

# REQUEST FOR PROPOSALS

## Workforce Innovation and Opportunity Act Title I Youth FY 2023

<b>ISSUE DATE</b>	January 31, 2022
<b>BIDDER'S CONFERENCE</b>	February 11, 2022 12:00 PM, Virtual <a href="#">Click here to register for the conference</a>
<b>LETTER OF INTENT DUE</b> Strongly encouraged but not mandatory	February 14, 2022 BY: 5:00 PM EST
<b>PROPOSALS DUE</b>	March 18, 2022 BY: 5:00 PM EST.

43 HAWKINS STREET | BOSTON, MASSACHUSETTS | JANUARY 2022

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Mayor's Office of

**WORKFORCE  
DEVELOPMENT**



CITY OF BOSTON

Michelle Wu, Mayor

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## Section I. OVERVIEW

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The Mayor's Office of Workforce Development (OWD) is the City of Boston's workforce development agency. Under the leadership of Mayor Wu, OWD administers funding from various sources to support 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 Workforce Innovation and Opportunity Act (WIOA) Youth funds.

OWD is Boston's administrative entity for WIOA Youth funds overseen by the Youth Council and the Boston Workforce Development Board, staffed by the Boston Private Industry Council.

This Request for Proposals (RFP) solicits competitive proposals for services to eligible youths under WIOA. As a division of the Boston Planning and Development Agency, OWD will manage all questions concerning this RFP, review all submissions, and prepare funding recommendations.

### THE WORKFORCE INNOVATION AND OPPORTUNITY ACT

The Workforce Innovation and Opportunity Act (WIOA) is a U.S. Department of Labor program to serve youth who face education, training, and employment barriers. Information and resources on WIOA can be found on the Department of Labor's website: [www.doleta.gov/WIOA](http://www.doleta.gov/WIOA).

### PRIORITIES FOR WIOA YOUTH FUNDING

The service delivery framework described in this RFP emerged from a strategic planning process in response to local needs, the regional economic profile, and youth aspirations. Staff from the Mayor's Office of Workforce Development (OWD) and Boston Private Industry Council (PIC) undertook a participatory planning process that involved individual expert consultations and public feedback sessions supported with in-depth analyses of past performance data and funding strategies. This process contributed to developing a Strategic Plan that outlines the vision and goals of the FY23-26 WIOA Youth funding strategy.

OWD envisions an integrated and coordinated system of services that stabilizes marginalized youth and transitions them towards career-oriented education, training, and employment. For FY 2023, consistent with WIOA federal guidelines, OWD will prioritize programs and services that place out-of-school youth ages 18-24 on a pathway towards post-secondary attainment or career-level employment.

The principles and competencies described in the following sections build on the five goals identified in the WIOA Youth strategic plan:

1. WIOA Youth are on a pathway to or through post-secondary education and training
2. WIOA Youth programs provide evidence-based services to Out-of-School Youth (OSY) populations ages 18-24
3. WIOA Youth have access to timely, high-quality, and 14 specialized program elements, particularly stabilization services
4. The system has meaningful and high-quality data to improve WIOA services and outcomes and advance local priorities
5. WIOA Youth system has linkages to broader economic networks

On November 9, 2021, the Youth Council approved a set of policy principles anchored in the strategic goals to guide the selection of programs through the RFP process. Subsequently, a draft statement of policy principles was issued for public comment on the OWD website on November 17, 2021, with the opportunity to comment until January 7, 2022. Public feedback was incorporated into the final policy principles, and the full version of the policy principles has been posted to the OWD website: [owd.boston.gov](http://owd.boston.gov). In brief, the principles are:

1. *Programs are framed around a multi-step intervention model*
2. *Programs have well-defined and robust transition processes to the post-program step*
3. *Program policies and protocols are evidence-based and appropriate for the population*
4. *Programs put youth on a pathway to the attainment of post-secondary credentials*
5. *needed for employment in high-demand occupations*
6. *Programs leverage multiple internal and external partnerships to ensure the integration of high-quality, youth-focused services*

For a complete description of each policy principle, please download the document from the website. Applicants are encouraged to review the policy principles before starting the application.

#### **FUNDING AVAILABILITY AND PERIOD OF PERFORMANCE**

At the issuance of this RFP, OWD has not been informed by the U.S. Department of Labor of the allocation of WIOA Title I Youth funds for the Fiscal Year 2023. The total funding for the current contracts (FY 2022) is approximately \$1.3 million.

OWD continues to optimize its allocated funding amounts by awarding larger grants to a smaller number of successful applicants who will provide the highest quality programs for participants and utilize partnerships and referral networks.

OWD does not predetermine the amount of funds to be dedicated to each program model. The type and quality of proposals submitted will determine the funds and the amount of funding awarded. Open and competitive procurement occurs on a three-year cycle. Contracts resulting

from this RFP are anticipated to commence July 1, 2022, and end on June 30, 2023. Contracts are awarded for a one-year period, and a re-funding process determines the second and third years of funding. Re-funding for FY 2024 will be contingent upon satisfactory program performance, approval of a re-funding application, and the availability of federal funding.

## Section II: ELIGIBILITY CRITERIA

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### ELIGIBLE APPLICANTS

Eligible applicants 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). OWD gives priority to organizations with a track record of providing services to low-income youth in Boston while maintaining high standards of program management and accountability. Preference will be given to community-based organizations that are physically located in Boston.

OWD gives priority to proposals that focus on long-term outcomes in career readiness and success, such as long-term career development services and training programs that lead to unsubsidized employment in industries with projected growth and the potential for wage progression. The capacity to move clients to recognized post-secondary credentials, such as an associate degree or an industry-recognized post-secondary apprenticeship or training certificate, will be a priority.

OWD gives priority to proposals that incorporate partnerships and collaborations under this RFP. Partnerships focusing on seamless integration of programs and services are strongly encouraged to ensure no gaps in the continuum of programs and services. Partnerships are urged to include a broad spectrum of stakeholders, including but not limited to employers, institutions of higher education, Mass Hire Career Centers, adult basic education providers, and community-based organizations. To that extent, OWD encourages applicants to partner and clearly define each partner's strengths, roles, and responsibilities under this RFP. Each applicant may apply as the **lead applicant** for only one proposal but may budget funds towards the partner's services. Applicants may be members of more than one partnership under this RFP.

### PARTICIPANT ELIGIBILITY

All participants served with WIOA Youth funds under this procurement must meet **all** the following eligibility characteristics<sup>1</sup>:

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<sup>1</sup> Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 24 once they are enrolled in the program

### Out-of-School Youth Eligibility<sup>2</sup>

- a) Resident of Boston
- b) U.S. Right to Work Documentation
- c) Selective Service registration for males
- d) Not attending any school (as defined under State law)
- e) Not younger than 18 or older than age 24 at time of enrollment. Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 24 once they are enrolled in the program; and
- c) One or more of the following:
  - 1) A school dropout
  - 2) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner
  - 3) An offender
  - 4) A homeless individual, a homeless child or youth, or a runaway
  - 5) In foster care or has aged out of the foster care system, a child eligible for assistance under sec. 477 of the Social Security Act
  - 6) Pregnant or parenting
  - 7) An individual with a disability
  - 8) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

In addition, under WIOA, “low-income” also includes youth living in a high-poverty area, a homeless individual, a foster child, or recipient of SNAP, SSI, or income-based public assistance. A high-poverty area is defined as a Census tract, a set of contiguous Census tracts, Indian Reservation, tribal land, or Native Alaskan Village or county that has a poverty rate of at least 25% as set every five years using American Community Survey 5-Year data. Homelessness may be defined either by the McKinney-Vento Act but includes youth experiencing housing instability or residence inconsistency outside of the Act’s definition.

