

REQUEST FOR PROPOSALS (RFP)

for

Contextualized Integrated Education & Training Programs



Revised 5/12/2021

- Price Proposal Section, Pg. 26 (Reference to Budget Narrative, Attachment D)
- Reference 1, included

ISSUE DATE: April 19, 2021

RESPONSES DUE: May 28, 2021

AWARD NOTIFICATION: June 18, 2021

City of Detroit

Michael E. Duggan, Mayor

Nicole A. Sherard-Freeman, Group Executive, Jobs, Economy & Detroit at Work

Mayor's Workforce Development Board

Cynthia J. Pasky, Co-Chairperson

David E. Meador, Co-Chairperson

Detroit Employment Solutions Corporation

Calvin C. Sharp, Chairperson

Terri Weems, President



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Contextualized Integrated Education & Training Programs (CIET) Request for Proposal (RFP)

BIDDING INFORMATION	
Issue Date:	April 19, 2021
Bidders Conference via Webinar	<p>May 3, 2021 9:30 AM</p> <p>https://us02web.zoom.us/j/6132451192?pwd=elQzNTIKQ1lmcU9sSzVLS25DcTJKdz09</p> <p>Meeting ID: 613 245 1192</p> <p>Passcode: 842452</p> <p>One tap mobile:</p> <p>+16468769923,,6132451192#,,,,*842452# US (New York)</p> <p>+13017158592,,6132451192#,,,,*842452# US (Washington D.C)</p> <p>*DESC strongly encourages applicants to attend the bidders' conference.</p>
Questions Deadline:	<p>May 10, 2021 at 5:00 PM (EST)</p> <p>All questions should be received in writing via email to procurement@detempsol.org.</p> <p>To be properly received, <u>Email Subject line must include:</u></p> <p>Questions for CIET RFP</p> <p>DESC will provide a response to all companies/individuals that requested an RFP via email upon completion of responses.</p>
Response to Questions:	<p>May 13, 2021 at 5:00 PM (EST)</p> <p>Responses to questions will be available at this link:</p> <p>https://www.descmiworks.com/opportunities/rfps-and-rfqs/</p>
Proposal Due Date:	<p>May 28, 2021 at 5:00 PM (EST)</p> <ul style="list-style-type: none"> Files submitted via email must not exceed 25 MB. Do not include embedded links to external information in proposal submissions. Links provided in response to this RFP will not be evaluated. To be properly received, <u>Email Subject line must include:</u> <p>Response to CIET RFP</p> <ul style="list-style-type: none"> Proposal email submissions that include DESC staff will not be accepted. Confirmations of proposals received will be provided within 24 hours of receipt. <p>Please note: Allow ample time for submitting your proposal. DESC strongly encourages submitting at least one business day prior to due date above. DESC will not extend the submission deadline due to technical issues or outages. Proposal email submissions that include DESC staff will not be accepted. Confirmations of proposals received will be provided within 24 hours of receipt.</p> <p>DESC WILL NOT ACCEPT PAPER/HARD-COPY OR LATE PROPOSALS.</p>



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BIDDING INFORMATION CONTINUED	
Oral Presentation:	<p>Please HOLD: June 9 & 10, 2021 9am - 12pm EDT</p> <p>DESC will host Oral Presentations on an INVITE ONLY basis with those organizations selected as finalists during the review process, as required. All prospective responders should HOLD these dates and times. Finalists will be notified by email upon completion of written proposal evaluations regarding presentations (length, location, materials) etc.</p>
Award Notice:	The award notification is planned to be provided by June 18, 2021
Contract Start Date:	The contract period is scheduled to begin on or after July 1, 2021



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I. INTRODUCTION

The Mayor's Workforce Development Board (MWDB) is directly responsible and accountable to the State of Michigan, Labor and Economic Development, Workforce Development (LEO/WD) for the planning and oversight of talent development programs in the City of Detroit. Designated by the MWDB, Detroit Employment Solutions Corporation (DESC) serves as the fiscal and administrative entity and Michigan Works! Agency that provides workforce services to job seekers and employers, using a range of federal, state, local and private funds. DESC oversees nine (9) Detroit Michigan Works! One-Stop Service Centers and contracts with qualified entities to provide workforce development services to job seekers and employers. Locally, the Michigan Works! One-Stop Service Centers are branded as Detroit at Work Career Centers. DESC is also a proud member of the American Job Center network.

