

Mayor's Office of Employment Development
Youth Services

REQUEST FOR PROPOSALS
EASTSIDE YOUTH OPPORTUNITY
(YO) CENTER

Issued: February 24, 2025
Due: March 28, 2025

Bidders Conference: March 6, 2025, 12:30-2 PM
Register Here: <https://tinyurl.com/moedbids>

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PURPOSE AND BACKGROUND

PURPOSE

The Mayor's Office of Employment Development (MOED) is issuing this Request for Proposals (RFP) to solicit a subcontractor with the expertise and capacity to manage an Eastside Youth Opportunity (YO) Baltimore Center. MOED will continue to oversee the YO Baltimore system and provide guidance and direction to the subcontractor. The subcontractor will serve as an active member of the YO Management Team.

BACKGROUND

MOED

MOED's mission is to deliver economic justice to Baltimore residents. To MOED, economic justice means creating an equitable workforce system that responds to all residents' needs and provides viable economic opportunities to all residents, especially those who have been generationally and systemically disadvantaged.

MOED administers the city's public workforce system and offers a broad menu of employment and training services to adults, youth and the business community. Preparing Baltimore City's future workforce is a priority for MOED, and ensuring every young person has the opportunity to maximize their potential is essential to achieving this goal. MOED seeks an organization to deliver comprehensive services to a segment of the city's youth population in order to promote their successful transition into the workforce.

YO BALTIMORE

YO Baltimore is the primary program serving opportunity youth in the city. Started in 2000 with a five-year U.S. Department of Labor grant, the program's mission was to increase the long-term employability of the city's youth by offering a broad array of coordinated services. When the federal grant ended, Baltimore was one of the few localities to keep its YO centers open and has continuously funded two centers since. The mission of YO Baltimore remains the same: to serve out-of-school, unemployed Baltimore City youth ages 18 to 24; to increase their long-term employability and financial stability; to address barriers to academic and career success; to create a systematic approach to youth services by offering a broad array of coordinated services; and to help each young person design and negotiate a career pathway enabling them to reach their potential.

TERM

This RFP covers a period of two years: July 1, 2025 – June 30, 2027. The initial term of this contract will be July 1, 2025 – June 30, 2026 (Year 1).

RENEWAL

The contract contains an option to renew for one additional year (Year 2: July 1, 2026 – June 30, 2027) at the sole discretion of Baltimore City/MOED. MOED will provide notice of the intent to exercise the contract renewal options for Year 2 sixty (60) days prior to the expiration of Year 1. ***The program operator must meet at least 85 percent of the established performance goals in Year 1 in order to be eligible for a renewal contract for Year 2.*** The renewal contract and amount will also be contingent upon available funding.

GRANT AMOUNT

The bidder must propose a reasonable total cost for delivering the services described in this RFP. Funding for this service cannot exceed \$625,000 per year. This amount is a planning figure only and does not commit MOED to award a contract for this amount. Each bidder shall include proposal prices/budgets on the appropriate page(s) as required. ***Applicants are strongly encouraged to leverage additional resources to supplement grant activities and salaries, and to support outcomes.***

MINIMUM BIDDER QUALIFICATIONS

Bidders must have at least seven years of experience serving out-of-school youth in a youth center and have an available location to provide services that is no larger than 10,000 square feet, handicapped-accessible, and accessible by public transit. The successful applicant will demonstrate expertise, capacity, and ability to manage an Eastside YO Center and deliver workforce development services as described in this RFP. The grantee may not use funds to train an inexperienced bidder.

PROPOSAL SUBMISSION INSTRUCTIONS

Proposals must include:

- Cover page
- Abstract (see section IV)
- Proposal (see section IV)
- Budget (see section VI)
- Project Workplan and Timeline (see section VI)
- At least two letters of commitment from training partners and employers that currently partner with the program
 - Letters should address capacity to enroll or hire YO participants and commit to serve a specific number of YO participants
- ***Optional:*** Letters of commitment from any other partner organization identified in the proposal; additional attachments as needed

Bidders must submit a proposal using 11-point Calibri font, double spaced, on numbered pages. The proposal narrative must be limited to 10 pages (not including the cover page, abstract, budget, and supporting documents.)

All proposals must be received via email by Friday, March 28, 2025, and directed to moedrfp@baltimorecity.gov. Include "Eastside Youth Opportunity Center Proposal" in the subject line of the email.

It is the applicant's responsibility to ensure that the submitted proposal is complete and fully responsive to all RFP requirements. MOED reserves the right to deem nonresponsive any application that is incomplete and therefore ineligible for competitive review. Additionally, MOED may reject any or all proposals received and reserves the right to reissue or cancel in whole or in part this RFP if it is in the best interest of the agency to do so.

COST OF PREPARING PROPOSALS

Costs for developing, preparing, and submitting the proposals are solely the bidder's responsibility. MOED will not reimburse for such costs.

INTERVIEW/SITE VISIT

As part of the proposal review process, MOED may require an in-person interview and site visit. Bidders will be given reasonable notice if an interview and site visit are to be scheduled.

QUESTIONS

Bidders are strongly encouraged to attend the virtual bidders' conference to learn more about the proposal process and ask any questions. The bidders' conference will be held on Thursday, March 6, 2025. Interested bidders should register to attend here: <https://tinyurl.com/moedbids>. Slides from the bidders' conference will be posted on MOED's website, www.moed.baltimorecity.gov, after the event.

Otherwise, bidders with questions should submit them in writing to moedrfp@baltimorecity.gov. Bidders' questions should be specific and reference a specific section, page, and item of this solicitation. Any information resulting from questions that causes a change in the solicitation will be provided to all bidders. The last day to submit written questions will be Monday, March 3, 2025.

All questions and answers, both from the bidders' conference and received in writing, will be posted on MOED's website, www.moed.baltimorecity.gov, by no later than Monday, March 10, 2025.

WITHDRAWALS

Bidders may withdraw their proposal prior to the due date by submitting a written request to moedrfp@baltimorecity.gov.

PUBLIC RECORDS

Applicants are advised that most documents in possession of MOED are considered public records and subject to disclosure under the Maryland Public Information Act.

CONTRACT AWARD

The successful subcontractor will enter into an agreement with MOED in a format to be determined by the City of Baltimore. Acceptance of the subcontractor's offer to perform the services specified herein will be made by written notice of award to the successful bidder. Thereafter, the future subcontractor and MOED shall enter into a written contract. The contract will incorporate the terms and conditions of this RFP, as well as any addendum issued, and the successful bidder's response to this RFP. Said contract must be approved by the Baltimore City Board of Estimates. The successful subcontractor must register in the City of Baltimore's Workday system at <https://wd1.myworkdaysite.com/supplier/baltimorecity/suppliersite>. Once registered, active contract holders will submit information to Workday at workdaysuppliers@baltimorecity.gov.

