



ALAMEDA COUNTY WORKFORCE DEVELOPMENT BOARD

Workforce Innovation and Opportunity Act

Solicitation for Proposal Promising Futures Project

INTRODUCTION AND PURPOSE

The **Alameda County Workforce Development Board (ACWDB)** is soliciting proposals for the delivery of occupational skills training and comprehensive case management for youth/young adults, ages 16-24 years of age. Participants must reside within Alameda County except for the city of Oakland which has a workforce development board. Funding for this project will be provided through the Workforce Innovation and Opportunity Act (WIOA) Title I program.

The COVID-19 pandemic created a crisis, stymied the best crafted plans, and exacerbated the unemployment rate for youth/young adults. This crisis has also created opportunities to strategically enhance and redesign employment and training programs utilizing current technologies and new and enhanced partnerships. It is within this context that ACWDB is issuing a Solicitation for Proposal (SFP) to identify high performing organizations with experience providing occupational skills training, comprehensive case management, and supportive services to youth/young adults who are out-of-school youth (OSY) and have little-to-no work experience.

Recent labor market data reports an unemployment rate of 2.7 percent for adults within Alameda County. Census Bureau estimates for youth unemployment in Alameda County in 2022 was 14 percent on average. WIOA eligible youth/young adults experience a significantly higher unemployment rate. This elevated level of youth unemployment creates an urgency to identify occupational skills training and employment opportunities that will put participants on a path to economic stability. ACWDB is therefore seeking proposals from experienced organizations with proven capacity to support OSY in contextualized and work-based learning opportunities that result in occupational skill attainment, successful workforce preparation, and placement in entry-level and middle-skills jobs (jobs that require more education and training than a high school diploma but less than a four-year college degree) with career advancement potential.

Funding for the Promising Futures Project includes up to \$185,000 for the delivery of occupational skills training, comprehensive case management, supportive services, and placement (employment or post-secondary education) activities. Implementation of this project will be for the period of December 2023 through December 2024. ACWDB anticipates funding one proposal. Contingent upon the availability of additional funds and future needs, this project may be extended and/or additional projects funded.

ELIGIBLE ORGANIZATIONS

Interested organizations must have documented successful experience in providing occupational skills training and comprehensive case management for eligible individuals 16-24 years of age. Eligible organizations include 501(c)(3) non-profit organizations, public or private educational institutions, government units, public agencies, or private for-profit organizations properly organized in accordance with federal, state, and local law. Minority and women-owned businesses are encouraged to apply. Collaborations are encouraged for a successful program design. Successful proposals will be required to document the nature of relationships/partnerships with adult schools, employers, industry groups, community-based organizations, community colleges, and other relevant partners as related to the proposed strategy.

PROMISING FUTURES PROJECT

In alignment with WIOA funding for workforce development, ACWDB is seeking to contract with a service provider that demonstrates the ability to provide innovative comprehensive workforce development, including occupational skills training, comprehensive case management, supportive services, and employment or postsecondary placement that facilitate the Promising Futures Project. Capabilities must include: determining eligibility, providing comprehensive case management, tracking, and reporting performance measures and outcomes, forging relationships with occupational training providers and employers, and conducting follow-up activities through use of the CalJOBS data management system.

The intent of the Promising Futures Project is to equip participants with occupational skills training in industries and sectors with high demand and growth potential. Industry-aligned training should lead to credential attainment and middle-skill employment opportunities. Comprehensive case management (including supportive services) must also be a component of the project.

ACWDB has identified several industries and occupations that generally demonstrate high growth or demand in Alameda County. Successful bidders will demonstrate how they will introduce participants to various career pathways and train them for employment and success in a specific industry sector for a particular job or range of jobs. The identified sectors and occupations within those industries include:

- **Technology careers** (i.e., Help Desk, Software Sales, Computer Networking, Cybersecurity, Data Science, Computer and Software languages/coding, etc.)
- **Health Care careers** (i.e., Certified Nursing Assistant, Certified Medical Assistant, Medical Records, Dental Assistant, etc.)
- **Childcare and Early Childhood careers** (i.e., Teacher Aides, Daycare, Home-based Childcare Centers, etc.)
- **Transportation, Distribution, and Logistics careers** (i.e., Truck Drivers, Warehouse Workers, Forklift Operators, etc.)
- **Climate careers** (i.e., Climate Conservation Specialists, HVAC Technicians, and Forestry jobs for wildfire prevention, etc.)
- **Advanced Manufacturing careers** (i.e., Production, Assemblers, Quality Control Specialists, etc.)
- **Public Sector/Government careers** (i.e., Administrative and Office Support, Clerical Support, IT professionals, Eligibility Workers, etc.)