#### **PRIORITY TARGET POPULATIONS**

Within the above eligibility requirements under WIOA, the Boston Private Industry Council and Office of Workforce Development have determined the following priority target populations under this RFP:

- Out-of-school youth between the ages of 18-24 years old.

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<sup>2</sup> Retrieved from: <http://www.mass.gov/massworkforce/docs/issuances/wioa-policy/19-101-1a.pdf>

- Court-involved; homeless<sup>3</sup> or runaway; in foster care or aged out of the foster care system; pregnant or parenting; youth living with a disability; young men of color; documented immigrant youth.
- Low-income youth who are: basic-skills deficient or English Language Learners, residing in Boston Housing Authority (BHA) facilities or utilizing a housing voucher, in post-secondary schools with a GPA less than 2.0, living in a single-parent household, truant, residing in a high poverty area, or failed the MCAS in the most recent round.
- Individuals with disabilities who need pre-employment transition services, including job exploration, work-based learning experiences, workplace readiness training, self-advocacy instruction, counseling on enrollment opportunities in comprehensive transition or post-secondary education programs, and instruction in self-advocacy to maximize opportunities for competitive, integrated employment.

### Section III: WIOA REQUIREMENTS

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The following requirements apply to all youth service providers funded under WIOA. OWD seeks proposals articulating collaborations with other agencies to generate access to an appropriate range of services for participating youth. Proposals are expected to demonstrate the capacity to fulfill all service requirements but may do so through partnerships.

#### **Mandatory Program Elements**

Funded programs must provide, either in-house, through collaboration with other organizations (which may or may not be WIOA-funded providers), or through referral, access to the 14 elements of youth services required under WIOA. Applicants must demonstrate how all 14 required program elements will be made available to participating youth as needed using Appendix H ‘WIOA Service Elements.’

<b>1. Tutoring, Study Skills Training, Instruction</b>	Development of educational achievement skills that lead to completing the requirements for a secondary or post-secondary school diploma/credential.
<b>2. Alternative Secondary School</b>	Alternative secondary school services or drop-out recovery services.

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<sup>3</sup> Defined either by the McKinney-Vento Act and also to include those youth experiencing housing instability or residence inconsistency outside of the Act’s definition.

<b>3. Work Experience</b>	Work experiences include summer employment, year-round employment, pre-apprenticeship, internships/job-shadowing, and on-the-job training opportunities. Follow this <a href="#">link</a> for final WIOA regulations regarding work experience.
<b>4. Occupational Skills Training</b>	An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by specific occupational fields. Follow this <a href="#">link</a> for final WIOA regulations regarding occupational skill training.
<b>5. Education concurrently with Workforce Prep</b>	Integrated education and training that occur concurrently and contextually with workforce preparation. Follow this <a href="#">link</a> for final WIOA regulations regarding education concurrent with workforce prep.
<b>6. Leadership Development</b>	Opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors. Follow this <a href="#">link</a> for final WIOA regulations regarding leadership development.
<b>7. Supportive Services</b>	Connection and referral to existing resources in the community to deliver any supportive services required by the youth. Follow this <a href="#">link</a> for final WIOA regulations regarding supportive services.
<b>8. Adult Mentoring (12 months min.)</b>	Participants receive adult mentoring for a period of not less than 12 months that connects to the youth's goals. Follow this <a href="#">link</a> for final WIOA regulations regarding mentoring.
<b>9. Follow-up Services (12 months)</b>	Follow-up services are provided for 12 months unless the participant cannot be located or contacted. Note: All WIOA youth participants must receive some form of follow-up services for a minimum duration of 12 months. Follow-up services must include more than only a contact attempted or made for gathering information needed to report a performance outcome. Some examples of follow-up services may consist of ongoing counseling and case management



	<p>services, peer group activities, mentoring programs, or ongoing tutoring to develop academic skills.</p> <p>Follow this <a href="#">link</a> for the final WIOA regulation regarding follow-up services.</p>
<b>10. Comprehensive Guidance &amp; Counseling</b>	Individualized counseling includes drug and alcohol abuse, mental health, and referral to partner programs. Follow this <a href="#">link</a> for final WIOA regulations regarding comprehensive guidance and counseling.
<b>11. Financial Literacy Education</b>	Support participants' ability to create budgets and learn how to manage spending, credit, and debt. Follow this <a href="#">link</a> for final WIOA regulations regarding financial literacy.
<b>12. Entrepreneurial Skills Training</b>	Entrepreneurial skills training provides the basics of starting and operating a small business. Follow this <a href="#">link</a> for final WIOA regulations regarding entrepreneurial skills.
<b>13. Labor Market Services</b>	Participants receive access to career counseling, career exploration, career awareness, and the use of labor market tools.
<b>14. Transition to Post-Secondary Education</b>	Activities that help youth prepare for and transition to post-secondary education and training.

**Work Experience**

OWD continues to require that 20% of the funds must be spent on work experiences. This includes paid or unpaid work experiences, such as summer employment opportunities and other employment available throughout the school year, pre-apprenticeship programs, internships, job shadowing, and on-the-job training. These work experience strategies must serve as the next step in career development, whether the desired outcome is employment or enrollment in advanced training or post-secondary education.

**Required Sequence of Services**

Programs funded through this RFP are required to provide the following sequence of six required services to ensure that all participants receive comprehensive and individualized services consistent with the WIOA requirements. Additional information on each of these services is included in Appendix E.

- Outreach and Recruitment
- Intake and Eligibility Determination
- Assessment and Referral
- Case Management and Individual Service Strategy Development
- Access to a Range of Services
- Follow-Up Services