COMPLIANCE REQUIREMENTS

Any award of a contract under this RFP will be subject to applicable requirements of the funding sources, including the U.S. Department of Labor, the Maryland Department of Labor, and the City of Baltimore. These terms and conditions include, without limitation, provisions regarding reporting, insurance, indemnification, audits, nondiscrimination, minority and women's business enterprise requirements, conflict of interest and local hiring provisions.

TENTATIVE SCHEDULE

RFP issued: February 24, 2025
Proposals due: March 28, 2025
Award announced on or about: April 21, 2025
Final qualification documents due from selectee: May 9, 2025
Contract completed and approved by: October 2025
Start of program: July 1, 2025
Program ends no later than: June 30, 2027
Contract end date: June 30, 2027

QUALIFICATIONS AND RESPONSIBILITIES

All businesses/organizations must meet a minimum level of administrative and fiscal capacity in order to contract with MOED. Therefore, all applicants must provide the following Documentation of Qualifications. Failure to satisfactorily provide the following documentation could result in disqualification.

Documentation of Organizations' Qualifications

- In good standing with the Maryland Department of Assessments and Taxation at time of proposal submission to include contractor and all paid subcontractors.
- Legal entity (Proof of Incorporation, 501(c) (3), etc.) *<Must submit document proving status as a legal entity.>*
- Written personnel policies *<Must submit table of contents of personnel policies.>*
- Written conflict of interest policy for staff and board *<Must submit copy of Conflict-of- Interest Policy.>*
- Written grievance procedure for customers/clients *<Must submit copy of grievance procedure.>*
- Ongoing quality assurance process for services *<Must submit descriptions of process.>*
- For organizations with an annual budget of at least \$100,000 *<Must submit current annual budget document identifying the various sources and amounts.>*
- For organizations that have more than one revenue source *<Must submit revenue documentation identifying the various sources and amounts.>*
- Proven fiscal capacity including capacity for fund accounting *<Must submit bound copy of most recent formal audit completed within last year. Must satisfactorily address all findings.>*
- Verify that the program has procured and will maintain during the life of the contract the following required insurance coverage: professional liability, errors and omissions; commercial general liability insurance, including contractual liability insurance; business automobile liability (if applicable); worker's compensation coverage; and employee dishonesty insurance *<Must submit copies of certificates of insurance with contract. >*
- Adequate method to collect client information and demographics *<Must submit sample of format or report. >*
- Demonstrated ability to collect outcome data that measures performance to plan *<Must submit report showing actual to planned performance. >*
- A networked computer connected to the Internet with a browser that is compatible with any current cloud applications or databases required by MOED. The system should have: a PDF reader; office applications compatible with the current version of Microsoft Excel and Word; email accounts for all individuals accountable for this contract; or willingness and budget to acquire these technologies *<Must submit letter describing how organization currently addresses or plans to address these criteria.>*

Documentation of Qualifications Verification Checklist

See Attachment B – Documentation of Qualifications Verification Checklist

Documentation of Qualifications Submission

- Do not include any information that is not specifically requested.
- Include a cover letter properly identifying organization and signed by an individual authorized to represent the organization, to act on behalf of it, and to legally bind it in all matters related to a contract.

SUBCONTRACTOR RESPONSIBILITIES

Program success is contingent upon the ability of the subcontractor to meet the demands of managing and administering the initiative/service. The contract awarded will be based on cost reimbursement with allowable costs limited to those reasonable and necessary for the effective and efficient performance of the contract services. With the advance written approval of MOED, the subcontractor may be permitted to subcontract specific activities, with conditions.

NOTE: It is suggested that the organization has a minimum of 4-6 months operating capital on hand throughout the term of the contract.

Subcontractor responsibilities include but are not limited to:

1. Oversight of subcontractors
2. Program operations and fiscal management
3. Monitoring/evaluation
4. Participant tracking and documentation
5. Timely billings and reports
6. Timely reporting of required data/information
7. Cooperation and coordination with MOED staff
8. Leveraged resources
9. Achieving outcomes stated in contract
10. Timely submission of participant incentive plan *(if budget includes funds for participant incentives)*
11. Timely submission of participant placement plan
12. Attendance at required meetings

PROGRAM SPECIFICATIONS

KEY PROGRAM COMPONENTS

The subcontractor will operate a YO Baltimore Center for East Baltimore. The center must be located in East Baltimore and open for operation Monday through Friday, at least 40 hours each week. These hours should be flexible, to accommodate participants' needs for services, and scheduled to maximize participant access and participation. The subcontractor shall schedule staff to serve customers within the normal schedule of the program. The hours of operation are subject to review and approval by MOED. The subcontractor will maintain a monthly active pool of at least 350 eligible and properly enrolled participants. Mandatory services to be provided include, but are not limited to:

- Conduct a career and life skills assessment which identifies each participant's educational and literacy level and barriers to success (such as learning disability, substance use, housing instability, health issues, parental obligations, etc.).
- Create and/or update an Individual Opportunity Plan (IOP) to help each participant address personal barriers to success. The IOP will also provide a set of specific academic and career goals for each participant.

- Provide job readiness preparation, support participants' employment searches, enroll participants in career skills training.
- Incorporate youth voice into program decisions and identify/support active members of a center-based youth leadership team who provide guidance to center management regarding youth development activities. Youth Leaders are asked to represent YO to the public.
- Provide literacy, pre-GED, and GED services on-site. **Note: if these services will be provided by a partner organization, a letter from the partner organization committing to serve a specific number of participants is strongly encouraged.**
- Offer teen parent support services, including sexual health education focused on pregnancy prevention and access to resources, particularly childcare, for parents and their children.
- Offer support services for participants experiencing homelessness or housing insecurity
- Offer mental health support services, which may include drug and alcohol abuse counseling and referral, as appropriate
- Register eligible participants for the YouthWorks summer jobs program.
- Engage participants in cultural and arts activities, as well as recreational activities.
- Provide follow-up support services for all participants.
- Create/identify paid tryout employment opportunities.
- Make appropriate referrals to available services for youth who do not meet the YO Baltimore program eligibility.
- Build/establish/maintain relationships with Baltimore City employers and local businesses.
- Secure job placement for youth seeking employment at the minimum rates described in performance outcomes section.
- Connect eligible participants to occupational skills training opportunities provided through Grad2Careers (G2C) and/or Workforce Innovation and Opportunity Act (WIOA) partners, or through other reputable training providers.
 - G2C helps recent Baltimore City Public Schools graduates begin careers by providing free job training programs to prepare youth for successful employment in well-paying, high-demand and high-growth careers. These graduates and Maryland High School Diploma (GED) recipients who are 18-21 and live in Baltimore City are eligible to take job training and earn certifications in a variety of fields. Refer to their website for additional information and enrollment schedules at <https://www.bmoreg2c.com/>.
 - WIOA Youth Partner Programs offer proven workforce development programs for young people ages 17-24. Each program provides a small, nurturing learning environment with qualified staff to assist with life skills, employability skills, occupational skills training, and career development. Contact [Joe Smith \(joe1.smith@baltimorecity.gov\)](mailto:joe1.smith@baltimorecity.gov) for enrollment and eligibility information.
- Must have a written plan in place for virtual programming that includes at a minimum: recruitment, job readiness training, academic support and job placement. Preference should be given to in-person programming, but if virtual services are proposed, plans should include a description of how sessions will be engaging and interactive and how you will address technology issues such as access to laptops and reliable Internet connection as well as other challenges.