PROJECT DESIGN REQUIREMENTS

The project design for the Promising Futures Project must be age, developmentally, and culturally appropriate, and based on the assets, strengths, and goals of the youth/young adults. The design must include the delivery of services in a cohort training model in either an in-person or hybrid format and contain the following elements:

- a. **Outreach and Recruitment:** Outreach and recruitment includes identifying potentially eligible youth/young adults and providing an orientation informing them of the full array of applicable services available and how to access those services. Knowledge of the target group and effective outreach is critical. Successful bidder must demonstrate that there is organizational capacity to engage in street-level outreach and canvassing, social media outreach, and organizational outreach to ensure the target group of WIOA eligible youth/young adults is made aware of the opportunity to participate in this project.
- b. **Intake, Eligibility, Registration:** The selected provider is responsible for determining WIOA eligibility for all applicants: this includes gathering documentation, verifying, and certifying eligibility as well as data entry into CalJOBS, the web-based case management and participant tracking system established by the State of California. WIOA requires all participants to be determined eligible prior to enrollment and receipt of WIOA-funded services. If an individual is not eligible for WIOA services, he/she will be guided in accessing organizations/services that are more appropriate, such as the America's Job Center of California (AJCC).
- c. **Objective Assessment (OA):** The OA will establish the baseline for all activities and training. It will also act as the foundation for development of goals (i.e., education, employment, credential attainment, etc.). Each eligible youth/young adult must receive an OA that includes a review of basic skills, education, work history, occupational skills, employability, interests, aptitudes, developmental needs, supportive service needs and strengths for the purpose of identifying appropriate services, career pathways, and for informing the development of the Individual Service Strategy (ISS).
- d. **Individual Service Strategy (ISS):** Based on the results of the OA, an ISS will be mutually developed by the participant and Case Manager. The ISS is a written plan of action that identifies age-appropriate short and long-term goals that include career pathways, education, employment goals, and service needs. The ISS must directly link activities and services to one or more indicators of performance. The ISS is a living document that requires on-going review of the participant's progress in meeting his/her goals. The plan is updated as needed.
- e. **Occupational Skills Training:** Is an organized program of study that is outcome oriented, of sufficient duration to impart skills needed to meet the occupational goal and leads to the attainment of recognized post-secondary credentials that are aligned with the in-demand industry sectors and occupations listed previously. Occupational skills training in this project must also be cohort-based.

- f. **Career Readiness Training:** Offers instruction in nontechnical skills integral to success in the workplace, teaching core skills such as teamwork, professionalism, critical thinking, conflict resolution, digital literacy, and communication.
- g. **Case Management:** Case management is a goal-oriented and participant-centered process for assessing needs for particular and tailored services to meet educational, employment, and other program goals and assist youth in obtaining those services. Contractors are responsible for providing comprehensive case management for each participant. Record keeping and client goal setting are essential components of case management. Records are used to document and retain information about the participant, the process and progress of the services being provided and are a focal point for accountability to funding. All contractors must maintain hard copy and electronic participant files in CalJOBS that meet WIOA and ACWDB specifications. Within the case management process, the following elements should be made accessible when appropriate:
1. **Tutoring, study skills training and instruction, and evidenced-based dropout prevention and recovery strategies** that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar documents for individuals with disabilities) or for a recognized post-secondary credential;
 2. **Alternative secondary school services** to assist young adults who may have struggled in traditional secondary education;
 3. **Work Experience (paid and unpaid)** to provide planned and structured and contextualized learning experiences that takes place in a worksite and provides participants with opportunities for skill development and career exploration;
 4. **Leadership development opportunities** including community service and peer-centered activities that encourage responsibility and other pro-social behaviors;
 5. **Supportive services** to reduce the barriers to success in school, training, and employment, which include assistance with limited transportation, linkages to community services, referrals to medical services; appropriate work attire and work-related clothing or tool costs; assistance with books and school supplies;
 6. **Adult mentoring** for a duration of at least 12 months that may occur both during and after program participation;
 7. **Follow-up services** for 12 months after the completion of participation by submitting quarterly reports into CalJOBS;
 8. **Comprehensive guidance and counseling** to provide access to individualized counseling in the following areas: mental health, substance use, healthy relationships, as well as referrals to resources such as: childcare, housing, and food, as appropriate to the needs of the individual participant;

9. **Financial literacy education** which encompasses information and activities or a range of topics such as: creating budgets, setting up checking and savings accounts, managing spending, credit, and debt, understanding credit reports and credit scores, and protecting against identity theft. It provides participants with the knowledge and skills needed to achieve long-term financial stability;
10. **Entrepreneurial skills training** to provide the values and basics of starting and operating a business;
11. **Services that provide labor market** and employment information about in-demand industry sectors and occupations available in the local area and beyond; and,
12. **Transitional activities** that help prepare participants for shifts toward post-secondary education training, or employment.