#### Section IV: SERVICES REQUESTED

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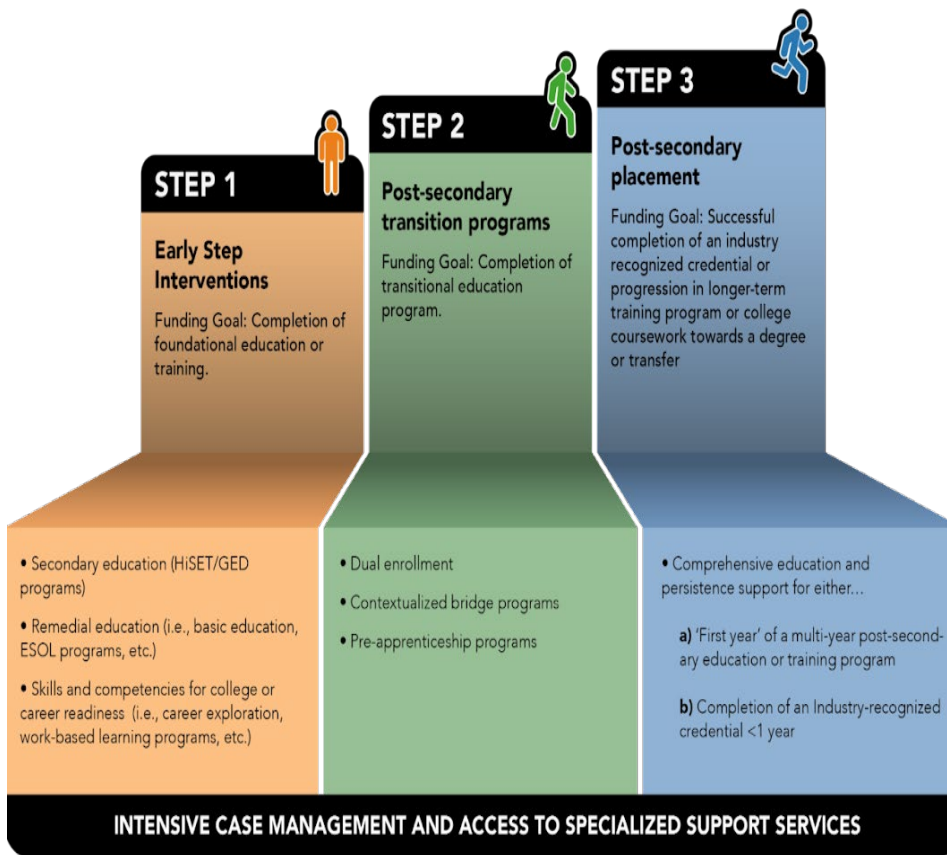
OWD seeks proposals for programs best demonstrating the capacity to provide access to career-oriented employment through the provision of services based on a career pathway model. OWB defines a career pathway continuum as an effort that provides a clear sequence of activities and connections between high school credentials, apprenticeship, 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 industry-recognized credentials, certificates, and degrees. All funded services should be offered in the context of a comprehensive service strategy designed to address individual barriers and needs.

This RFP prioritizes multi-step program interventions, with each phase culminating in the achievement of a substantive educational, training, or developmental milestone in its entirety. Figure 1 illustrates the ideal configuration of the multi-step intervention, although the program activities associated with each step can be structured in a sequential, concurrent, or non-sequential manner, as dictated by the program design. Program models that intervene at the earliest stage of the education and training pathway and move youth through **at least two complete steps** are prioritized in this RFP. Each step must have a clear strategy and direction, along with well-defined metrics and transition points into the subsequent program or post-program step. Intensive case management and access to specialized support services must be ongoing services provided throughout the program. **Programs that do not progress youth through a minimum of two steps will not be considered for funding.** A set of example activities supports the objectives that correspond to each step in Figure 1.

Effective program designs have multiple entry and exit points to ensure accessibility for youth with various needs. Program services should be flexible and highly individualized to address the specific needs and circumstances of each WIOA Youth, which are unique, wide-ranging, and vary over time. At each step, the program model must incorporate 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.

**Figure 1.** Multi-step pathway (min. two levels for WIOA funding)



Described below are examples of allowable program types under the career pathways continuum identified in Figure 1:

### Step 1 Programs

Step 1 programs are best characterized as foundational skills and education programs. Examples include:

- **Alternative Education:** Alternative education programs include HiSET, GED, or diploma granting programs. Effective program designs should produce academic outcomes that demonstrate learning gains such as grade level advancement and attainment of a diploma, HiSET, or GED. A diploma, HiSET, or GED attainment is a top priority for out-of-school youth.

**Career exploration and work-based learning programs:** Career exploration and work-based learning programs provide youth with structured opportunities to explore a range of career options in a particular industry, thereby developing work readiness, industry-relevant competencies, and an ability to engage in informed career planning according to their interests and aptitudes. Career exploration and work-based learning include both paid and unpaid work experience that aims to increase cognitive, technical, and practical skills; increase youth preparedness to engage in career pathway steps by strengthening resourcefulness, problem-solving, critical thinking, self-confidence, self-discipline, and responsibility; and enhance soft skills through interaction with employers, customers, and clients. Collaboration with employers and higher education institutions is encouraged to emphasize career exploration and career planning.

- **Intensive basic skills and developmental/remedial education programs.** Intensive basic skills and remedial education programs provide opportunities for youth to improve their English competence, literacy, numeracy, and/or information and communication technology (ICT) skills. OWD expects youth participants to have completed a secondary credential: either a high school diploma, HiSET or GED; however, many high school graduates still require basic academic skills remediation. Applicants should demonstrate how services are tailored so youth with disparate academic levels can successfully transition from training into post-secondary education within the planned program duration.

### Step 2 Programs

Step 2 programs provide a robust post-secondary education training/college framework through the early introduction and exposure to post-secondary education and careers, allowing youth to establish career goals and interests and experience improved educational outcomes. Some examples include:

- **Dual Enrollment Programs:** Dual enrollment provides students with the potential to earn college credit prior to completion of a secondary credential.
- **Post-secondary bridge programs:** Bridge programs aim to increase matriculation, readiness, and persistence by providing students with the academic skills and social resources needed to succeed in a college environment. Bridge programs can involve intensive remedial instruction in math, reading, and/or writing and college preparation content for students planning to enter college. One example of an effective post-secondary bridge program is the use of contextualized and integrated curriculum and instruction designed to accelerate credentials and skill-building. Skills are developed in an applied context, where classroom lessons draw examples from related occupational skills training or employment experiences. Contextualized learning provides maximum opportunity for students to learn new skills relevant to their career interests.
- **Pre-apprenticeships and youth apprenticeships:** Pre-apprenticeships and youth apprenticeships are preparatory programs that provide tailored support to youth to enter and succeed in an apprenticeship program. These programs directly bridge to an existing registered apprenticeship program. Effective pre-apprenticeship programs integrate basic education (literacy, numeracy, ESOL) with skills training and remediate other barriers youth populations face in successfully enrolling in registered apprenticeship programs.

### Step 3 Programs

Step 3 programs include post-secondary education/training programs, including two-and four-year community colleges and universities, occupational skills training, and apprenticeship programs. These programs provide individuals with credentials, certificates, and degrees necessary to pursue a career. Program models that transition youth from an early pathway step into an education or training program that leads to a high-value credential are prioritized. Applicants must demonstrate a strong connection between the provision of post-secondary education/training and available jobs with a living wage. Examples of Step 3 programs include:

- **Occupational skills training:** Occupational skills programs result in the mastery of technical skills required for employment and the attainment of employer-recognized portable certification. Occupational training programs that lead to industry-recognized credentials necessary to enter middle-skill careers with solid earning potential are prioritized. Stackable credentials, which permit on-ramps and off-ramps when credential attainment matches the youth's ability and career aspirations, are strongly encouraged. Occupational skills training programs must target jobs in industries that labor market needs with projected growth and

demand in Boston. Applicants may utilize a contextual learning strategy to simultaneously develop basic and occupational skills, thereby facilitating job placement and retention. Effective occupational skills training programs have strong partnerships with local employers to train a strong pipeline of skilled workers.