BEST PRACTICES: YOUTH DEVELOPMENT PRINCIPLES

National research identifies several elements of effective practice in the field of youth development (see: <https://opa.hhs.gov/adolescent-health/positive-youth-development>). This award will be offered to a provider that exemplifies the following principles in the delivery of services to youth:

- Developing relationships with youth that maintain continuity of contact with caring adults
- Creating strong connections to employers
- Providing a variety of contextual educational options for skill/competency gains or academic learning through practical application
- Allowing opportunities for youth leadership and decision-making
- Fostering positive peer support
- Developing opportunities for post-secondary education
- Encouraging meaningful service to others
- Offering follow-up support for a minimum of six-months after placement.

TARGET POPULATION

The subcontractor will maintain a monthly active pool of at least 350 youth. Participants must be properly enrolled and must meet all of the following criteria:

- Out of school when they enroll in the program
- Unemployed and/or not engaged in post-secondary education
- 18 to 24 years of age
- Residents of Baltimore City

STAFFING AND STAFF DEVELOPMENT

At a minimum, the subcontractor will have the following staff positions funded by this proposal, and the job descriptions for each position should be included with the proposal:

- One center manager
- One literacy instructor
- Four case managers
- One job developer

Applicants are strongly encouraged to identify and leverage funding from other sources in order to support these positions and enhance participant services. Applicants whose budget requests dedicate less than 50% of funding to staff positions will be prioritized.

PERFORMANCE OUTCOMES

The subcontractor shall complete monthly reports to describe progress in each aspect of the program. Reports will be required to be submitted to MOED early in the following month. MOED will monitor program quality and accountability. In addition, MOED will meet with the subcontractor on a monthly basis to provide capacity building and continuous technical assistance, focusing on management techniques, effective service delivery, and maintenance of

fiscal, performance, and general management. MOED will also conduct at least two formal program monitoring visits annually.

In the proposal, the subcontractor must commit to achieving the following and carrying out the stated general responsibilities during the one-year contract period:

- Maintain an active pool of at least 350 eligible and properly enrolled participants with an 80% or better participation rate, and an 80% or better quarterly job retention rate based on active participants placed in unsubsidized employment.
 - Participation in the YO Baltimore program is defined as youth members taking part in a youth development activity for 8-15 hours or more per month. YO members who are working must participate in a youth development activity for at least 5 hours per month.
 - Unsubsidized employment is full- or part-time employment in a job not funded through a federal or state grant; a job in which the wages paid to an employee are not financially supported by a state or local employment and training program.
- Place at least 175 participants (an average of 15 participants per month) in employment with wages of at least \$15 per hour.
- At least 80% of all participants enrolled in a skills training/customized training program will complete and be hired in training-related jobs.
- At least 80% of all participants placed in tryout employment will complete and be hired.
- 10 or more participants will obtain their General Equivalency Degree (GED) by the end of the contract period.
- At least 80% of participants enrolled in on-site educational programs will increase at least two grade levels in reading and one grade level in mathematics.
- At least 75 participants shall be enrolled in YouthWorks summer jobs program each year

General responsibilities include:

- Registration: Registration information for all youth must be collected prior to any service, and will be tracked using MOED's KidSmart case management system.
- Orientation: The subcontractor will provide weekly orientation to youth on the nature, scope, and value of all services to be provided as part of this proposal. Participants will be encouraged to sign a release of information form. Equal Employment Opportunities (EEO) and grievance procedures must be explained, and copies of grievance procedures be given to each participant.
- Maintain a computer lab with a minimum of 12 computers to support basic computer literacy.
- Participant satisfaction: The subcontractor is expected to independently collect participant satisfaction information on a quarterly basis or participate in a system-wide collection of participant satisfaction information for youth enrolled. MOED can provide support in developing a customer satisfaction form.
- Data collection: The subcontractor is responsible for entering their own participant data in MOED's KidSmart case management system. The subcontractor is responsible for weekly monitoring of their own data in the MIS, including, but not limited to, enrollments in all activities and performance data.

PROPOSAL FORMAT

All components listed are required unless otherwise specified.

APPLICATION COVER PAGE

See Attachment B

ABSTRACT

The one-page abstract should summarize the proposed initiative, including a short description of the population to be served and participants' overall needs and demographics. Include a description of objectives and activities. Previous/current awardees must include information on past performance outcomes (literacy/numeracy, attainment of degree or certificate, and placement in employment or education).

NARRATIVE PROPOSAL FORMAT

Respond to the following requests for information, limiting your responses to 10 pages, double-spaced using an 11-point Calibri font.

1. Introduction: Provide a brief overview of your organization and its mission, vision, and values. Describe how the YO model fits into your organization's mission and goals. Describe your experience serving out-of-school youth in a youth center model. Describe your expertise and capacity to manage an Eastside YO Center. Outline the target population and geographic area to be served.
2. Location and Space: Identify the address, square footage, and applicable features of the handicapped-accessible space your organization would use to operate the Eastside YO Center. Confirm that the space will be no more than 10,000 square feet. Describe welcoming and youth-friendly elements of the space and daily operating schedule. Describe your location's accessibility by public transit. Describe the strategies to ensure that participants will feel safe coming to your location. ***Note: Bidders whose proposed space will not be fully dedicated to this purpose must provide documentation of established space use guidelines to ensure a safe environment for youth. This information may be included in the narrative or submitted as a separate attachment.***
3. Organizational Operation: Describe your organization's capacity to provide oversight and support of this project. Describe your experience and past results delivering services in similar projects and/or to similar populations. Include a list of all staff positions involved in YO programming, along with their primary responsibilities/job specifications. Describe your plan for virtual programming if applicable.
4. Recruitment: Describe the planned outreach and recruitment strategies for the target population. Include partnerships with other youth services agencies, community groups, faith-based organizations, etc., and discuss planned use of social media. Describe how you will provide outreach and services to youth with disabilities or those whose primary language is not English. Describe the services your organizations will offer or the referrals your organization will make for youth not selected for participation. Ensure these strategies align with and are outlined in the Project Workplan and Timeline.