Detroit's Re-designed Workforce Development System

In July 2019, the MWDB and DESC, known collectively as Detroit at Work, launched a re-designed public workforce system. This included expanding from 3 to 9 Career Centers; doubling the number of youth service locations; physical co-location of federally funded programs with a common intake process; a centralized call center that serves as a single point of entry to our system; expansion of technology-enabled and web-based services; and integration of on-site financial coaching services. In addition, one of the most critical components of the new system has been reorienting program delivery through a Human-Centered design lens that puts the customers' needs at the center of service delivery.

Building on the transformative impact of the new system, Detroit at Work launched the People Plan in December of 2020 to raise philanthropic and private funds to support and expand its impact. The People Plan is a focused, scalable strategy by Detroit at Work to ensure all Detroiters – especially Black and Brown Detroiters – have a pathway to the middle class. It builds on Detroit's economic momentum so that Detroit residents can participate in Detroit's future. The People Plan will expand or launch signature initiatives that build skills and provide comprehensive supports using evidence-based methods. The Career Centers and youth service locations serve as the foundation for all initiatives.

To support the successful implementation of the People Plan, **DESC seeks proposals from qualified applicants to provide Contextualized Integrated Education & Training for DESC and the MWDB, known collectively as Detroit at Work.**

DESC plans to award multiple contracts for requested services as detailed in this RFP. DESC reserves the right to select multiple proposals to achieve its objectives if outcomes are likely to be enhanced for job seekers.

II. CONFIDENTIALITY

DESC will treat as confidential any non-public information that we receive from you in our discussions about the transaction contemplated by your RFP (other than information that we also receive from other, non-confidential sources, or that we independently develop ourselves).



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III. ORGANIZATION QUALIFICATIONS

Eligible applicants include non-profit organizations, private for-profit companies, units of local government including community colleges and universities, and faith-based and community organizations.

Organizations and individuals are ineligible if they are currently barred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by a federal department/agency, or if they are not in compliance with the State of Michigan Department of Revenue or Internal Revenue Service requirements.

Small businesses, minority-owned firms, women's business enterprises, and labor surplus area firms are particularly encouraged to apply.

Applicants must possess the following:

- Required licenses, bonding, equipment, and identified core personnel necessary to perform the work as required in the RFP;
- Documentation of the business structure (e.g. corporation., LLC, sole proprietor, partnership, etc.) you have registered to conduct business; and
- Personnel policies and procedures demonstrating compliance with Equal Employment Opportunities requirements, Americans with Disability Act, and Drug Free Workplace and Byrd Anti-Lobbying Act.

As a condition to the award of this contract, the applicant must assure that it has the ability to comply with all applicable laws and regulations, as well as the nondiscrimination and equal opportunity provisions of 29 C.F.R. § 38.25, if awarded a contract, and will remain in compliance for the duration of the award.

Applicants must be financially and operationally stable and must possess sufficient scale in terms of staff and other resources to support DESC throughout the term of a contract, if awarded as a result of this RFP.

If a contract is awarded as a result of this RFP, Applicants must be able to comply with insurance requirements, as necessary based on the nature of the particular contract. Required coverage may include:

- a) Commercial General Liability Policy (A \$3,000,000 per occurrence) with the following coverages:
 - Broad form property damage
 - Premises/Operations
 - Independent Contractors
 - (Blanket) Broad form Contractual
 - Personal Injury
- b) Workers' compensation insurance, as required by law,
- c) \$1,000,000 combined single limit automobile liability insurance, including hired and leased vehicles, owned and non-owned autos, and "no fault" coverage,



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- d) Errors and omissions liability insurance with minimum limits of \$1,000,000 per occurrence and \$1,000,000 dollars aggregate.

IV. SCOPE OF WORK

DESC is looking for one or more qualified applicants to provide **Contextualized Integrated Education & Training (IET)** for Detroit at Work job seekers. DESC seeks to support and expand high-quality contextualized IET programs that simultaneously build both academic and occupational skills, as well as essential career readiness skills, and prepare graduates for direct employment opportunities. A secondary outcome of some contextualized IET programs is to also prepare graduates for enrollment in more advanced training along the selected career pathway.

A. Background: 2017-2018 Foundational Skills initiative

We seek to build off the solid groundwork established through the Foundational Skills initiative led by the MWDB, DESC, Corporation for a Skilled Workforce (CSW) and Reading Works.

