: Hyde Square Task Force
 Contact: Yi Chin Chen
 Address: PO Box 301871, Jamaica
 Plain, MA 02130
 Tel.: 524-8303

Appendix C
Boston's One-Stop Career Centers and
Boston's Youth Options Unlimited

Boston Career Link

1010 Harrison Ave.
Boston, MA 02115
Phone (617) 536-1888
Tasha Mignott, x 768

JobNet

210 South Street
Boston, MA 02111
Phone (617) 338-0809
Daphne Armand, x 223

The WorkPlace

99 Chauncy Street, 2nd Floor
Boston, MA 02111
Phone (617) 737-0093
Leah Moschella, x 3054

Youth Options Unlimited/ YO Boston

7 Palmer St.,
Roxbury, MA 02119
Phone (617) 541-2600
Kim Pelletreau, x 2613

Appendix D



**Boston Private Industry Council
School-to-Career Office**

**555 Amory Street
Jamaica Plain, MA 02130 617-524-5224 Fax 617-524-1046
www.bostonpic.org**

<u>School</u>	<u>PIC Staff</u>	<u>Cell Phone</u>
Academy of Public Service	Matthew Power-Koch	617-438-5497
Alternative Education	Shawn Brown	617-438-5495
Another Course to College	Dan Cuddy	617-438-5451
Boston Arts Academy	Dorri Ziai	617-438-5471
Boston Community Leadership Academy	Dan Cuddy	617-438-5451
Boston Latin Academy	Dorri Ziai	617-438-5471
Boston Latin School	Roselys Esteve	617-413-7873
Brighton High School	Dan Cuddy	617-438-5451
	Eberley Wedlake	617-438-2135
Brook Farm Academy	Sheneya Allen	617-413-4728
Charlestown High School	Adele McKeon	617-438-5469
Community Academy of Science & Health	Takeitha Alexander	617-872-6476
East Boston High School	Emily Webster	617-719-4794
Engineering School	Takeitha Alexander	617-872-6476
English High School	Liz Negron	617-488-1378
Excel Academy & Monument High Schools	Tammy Hingston	617-438-5484
Fenway High School	Dorri Ziai	617-438-5471
Health Careers Academy	William Rawlinson	617-438-5482
Jeremiah E. Burke High School	Jonathan Rosenthal	617-719-4811
John D. O'Bryant High School	Terry Alleyne	617-438-5489
Madison Park High School	Annabelle Rosario	617-438-5491
Media and Technology	Sheneya Allen	617-413-4728
New Mission High School	William Rawlinson	617-438-5482
Noonan Business Academy	Matthew Power-Koch	617-438-5497
Odyssey High School	Tammy Hingston	617-438-5484
Parkway Academy of Technology & Health	Sheneya Allen	617-438-5447
Quincy Upper School	Alysia Ordway	617-488-1355
Snowden International High School	Alysia Ordway	617-488-1355
Social Justice Academy	Takeitha Alexander	617-872-6476
Tech Boston Academy	Shandu Williams	617-990-7388
Urban Science Academy	Sheneya Allen	617-438-5447