5. **Participant Services:** Describe the planned orientation/assessment activities. Describe how your program will develop an “Individual Opportunity Plan” and how your organization will help develop, track, evaluate and coordinate participants’ individual goals. Describe your project’s case management strategy for providing consistent support, follow-up for service plans and referrals, and tracking for individual participants. Describe available support services. Describe your organization’s plan to assist youth who are experiencing housing instability. Describe how participants will be included in the Center’s decision making and management processes. Describe what standards of conduct will be required of youth at your location.
6. **Academic Opportunities:** Describe the types of educational opportunities that will be offered on-site to youth. Describe how you will assist youth who are basic skills deficient to increase their skills. Describe your curriculum and the resources you will use to deliver academic activities. Describe the employment, training, education and/or youth development activities in which you will engage youth during the summer months.
7. **Employment and Career Development Services:** Describe the type of work-based learning and career development opportunities that will be offered to youth. Describe how you will link these activities to learning objectives and how you will use employer-defined skills and labor market information to career development activities. Describe at least two existing and relevant partnerships you have in place with local employers and how you intend to recruit additional employers that can provide entry level positions that allow youth to gain work-ready skills.
8. **Performance:** Describe your strategy to ensure that you achieve MOED’s performance measures, particularly related to employment placement. Discuss how you will monitor youth progress against established benchmarks. Share how you will track youth, what measures you will use and with whom you will share the data. Confirm your program performance goals. Affirm and/or state your commitment to achieving and carrying out the responsibilities listed under Section III, Performance Outcomes, on pages 10-11 of this RFP. Ensure the stated goals align with and are outlined in the Project Workplan and Timeline.

PROJECT WORKPLAN AND TIMELINE

Complete the attached Project Workplan and Timeline template.

FUNDING/BUDGET GUIDELINES

Applicants are strongly encouraged to identify and leverage funding from other sources in order to support the proposed program. List other resources that contribute to program delivery. Include budget item (type of resource: training wages, staff, operating, etc.), brief description, actual or estimated amount, and sources that contribute to the delivery of the proposed program. ***Include letters of commitment for all leveraged resources.***

Funding available under this procurement action should be directed towards services that are not currently being offered or funded elsewhere.

BUDGET FORMAT

Complete attached Excel budget form.

LOCAL HIRING LAW INFORMATION

Article 5, Subtitle 27 of the Baltimore City Code, as amended on December 23, 2013 (the Local Hiring Law) and its rules and regulations apply to this RFP. The Local Hiring Law is posted in its entirety on the MOED website: <https://moed.baltimorecity.gov/employer-services/hiring-strategies-local>. The subcontractor's requirements are summarized below:

1. At least 51% of any new jobs required to complete this contract or project must be filled by Baltimore City residents.
2. Within two weeks of receiving notice of the Board of Estimates' approval of a City contract or City-subsidized project covered by the Law, the subcontractor must work with representatives from the Mayor's Office of Employment Development to complete an employment analysis that will project the total workforce and the "new hires" in the Baltimore area needed to fulfill the contract agreement.
3. If the subcontractor's workforce plan indicates a need to fill new jobs, the subcontractor must agree to post these positions through MOED and its One Stop Career Center Network for a period of seven days prior to publicly advertising the openings. The subcontractor shall also interview qualified Baltimore City residents referred from MOED; and unless granted a waiver, fill at least 51% of the new jobs required to complete the contract or project with Baltimore City residents. This will enable MOED to identify and refer qualified City residents to the subcontractor as candidates for these job opportunities.
4. Each subcontractor shall submit and an Employment Report to MOED by the fifth day of each month throughout the duration of the contract or agreement
5. The subcontractor may submit a fully completed Bidder Waiver Request Form to waive or reduce the requirements under the Local Hiring Law. The request shall be submitted to:

John Ford

Local Hiring Law Project and Initiatives Specialist
Mayor's Office of Employment Development

Phone: (office) 443.984.3014 (direct) 410.396.9974

john.ford@baltimorecity.gov

<https://moed.baltimorecity.gov/employer-services/hiring-strategies-local>

6. MOED will grant or deny the waiver request after a review of the subcontractor's written explanation for the request. If the waiver is granted the subcontractor is still required to submit the Employment Report by the fifth day of each month for the duration of the contract.

EVALUATION CRITERIA

Program Operations (10 Points)

- To what extent does the applicant have a successful history of designing and delivering high quality, comprehensive programming for the target population?

- Are program design, services, and operations appropriate to address the unique needs of the target population? Is the facility to be used youth-friendly and are hours and modes of operation (in-person and virtual) accommodating to the needs of target population? The facility or space designated for the youth center must be no more than 10,000 square feet.
- To what extent does the applicant have a plan to provide supportive services including for youth experiencing homelessness or unstable housing?

Organizational Capacity (5 Points)

- Describe your staffing plan including a list of all positions, roles and responsibilities and a brief bio of current staffing.
- Are there organizational oversight and fiscal controls in place to effectively operate the program?

Program Strategy (35 Points)

Academic Opportunities (10 points)

- Does the proposal extend rigorous academic opportunities for all youth enrolled? Are the curriculum tools and resources sufficient to ensure academic achievement?
- Has the applicant developed a plan to deliver academic assistance to raise the skill level of youth who are basic skill deficient? Will the program use TABE to assess youth?

Employment and Career Development Opportunities (15 points)

- Has the applicant developed significant partnerships with employers to provide ample work-based learning continuum and career development activities to all youth enrolled in the program?
- Does proposed program describe how the applicant will connect youth with career pathway opportunities in high growth sectors including: Government; Professional and Business Services; Healthcare: Hospitals; Healthcare: Ambulatory Health Care Services; Construction: Specialty Trade Contractors; or Education Services?
- Has the applicant described how they will prepare youth to qualify for and successfully complete industry skills training in one or more of the high growth industries that will result in certification? What type of skills training programs have been identified?

Engagement (10 points)

- Are program expectations, incentive strategies, and opportunities for leadership in program operations appropriate and likely to be successful for the target population?
- Does the applicant have a program design to effectively deliver the program? The design should include orientation, recruitment, referrals for youth not served, assessments, case management, individual opportunity plans, and services for youth with disabilities or limited English proficiency.
- Are there opportunities for youth to take on leadership roles within the organization and are youth involved in decision making?

