



**REQUEST FOR PROPOSALS
ALTERNATIVE EDUCATION INITIATIVE**

FY 2016 – FY 2017

**Issued By:
The City of Boston
Martin J. Walsh, Mayor**

**Boston Centers for Youth and Families
Christopher Byner, Interim Executive Director**

**Office of Jobs and Community Services
Trinh Nguyen, Director**

**RFP Issue Date: March 20, 2015
RFP Closing Date: April 24, 2015**

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JCS is a division of the Boston Redevelopment Authority.

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RFP TIMELINE

Request for Proposals Issued Website: http://www.bostonjcs.org	March 20, 2015
Bidders' Conference City Hall, BRA Board Room, 9 th Floor	March 25, 2015, 10:00 AM – 12:00 PM
Letter of Intent Due E-mail: cindy.chow@boston.gov	April 3, 2015 by 5:00 PM
Submittal of Questions E-mail: midori.morikawa@boston.gov	April 17, 2015 by 5:00 PM
Response to RFP Due Mail to or hand delivery at: 43 Hawkins Street Floor 3B, Boston, MA 02114	April 24, 2015 by 4:00 PM
Contract Start Date	July 1, 2015

Section I. Overview

The Mayor's Office of Jobs and Community Services (JCS) is the City of Boston's workforce development agency. Under the leadership of Mayor Martin J. Walsh, JCS administers funding from various sources for the purpose of supporting a broad range of services leading to greater economic security. These services include education and training, career development, job training, adult basic education, and youth employment services. One such funding source is the Alternative Education Initiative (AEI).

On behalf of Boston Centers for Youth and Families (BCYF), JCS solicits competitive proposals for services to eligible youths under the AEI. As a division of the Boston Redevelopment Authority/Economic Development and Industrial Corporation (BRA/EDIC), JCS will handle all questions concerning this RFP, review all submissions, and prepare funding recommendations.

PRIORITIES FOR AEI FUNDING

The priorities for funding in this RFP were developed through a planning process conducted over the past several months. A draft statement of policy priorities was issued for comment in January, followed by a public hearing on January 16, 2015. A broad range of individuals and community organizations participated in the hearing, providing valuable commentary which helped to further focus priorities for this funding. Comments received there were taken into consideration in finalizing the policy principles, which can be found on the JCS website at www.bostonjcs.org.

For FY 2016, JCS will prioritize programs and services that establish a framework to move participants along a career pathways continuum, defined as high school diplomas or HiSET attainment, matriculation into post-secondary education/training, and placement into jobs with demonstrated career paths. JCS has developed a visual of this "pathway," which can be found in Appendix C.

Preference will be given to programs employing a career pathway model, with a structured sequence of activities that focuses on providing participating youth long-term career development services that lead to unsubsidized employment and/or enrollment into post-secondary education/training. Programs that provide seamless connection and specific transitional strategies from high school education to employment and/or post-secondary education/training that increase employability for participating youth will be prioritized. Applicants must demonstrate how each participant will successfully advance to the next step in the career pathways continuum. In addition, under this RFP, partnerships and collaborations are strongly encouraged to allow provision of a full set of high school education, employment, and post-secondary education/training for participating youth.

FUNDING AVAILABILITY AND PERIOD OF PERFORMANCE

At the issuance of this RFP, JCS has not been informed by the City of Boston of the allocation of AEI funds for Fiscal Year 2016. The total allocation for the current contracts (FY 2015) is approximately \$500,000.

JCS does 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 typically occurs on a two-year cycle. Contracts resulting from this RFP are anticipated to

commence July 1, 2015 and end on June 30, 2016. Contracts are awarded for a one-year period, and a re-funding process determines the second year of funding. Re-funding for FY 2017 will be contingent upon satisfactory program performance, approval of a re-funding application, and the availability of city funding.

