

REQUEST FOR PROPOSALS

Alternative Education Initiative FY 2018

ISSUE DATE	February 15, 2017
BIDDER'S CONFERENCE	February 17, 2017 10:00am at City Hall, BPDA Board Room, 9 th Floor
LETTER OF INTENT DUE Strongly encouraged but not mandatory	March 21, 2017 BY: 5:00PM EST
PROPOSALS DUE	March 24, 2017 BY: 5:00PM EST

43 HAWKINS STREET | BOSTON, MASSACHUSETTS | FEBRUARY 2017

OFFICE OF WORKFORCE DEVELOPMENT

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Mayor's Office of
**WORKFORCE
DEVELOPMENT**



CITY OF BOSTON
Martin J. Walsh, Mayor

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RFP TIMELINE

Request for Proposals Issued Website: owd.boston.gov	February 15, 2017
Bidders' Conference City Hall, BPDA Board Room, 9 th Floor	February 17, 2017, 10:00AM – 12:00PM
Letter of Intent Due (strongly encouraged but not mandatory) Email: cindy.chow@boston.gov	March 21, 2017 by 5:00 PM
Submittal of Questions E-mail: stefanie.oshea@boston.gov	March 21, 2017 by 5:00 PM
Response to RFP Due Website: owd.boston.gov	March 24, 2017 by 5:00 PM
Anticipated Contract Start Date	July 1, 2017

Section I. Overview

The Mayor's Office of Workforce Development (OWD) is the City of Boston's workforce development agency. Under the leadership of Mayor Martin J. Walsh, OWD 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), OWD solicits competitive proposals for services to eligible youths under the AEI. As a division of the Boston Planning and Development Agency, OWD 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 principles was issued for comment on the OWD website in December of 2016 with the opportunity to comment until January 13, 2017¹; the final policy principles can be found on the OWD website: owd.boston.gov.

For Fiscal Year 2018, OWD will prioritize programs and services that establish a framework to move participants along a career pathways continuum, defined as high school diplomas, GED or HiSET attainment, matriculation into post-secondary education/training, and placement into jobs with demonstrated career paths. OWD 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 focus 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 increases 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

As of the date of issuance of this RFP, OWD has not been informed by the City of Boston of the allocation of AEI funds for Fiscal Year 2018. The total allocation for the current contracts (FY 2016) was \$506,250.

¹ No comments were received and therefore no changes were made to the Policy Principles

OWD 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, 2017 and end on June 30, 2018. Contracts are awarded for a one-year period, and a re-funding process determines the second year of funding. Re-funding for FY 2019 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 must hold a 501(c)(3) status under the Internal Revenue Code, be in the process of receiving such status, or have an identified fiscal sponsor having 501(c)(3) status. In addition, OWD is interested in organizations with the following program abilities and track record of providing such services:

- Organizations with a track record of providing comprehensive alternative education services to Boston's youth while maintaining high standards of program management and accountability.
- 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

At a minimum, all participants served with AEI funds under this procurement must be Boston residents, between the ages of 16-24 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, OWD has determined the following priority target populations for AEI services in Boston.

- Out-of-school youth between the ages of 16-24, defined as high school dropouts without high school diploma, GED or HiSET.

- In-school youth between the ages of 16-24 who are at risk of dropping out from traditional high schools, including those who are two or more years behind in obtaining credits required for high school graduation.
- 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; low-income youth who are basic-skills deficient or English Language Learners.

Section III. Services Requested

OWD seeks proposals for programs best demonstrating the capacity to provide access to a high school diploma, GED 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 developed to address income inequality for Bostonians. OWD 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, OWD 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, GED or HiSET. To that extent, OWD encourages applicants to partner and clearly define each partner's strengths, roles, and responsibilities under this RFP.

OWD 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, OWD 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, GED or HiSET program. 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 gains such as grade level advancement and attainment of a high school diploma, GED or HiSET. Applicants must employ highly individualized and accelerated curricula that allow participants to graduate and obtain high school diplomas, GED 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. Programs offering 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, OWD 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, high school diplomas, GED or HiSET attainment is the top priority, but service strategies must reach beyond high school diplomas, GED or HiSET 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, GED 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 or educational partnerships in their program design. Applicants are encouraged to attach a Memorandum of Agreement (MOA)/Letter of Support with at least one employer or educational partner.

- **Partnership plan.** Strong partnerships are critical for the delivery of effective services that will have the greatest possible collective impact, and it is strongly suggested that agencies collaborate in this manner if responding to this RFP. Applicants should 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. Agencies that submit a partnership plan will have a stronger proposal if proven that they can provide a continuum of services to address the entire sequence of services outlined below
- **Youth with disabilities.** Applicants must briefly describe program's current capacity to teach youth with disabilities, especially hidden or non-apparent disabilities. Applicants should identify staffs' qualifications to serve this population as well as the current practice for identifying and addressing hidden disabilities. Applicants should explain what, if any, kind of instructional or assistive technology are used in programming. Finally, applicants should address if there is identified capacity to serve students with disabilities or plans going forward to do so.