- **Apprenticeship:** Apprenticeships allow participants to “earn while they learn,” giving them an opportunity both for advancing wages and opportunities to learn a higher level of skills in their chosen craft or profession. OWD supports apprenticeships registered with the Commonwealth and those with matriculation agreements with post-secondary institutions to allow apprentices to gain credits towards certification and/or degree completion.
- **Post-secondary education:** Associates and bachelor’s degree programs at an accredited institution. OWD understands that post-secondary education can take more than two years for target populations to complete. OWD is interested in proposals that provide opportunities for individuals to enroll in post-secondary education and integrate comprehensive wrap-around and academic support services in the first year of a multi-year educational program.

#### **Additional Considerations and Priorities**

While embedded program models are acceptable, each Step’s core component must be comprehensive and substantive and include specialized supports tailored to its specific requirements. Some examples of embedded program models include:

- A post-secondary education/training program that embeds a GED/HiSet program (Step 1 and 3)
- A contextualized GED/HiSET program that integrates dual enrollment or a college bridge program (Step 1 and 2)
- A remedial education and work readiness program that pipelines into an employer-funded paid training program (Step 2 and 3)
- A pre-apprenticeship program that includes an ESOL component (Step 2)

Programs must integrate the following competencies into the program model:

- a. **Soft skills:** Job readiness and soft skills development are encouraged to complement the technical skills component. Soft skills components may include but are not limited to interpersonal skills such as teamwork, communication, and punctuality to better equip youth with essential skills needed for employment. Job readiness components may include resume preparation, job search, and interviewing skills.
- b. **Digital skills:** Programs must provide structured and integrated opportunities

to acquire digital literacy skills. Programs that ensure participants' access to technology and the internet are encouraged. Digitally supported learning strategies - the intentional use of technology and interactive media to support learning and program activities is strongly encouraged.

Additionally, the following components are strongly preferred:

- Financial incentives, including stipends, incentives, wages, and other conditional cash transfers for a range of purposes—from programs that allow participants to 'earn' while they 'learn' to small incentive payments that reward achievement of program milestones. Innovative earn and learn programs that target traditionally underserved youth populations are strongly encouraged.
- Work experience provides structured opportunities for youth to learn and engage in career opportunities that incorporate education and employment activities. This can take the form of unpaid and paid experiences, summer and year-round employment, internships, job shadowing, and on-the-job training.

#### **REQUIRED PROGRAM COMPONENTS**

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

1. **Program framework.** Applicants must describe a clear pathway framework based on the multi-step structure described above in their proposal. Programs should include a diagram as an attachment. Programs must have well-defined and robust transition processes. For example, program models that move youth through Step 2 should have well-defined measures and procedures to ensure youth progress to an industry-recognized training program or college enrollment (Step 3). For program models that take youth through a short-term occupational training program (Step 3), the description must include a plan for job placement and first-year job support. Programs that take youth to and through post-secondary training programs or apprenticeships (Step 2 and Step 3) must include specific job(s) that program participants are expected to obtain upon completing a pathway. Recognizing that many youth will be balancing caregiving and other employment responsibilities, the program must provide flexible training opportunities and assist youth with finding jobs with flexibility.
2. **Partnership plan.** Strong partnerships are critical for the delivery of effective services. Applicants must demonstrate partnerships with education, training, support services, and employers to develop specific activities and strategies for participating youth. Partnerships may be for outreach and recruitment; cross-referrals to address the comprehensive service needs of youth; transition to appropriate post-secondary education and training; co-

location of services at accessible venues; wrap-around functions; and continuity of services and supports following exit from WIOA. Programs are expected to demonstrate a service partnership plan with youth-serving systems, including juvenile justice systems, housing providers, MassHire career centers, and community-based organizations. As part of monitoring and evaluation, programs will be asked to identify and document strategies to co-enroll youth in complementary programs offered by Boston Youth Services Network (BYSN) providers. In addition, as previously mentioned, it is required that the providers provide access to all 14 WIOA Youth Elements, as detailed in [TEGL 21-16](#). Elements may be provided through partnerships or on-site. If partnering to deliver elements, coordination of services must be described. Not all youth need to take part in each of the elements. However, each element must be made available to youth in a substantial way, and services must be specialized and based on evidence-based practices and professional standards. Moreover, programs must have strong connections to ancillary service providers, especially mental health, housing, disability services, and social service providers. Finally, applicants must demonstrate a strong partnership with post-secondary education/training programs.

3. **Intake, eligibility determination, assessment, individual service strategy development, participation in program service elements.** Please see Appendix E.
4. **Connect youth to work experiences.** Applicants must demonstrate the capacity to provide work experience programs, such as unpaid and paid work experiences, summer and year-round employment, internships, job shadowing, and on-the-job training that serve as the next steps in career development, whether the desired outcome is employment or enrollment in advanced training or higher education.

#### **WIOA PERFORMANCE STANDARDS**

Because WIOA emphasizes education/training, skill development, and career development in integrated, individualized plans, programs will be evaluated against the following gains and improvements as well as how they will support retention outcomes at 6 and 12 months after program completion:

#### **Placement in Post-Secondary Education, Advanced Training, or Living Wage Employment**

- Number and percentage of participants who enroll in post-secondary education, including community colleges and universities.
- Number and percentage of participants who enroll in advanced training.
- Employment or post-secondary enrollment at 6 and 12 months after program completion.
- Employer retention at 6 and 12 months after program completion.
- Number and percentage of participants who gain employment.

#### **Credential Attainment**

- Number and percentage of participants who obtain post-secondary degrees; or



- Number and percentage of participants who obtain a high school diploma, HiSET or GED, credentials and industry-recognized certificates; and:
  - Enroll in post-secondary education, or
  - Enroll in advanced training or
  - Gain employment.

**Skill Gain**

- Number and percentage of participants who increase one or more Educational Functioning Levels.
- Attain a high school diploma or equivalent.
- Earn passing grades on a transcript or report card for one year.
- Satisfactory progress toward an established milestone.
- Earn an occupational exam certificate.

**Median Wages**

- Of youth employed, the median wage in the second quarter post-program.
- Median wages at six months after program completion.

**Employment Retention**

Those exiters employed in the 2nd quarter after exit AND in the 4th quarter after exit are employed with the same employer in both quarters (using the employer FEIN from wage records).

**DATA TRACKING AND REPORTING**

The Massachusetts One-Stop Employment System (MOSES) is a web-based, state-managed database system that supports statewide employment programs. The MOSES system records and tracks all participant activities, including services rendered and outcomes achieved. Reports generated from MOSES will be used to assess program performance. Funded providers can opt to manage MOSES data entry internally or allow OWD staff to manage the data entry on their behalf. Programs must designate two users, attend a MOSES training, and be certified by DCS to access the database. In addition, the contractor may be asked to provide additional data not accessible through MOSES to evaluate performance outcomes.

For those managing data entry internally, contracting agencies must be able to access the MOSES database securely. We strongly suggest that the computer accessing MOSES be capable of displaying data 800x600. Communication speed must be equal to or better than a DSL communication link. OWD will provide you with the necessary software to affect the hookup through OWD to the Amazon WorkSpaces (AWS). Each funded organization is also expected to provide its own anti-virus protection.