Section II. Eligibility Criteria

ELIGIBLE APPLICANTS

This is an open and competitive procurement process. Eligible applicants are must hold 501(c)(3) status under the Internal Revenue Code, be in the process of receiving such status, or have an identified fiscal sponsor holding 501(c)(3). In addition, JCS is interested in organizations with the following competencies:

- JCS gives priority to organizations with a track record of providing comprehensive alternative education services to Boston's youth while maintaining high standards of program management and accountability.
- JCS gives priority to proposals that incorporate partnerships and collaborations under this RFP. Partnerships focusing on a seamless integration of programs and services are strongly encouraged to ensure that there are no gaps in the continuum of programs and services. Partnerships are urged to include a broad spectrum of stakeholders, including but are not limited to employers, institutions of higher education, one-stop career centers, adult basic education providers, and community-based organizations. Each applicant may apply as the lead applicant for only one proposal. Applicants may be members of more than one partnership under this RFP.

PARTICIPANT ELIGIBILITY

All participants served with AEI funds under this procurement must meet all of the following eligibility characteristics:

- Boston residents.
- Youth between the ages of 16-21 years old who are high school drop-outs or at risk of dropping out from traditional high schools.

PRIORITY TARGET POPULATIONS

Within the above broad eligibility requirements for AEI, JCS had determined the following priority target populations for AEI services in Boston.

- Out-of-school youth between the ages of 16-21, defined as high school dropouts without high school diploma or HiSET;
- In-school youth between the ages of 16-21 who are at risk of dropping out, including those who are two or more years behind in obtaining credits required for high school graduation;
- Youth who are basic skills deficient or English Language Learners;
- Court-involved; homeless, runaway, in foster care, or aged out of the foster care system; pregnant or parenting; youth with disabilities; young men of color; immigrant youth; youth residing in Boston Housing Authority (BHA) facilities.

Section III. Services Requested

JCS seeks proposals for programs best demonstrating the capacity to provide access to a high school diploma or HiSET granting alternative education programs for Boston's youth in the context of a career pathway model. Connecting youth to alternative education programs, where they can take advantage of personalized, flexible, and small student-centered learning environments, provides a foundation for participating youth to increase their future employability and earning potential.

The goal of this RFP aligns with the city-wide economic opportunity agenda that aims to tackle income inequality for Bostonians. JCS is aware that there are not enough funds to support all efforts to provide a continuum of services based on a career pathways model – so under this RFP, JCS will be looking for organizations to work together to establish a structure to provide a continuum of education and employment programs beyond high school diploma or HiSET. To that extent, JCS encourages applicants to partner and clearly define each partner's strengths, roles, and responsibilities under this RFP.

JCS defines a career pathway continuum as an effort that provides a clear sequence of activities and a connection between high school credentials, post-secondary education or training enrollment, and employment programs that lead to careers with living wages. A career pathway allows participants to progress from one level to the next to build skills that lead to improved career prospects. Career pathways prepare and place individuals into jobs in high-demand and high-wage industries with increased earning opportunities by providing access to industry-recognized credentials, certificates, and degrees.

Under this RFP, JCS seeks innovative models or approaches which respond to the needs of target populations. Applicants must demonstrate how they intend to transition youth into post-secondary education/training and/or employment upon successful completion of a high school or HiSET programs. Applicants must demonstrate clear transition strategies for youth that help them on a path toward economic security.

Program designs must demonstrate comprehensive service strategies to meet the wide array of needs posed by participating youth. 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 which may be connected with particular youth.

Effective program designs must produce academic outcomes which demonstrate learning gain such as grade level advancement and attainment of a diploma or HiSET. Applicants must employ highly individualized and accelerated curricula that allow participants to graduate and obtain diplomas or HiSET. Program participants under this grant must be able to successfully demonstrate mastery of content, allowing teachers and staff to provide intensive support and guidance to improve student learning.

In addition, applicants under this program model must provide a strong school-to-career/college framework. Providing an early introduction and exposure to post-secondary education and careers, allowing youth to establish career goals and interests, and to experience improved educational and employment outcomes, such as dual enrollment strategies are encouraged. A post-secondary bridge

strategy, such as remedial/developmental class preparation, which allows youth to take college level courses upon entry into community colleges, is also encouraged. The use of structured work-based learning, such as career exploration, unpaid and paid experiences, summer and year-round employment, pre-apprenticeship, internships, job shadowing, and on-the-job training is also encouraged.

In addition to providing a strong college/career framework where participating youth can gain specific job readiness skills, JCS also encourages applicants under this RFP to incorporate restorative justice principles in discipline policies to build safe classroom communities and contribute to socio-emotional learning for participants.