PARTICIPANT ELIGIBILITY CRITERIA

Participants in the Promising Futures Project must be out-of-school and between ages 16-24 as defined by the federal WIOA program. Eligibility criteria can be found [here](#).

GEOGRAPHIC SCOPE OF REQUESTED SERVICES

ACWDB identifies four geographic sub-regional service areas (listed below). The proposal must identify the sub-region(s) the organization intends to target for outreach and recruitment:

North Cities	Eden	Tri-Cities	Tri-Valley
Alameda Albany Berkeley Emeryville Piedmont	Hayward San Leandro San Lorenzo Castro Valley Unincorporated areas of Ashland, Cherryland, Fairview, and Hayward Acres	Fremont Newark Union City	Dublin Pleasanton Livermore Unincorporated area of Sunol

PERFORMANCE MANAGEMENT

The Results Based Accountability (RBA) framework will be used to craft performance measures. ACWDB staff will lead collaborative efforts with the successful bidder to set performance targets using the RBA framework below. Please note that the measures are subject to change as needed and determined by ACWDB.

<i>How Much Did We Do?</i>	# Of New Enrollments % In Training Leading to Credential
<i>How Well Did We Do?</i>	% Received Work Based Learning Activities % Received Core Skills/Leadership Activities

	% Recorded Measurable Skill Gain
<i>Is Anyone Better Off?</i>	% Of Credential Attainment Attained % Youth Placement (of closed cases)

DATA MANAGEMENT

The successful bidder is required to use CalJOBS, an online State data management system to record and track participant activities and program services. Reports from this system will be utilized to determine program performance by ACWDB and the State of California.

Knowledge of the system with accurate and timely entry of information is critical. System training will be facilitated through ACWDB, but it is the contractor’s responsibility to ensure on-going staff expertise, cooperation, and timely data input and reporting. Additionally, the successful bidder may be asked to provide additional documentation or qualitative information not accessible through CalJOBS to evaluate performance outcomes including strengths and challenges.

SELECTION CRITERIA

The following rubric will be used in evaluating the written responses to this SFP. A proposal must score a minimum score of 75 points to be considered for funding. The response with the highest score will be selected.

Selection Criteria		Maximum Points
1.	<u>Debarment and Suspension:</u> Bidders, their principals, and named subcontractors must not appear on the list of federally debarred, suspended, or otherwise excluded parties found at www.sam.gov .	Pass/Fail
2.	<u>Comprehensive Delivery Strategies and Services</u> <ul style="list-style-type: none"> How does your project ensure the sequential and reality-aligned inclusion of all project design elements? Who are your key partners in achieving the project scope, and what roles and responsibilities do they have as outlined in the project design? What high-demand sector occupational skills training, leading to credential attainment and middle-skill career opportunities, does your proposal cover? 	30 Points
3.	<u>Demonstrated Performance/Ability:</u> <ul style="list-style-type: none"> How does the project design address the needs and challenges of out-of-school youth/young adults pursuing training credentials, employment, and opportunities in occupations/career paths offering livable-wage options? What insights does the project design provide about previous experience in working with youth/young adults who are disconnected from education systems and employment, including any prior involvement with WIOA programs? 	25 Points

	<ul style="list-style-type: none"> How does the project design ensure it will have a qualified team to handle administrative, case management, training, data management, fiscal duties, deliverable tracking, and report production? 	
4.	<p><u>Community Partnerships:</u></p> <ul style="list-style-type: none"> How does the project design clearly illustrate and describe its established connections, collaborations, or partnerships with employers, business/industry representatives, and educational institutions? How do these connections anticipate enabling opportunities such as internships, job shadowing, mentoring, career exploration, credential acquisition, project-based learning, or similar experiences? What proof in the project design demonstrates the presence of these connections, whether through existing or new documents like memoranda of understanding, cooperative agreements, employer commitment letters, partnership agreements, or other methods? 	15 Points
5.	<p><u>Budget Considerations</u></p> <ul style="list-style-type: none"> How does the project's budget and its accompanying explanation demonstrate a thorough grasp of federal program guidelines and contracting requirements? What justification was presented for the cost per participant to clarify why it is reasonable and practical in the context of the project? Does the project include contributions in the form of cash or in-kind support, and if so, how are these contributions incorporated into the project's overall framework? 	15 Points
6.	<p><u>Interview:</u> Bidders will be required to interview to elaborate on their submitted proposals, which will be coordinated and communicated by the ACWDB.</p>	15 Points
7.	<p><u>Extra Points</u> Bidders will receive an additional five (5) points if they include letters of commitment from employers to host participants for on-the-job learning, training, and employment.</p>	5 Points
Total Possible Points		105