## **PROGRAM REPORTING AND MONITORING**

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

- 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, virtually and in person. Applicants must demonstrate the capacity to perform administrative responsibilities, including maintaining records of participant eligibility, attendance, progress, participation and submitting program reports and invoices in a timely manner.

## **FINANCIAL REPORTING AND MONITORING**

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

If your agency expended \$750,000 or more in federal financial assistance, from any 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), Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance or “UG”). 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 available for review by OWD during fiscal site visits. Proposals that do not contain a complete audit report submission will be considered incomplete.

## V. PROPOSAL GUIDELINES

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Please complete and include the Proposal Cover Sheet provided in Appendix C. This does not count towards the 25-page limit. Items #1 to #9 below do count toward the 25-page limit.

### 1. One-Page Proposal Summary (5 points)

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

### 2. Agency Background and Organizational Capacity (10 points)

- a) Describe your agency's overall mission and history and its previous experience in providing the specific services proposed.
- b) Provide a brief narrative summary and (if available) attach an Organizational Chart to describe your organization's structure in terms of chain of command, departments, and services, and where proposed services will fit within your organization.
- c) Explain why your organization is well-positioned to successfully design and implement the proposed program services.
- d) Provide a description of your organization's track record in the service you are proposing. Include the size of the service population and any performance outcomes, including alternative education, career exploration, post-secondary education/training credential achievement, and/or job placement and retention. (Include any references to past experiences implementing WIOA-funded services, along with any similar non-WIOA funded workforce programs that serve youth).
- e) Describe the process you used to ensure performance measures were met. What were the most critical factors in meeting or exceeding past performance expectations?

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

- a) Please describe the characteristics and needs of the specific populations you intend to serve, assuming the reader is unfamiliar with the population.
- b) Describe the target population's barriers in accessing employment and education services.
- c) How will the proposed program address those barriers? If more than one group is targeted, provide information for each group.

- d) Describe potential challenges that may arise in engaging and enrolling this population.
- e) What direct experience have you had with members of this population, and how did you accommodate their needs?
- f) Include data supporting your agency's ability to achieve successful outcomes with the target group.
- g) Is the program or any of the program components open to the general public, i.e., non-WIOA participants?
  - o If so,
    - What is the cost per non-WIOA participant? If the cost-per is different from WIOA per capita costs, please explain why.
    - How many non-WIOA participants are expected to be enrolled between July 1, 2022, and June 30, 2023?
  - o If no, explain.

**4. Intervention Framework (25 points)**

- a) Describe your overall proposed pathways intervention design in detail, including what services will be provided for program participants and which steps your intervention will cover. **Every applicant must provide information on the primary models from Step 1, Step 2, or Step 3 service types. A minimum of two steps is required for funding.**
- b) Describe the critical milestones youth will experience from outreach to program exit.
- c) Is the proposed service a new program, or is it an existing program?
- d) Discuss specific strategies your program will use to successfully transition youth from one step to the next. Include a graphic illustration of your career pathways continuum model (not included in the 25-page limit).
- e) Describe how you will ensure career pathways are clear to participants.
- f) Describe the experience youth will have in your program. Be specific in describing how many staff people the youth will see, when and how the youth will be referred for other services, and the length of the program before the youth attains a job or post-secondary education credential.
- g) Explain how this intervention model, as designed, is appropriate for your target population and its needs.
- h) **All applicants must respond to questions about the primary program services that correspond to selected Steps (sections i and ii) and questions 5-15.**

**i. Step 1 Programs**

Please respond to questions that correspond to the primary Step 1 program activity that you will provide:

**For alternative education programs, describe the following:**

- Describe your alternative education program and how your program is helping target populations obtain a diploma, HiSET, or GED. 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 individual education plans (IEPs)?
- How does your program meet the needs of the range of students in your classroom(s)?
- How has the curriculum been developed and updated to align with MA Curriculum Frameworks and the Common Core standards? For diploma-granting programs, what particular methods are taken to prepare youth to pass the MCAS?
- How does the program design reflect a secondary program/school to post-secondary education/college approach?
- What role have employers and/or higher education representatives played in developing your curriculum?
- How are your service strategies reaching beyond diploma, HiSET, or GED completion to support youth admission to, and persistence in, post-secondary education/training or into employment?
- How will the program educate participants about a range of occupations and career pathways in a given industry and the required experience, education, and training necessary for such occupations?
- Discuss your methods of instructions for job readiness and soft skills development. Discuss how you will develop goals and measure individual competencies in each area.
- Describe the approximate length of time for Step 1 activities and the process for transitioning youth to Step 2 program activities.

**For remedial education OR career exploration programs, describe the following:**

- Describe your career exploration or remedial education program and how your program will help the target population(s).
- Describe how your program activity will provide opportunities for youth to learn theoretical skills relevant to their career interests.
- How will the program educate participants about a range of occupations and career pathways in a given industry and the required experience, education, and training necessary for such occupations?
- For a remedial education program, describe...
  - How the proposed education activities that will be provided address the needs of the population to be served. Include how participants will make substantial learning gains in literacy, numeracy, or English language acquisition.
- Describe how the instructional practices, curricula, and proposed program activities are based on best practices derived from evidence-based research and effective educational strategies (cite sources).
- How does the program design reflect a basic education to post-secondary education/college approach?

- What role have employers and/or higher education representatives played in developing your curriculum?
- How are your service strategies reaching beyond hard skills to support youth admission to, and persistence in, post-secondary education/training and employment?
- Discuss your methods of instructions for job readiness and soft skills development. Discuss how you will develop goals and measure individual competencies in each area.
- Describe the approximate length of time for Step 1 activities and the process for transitioning youth to Step 2 program activities.

**ii. Step 2 and Step 3 Programs**

Respond to the following questions for both Step 2 and Step 3 programs as applicable to your overall pathway model.

- Describe Step 2 core program activities (if applicable).
- Describe Step 3 core program activities (if applicable).
- Identify the certificates, credentials, or degrees your program will help youth obtain. Indicate whether these credentials are stackable. Describe the specific job title(s) (with wages) that program participants might receive upon completing the pathway. Cite appropriate labor market information supporting your choice of targeted occupations. What is the economic significance of sector(s) to the regional economy? What are advancement opportunities for your choice of targeted occupations?
- Describe how the instructional practices, curricula, and proposed program activities are based on best practices derived from evidence-based research and effective educational strategies (cite sources).
- What role have employers and representatives of higher education played in the development of the program design?
- How will staff facilitate career planning for participants with CORI or other barriers?
- Describe the approximate length of time for Step 2 and (if applicable) Step 3 activities.
- Detail the specific activities that will help with the preparation for and transition to a post-secondary education/training, including identifying post-secondary options, developing a career plan, and completing applications and financial assistance forms.
- Describe how program staff will support youth in transitioning into post-secondary education/training. What resources will be utilized in this effort?

**For programs that take youth through a Step 3 post-secondary education program, describe the following...**

- For programs that take youth through an occupational training program (less than one year), how will your program facilitate placement and support retention in employment? Include a description of your job development and placement activities.
- For education programs lasting longer than one year, describe the strategies your program will employ to support youth during the first year of their academic program.

- Describe how your program will prepare youth to persist and complete post-secondary education following 'first-year' support. Explain how strategies are informed by best practices derived from evidence-based research and practice (cite sources).