For participating youth, diplomas or HiSET attainment is a top priority, but service strategies must reach beyond the HiSET or diploma completion to support youth entry into post-secondary education/training and/or into employment that will lead to economic security. Collaboration with employers and/or higher education institutions is encouraged to emphasize career planning and access to post-secondary options for youth. Effective program designs will emphasize retention in the program until receiving a high school credential and applicants must demonstrate clear transitional strategies into post-secondary education/training and/or employment for participating youth.

REQUIRED PROGRAM COMPONENTS

Successful applicants will articulate a service strategy and program design that is consistent with the following required program components:

- ***Career pathways continuum structure.*** Applicants must describe in their proposal a clear career pathways continuum (and include a diagram as an attachment), indicating what transitional strategies and services will be provided and by whom for program participants. Career pathways must identify specific steps of activities that lead to placement into jobs or post-secondary education/training upon successful completion of high school diplomas or HiSET programs. Applicants must demonstrate partnerships with educational institutions and/or employers to develop specific activities and strategies to connect education, training, and employment activities for participating youth. The description must include how a career pathways continuum is providing a strong school to career/college framework.
- ***AEI Required Sequence of Services: Outreach and Recruitment, Intake and Eligibility Determination, Assessment and Referral, Case Management/Individual Service Strategy, and Follow-Up.*** Please see AEI Required Sequences of Services on page 8.
- ***Employer partners.*** Applicants must demonstrate a strong employer partnership. Applicants must demonstrate partnership designs that offer employers the opportunity for direct interaction with individual participants and direct coordination with program staff. Youth may be placed in summer jobs or internships with employers, while other employers may participate as job-shadow hosts and mentors for youth, providing specific work-based learning programs. In addition, program participants may benefit from a first-hand understanding of the requirements and expectations of employers in a given industry.

Applicants are encouraged to include innovative and sustainable employer partnerships in their program design. Applicants should attach a Memorandum of Agreement (MOA)/Letter of Support

with at least one employer partner. Proposals without strong employer involvement will not be competitive.

- **Partnership plan.** A strong partnership is critical for this RFP to deliver the effective services that will have the greatest possible collective impact. Applicants must establish a plan that clearly identifies which organization is providing which service for program participants, including alternative education programs and placement into post-secondary education/training and/or employment, and provision of intensive case management program. Partnerships can include but are not limited to employers, higher education institutions, and other community-based organizations with expertise in serving the target population.

AEI REQUIRED SEQUENCE OF SERVICES

Programs funded through this RFP are required to provide the following five required sequence of services in order to ensure that all participants receive comprehensive and individualized services.

Step 1: Outreach and Recruitment

Applicants must demonstrate in their proposal an understanding of the target population they have chosen. Applicants must be capable of executing a comprehensive recruitment strategy for the target population. Applicants must show how the strategy they propose will lead to the desired level of enrollment.

Step 2: Intake and Eligibility Determination

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; this should be fully documented.

If the program and the participant 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 AEI eligible, the cost of serving the participant is the responsibility of the program.

Step 3: Assessment and Referral

After a participant is determined to be eligible for AEI services, a comprehensive assessment of reading and math skills, career interests, occupational skills and work readiness skills, and supportive service needs must be undertaken.

For academic skills assessment, JCS is providing financial support for programs to utilize CASAS e-tests online for AEI-funded students (www.casas.org) but they may choose to use other tools such as TABE or MAPT or other programs subject to JCS approval. JCS requires programs to assess participants three times a year in order to measure skill gain and target academic instruction.

Assessment may take the form of standardized testing, interview(s) with program staff, writing samples, or other methods. Proposals should include a description of tools used and an assessment process which establishes the following data:

- Basic occupational skills and work readiness skills (JCS requires the Massachusetts Work-Based Learning Plan www.skillslibrary.com/wbl.htm and Massachusetts Careers Information Systems <https://masscis.intocareers.org/materials/portal/home/html>)
- Prior work experience and employability;
- Career 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 participant to explore all available service options;
- Comprehensive in gauging all the needs of a participant, so as to enable the student to succeed in the program; and
- Ongoing, so that the participant's needs are evaluated throughout the program.