Outcomes and Evaluation (25 Points)

- How and to what extent does the proposed program ensure it will meet the performance outcomes as described in the RFP? Does the proposed plan include performance levels,

benchmarks, and methods and tools that will guarantee achievement of the required outcomes?

- Is there a plan or process in place to ensure ongoing as well as a final program evaluation for participating youth?

Budget (15 Points)

- Is there evidence in the proposal of leveraging of resources and in-kind contributions, which will assist in meeting proposal outcomes?
- Is the percentage of funding dedicated to staffing greater than 50%?
- Is the cost per youth justified and reasonable given the scope of work of the project, including adequate staff personnel devoted to the project to support achieving project objectives?
- Does the projected budget effectively support the proposed program?

DEFINITIONS

Abstract: A brief, comprehensive summary of the contents of an article or a project; it allows readers to survey the contents of an article or project quickly.

Administrative Costs: The allocable portion of necessary and allowable costs that is associated with the overall management and administration of the workforce investment system and which are not related to the direct provision of the Employment and Training Services. These costs can represent both personnel and non-personnel categories and both direct and indirect classifications.

Advanced Training/Occupational Skills Training: An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels.

Assessment, Objective: The ongoing, participant-centered diagnostic evaluation of a participant's employability, interests, values, aptitudes, abilities, educational and vocational history, barriers, motivation and existing skills that lead to the development of a comprehensive self-sufficiency plan for the removal of barriers to employment and the attainment of the individual's career goals. Assessment first occurs at intake and is an ongoing, continuous collection of information to evaluate the effectiveness of support services, training and education and to monitor the participant's progress.

Audit: A systematic review by a CPA to determine and report whether an organization's financial operations are being properly conducted, financial reports are being presented fairly and applicable laws and regulations are being complied with. All successful bidders must submit an audit of their organization.

Barriers to Employment: Hinder an individual's ability to participate in the labor force. These may include lack of a high school education or its equivalency, basic skills deficits, limited English, substance use, etc.

<p>Basic Education - Adult Basic Education (ABE)/General Equivalency Degree (GED)/English as a Second Language (ESL): ABE/GED services include: structured, formal written curriculum designed to systematically address basic skills deficiencies and/or lead to passage of GED tests for adult students. Classes are usually self-paced with individualized instruction. The length of instruction depends upon student needs. Instruction is provided by an individual with specialized education or training in delivering basic skills/GED instruction. Individualized electronic instruction through computer-based systems may be a delivery system but must include regular access to and assistance from instructors. Student progress is monitored and testing is done to measure student progress. English as a second language services (ESL) include: structured, formal written curriculum designed to systematically improve an individual's understanding of and use of the English language. Instruction is provided by an individual with specialized education or training in the delivery of ESL services.</p>
<p>Basic Skills: Those academic skills that include reading, writing and speaking English, and the skills involved in math applications, computing and solving problems.</p>
<p>Basic Skills Deficient: The individual computes or solves problems, reads, writes, or speaks English below the eighth-grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. The Maryland State Department of Education (MSDE) definition: that which is recognized by the U.S. Department of Education for "at or below High Intermediate Basic Education."</p>
<p>Basic Testing: An assessment instrument used to establish the participant's functional literacy level.</p>
<p>Below Grade Level: One or more levels or credits below that which is appropriate for the person's age. (Can be calculated from the highest grade completed and reading /math levels)</p>
<p>Benchmark: Performance data used for comparison. A past agency or industry standard.</p>
<p>Career Exploration, Planning & Counseling (Youth): Activities which:</p> <ul style="list-style-type: none"> • assist youth to gain career awareness, make career decisions and plans, and understand labor market needs, trends, and opportunities; career assessment tools can be used; career assessment tools are designed to help individuals understand how a variety of personal attributes (i.e., interests, values, preferences, motivations, aptitudes and skills), impact their potential success and satisfaction with different career options and work environments. • assist youth in making and implementing informed educational and occupational choices; and, • aid youth to develop career options with attention to surmounting gender, race, ethnic, disability, language, or socioeconomic impediments to career options and encouraging careers in nontraditional employment. • provide an orientation to skills and knowledge specific to career path and/or industry, based on SCANS skills, career related learning standards and industry-specific skills, if relevant.
<p>Career Related Mentoring (Youth): An employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student; who provides the student with instruction and performance critique, challenges the student to perform well, and works in consultation with program staff, classroom teachers and the employer as appropriate.</p>
<p>Case Management: The provision of a client-centered approach in the delivery of services, designed- (A) to prepare and coordinate comprehensive employment plans, such as service strategies, for customers to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and (B) to provide job and career counseling during program participation and after job placement.</p>

<p>Case Management (Youth): Youth Specialist and youth work together in a documented, goal-oriented, participant-centered process that extends from recruitment through follow-up/retention. The youth specialist motivates and coordinates services and information to prepare participants for post-secondary educational opportunities, provide linkages between academic and occupational learning, and/or preparation for unsubsidized employment/training opportunities, as appropriate.</p>
<p>Community-Based Organization: A private nonprofit organization that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce investment.</p>
<p>Conflict of Interest: A conflict of interest (COI) is a situation in which a person or organization is involved in multiple interests, financial interest, or otherwise, one of which could possibly corrupt the motivation of the individual or organization.</p>
<p>Coordination With Community Agencies (Youth): Creates and sustains partnerships with other agencies providing services to youth in order to maximize resources to meet the participant's needs, avoid duplication and provide integrated strategies for service delivery.</p>
<p>Cost Allocation Plan: A plan that identifies and distributes the cost of services and/or departments or function according to benefit received. It is the means to substantiate and support how shared costs of a program are charged to a particular cost objective.</p>
<p>Cost Reimbursement Contracts: An agreement format that provides for the reimbursement of all allowable costs that have been identified and approved in the contract budget. Contractors must maintain the documentation necessary to support the costs.</p>
<p>Credential: Written statement or certificate that validates achievement of educational or occupational skills.</p>
<p>Customized Training: Training- (A) that is designed to meet the special requirements of an employer (including a group of employers); (B) that is conducted with a commitment by the employer to employ an individual on successful completion of the training; and (C) for which the employer pays for not less than 50 percent of the cost of the training.</p>
<p>Data Collection: The collection and recording of information pertinent to a participant including: demographic, service and outcome data elements.</p>
<p>Date of Participation: Represents the first day, following a determination of eligibility, that the individual begins receiving a service funded by the program.</p>
<p>Date of Exit: Represents the last day on which the individual received a service funded by the program or a partner program.</p>
<p>Diploma: The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma.</p>
<p>Dropout (Youth): An individual no longer attending school that has not received a secondary school diploma or GED. (note: a youth attending an alternative school is not a dropout for the purposes of this program)</p>
<p>Economic Development Agencies: Agencies including local planning and zoning commissions or boards, community development agencies, and other local agencies and institutions responsible for regulating, promoting, or assisting in local economic development.</p>
<p>Employability: A demonstrated level of knowledge, skills, abilities, work behaviors and attitudes necessary to compete successfully in the labor market.</p>
<p>Employment Advocate: work directly with program participants; assist in the preparation of the IOP; provide case management, connect participants to auxiliary services (including academic supports) as needed and closely monitor the goals and objectives of the project.</p>