**5. Program Design and Configuration.**

- a) Briefly describe all critical components and special features of your program design, including the proposed program schedule, duration, intensity, mode of delivery of each component, and staff to participant ratios.
- b) Explain how these functions, as designed, are appropriate for your target population and address the barriers the population faces in accessing and persisting in educational programs. Include in your explanation a discussion of how best practices for serving this population informed the design.
- c) For each core program activity, describe how the proposed program design and schedule are of sufficient intensity (hours per week) and duration (number of weeks) to promote substantial learning gains of participants.
- d) Discuss attendance, termination, and code of conduct policies and how these are communicated to participants.
- e) Describe the methods to improve participation, retention, and motivation, demonstrating effectiveness where possible.
- f) Describe how you will ensure, measure, and continuously improve the experience of the youth in your program.
- g) Indicate how each program component will be delivered (on-site, remotely, hybrid).
- h) What is the balance between synchronous and asynchronous instruction?

**6. Technology:**

- a) Describe how your organization will effectively use technology products, tools, and resources in your service delivery.
- b) Describe how technology will be used to improve the quality of learning and whether and how youth will be given access to technology.
- c) Describe current or proposed strategies for incorporating digital literacy into instruction and service delivery.
- d) Describe remote or hybrid learning opportunities and any other instructional delivery methods that your program will implement to increase the accessibility and quality of learning for youth.
- e) How will the program ensure substantial learning gains and accessibility for participants who will access services or training remotely or in a hybrid format?

**7. Partnerships**

- a) Provide a chart that defines each partner's roles and responsibilities.

- b) Describe your plan to partner with post-secondary education and training partners. Provide a summary of the organizations with whom you currently partner or intend to partner for such services, the scope of these services, and any formal agreements planned or in place to deliver services.
- c) Describe your partnership's positive impact on services provided to target populations in the past, if applicable.
- d) Do you connect youth with the following supportive services? If so, how:
  - o Assistance with transportation; childcare and dependent care; housing; referrals to medical and mental health services; assistance with uniforms or other appropriate work attire and work-related tools; and the provision of additional services that will support youth with disabilities.
- e) Describe how the program is (or will) coordinate with other agencies to provide these and other specialized support services.

**8. Work experience and employment.**

- a) Describe how you will provide youth with paid or unpaid work-based learning opportunities (internships, work experience, pre-apprenticeship/apprenticeship, job shadows, etc.). Note: 20% of the budget must be spent on work experience. Please follow this link for more information on the work experience expenditure requirement.
- b) Describe how staff will assist participants interested in pursuing work while in the program.

**9. Youth with disabilities.**

- a) Briefly describe your program's current capacity to support youth with disabilities, especially hidden or non-apparent disabilities. What are your staff members' qualifications to serve this population?
- b) What is your current practice for identifying and addressing hidden disabilities?
- c) What, if any, kind of instructional or assistive technology do you have?
- d) If you do not have the capacity to serve students with disabilities, what are your plans to do so going forward?

**10. Financial assistance:** If your program model provides financial incentives, such as stipends, monetary rewards, wages, additional paid training opportunities, and "Learn and Earn" models of programming: describe the nature of the financial incentives, the justification, the amount, the frequency and duration of payment, and how these payments will address barriers to the successful completion of the program.

**11. WIOA Required Framework Services (15 points)**



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

<p><b>Outreach and Recruitment</b></p>	<ul style="list-style-type: none"> <li>a) Discuss your plan for 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.</li> <li>b) How large a pool of recruits will you need to bring into your intake process to identify the cohort of enrolled participants you propose to serve?</li> </ul>
<p><b>Intake and Eligibility Determination</b></p>	<ul style="list-style-type: none"> <li>a) Describe the intake process, including collecting basic information from potential clients, informing potential clients of available services in your organization or elsewhere, and determining client suitability for program services.</li> <li>b) Describe the process of determining eligibility for WIOA funded services and which staff are responsible for this process.</li> </ul>
<p><b>Assessment and Referral</b></p>	<ul style="list-style-type: none"> <li>a) Describe how your assessment process provides an objective assessment of each youth participant and includes a review of academic and occupational skills levels and service needs and strengths to inform individual service strategies.</li> <li>b) 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.</li> <li>c) How will you ensure that academic assessment is conducted quarterly and that students perform to the best of their ability?</li> <li>d) Provide a plan to incorporate academic instruction tailored to student needs, particularly for those assessed below the 9<sup>th</sup> grade level in reading or math.</li> <li>e) 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?</li> </ul>
<p><b>Case Management/ Individual Service</b></p>	<ul style="list-style-type: none"> <li>a) Describe your program’s capacity to develop, and update as needed, an individual service strategy based on the needs of</li> </ul>

<b>Strategy (ISS)</b>	<p>each youth participant that is directly linked to one or more indicators of performance, that describes a career pathway that includes education and employment goals, that considers career planning and the results of the objective assessment, and that prescribes achievement objectives and services for the participants.</p> <p>b) Describe how the Individual Service Strategy<sup>4</sup> will document each participant’s services and 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?</p> <p>c) Describe how your program will incorporate trauma-informed approaches into their case management models.</p>
<b>Access to a Range of Services</b>	<p>a) In order to provide individual youth with access to a broad range of services, or the required 14 elements, WIOA necessitates forming a system of services and providers. Please discuss how the program will provide, either in-house, through collaboration, or through referral mechanisms, access to each of the 14 WIOA service elements, including how the program will support participants in achieving skills gain. Please use Appendix H to identify how the program will provide these services and attach any relevant MOAs with partners.</p>
<b>Follow-up Services</b>	<p>a) 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.</p> <p>b) Describe how the intensity and types of follow-up services are appropriate for the program’s target population.</p> <p>Please note: Follow-up services may be included in your budget and must include more than only a contact attempted or made for gathering information needed to report a performance outcome. Some examples of follow-up services may consist of ongoing counseling and case management services, peer group activities, mentoring programs, or ongoing tutoring to develop academic skills.</p>

**12. Staffing and Facilities (10 points)**

<sup>4</sup> To see the current ISS form, please refer to Appendix F.

- a) Identify staff responsible for each component of the proposed program, including direct services and administrative personnel.
- b) Discuss staff qualifications, skills, and experience working effectively with youth and implementing the proposed services.
- c) Identify the staff (and additional backup staff) who will manage MOSES if opting to handle MOSES management internally.
- d) Discuss your agency's overall staffing and management structure and the extent to which this adequately supports program operations and goal attainment.
- e) Describe the physical facilities that will be used, including the location of classes and other services, total square footage of the site, accessibility to persons with disabilities, and all equipment or resources available to youth.
- f) Describe organizational policies and practices designed to support equitable opportunities for employment and advancement at your organization.
- g) Have your employees participated in implicit bias, intercultural competence, and/or anti-racism training? If yes, please describe the types of training received and how many current programs staff participated. If your organization has not provided this type of training, please describe any plans to do so.
- h) To the best of your ability, share information about the diversity of your staff and leadership using percentages. In addition to race/ethnicity, diversity may include age, gender, disabilities, and other attributes or lived experience relevant to serving young adults.