Participants not enrolled into the assessing agency's services should be referred to other services. The rationale for referral to other services should be documented. For referral process, this RFP solicits programs committed to participate in a referral network, including Boston Youth Services Network (www.bysn.org), the Re-engagement Center, and the Connection Center, that allows programs to combine their specialized outreach, education and employment/career services into coherent pathways from disconnection to high school education and beyond.

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

Step 4: Case Management/Individual Service Strategy

JCS requires programs to use a common form to document Individual Service Strategies (ISS)¹ for each participant. The document will 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. In addition, ISS should include any barriers to employment/education.

An ISS is developed for every participant in AEI program. Updated on a quarterly basis, the ISS is intended to be an active document reflecting service needs and goals, and evolving as participants' needs and goals evolve. The Individual Service Strategy should, at a minimum, contain: a) participants' basic information; b) assessment of basic, work readiness, and occupational skills; c) supportive service needs d) short-term program goals and skill improvement goals; e) long-term education and/or career goals f) counselor, supervisor and/or case manager case notes; g) plans for follow-up services.

¹ To see the current form, please refer to Appendix E.
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Any participant who is basic skills deficient (assessed below a 9th grade level in reading or math) must have basic skills improvement as an Individual Service Strategy goal.

Programs will demonstrate the ability to work with youth to plan and transition to next steps after the completion of high school diploma or HiSET program, including employment and/or post-secondary education or training. Applicants should clearly demonstrate how case management is integrated into their service model. Effective case management models assist participants in overcoming multiple barriers to success. Case managers should monitor participant attendance and performance and problem-solve with them as necessary. In addition, programs should incorporate trauma-informed approaches into their intensive case management models. Generally speaking, intensive case management models should have a staff to participation ratio in the range of 1: 20-40.

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. 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 Individual Service Strategy goals and, where necessary, a recommendation for obtaining additional services. JCS requires 12 months of follow-up be provided and documented. Some examples of follow-up services may include on-going counseling and case management services, peer group activities and mentoring programs, and on-going tutoring to develop academic skills.

OUTCOME MEASURES

The following outcome measures will be used to evaluate participant success under the AEI funds.

Attainment of a High School Diploma or HiSET

- Number and percentage of participants who obtain high school diploma or HiSET.

Retention in the alternative education program with documented and measurable academic progress.

- Number and percentage of participants who remain in alternative education program.
- Number and percentage of participants who increase one or more grade levels in academic skills.

Enrollment in Post-Secondary Training

- Number and percentage of participants who enroll in post-secondary training upon completion of alternative education program.
- Number and percentage of participants who obtain post-secondary credentials or industry-recognized certificates.

Enrollment in Post-Secondary Education

- Number and percentage of participants who enroll in post-secondary education, including community colleges and universities.

Attainment of Employment

- Number and percentage of participants who obtain part-time or full-time unsubsidized employment while enrolled in alternative education programs.
- Number and percentage of participants who obtain part-time or full-time unsubsidized employment upon completion of alternative education program.

Negative Termination or Dropout

- Number and percentage of participants who drop-out, leave program without completing, or those that are dismissed from the program.

DATA TRACKING AND REPORTING

JCS will be using the Google Sheets, a web-based spreadsheet app that allows JCS to access live participant data. The successful applicants will be required to use Google Sheets to record and track all participant activities, including services rendered and outcomes achieved. Reports generated from it will be used to assess program performance. In addition, the contractor may be asked to provide additional data not accessible through Google Sheets to evaluate performance outcomes. Contracting agencies must be capable of accessing the Internet and have an agency account with Gmail.

PROGRAM MONITORING/REPORTING

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

- Compliance with regulations, policies, and contracts;
- Operations in accordance with the proposal and the contract;
- Achievement of objectives in accordance with the proposal and the contract;
- Integrity of administrative and data systems;
- Quality of service evaluation through observation and informal interviews; and
- 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. Applicants must demonstrate the capacity to perform administrative responsibilities including: maintaining records of participant eligibility, attendance and progress; tracking participation; and submitting program reports and invoices in a timely manner. Providers are required to attend a training on program reports and invoices.

FINANCIAL MONITORING/REPORTING

Site visits will also be used to monitor financial compliance with AEI and other applicable regulations.