Foundational Skills are the basic, entry-level skills that are common across most workforces and industries, upon which most occupational skills are built. They are pre-requisites for success in most jobs and careers. They include reading, math and English language proficiency; work readiness and basic professional skills; digital literacy skills; and career management skills. (Corporation for a Skilled Workforce, 2018, *Detroit Adult Foundational Skill Development: Challenges and Solutions*)

Through this initiative, in 2017 CSW analyzed local data to quantify the scope of the need for foundational skill building and to identify the number trained annually, conducted a national best practice scan, and presented findings in a 2018 report.¹ The report found that at least 200,000 Detroit working-age adults were likely to lack the foundational skills needed to obtain a job and/or advance in careers. It also identified design principles, program elements and strategies - including contextualized IET - which have been demonstrated successful through empirical evidence.

This report was the catalyst for the 2019-2020 Detroit Economic Mobility Grant initiative, a pilot demonstration project managed by the United Way for Southeastern Michigan in partnership with the previously named organizations. The Detroit Regional Workforce Fund at the United Way for Southeastern Michigan and Detroit at Work collectively provided the funds for the pilot initiative. Through the demonstration pilot, ten organizations or partnerships received grants to build foundational skills. CSW summarized results, successes, and learnings in a recently published report.²

While Detroit at Work seeks to learn and build from the foundational skills and Economic Mobility Grant initiatives, we have established distinct goals and priorities for the programs selected through this RFP. Therefore, in some instances we describe skills and training strategies in ways that may differ from the 2018 and 2021 reports. To underscore this point, we hereafter avoid using the term “foundational skills” and instead describe the specific skills we seek to build through the programs selected through this RFP.

¹ Corporation for a Skilled Workforce, 2018, [*Detroit Adult Foundational Skill Development: Challenges and Solutions*](#)

² Corporation for a Skilled Workforce, 2021, [*What the Detroit Economic Mobility Grants Can Teach Us*](#)

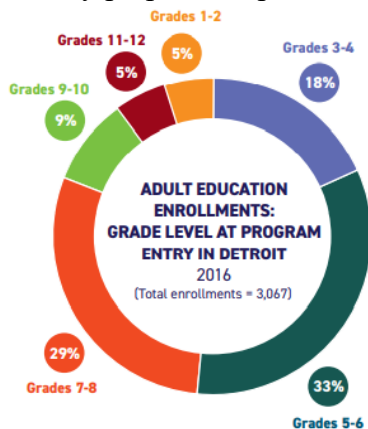


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B. The Need for Contextualized IET

Workforce development and adult education professionals created the contextualized IET model to address a widespread challenge in the field of adult learning. Unfortunately, many people reach adulthood either lacking a high school diploma or equivalent and/or lacking the academic proficiency necessary to perform on the job or enroll into job training necessary for many occupations. These individuals are limited to entry-level, low-wage positions that have limited career advancement opportunities without formal training.

In most adult educational systems, these individuals must first build literacy, math and other basic skills through traditional adult education that mirrors the K-12 system. Lessons are not provided in the context of work and specific industries, and they are disconnected from the learner's desire to find a better job. The result is that many adult learners stop before they reach their end goal, due to lack of time and resources needed to complete a long-term program, frustration, decreased motivation and even possibly educational re-traumatization if they had a negative K-12 experience. In some instances, they may be able to participate in short-term occupational training programs that have lower academic pre-requisites. However, these programs typically lead to employment that pays less than a family-sustaining wage and graduates are not suitably prepared to pursue advanced training and/or employment.



There are a significant number of Detroiters who do not have the academic proficiency levels required to successfully participate in post-secondary credential or degree programs or to perform well on the job. Approximately 16% of the Detroit population age 25 and older does not have a high school diploma or equivalent (72,271 residents).³ Those that have a high school diploma or equivalent are still in need of academic upskilling: in recent years, the average Detroit at Work customer with a diploma or equivalent had an average grade level proficiency of 6.93 for math and 8.09 for reading.⁴ Finally, the majority (56%) of new enrollees into adult education programs (GED and literacy) were at or below the 6th grade proficiency level in 2016.⁵

Nearly two thirds of occupations in the metro Detroit region require a high school diploma *and* a post-secondary credential or degree. It is also estimated that the vast majority of jobs, including some that are low-wage, require a minimum grade level proficiency that many Detroit residents and job seekers do not possess. To support the economic vitality and growth of the region and to provide all Detroiters with pathways to the middle-class, it is imperative that we establish a new job training and skill building system for adult learners. The contextualized IET model will be an important component of this new system, offering residents starting at lower academic levels with clearer and faster pathways to meaningful employment. The contextualized IET model, when combined with other evidence-based career and training services, has the potential to significantly alleviate the challenges faced by adult learners and, relatedly, employers across the region.