**13. Outcomes (10 points)**

- a) Provide anticipated outcomes for services described. Applicants must clearly indicate the number of individuals to be served and expected outcomes for the proposed program.
- b) What outcomes will be achieved in year one post-program?
- c) Please complete and include the Outcomes Form provided in Appendix D.
- d) How will you evaluate the effectiveness of your program?
- e) Describe partner commitments to provide data needed to evaluate program effectiveness.

**14. Sustainability Plan (5 points)**

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

**15. Budget (this is not counted in the 25-page limit) (10 points)**

Please follow the budget instruction in Appendix G. 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 WIOA funding you are requesting for FY 2023. 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 WIOA funds only. Use the budget instructions page in this RFP as a guide for the requirements under each budget category. 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 a federally approved indirect cost rate, please attach a copy of the latest approved rate to your proposal.

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## VI. TERMS OF PROCUREMENT

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### APPLICATION DEADLINE

Responses to this RFP must be received by **5:00 PM on March 18, 2022**.

The application must be completed electronically and uploaded to OWD's internal Box site as a Word document. *The link below will direct you to the site to upload the application:*

[Box Submission Link](#)

Or cut and paste the following link into your browser:

<https://bpda.app.box.com/f/6b4b30408afb451d9472061b49f704b5>

It is the sole responsibility of the applicant to ensure that the application is successfully uploaded into the Box folder. (If it successfully uploaded, you should see the message **"Success! Your file has been uploaded"** or **"Thanks! Your file was sent"**).

If you have difficulties uploading your file, please email Sarah Soroui, Workforce and Policy Manager, at [sarah.soroui@boston.gov](mailto:sarah.soroui@boston.gov). **The deadline for inquiries or assistance is March 17, by 5:00 PM.**

Proposals not received by 5:00 pm on March 18, 2022, will be disqualified from the competitive process.

### **LETTER OF INTENT**

A letter of intent (LOI) is strongly encouraged but not mandatory. Letters of intent allow OWD to plan for the 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 February 14, 2022, via google forms. Please click on this [Google Form link](#) to complete the LOI.

Should you subsequently decide not to submit, please inform us via email: sarah.soroui@boston.gov

### **BIDDER'S CONFERENCE**

Organizations interested in bidding on the RFP are strongly encouraged to attend the scheduled Bidder's Conference, which will be held virtually on **February 11, 2022, at 12:00 P.M.** To register for the Bidder's Conference, please click [here](#).

Questions and answers provided at the Bidder's Conference will be available to the public on OWD's website at [owd.boston.gov](http://owd.boston.gov).

### **SUBMISSION INQUIRIES**

Questions regarding this Request for Proposals should be submitted in writing to Sarah Soroui, Workforce and Policy Manager, via email: sarah.soroui@boston.gov. Phone calls will not be accepted. The deadline to submit questions is **March 11, 2022, by 5:00 PM.**

Responses to questions received during the procurement process will be posted on the OWD website at: [owd.boston.gov](http://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 V). 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 25 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.

## 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 consult any proposal, and to effect any agreement deemed to be in the best interest of the city and its residents.

## VII. PROPOSAL CHECKLIST

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Proposals should follow, in order, the outline below.

**Submit online:**

- 1. Proposal Cover Sheet** – *appendix C*
- 2. Narrative Submission** – This section has a 25-page limit.
  - Proposal Summary
  - Agency Background and Organizational Capacity
  - Statement of Need and Target Population
  - Program Design
  - WIOA 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 WIOA 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**

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 agencies.

**6. Budget Forms and Budget Narrative – appendix G**

Develop a budget for the amount of WIOA funds you are requesting. Refer to the budget instructions page for details on how to complete each worksheet.

**Budget cover page:** Requires the 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:** Detail WIOA program costs following guidelines for each section on the budget instructions page.

**7. Indirect cost letter, if applicable, and audited financial statements**

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**Appendices**

- A. [Letter of Intent to Bid Google Form](#)
- B. [Income Eligibility Guideline](#)
- C. Proposal Cover Sheet
- D. Outcomes Form
- E. WIOA Required Sequence of Services
- F. Individualized Service Strategy
- G. Budget Instruction and Forms
- H. WIOA Service Elements

**Appendix A**

[Letter of Intent to Bid Google Form](#)



**Appendix B**  
[Income Eligibility Guideline](#)

**Appendix C  
Proposal Cover Sheet**

*Please complete the form below. The cover sheet should not exceed 2 pages.*

<b>ORGANIZATION PROFILE</b>			
<b>Name of Applicant Organization</b>			
<b>DUNS Number</b>			
<b>Organization's Address, City, and Zip Code</b>			
<b>Name of Program</b>			
<b>Proposed Neighborhood of Service Delivery</b>			
<b>Executive Director's Name</b>			
<b>Name and title of primary contact for the grant</b>			
<b>E-mail address and phone number of primary contact for the grant</b>			
<b>Total organizational budget</b>			<b>\$</b>
<b>Total WIOA Funds Requested</b>			<b>\$</b>
<b>PROGRAM SUMMARY</b>			
<b>Total number of WIOA participants to be served:</b>		<b>Funds spent on Out-of-School Youth: \$</b>	
<b>Select which program type your program will provide:</b>			
<input type="checkbox"/> Career exploration or remedial education			
<input type="checkbox"/> Post-secondary education/training			
<input type="checkbox"/> Alternative Education (Diploma, GED or HiSET)			
<b>Please provide a 2-3 sentence description of the proposed program:</b>			
<b>Demographic Information (indicate the % of clients with the following characteristics you plan to serve):</b>			
<b>Gender</b>	<b>Age</b>	<b>Race</b>	
Female: %	18-19: %	American Indian/Alaskan Native %	Asian %
Male: %	22-23: %	%	
	24: %	Black/African-American %	White %
<b>Barriers</b>		%	
Basic skills deficient %	Disabled %	Native Hawaiian/Pacific Islander %	
ELL %	Homeless %	Other/Multi-Racial %	
DSS/Foster Care %	Court-involved %	<b>Ethnicity</b>	
Pregnant/parenting %	Ex-offender %	Hispanic or Latinx %	
<b>Neighborhood(s) the majority of participants will come from:</b>			

<input type="checkbox"/> Allston/Brighton	<input type="checkbox"/> East Boston	<input type="checkbox"/> Roslindale
<input type="checkbox"/> Back Bay/Beacon Hill	<input type="checkbox"/> Fenway-Kenmore	<input type="checkbox"/> Roxbury/Mission Hill
<input type="checkbox"/> Charlestown	<input type="checkbox"/> Hyde Park	<input type="checkbox"/> South Boston
<input type="checkbox"/> Chinatown	<input type="checkbox"/> Jamaica Plain	<input type="checkbox"/> South End
<input type="checkbox"/> Downtown	<input type="checkbox"/> Mattapan	<input type="checkbox"/> West End
<input type="checkbox"/> Dorchester	<input type="checkbox"/> North End	<input type="checkbox"/> West Roxbury

**PARTNERS** *(add rows as needed)*

Type/Role of Partner <i>(e.g. Employer)</i>	Organization Name	Contact Name

**Appendix D  
Outcomes Form**

Please project what is expected to be achieved as a result of youth participation in your programming in FY 2023 (July 1, 2022 – June 30, 2023) using the list of outcomes below.