If your agency expended \$750,000 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 the most recent guidance from the Federal Office of Management and Budget (OMB). This guide, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance or "UG"), replaces OMB Circular A-133. The complete text of this

audit guidance can be found at 2 CFR Part 200, Subpart F in the Code of Federal Regulations. A complete copy of the UG-compliant 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 \$750,000 in federal funds, and are exempt from the UG audit requirements, a statement attesting to that fact must accompany your audited financial statements.

If you expended less than \$750,000 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.

Section IV: Proposal Guidelines

Please complete and include the Proposal Cover Sheet provided in Appendix B. This does not count towards the 20 page limit. Items #1 to #8 below do count toward the 20-page limit.

1. One-Page Proposal Summary (5 points)

Briefly describe your proposed program, including specific target population, number of participants to be served, program site(s), type of program and duration of services, expected AEI outcomes, amount of funds requested, cost per participant, and other key features of your program. Identify any partners with whom you will collaborate to offer key components of the program design.

2. Agency Background and Organizational Capacity (10 points)

Briefly describe your agency's overall history and its previous experience in providing the specific services proposed. Indicate on an attached organizational chart where the proposed services fit. Describe your experience and expertise in providing alternative education programs in the context of a career pathway model. Include information about your partnership, briefly describing each partner's roles and responsibilities under this RFP – indicate your partnership's positive impact on your service to target populations in the past, if applicable.

Provide a description of your organization's track record in the service you are proposing. Include size of service population and any performance outcomes, including attainment of high school diplomas or HiSET and transitional strategies to place participants into post-secondary education/training programs and/or job placement and retention.

3. Statement of Need and Target Population (10 points)

Please describe the characteristics and needs of the specific populations you intend to serve, assuming the reader is unfamiliar with the population. Describe the specific needs, barriers, and assets of the target population in completing high school diplomas or HiSET. How will the proposed program address those barriers? If more than one group is targeted, provide information for each group. How does this population differ from the general population? What direct experience have you had with members of this population and how did you accommodate their needs? Which aspects of your program (e.g. curriculum, program environment, facilities...etc) are designed specifically to address the challenges faced by this population? Include data supporting your agency's ability to achieve successful outcomes with the target group.

4. Program Design (25 points)

- Describe in detail your proposed design, including an explanation of the proposed program schedule describing the duration, intensity, and location of each component, plus teacher-and counselor-to-student ratios. Explain how these functions, as designed, are appropriate for your target population and its needs.
- Describe your alternative education program and how your program is helping target populations obtain a HiSET or diploma. Does the program have a minimum grade level? What

is the typical range of grade levels in your classroom(s)? What proportion of students typically have had IEPs?

- How does your program meet the wide range of needs posed by participating youth?
- How has the curriculum been developed and updated to align with MA Curriculum Frameworks and the Common Core standards? How do participants demonstrate mastery of content? For diploma granting programs, what particular methods are taken to prepare youth to pass the MCAS?
- Discuss attendance, termination, and code of conduct policies, and how these are communicated to staff and participants. Discuss how your program is incorporating restorative justice principles in discipline policies to build safe classroom communities and contribute to socio-emotional learning for participants. Describe the methods to improve participation retention and motivation, demonstrating effectiveness where possible.

Career pathways continuum structure:

- How are your services tailored so youth can successfully transition from your program into employment and/or post-secondary education/training? What specific strategies is your program using in order to successfully transition youth into post-secondary education/training and/or employment? Describe specific strategies that connect different components of a career pathway continuum to increase employability for participating youth. Include a graphic illustration of your career pathways continuum model.
- Describe how program staff will support youth in transitioning into post-secondary education/training and/or employment. What resources will be utilized in this effort?
- How will staff facilitate career planning for participants with CORI or other barriers?
- If applicable, describe any post-secondary bridge programs to meet the needs of the target population and how they are providing opportunities for youth to build credentials and skills.

Employer partner:

- Discuss how the program has engaged employers in the development and delivery of a program design/curriculum which exposes youth to careers. Describe the nature of the organization's partnerships, and describe any plans to develop new partnerships or strengthen existing relationships. Attach a Memorandum of Agreement/Letter of Support with at least one employer.