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 collected. A participant can only be enrolled in the grant only after eligibility determination.

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. One tool that can be used is Appendix E, the Individual Service Strategy Form (ISS), but any form that your organization utilizes may also be used.

For academic skills assessment, OWD is providing financial support for programs to utilize CASAS e-tests online for AEI-funded students (www.casas.org) but programs may choose to use other tools such as TABE or MAPT, subject to OWD approval.

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 (OWD recommends 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 (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 utilizing the agency's release of information process to ensure protection of personal information.

Step 4: Case Management and Career Planning

OWD provides programs with a common form, the Individualized Service Strategy, to document Career Planning for each participant. Programs may opt to use an internal document or one provided by another funding source. 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, the tool should include any barriers to employment/education.

A Career and Education Plan is developed for every participant in AEI programming. 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.

Programs will demonstrate the ability to work with youth to plan and transition to next steps after the completion of high school diploma, GED or HiSET programs, 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

OWD 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 career or education goals and, where necessary, a recommendation for obtaining additional services. OWD strongly recommends 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, GED or HiSET

- Number and percentage of participants who obtain high school diploma, GED 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

OWD will be using Google Sheets, a web-based spreadsheet app that allows OWD to access live participant data. 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

OWD 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 are a program that has previously submitted this information to OWD you do not need to resubmit.

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 15-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 diploma, GED or HiSET and placement 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, GED 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, and facilities) are designed specifically to address the challenges faced by this population?

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 high school diploma, GED or HiSET completion. 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:

- If applicable to your proposal, 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.

Partnership plan.

- If applicable to your proposal, 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.

Outreach and Recruitment	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?
Intake and Eligibility Determination	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.
Assessment and Referral	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 regularly 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 9 th 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?
Case Management/ Career Planning	Describe your program’s capacity to provide case management services designed to support student achievement and address barriers to high school diploma, GED or HiSET completion. Describe how the career planning tool utilized by your program 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 career planning tool utilized 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?

	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 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.

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 for the AEI funding you are requesting for FY 2018. Applications that do not include these forms will not be considered.

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. 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.

Section V. Terms of Procurement

APPLICATION DEADLINE

Responses to this RFP must be received by OWD by **5:00 PM on March 24, 2017**. All proposals must be submitted by uploading them electronically at owd.boston.gov **in one PDF**. It is the sole responsibility of the applicant to ensure their proposal is complete and submitted on time and that you receive a confirmation receipt via email; if you do not receive a confirmation email within 24 hours of your submission please email Stefanie O'Shea, Workforce and Policy Manager, at stefanie.oshea@boston.gov. Proposals not received by 5:00pm on March 24, 2017 will be disqualified from the competitive process.

LETTER OF INTENT

A letter of intent is strongly encouraged but not mandatory. Letters of intent allow OWD to plan for volume of proposals and resources needed. If your organization is submitting a letter of intent, it should be received by OWD by 5:00 PM on March 21, 2017 via email to 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 inform us via the same email address.

BIDDERS' CONFERENCE

Organizations interested in bidding on the RFP are strongly encouraged to attend the scheduled Bidders' Conference, which will be held on **February 17, 2017** at 10:00 A.M. in the BPDA board room on the 9th floor of City Hall. Questions and answers provided at the Bidders' conference will be made available to the public on OWD' website at owd.boston.gov.

SUBMISSION OF INQUIRIES

Questions regarding this Request for Proposals should be submitted in writing to Stefanie O'Shea, Policy and Workforce Manager via email: stefanie.oshea@boston.gov. Phone calls will not be accepted. The deadline to submit questions is **March 21, 2017 by 5:00PM**.

Responses to questions received during the procurement process will be posted on the OWD website at owd.boston.gov. It is the bidders' responsibility to check the website for updates and postings.

OWD 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 Arial font with one-inch margins.
- The proposal narrative may not exceed 15 pages. The page limit does not include the cover sheet, budget forms, or any required attachments.
- Some sections require appended material. All forms should be completed in full.
- The proposal must be uploaded at owd.boston.gov **in one PDF**.

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. OWD reserves the right to reject any and all proposals, to waive or modify any requirement contained in this RFP, to amend without consultation 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 and be uploaded **in one PDF**.

- 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 If submitting as a part of the proposal, the MOA/Letter of Support must be signed by the CEO of each organization or a designee who has senior operational authority for collaborations requesting funding for one or more agency.

6. 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 in Appendix F for details on how to complete the following:

Budget cover page: This form requires the signature of the 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

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