<b>NAME OF APPLICANT ORGANIZATION:</b>
<b>TOTAL PROJECTED NUMBER OF WIOA YOUTH ENROLLMENT:</b>

Projections	Proposed Number of Youth
<b>Participant Profile</b>	
Number who are dropouts (not attending secondary school; no diploma or GED) at the time of enrollment	
Number who have H.S. Diploma or GED and low income and basic-skill deficient at the time of enrollment	
<b>Measurable Skills Gains</b>	
Number who receive full credits towards HS or college credential	
Number who experience increase educational Functioning level (documented via TABE or CASAS pre- and post-testing)	
Documented progress toward a training milestone on the Mass Work Based Learning Plan (as certified by a supervisor in work-based learning experience)	
<b>Total Work Experience</b>	
Subsidized Summer Employment/Internship (while in program)	
Other Subsidized Employment/Internship (while in program)	
<b>Total Received Diploma/Credential</b>	
High School Diploma	
Equivalent Diploma (GED/HiSET)	
Post-secondary Credential (please specify)	
<b>Total Transitions to Post-Secondary Education/Training/Employment</b>	
No. of Participants who Enter Qualified Apprenticeship	
No. of Participants who Enter Post-Secondary Ed.	
No. of Participants who Enter Occupational Training Program	

No. of Participants who Enter Unsubsidized Employment	
Of those employed after exit, number who are receiving the living wage or higher <sup>5</sup>	

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<sup>5</sup> Boston Living Wage \$15.87/hour at time of RFP release

**Appendix E**  
**WIOA Required Sequence of Services**

<b>Outreach and Recruitment</b>	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, especially for out-of-school youth to meet the requirement of serving 75% of this population. Applicants must show how the strategy they propose will lead to the desired level of enrollment.
<b>Intake and Eligibility Determination</b>	<p>This process beings the first time a person comes through the front door of any organization and results in a determination of suitability of 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 participant needs of the individual, she/he should be referred to other, more appropriate services as defined by WIOA 14 elements; this should be fully documented.</p> <p>If the program and the applicant are an appropriate service match, eligibility documentation must be forwarded to OWD for approval prior to enrollment. If a program begins services prior to approval and the youth is not eligible, the cost of serving the participant is the responsibility of the program.</p>
<b>Assessment and Referral</b>	<p>After an applicant is determined to be suitable and eligible for WIOA funded services, and before enrollment in program activities, WIOA requires that participants are assessed academically with a tool approved by the National Reporting System. OWD can provide CASAS tests, but with limited availability and programs may choose to use other tools such as TABE or MAPT. OWD requires programs to assess participant quarterly in order to measure skill gain and target academic instruction.</p> <p>Assessment may include 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:</p> <ul style="list-style-type: none"> <li>○ Basic skills occupational skills, and work readiness skills levels (OWD recommends the Massachusetts Work-Based Learning Plan <a href="https://www.bostonpic.org/assets/resources/MassWBLP.pdf">https://www.bostonpic.org/assets/resources/MassWBLP.pdf</a></li> </ul>

	<p>and Massachusetts Careers Information Systems  <a href="https://masscis.intocareers.org/materials/portal/home.html">https://masscis.intocareers.org/materials/portal/home.html</a></p> <ul style="list-style-type: none"> <li>○ Prior work experience</li> <li>○ Interests and aptitudes</li> <li>○ Supportive service needs</li> </ul> <p>In addition, assessment techniques should be objective, comprehensive, and ongoing. Objective is defined as not program-specific or limited to the organization providing assessment but rather, they should enable the organization to assist the student to explore all available service options. Comprehensive in gauging all the needs of a student so as to enable the students to succeed in the program. On-going so that the participant’s needs are evaluated throughout the program.</p> <p>For referral process, this RFP solicits programs committed to participate in a referral network, including Boston Youth Services Network (<a href="http://www.bysn.org">www.bysn.org</a>), the Re-Engagement Center, and the Connection Center, that allows programs to combine their specialized outreach, education and employment service into coherent pathways from disconnection to early career engagement.</p>
<p><b>Case Management/Individual Service Strategy</b></p>	<p>OWD requires programs to use a common form to document Individual Service Strategies (ISS) 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.</p> <p>An ISS is developed for every participant in Boston’s WIOA youth program. Updated on an ongoing 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.</p> <p>Any participant who is basic skills deficient must have basic skills improvement as an Individual Service Strategy goal. Such participants cannot formally exit WIOA services and enter the</p>

	<p>follow-up phase until they have reached basic skills proficiency of 9<sup>th</sup> grade reading and math levels.</p> <p>Programs will demonstrate the ability to work with youth to plan and transition to next steps in employment 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, including but not limited to scheduling difficulties, transportation problems, childcare issues, and financial challenges. 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.</p>
<b>Access to a Range of Services</b>	<p>Funded programs must be able to provide, either in-house, through collaboration with other organizations, or through referral, access to the 14 elements of youth services required under WIOA. Access to a range of services should be based on information gathered from eligibility determination, the initial assessment, and after presentation of the full array of service options has been provided. Clients not enrolled into the assessing agency's services should be referred to other services. The rationale for referral to other services should be documented. In order to facilitate efficiency and cooperation between agencies, program staff are asked to share the assessment information upon referring a client to another agency or program.</p>
<b>Follow-Up Services</b>	<p>A participant exits the WIOA system when s/he has successfully satisfied his/her program goals, or when a period of 90 days has elapsed during which the participant has failed to stay in contact with the program and there has been no federally reportable service entered into the database.</p> <p>Follow-up must be provided to all participants upon program exit, at least monthly for a period of twelve months. Programs are encouraged to consider the needs of individual youth in determining the appropriate level and type of follow-up services. At a minimum, follow-up should entail monthly progress in relationship to his or her Individual Service Strategy goals and, where necessary, a recommendation for obtaining additional services.</p>



**Appendix F. Individual Service Strategy (please download from OWD website)**

**Appendix G. Budget Instruction and Forms (please download from OWD website)**

**Appendix H. WIOA Service Elements**  
**WIOA Service Elements**

Please discuss how the program is able to provide, either in-house, through collaboration, or through referral mechanisms, access to each of the 14 WIOA service elements as applicable to your program.

Refer to the RFP for definitions of each service element.

If collaborating please provide the name of that partner, **for whom an MOA will be mandatory.**

**Commented [SS1]:** Not mandatory

<b>1. Tutoring, Study Skills Training, Instruction</b>	
<b>2. Alternative Secondary School</b>	
<b>3. Work Experience</b>	
<b>4. Occupational Skills Training</b>	
<b>5. Education concurrently w/Workforce Prep</b>	
<b>6. Leadership Development</b>	
<b>7. Supportive Services</b>	
<b>8. Adult Mentoring (12 months min)</b>	
<b>9. Follow-up Services (12 months)</b>	

<b>10. Comprehensive Guidance &amp; Counseling</b>	
<b>1. Financial Literacy Education</b>	
<b>2. Entrepreneurial Skills Training</b>	
<b>3. Labor Market Services</b>	
<b>4. Transition to Post-Secondary Education</b> (Describe any other activities that are not already detailed that assist with this transition.)	