Partnership plan.

- Describe in detail the ways in which your partnership will contribute to the success of your program. Clearly define the roles and activities of the partner organizations. Attach a Memorandum of Agreement or Letter of Support between your organization and each of the partners outlining the responsibilities and contributions of partner organizations. The MOA/Letter of Support must be signed by the CEO of each organization or a designee who has senior operational authority.

5. AEI Required Sequence of Services (15 points)

These common services form a core structure for a participant’s involvement in the AEI system. For each of the steps outlined, explain how your program design will fulfill the expectations of the AEI system.

<p>Outreach and Recruitment</p>	<p>Discuss your plan for outreach and recruitment, including the specific target group you will recruit, the neighborhoods they live in, the organizations and audiences with which you will communicate, and the tools and methods you will use. How large a pool of recruits will you need to bring into your intake process in order to identify the cohort of enrolled participants you propose to serve?</p>
<p>Intake and Eligibility Determination</p>	<p>Describe the intake process, including the collection of basic information from potential clients, informing potential clients of available services in your organization or elsewhere, and determination of client suitability for program services. Describe the process of determining eligibility for AEI funded services and which staff are responsible for this process.</p>
<p>Assessment and Referral</p>	<p>Describe how your assessment process provides an objective assessment of academic levels, work readiness/interests and occupational skills levels, service needs, and assets/strengths of each participant. Include a description of any tools or methods used to determine the following: levels of basic skills, occupational skills, work readiness skills, prior work experience, employability, interests and aptitudes, and supportive service needs. How will you ensure that academic assessment is conducted three times a year and that students perform to the best of their ability? Provide a plan to incorporate academic instruction tailored to student needs, particularly for those assessed below the 9th grade level in reading or math. If it is determined that the program does not match the particular needs of the individual, how is that individual referred to more appropriate services?</p>
<p>Case Management/ Individual Service Strategy (ISS)</p>	<p>Describe your program’s capacity to provide case management services designed to support student achievement and address barriers to high school or HiSET completion. Describe how the Individual Service Strategy² will be used to document services for each participant and to measure progress toward attaining goals. What steps will be taken to ensure that the ISS is an active document that reflects a client’s progress, evolving goals, and service needs? Describe how your program will incorporate trauma-informed approaches into their case management models?</p>

² To see the current ISS form, please refer to Appendix E.
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	Describe how program staff will provide youth with ongoing support in employment search, and/or assistance in applying for advanced training or higher education.
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 may be included in your budget.

6. Staffing and Facilities (10 points)

Identify staff responsible for each component of the proposed program, including direct services and administrative personnel. Discuss staff qualifications, skills, and experience working effectively with youth and implementing the proposed services. Identify the staff who will manage the Google Sheets. Attach job descriptions and resumes for all positions involved in the project, noting whether they are to be funded or provided in-kind. Label the job descriptions with the name of the staff person, or indicate if the position is vacant. Label the resume with the name of the position in the program. While the overall answer to this question is included in the 20-page limit, job descriptions and resumes are not.

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 site, accessibility to persons with disabilities, and any and all equipment or resources that will be available to youth.

7. Outcomes (10 points)

Provide anticipated outcomes for services described. Applicants must clearly indicate the number of people to be served in this grant and expected outcomes for the proposed program. What outcomes will be achieved in year one? Please complete and include the Outcomes Form provided in Appendix D. How will you evaluate the effectiveness of your program? Describe partner commitments to provide data needed to evaluate program effectiveness.

8. Sustainability Plan (5 points)

Summarize your agency's total budget and total project budget and describe the source and amount of non-AEI funds committed and pending for the specific services proposed in this application. Assuming your program is funded, describe your sustainability efforts, including how your agency would deal with a possible reduction of funding in the second year of this two-year funding cycle, and how this would impact your program.

9. Budget (this is not counted in 20-page limit) (10 points)

Please follow the budget instruction in Appendix F. Please present a budget cover page, a cost detail page and a budget narrative (applicants can create their own budget narrative form using the attached instruction) for the AEI funding you are requesting for FY 2016. Applications that do not include these forms will not be considered. The job titles and staff initials listed on the cost detail page should match the job descriptions and resumes attached as described above.