SFP TIMELINE

SFP Release Date	September 22, 2023
Virtual Information Sessions 11:00 a.m. and 4:00 p.m.	September 28, 2023
Deadline to submit written questions to latoya.reed-adjiei@acgov.org & nancy.soto@acgov.org	October 2, 2023, by 12:00 p.m. PDT

Addendum Released	October 2-4, 2023
Proposals Due/Deadline	October 30, 2023, at 5:00 p.m. PDT
Bidder Interviews	November 13-17, 2023
Anticipated Award Announcement/ On Boarding and Training	Mid-to-late November 2023
Anticipated Start Date	Early December 2023

SUBMITTAL OF PROPOSALS

The proposal must:

- Comply with the provisions of the Solicitation for Proposal and all its instructions.
- Be formatted as follows:
 1. 12-point font
 2. 1-inch margins
 3. Single spaced
 4. All pages numbered sequentially
 5. The proposal may be double-sided but must not exceed 10 pages and 5 pages in necessary attachments for a 15-page total/max.

Required Documents:

1. A proposal must include:
 - A. Cover letter (see Attachment A).
 - B. Proposed program model and service activities that capture all the Project Design requirements and any additional elements articulated in the above sections of this SFP.
 - B1. Proposals should be responsive to the stated Selection Criteria (see Attachment D which can be used as a guide in the development of the proposal).
 - C. Roster of project staff and brief job description for each staff member.
 - D. Relevant past projects including WIOA or other workforce development grant experience.
 - E. Program budget and budget justification (see Attachments B and C).
2. One reference with knowledge of projects/programs similar to the Promising Futures Project.

DEADLINE - Submitted electronically and emailed by 5:00 p.m. on October 30, 2023, to:

Latoya Reed-Adjei, Interim Assistant Director and Nancy Soto, Project Assistant/Coordinator
 Alameda County Workforce Development Board
 Email: latoya.reed-adjei@acgov.org and nancy.soto@acgov.org
 Subject: SFP-Promising Futures Project

INFORMATION SESSIONS

Two virtual information sessions will be offered and attendance at one of the sessions is highly recommended. The sessions provide an opportunity to receive an overview of the Promising Futures Project and ask specific questions.

An Addendum will be posted on the ACWDB website that includes written responses to the questions and a list of attendees.

Promising Futures Morning Information Session

You are invited to a Zoom meeting.

When: Sep 28, 2023, 11:00 AM Pacific Time (US and Canada)

Register in advance for this meeting:

<https://us06web.zoom.us/meeting/register/tZMpde-hqzovE9aKZIFydy7IV9QTCoRgzgyG>

After registering, you will receive a confirmation email containing information about joining the meeting.

Promising Futures Afternoon Information Session

You are invited to a Zoom meeting.

When: Sep 28, 2023, 04:00 PM Pacific Time (US and Canada)

Register in advance for this meeting:

https://us06web.zoom.us/meeting/register/tZAlc-quqj8sE92Q-wrq0sD_MPmbCX7nPTBZ

After registering, you will receive a confirmation email containing information about joining the meeting.

CONTRACTING REQUIREMENTS

The successful bidder will be required to enter a contract for services with ACWDB based on the information contained in the SFP and any modifications thereto.

Contracts will be written on a cost reimbursement basis. The successful bidder is required to provide a detailed line-item budget as part of the contract and agree to submit monthly invoices for payment.

The contract will be executed utilizing WIOA federal fund and the successful bidder must adhere to federal and local requirements as outlined in the attached documents:

- [Exhibit C - Insurance Requirements](#)
- [Exhibit D – Debarment and Suspension](#)
- [Exhibits E and E-1 – Lobbying](#)

INQUIRIES

All questions regarding these specifications, terms, and conditions are to be submitted in writing via e-mail to:

latoya.reed-adjei@acgov.org and nancy.soto@acgov.org

The ACWDB website will be the official notification posting place of all Solicitation for Proposals and Addenda. Go to: <https://acwdb.org/doing-business-with-us/> to view current contracting opportunities. The ACWDB and its staff shall not be responsible for any information given by way of verbal communication.