<p>Employment Assessment: The ongoing participant centered diagnostic evaluation of a participant's employability, interests, values, aptitudes, abilities, educational and vocational history, barriers, motivation and existing skills that lead to the development of an ongoing, comprehensive plan for the removal of barriers to employment and the attainment of the individual's career goals. Assessment first occurs at intake and is an ongoing, continuous collection of information to evaluate the effectiveness of support services, training and education and to monitor the participant's progress.</p>
<p>Employment Documentation Assistance: Assistance obtaining identification, a food handler's card and/or other documentation necessary to get a job.</p>
<p>Entrepreneurial Work Experience (Youth): A program-based business venture (not a simulation), which is striving for economic viability and operated by students. School-based enterprises are generally directed by a business, which sponsors the enterprise and supervises the student staff. School-based enterprises may also be directed by the school, in the absence of business sponsorship.</p>
<p>Exposure to the World of Work: Instructional activities that expand the occupational knowledge of students inexperienced in the labor market, prepare them for the realities of the workplace and increase students' awareness of their own aptitudes and interests and how they relate to occupations and career options. Also includes activities such as guest speakers, work samples, testing and assessment, field trips and site visits.</p>
<p>Follow Up (Youth): Active case management of participants for at least one year after completing the program. Follow up services can include assessment/re-assessment, information & referral, additional training opportunities, support services, employment & education retention counseling, life skills/problem solving advocacy, services to support continued success for the participant or other program activities provided during the service period. Case notes are required on a monthly basis for youth in follow-up.</p>
<p>Gang Affected/Involved (Youth): A youth who expresses identification in a variety of ways with a gang (dress, signs, behavior, and association with known gang members) but is not directly involved with a particular gang. Or a youth who has been adjudicated for a crime committed with or against other known gang members; or any youth that has been involved in persistent and escalating criminal gang activity.</p>
<p>Homeless/Runaway (Youth): A youth who lacks a fixed, regular, adequate nighttime residence. Includes those who have a primary nighttime residence that is a public or private shelter, an institution providing temporary residence, or a public or private place not designated or ordinarily used as a regular sleeping accommodation. Runaway is defined as a person under 18 years of age that absents themselves from home or place of legal residence without permission of parent or legal guardian.</p>
<p>Incentives (Youth): Incentives are usually awarded to youth for successful completion of one or more components of the program. Incentives can be cash, gift certificates or other items the program feels are motivators for youth (T-shirts, field trips, etc.)</p>
<p>Individual Opportunity Plan (IOP): A written outline of employment and training goals needed for a youth to attain self-sufficiency by finding and maintaining employment. The Individual Service Plan establishes short- term and long-term goals around post-secondary education and/or career employment, within the framework of the ten career clusters designated by Maryland State Department of Education and Baltimore City: Arts , Media & Communications, Business Management & Finance, Health & Bioscience, Manufacturing & Engineering Technology, Human Resource Services, Construction Technology, Transportation Technology, Travel, Tourism, and Hospitality, Information Technology and Law & Protective Services. An Individual Opportunity Plan may include activities to prepare the participant for employment, services to remove barriers to employment, training, and job</p>

<p>search. Individual Opportunity Plans must be regularly reviewed and updated as changes occur in employment goals, barriers, program services or needed support services.</p>
<p>Indicators: The specific characteristics or behaviors measured to track a program’s success in achieving its outcomes.</p>
<p>Individual with a Disability: In general: an individual with any disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).</p>
<p>Job Developer: work closely with the management team and the business community, providing a direct connection between participants and viable employment opportunities. The Job Developer will also coordinate resources with the REC staff in identifying and securing job opportunities.</p>
<p>Job Search Assistance: Job search skills training including job club, which provides the participant with the instruction and skills necessary to obtain full time employment. These skills may include resume writing, interviewing skills, telephone techniques, and job acquisition skills. Job search assistance must be offered to all customers.</p>
<p>Job Shadow: Competency-based educational experiences that occur at a worksite but are tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences.</p>
<p>Labor Market Information: Occupational supply and demand information for Baltimore City identifying areas of growth or decline for the labor market and assessment of the effects of such growth or decline. Review and evaluation of an area's employment possibilities, including projected openings, new employment, job skills needed, available training programs, wages and labor supply.</p>
<p>Leadership Development Opportunities (Youth): May include but are not limited to: 1) the exposure to post- secondary opportunities, 2) community service and service learning projects, 3) peer-centered activities, including peer mentoring and tutoring, 4) organizational and team leadership training, 5) training in decision making, including determining priorities and, 6) citizenship training, including life skills training.</p>

<p>Life Skills (Youth): Activities and/or training that assist youth to develop marketable work habits. May include modules/training/curriculum instruction in personal finance & budgeting, computers, parenting/pregnancy prevention, self-leadership (e.g. conflict resolution, public speaking, and anger management), cultural history and diversity, nutrition/fitness, and health.</p>
<p>Limited English Speaker: An individual whose native language is not English or who has an inability to communicate in English orally or in writing, resulting in a barrier to employment or training.</p>
<p>Literacy: The term "literacy" means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job and in society.</p>
<p>Lower Living Standard Income Level: That income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary based on the most recent lower living family budget issued by the Secretary.</p>
<p>Low Income Individual: An individual who-(A) receives, or is a member of a family that receives cash payments under a Federal, State, or local income-based public assistance program; (B) received an income, or is a member of a family that received a total family income, for the 6-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, payments described in subparagraph (A), and old-age and survivors insurance benefits received under section 202</p>
<p>of the Social Security Act (42 U.S.C. 402)) that, in relation to family size, does not exceed the higher of— (i) the poverty line, for an equivalent period; or (ii) 70 percent of the lower living standard income level, for an equivalent period; (C) is a member of a household that receives (or has been determined within the 6-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977 (7 U.S.C. 2011 et seq.); (D) qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302); (E) is a foster child on behalf of whom State or local government payments are made; or (F) in cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a program described in subparagraph (A) or subparagraph (B), but who is a member of a family whose income does not meet such requirements.</p>
<p>Minimum Wage: The wage established as the lowest hourly salary that can legally be paid for labor. The wage established as the lowest hourly salary that can legally be paid for labor. In Maryland, minimum wage rates are as follows: \$13.25 as of 1/1/23, \$14 as of 1/1/24</p>
<p>Nontraditional Employment: Occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.</p>
<p>Objective Assessment (Youth): An assessment of the academic levels, skill levels, and service needs of each participant, which shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of the participant. A new assessment of a participant is not required if the provider determines it is appropriate to use a recent service strategy developed for the participant under another education or training program.</p>
<p>Occupational Skills: Those skills identified as necessary to successfully perform work-related functions within an industry sector. Occupational skills can be attained through activities such as entering into an apprenticeship or internship program; completing a career-specific professional, technical or advanced job skill-training program; earning a college degree.</p>
<p>OES Code: The OES code is the five-digit Occupational Employment Statistics code used to describe an occupation. Code lists and statistical data are available through the Federal Bureau of Labor Statistics.</p>