These forms should show AEI funds only. Use the budget instructions page in this RFP as a guide for the requirements under each budget category. Please double check your calculations; all costs must tie out exactly; do not round off. The budget narrative should present descriptive detail on all line item costs in the budget, so that readers will not be left with questions about how you propose to use the funds.

Collaborative proposals should submit one set of budget forms that clearly identifies the project costs of each agency. Each applicant may apply as the lead applicant for only one proposal.

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.

Section V. Terms of Procurement

APPLICATION DEADLINE

Responses to this RFP must be received by JCS by 4:00 PM on Friday, April 24, 2015. It is the sole responsibility of the applicant to ensure their proposal is complete and submitted on time. Proposals can be mailed to or hand-delivered at:

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

The office is located near City Hall, behind Channel 7 and the Area A police station. It is within walking distance of the State Street, Haymarket and Bowdoin subway stations. Parking in the vicinity of the office is difficult; allow extra time if you are driving.

Proposals not received by this time will be disqualified from the competitive process. Facsimiles and electronic submissions will not be accepted. JCS will provide confirmation upon receipt.

LETTER OF INTENT

A letter of intent is requested by April 3, 2015 via email to Cindy Chow at cindy.chow@boston.gov. Please complete the information using the form *Appendix A: Letter of Intent to Bid*. All applicants will receive email confirmation upon receipt. Should you subsequently decide not to submit, please let us know via email to Cindy Chow.

BIDDERS' CONFERENCE

Organizations interested in bidding on the RFP are strongly encouraged to attend the scheduled Bidders' Conference on March 25, 2015. Questions and answers provided at the Bidders' conference will be made available to the public on JCS' website at www.bostonjcs.org.

SUBMISSION OF INQUIRIES

Questions regarding this Request for Proposals should be submitted in writing to Midori Morikawa, Senior Planner for Youth Services, via email: midori.morikawa@boston.gov. Phone calls will not be accepted. The deadline to submit questions is **April 17, 2015, by 5:00PM.**

Responses to questions received during the procurement process will be posted on the JCS website at: <http://www.bostonjcs.org>. It is the bidders' responsibility to check the website for updates and postings.

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

PROPOSAL SPECIFICATIONS

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 and sequences as specified in the Proposal Guideline section (Section IV). Each section should be labeled.
- 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.
- Proposals should be typewritten, double-spaced, in 12-point font, printed single-sided with one-inch margins.
- The proposal narrative may not exceed 20 pages. The page limit does not include the cover sheet, budget forms, or any required attachments.
- JCS requires one (1) original proposal and five (5) copies. The original should be clearly marked as such, and should contain original signatures by your agency signatory. The original should not be bound, but placed in a sealed envelope and clearly marked as such. Copies must be securely bound (e.g. 3-ring binder, comb binding spine – no binder clips or paper clips please).
- Some sections require appended material. All forms should be completed in full.

EVALUATION OF PROPOSALS

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 the target population.

The point values allocated to each section of the proposal narrative 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 amend without consult any proposal, and to effect any agreement deemed to be in the best interest of the city and its residents.

Section VI. Proposal Checklist

Proposals should follow, in order, the outline below. **Sign originals in blue ink.**

Submit:

- ***one (1) set of loose originals of checklist items 1-14*** in an envelope, and
- ***five (5) bound copies of checklist items 1-10 only.***

1. Proposal Cover Sheet – *appendix B*

2. Narrative Submission – This section has a 20-page limit.

- Proposal Summary
- Agency Background and Organizational Capacity
- Statement of Need and Target Population
- Program Design
- AEI Required Sequence of Services
- Staffing and Facilities
- Outcomes
- Sustainability Plan

3. Outcomes Form – *appendix D*

Use this worksheet to identify your proposed program's outcomes. Outcomes should follow the format in the form. Indicate the number of AEI youth you expect to serve and the number you anticipate will achieve each outcome. Add additional outcomes, if necessary.

4. One-Page visual depiction of your career pathways model

5. Signed Memorandum of Agreement(s) / Letter(s) of Support (for collaborations requesting funding for more than one agency or programs working in collaboration with employers or other entities). MoA/Letter of Support must be signed by the CEO of each organization or a designee who has senior operational authority.