Attachment A

COVER LETTER

Subject: Promising Futures Project

This proposal is submitted for consideration of awards under this Solicitation for Proposal.

BIDDER'S INFORMATION

CONTRACTOR/ FISCAL AGENT: Signature of official authorized to sign for submitting organization			
Organization Legal Name:		Federal Tax ID#:	
Organizational Structure (e.g., Nonprofit 501c-3, Corporation, etc.):			
Office Address:			
Name of Official:		Title:	
Signature of Official:		Date:	
Organization Address:			
Phone:		E Mail Address:	

TOTAL AMOUNT OF WIOA FUNDS REQUESTED	NUMBER OF PARTICIPANTS TO BE SERVED	COST PER PARTICIPANT

**PROPOSAL BUDGET & WORKSHEET
(December 2023 – December 31, 2024)**

LINE ITEM	WIOA COSTS	LEVERAGED RESOURCE \$\$	SOURCE OF FUNDS (e.g.- ADA, HUD, Perkins)
PERSONNEL COSTS			
Program Staff Salaries/Wages			
Program Staff Fringe Benefits			
Staff Travel			
Staff Training/Conferences			
NON-PERSONNEL			
Facilities Operations (rent-utilities, phone, mailing, etc.)			
Office/operations (Supplies, Printing, Duplicating, Communications)			
Equipment (<i>Single Items over \$5,000 must receive prior ACWDB Approval in contract phase</i>)			
Insurance & Bonding Costs			
Sub-Recipient Agreements / Consultant Contracts			
Other (define)			
Other (define)			
PARTICIPANT COSTS			
Participant Assessment Tools			
Participant Tuition, Fees			
Participant Books & Teaching Aids			
Participant Compensation			
Participant Supportive Services			
Other (define)			
Other (define)			
INDIRECT COST RATE*			
TOTALS			

* Cost Rate Letter from a Cognizant Federal Agency is required in order to charge an Indirect Cost Rate to WIOA

Attachment C

BUDGET NARRATIVE

(Provide a brief and concise budget narrative that explains each requested line item)

Personnel Costs

Project Staff Salaries/Wages -
Project Staff Fringe Benefits -
Staff Travel -
Staff Training/Conferences -

NON-PERSONNEL

Facilities Operations -
Office Operations -
Equipment -
Insurance & Bonding Costs -
Sub-Recipient Agreements/Consultant Contracts -
Other - define
Other (define) -

PARTICIPANT COSTS

Participant Assessment Tools
Tuition & Fees -
Teaching Aids -
Participant Compensation -
Participant Supportive Services -
Other (define) -
Other (define) –

INDIRECT COST RATE*

If Indirect Cost Rate is charged to WIOA, a Cost Rate Letter from a Cognizant Federal Agency **must be submitted*

Attachment D

Project Design Checklist:

Comprehensive Delivery Strategies and Services:

- How does your project ensure the sequential and reality-aligned inclusion of all project design elements?
- Who are your key partners in achieving the project scope, and what roles and responsibilities do they have as outlined in the project design?
- What high-demand sector occupational skills training, leading to credential attainment and middle-skill career opportunities, does your proposal cover?

Demonstrated Performance/Ability:

- How does the project design address the needs and challenges of out-of-school youth/young adults pursuing training credentials, employment, and opportunities in occupations/career paths offering livable-wage options?
- What insights does the project design provide about previous experience in working with youth/young adults who are disconnected from education systems and employment, including any prior involvement with WIOA programs?
- How does the project design ensure it will have a qualified team to handle administrative, case management, training, data management, fiscal duties, deliverable tracking, and report production?

Community Partnerships:

- How does the project design clearly illustrate and describe its established connections, collaborations, or partnerships with employers, business/industry representatives, and educational institutions?
- How do these connections anticipate enabling opportunities such as internships, job shadowing, mentoring, career exploration, credential acquisition, project-based learning, or similar experiences?
- What proof in the project design demonstrates the presence of these connections, whether through existing or new documents like memoranda of understanding, cooperative agreements, employer commitment letters, partnership agreements, or other methods?

Budget Considerations:

- How does the project's budget and its accompanying explanation demonstrate a thorough grasp of federal program guidelines and contracting requirements?
- What justification was presented for the cost per participant to clarify why it is reasonable and practical in the context of the project?
- Does the project include contributions in the form of cash or in-kind support, and if so, how are these contributions incorporated into the project's overall framework?