<p>Offender: Any adult or juvenile who: (A) is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial; or (B) requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.</p>
<p>On-The-Job Training: Training by an employer that is provided to a paid participant while engaged in productive work in a job that: (A) provides knowledge or skills essential to the full and adequate performance of the job; (B) provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the costs of providing the training and supervision related to the training; and (C) is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, prior work experience of the participant, and service strategy of the participant.</p>
<p>Opportunity Youth: Young people between the ages of 16 and 24 who are neither enrolled in school nor participating in the labor market.</p>
<p>Orientation: Provides information about the types of services available, develops motivation and interest in the project, explains the application, selection and eligibility process, and assists applicants in preparing for the process. The respondent will provide a clearly defined format for the orientation to ensure consistency in how the information is given to potential applicants. The proposal must specify the criteria for determining suitability for services.</p>
<p>Out-of-School Youth: (A) an eligible youth who left school without graduating; or (B) an eligible youth who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed. For reporting purposes, this term includes all youth except those who are attending any school and have not received a secondary school diploma or its recognized equivalent, and except those who are attending post-secondary school and are not basic skills deficient.</p>
<p>Outreach/Recruitment: These are activities and strategies for identifying and contacting potential customers. These strategies will include procedures that assure access throughout the service area and address appropriate access for customers with barriers.</p>
<p>Outcomes: Benefits or changes to individuals or populations during or after participating in program activities. How a program changes the life of an individual or population.</p>
<p>Outputs: The direct products of program activities. (i.e., number of classes taught, number of counseling sessions, number of educational materials distributed, hours of service delivered, etc.)</p>
<p>Participation: Participation at YO Baltimore is defined as youth members taking part in a youth development activity for 15 hours or more per month. For YO members who are working, they must participate in a youth development activity for at least 5 hours per month.</p>

<p>Placement: A client securing employment while participating in YO Baltimore program. To be counted as a placement, employment must be 20 hours or more per week, with wages equal to or greater than the higher of either the state or federal minimum wage per hour, and be an unsubsidized position.</p>
<p>Postsecondary Educational Institution: An institution of higher education, as defined in section 481 of the Higher Education Act of 1965.</p>
<p>Potential Dropout (At risk of dropping out): A youth who is experiencing a lack of academic success as evidenced by basic skills deficiency, behind at least one school year in school credit as determined by school records, failing grades, or below a 2.0 GPA.</p>
<p>Pre-Employment & Work Maturity Training: A progression of instructional modules in which youth master and demonstrate proficiency in areas such as: identification and resolution of employment and personal barriers; interview protocol and skills; resume skills; general (non-industry specific) workplace-readiness skills and standards; and “soft” workplace-readiness skills.</p>
<p>Pregnant/Parenting Youth: A youth who is under 22 years of age and is either pregnant or providing custodial care for one or more dependents who are under 18 years old.</p>
<p>Pre-Vocational Services: Include but are not limited to learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills & professional conduct to prepare individuals for unsubsidized employment or training.</p>
<p>Program Year: A program year is a consecutive twelve-month period (ex. July 1-June 30), determined by funding source guidelines. Some services, such as educational services, are typically provided during only some of the twelve months. Different organizations will have different program years; organizations delivering services from various funding sources may operate over a variety of defined program years. For purposes of this RFP, a program year is a consecutive twelve-month period of time during which services were delivered and/or administered. Organizations responding to the RFP should indicate their program year and the months of delivery and/or administration of services.</p>
<p>Project-Based Learning: Learning experiences, which engage students in complex, real-world projects through which they develop and apply skills and knowledge, which take effort and persistence over time, result in the creation of something that matters to them and has an external audience. Employment and community partners provide students with ongoing coaching and expert advice on projects, particularly in regard to effective strategies and tools used in the workplace.</p>
<p>Public assistance: Federal, state, or local government cash payments for which eligibility is determined by a needs or income test.</p>

<p>Referral: Any eligible youth who is not enrolled to receive services at a contracted program must be given the referral information regarding the full array of applicable or appropriate service available through local programs.</p>
<p>Retention: Continued employment for a specific period after initial placement.</p>
<p>Retention (Youth): Continued retention in work or school/training/education/military.</p>
<p>School Dropout: An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.</p>
<p>Service Learning (Youth): A structured work experience, through which students learn and develop by participating in thoughtfully organized community service work activities that meet actual community needs, are designed collaboratively by the program and student(s).</p>
<p>Stipends: Stipend payments may be used for youth participating in a variety of experiences. These payments are based on attendance for youth participating in a work, education, and/or training experience.</p>
<p>Structured Work Experience: A competency-based educational experience that occurs at the work site but is tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences.</p>
<p>Subsidized Work Experience: A career-linked job at a public or private site in which the wages paid to an employee are financially supported by a private, state or local employment and training program.</p>
<p>Supportive Services: Service needed in order to assist the youth to be successful in achieving their goals. This may include transportation, childcare, work related tools, and clothing. To the greatest extent possible programs should address support service needs through leveraging of resources and partnerships with other providers.</p>
<p>Target: A numerical objective for a program's level of achievement on an indicator. A projection.</p>
<p>Tryout Employment: A structured work experience involving specific occupational skills development goals in addition to other learning goals; involves the awarding of school credit/outcome verification upon successful completion; and includes the expectation that the student, upon completion of the try-out employment period, will demonstrate the skills necessary for entry-level employment in the occupational area in which they received work experience.</p>
<p>Unsubsidized Employment: Full or part-time employment in a job not financed from funds provided by a federal or state grant. A job in which the wages paid to an employee are not financially supported by a state or local employment and training program.</p>
<p>Vocational Training: Provides customers with long or short-term training in a community college, university, vocational school or business environment to improve employability in the local labor market. The training can provide basic skills, upgrade current skills, develop new technical skills, improve language skills and prepare customers for employment in high growth occupations.</p>
<p>Virtual Programming: The terms remote and virtual are used interchangeably to describe services delivered by phone, online, or through other digital means. Some organizations may use a "hybrid" or "blended" approach, which combines fully online and face-to-face meetings to deliver services, instruction and supports to youth.</p>
<p>Wages: Are to be paid to youth that are participating in subsidized work experience or limited internship projects. Youth must be paid an hourly wage. The wage must be included in the project budget. The formula for calculating wages is: # of youth x # of hours x \$13.25 x 7.65% to include FICA x 90% attendance.</p>
<p>Work-Based Learning Activities: Activities offered which are designed to enable youth to gain exposure to the working world and its requirements and help acquire personal attributes, industry defined skill standards, and knowledge needed to obtain a job and advancement in employment. Activities should be designed to be mastered at progressively higher levels that are coordinated with school-based learning. Can take place at private, for-profit, non-profit or public sector. Can be paid or non-paid</p>