6. Applicant Agency's Organizational Chart

7. Budget Forms and Budget Narrative – *appendix F*

Develop a budget for the amount of AEI funds you are requesting. Refer to the budget instructions page for details on how to complete the following:

Budget cover page: requires [original signature of person who prepared the budget](#)

Budget cost detail page: Totals should match throughout your budget forms. Formulas have been included to calculate totals automatically.

Budget narrative: Applicants can create their own budget narrative form using the instruction.

8. Federally-approved indirect cost letter, if applicable

- 9. Job Description(s) & Resume(s):** submit for staff funded through AEI only. Please indicate the person's name on each job description and the job title on each resume. Job titles should match those listed on the Budget Cost Detail Page.
- 10. List of Current Agency's Board of Directors** (showing addresses, affiliations, etc.)
- 11. Certificate of Authority (CM-06) – appendix G**
The CM-06 asks you to list the name of the designated authorized signatory for the AEI-funded program twice, on the top and bottom sections of the form. However, the CM-06 should NOT be signed by the authorized signatory. Please submit with the [original signature of the agency's clerk/secretary.](#)
- 12. Wage Theft Prevention Form (CM-16) – appendix H**
Select box 1 or 2, as applicable, and submit with the [original signature of authorized signatory.](#)
- 13. Provide the D-U-N-S Number for Applicant Agency**
Request/verify your DUNS number at: mycredit.dnb.com/duns-lookup/
Enter the agency's name, address, or phone number. If there is a DUNS number that matches the information you entered, a list of agency name options pops up. Click on '**send DUNS #**' next to the agency name you want. Enter your name and email to receive the DUNS information directly to your email. Include the DUNS number in the proposal cover sheet.
- 14. Most Recent CPA-Audited Financial Statement, with all related documents**

Proposals will be considered complete with checklist items 1-14. We are including checklist items 15-18 to expedite the contract execution process, should your proposal get funded. However, completion of these additional forms will not be part of the proposal evaluation and there is no penalty for submitting the proposal without them. Please submit along with the set of loose originals of items 1-14 in a clearly-labeled envelope.

- 15. Contractor Certification (CM-09) – appendix I**
Section (A) on this form should state the name of the program at your agency for which you are contracting with EDIC. Please submit the CM-09 with the [original signature of authorized signatory.](#)
- 16. CORI Forms – appendix J**
- CORI Form A**
The CORI form refers to agency guidelines regarding employees, not program participants. Please submit CORI form 15A with the [original signature of authorized signatory.](#)
- CORI Form B**
Submitting this form indicates you've read and understand the City of Boston's CORI guidelines.
- CORI Form C**
If vendor checks #3 in CORI Form 15A, vendor must submit a copy of its own CORI guidelines on CORI form 15C.

17. Living Wage Form(s) – appendix K, L, and M

2016 LW-1 – appendix K

Submitting this form indicates you've read and understand the city's Living Wage guidelines.

2016 LW-8 – appendix L

The Living Wage forms indicate the FY16 rate, \$14.11. This rate is effective as of July 1, 2015. The start date of contract is 7/1/15 and the end date of contract is 6/30/16. The form should indicate a 1-year length of contract. All agencies are required to submit an LW-8. Please submit the LW-8 with the [original signature of authorized signatory](#).

2016 LW-2 – appendix M (if applicable, see below)

Agencies who employ 25 or more FTE's also need to submit the FY16 LW-2. Form LW-1 has instructions on how to calculate full-time equivalents for your agency. Please submit the LW-2 with the [original signature of authorized signatory](#).

18. Certificate of Debarment/Lobbying – appendix N

Submit with the [original signature of authorized signatory](#).

Appendices

- A. Letter of Intent to Bid
- B. Proposal Cover Sheet
- C. Career Pathways Continuum
- D. Outcomes Form
- E. Individualized Service Strategy
- F. Budget Instruction and Forms
- G. Certificate of Authority (CM-06)
- H. Wage Theft Prevention Form (CM-16)
- I. Contractor Certification Form (CM-09)
- J. CORI Forms
- K. Living Wage Form 1
- L. Living Wage Form 8
- M. Living Wage Form 2
- N. Certificate of Debarment/Lobbying