activities. (Note: applicable labor laws must be adhered). Activities must be relevant to the career plan and include but are not limited to: Career Related Mentoring, Community Service Learning, Entrepreneurial Work Experience, Internship, Job Shadow, Project-Based Learning, Subsidized Work Experience and Structured Work Experience.

Work Readiness: Completion of one or more workforce readiness skill activities appropriate to the service plan developed for the participant, which could include: Career Related Assessment and Goal Setting, Pre-Employment Training, Work Experiences/Internships, Job Shadows, Career Explorations, On-the-Job Training.

YouthWorks: MOED’s summer jobs program for city residents, ages 14-21. Youth receive summer jobs with nonprofit, city and state governments and private employers throughout Baltimore. Participants work in a variety of industries, gaining basic workforce readiness and career-specific skills.

ATTACHMENT A – DOCUMENTATION OF QUALIFICATIONS VERIFICATION CHECKLIST

Instructions: All organizations must meet a minimum level of administrative and fiscal capacity in order to contract with MOED. Therefore, all must provide the following Documentation of Qualifications. Use the checklist below to verify your capacity to comply with all fiscal and programmatic requirements of this grant. Once complete, please provide the signature of the authorized official below. Please attach each document shown in the “Attachment” column to support each item verified and include a copy of this checklist with your submission.

	Please check the box to affirm your organization meets the minimum level of administrative and fiscal capacity required to contract w/ MOED.	Please attach the following documents:
<input type="checkbox"/>	The applicant is in good standing with the Maryland Department of Assessments Taxation.	Copy of most recent Certificate of Good Standing
<input type="checkbox"/>	The applicant is legally incorporated as a 501(c)3.	Copy of dated letter of nonprofit incorporation from the IRS
<input type="checkbox"/>	The applicant possesses an established and documented personnel policy.	Table of contents from organization’s personnel policy manual
<input type="checkbox"/>	The applicant possesses an established and documented Conflict of Interest policy for members of its staff and Board of Directors.	Copy of Conflict-of-Interest policy
<input type="checkbox"/>	The applicant possesses an established and documented grievance procedure for customers and clients.	Copy of grievance procedure
<input type="checkbox"/>	The applicant possesses an established and documented process for ongoing quality assurance for services.	Brief overview of Quality Assurance process/protocol (written in narrative form)

□	The applicant possesses adequate fiscal capacity, including capacity for fund accounting and reporting.	Copy of most recent audited financial statement (Must adequately address all findings) Copy of current annual budget, identifying the various sources of funding and amounts.
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□	The applicant has procured and will maintain during the life of the contract the following required insurance coverages: <ul style="list-style-type: none"> • professional liability, errors and omissions; • commercial general liability insurance, including contractual liability insurance; • business automobile liability (if applicable); • worker’s compensation coverage; and • employee dishonesty insurance 	Copies of all applicable certificates of insurances. [Note: Must be resent with the Mayor & City Council listed as an additional insured within ten (10) business days from receipt of a contract.]
□	The applicant possesses an adequate method of collecting client information and demographics.	Copy of a sample intake form or report.
□	The applicant possesses a demonstrated ability to collect outcome data that measures performance to plan.	Copy of a report showing actual to planned performance.
□	The applicant possesses access to a networked computer connected to the Internet with a browser that is compatible with any current cloud applications or databases required by MOED. The system has a PDF reader, office applications compatible with the current version of Microsoft Excel and Word, and email accounts for all individuals accountable for this contract. If the lead applicant does not currently possess this infrastructure, it is willing to allocate the resources necessary to acquire these technologies.	n/a (Verification by checking to the left and signing below is sufficient.)
□	The applicant possesses (at minimum, draft) MOUs/agreements with each third-party vendor (partner) to be subcontracted and compensated through this grant. The lead applicant commits to submitting fully executed and final agreements to MOED upon award of a grant agreement and understands that payment will not be made for vendor-related expenses without the applicable agreement(s) submitted and on file.	Copies all third-party agreements/MOUs. For each third-party vendor, submitted proof of legal status, with an Employer ID or Social Security number, and (if applicable) verification that each entity is in good standing with the MD Department of Assessments & Taxation.

Signature of Authorized Official

Date

ATTACHMENT B - APPLICATION COVER PAGE

Request for Proposal Title:	Eastside Youth Opportunity (YO) Center
Legal Name of Applicant:	
Is the applicant a current or former subcontractor with the City of Baltimore?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Mailing Address:	
EIN Number of Applicant:	
Project Name:	
Total Amount Requested:	
Cost Per Enrolled Participant:	

	NAME	TITLE	PHONE	EMAIL
Signatory:				
Program Manager:				
Finance:				

Summary of Key Proposed Performance Outcomes		
CATEGORY	MEASURE	OUTCOME
Enrollment	Maintain an active pool of eligible and properly enrolled participants.	300
Employment	Number of participants who will be placed in employment, earning at least \$15 per hour.	180 (average 15/month)
Training	Percentage of participants enrolled in skills training/ customized training programs that will complete and be hired in training-related jobs.	80%
Internship	Percentage of all participants placed in paid internships/ tryout employment that will complete and be hired.	70%

GED	Number of participants who will obtain their GED by the end of the contract period.	20
Grade Levels	Percentage of participants enrolled in on-site educational programs that will increase at least 2 grade levels in reading and one grade level in mathematics.	80%
Summer Jobs	Number of participants who should be enrolled in the 2025-2026 YouthWorks summer jobs programs by April 2025 and April 2026 respectively.	75
YO! Service Completion	Percentage of participants that will complete YO Center services and be connected to college, Job Corps, or the U.S. Military and complete at least 1 semester of courses or 4 months of service.	8%

Signature of Authorized Official

Date