³ 2018-2019 ACS, analyzed by University of Michigan Poverty Solutions

⁴ Average scores based on TABE results for new customers with a high school diploma or equivalent at enrollment. Math scores: N=1357. Reading scores: N=1609

⁵ Corporation for a Skilled Workforce, 2018, [Detroit Adult Foundational Skill Development: Challenges and Solutions](#)



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C. Detroit at Work's Contextualized IET Model

Contextualized Integrated Education and Training (IET) is an approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of both educational and career advancement. Please refer to the self-assessment tool to determine whether your program meets the criteria or needs further development.

Self-assessment, additional information and pre-recorded information can be obtained by accessing contents of the [CIET RFP Helpful Tools and Information \(Zip file\)](#) at this location:

<https://www.descmiworks.com/opportunities/rfps-and-rfqs/>

DESC seeks contextualized IET programs that are offered by training providers in partnership with Detroit at Work Career Centers or offered solely by training providers that have the demonstrated capacity to provide intake, career coaching, job placement and supportive services directly.

1. Required Features

All proposed IET programs must include the following features:

- The program results in *measurable* academic skills gains and successful completion of training-related employment.
- The program builds occupation specific skills through technical training.
- The program is targeted for individuals at no lower than a 5th grade level in reading. Individuals below this level are more likely to benefit from referral to an Adult Basic Education program that can provide the intensive, individualized tutoring that is required to raise reading comprehension.
- Improved academic skills are *required* for targeted occupation or occupation cluster, i.e., the jobseeker needs upskilling to fully comprehend the technical training and/or to perform on the job and/or to be better prepared to pursue career advancement opportunities that may follow the target occupation(s).
- Academic lessons are fully contextualized to a targeted industry or occupation.
- The program is developed and/or delivered in partnership with one or more employer partners. At a minimum, the provider must have employer partners that validate the education and skill needs for the program and provide written commitment to interview graduates for open positions. Detroit at Work will prioritize programs where the employer is more directly involved in delivering the program, such as:
 - Provide input on curriculum and program design,
 - Interview and help select candidates before they begin training,
 - Support job shadowing or work experience activities, and/or
 - Participate in career exploration and job readiness activities.
- The program includes individualized support with job placement and direct connections to hiring employers. As described below, this can be provided by the applicant or the Detroit at Work Career Centers. Applicants should describe how they will provide these services directly or in coordination with the Career Center.



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- Alignment with Detroit at Work’s target industries and occupations. As of Spring 2021, Detroit at Work focuses on six (6) target industries: Healthcare; Information Technology; Construction, Skilled Trades & Transportation; Manufacturing; Energy & Utilities; and Small Business. Please see Attachment D for a list of target occupations for Detroit at Work training programs. Applicants must make a compelling case for why jobseekers need to participate in a contextualized IET program to obtain the target occupation.
- Career readiness curriculum and training that builds “workplace navigation skills” and “executive function skills.” See **Career Readiness Outline (Reference 2)** below, which defines these skills in detail.⁶ If the applicant does not have the expertise, capacity, or desire to provide career readiness training, the applicant must facilitate the jobseeker building these skills through the Detroit at Work Career Center system. Detroit at Work provides virtual and (when allowable) in-person workplace navigation skills workshops. We plan to further develop services that build executive function skills.

2. Optional Features

Applicants may also propose one or more of the following features for their IET program if the features are aligned with the applicant’s demonstrated capacity or existing approach, or if they are aligned with demand and opportunity in the targeted occupation cluster or industry.

- **Industry-recognized Credential.** If the targeted occupation(s) requires an industry-recognized credential, this must be incorporated into IET program delivery. Some targeted occupations will require technical training and job-specific skills that do not lead to an industry-recognized credential of value. For these occupations, applicants must explain how their technical training will build skills demanded by employers.
- **Career Navigation & Pathways.** The proposed program may also incorporate a career pathways component that provides jobseekers with the support and information they will need to pursue advanced training and employment in the future. Career pathways connect progressive levels of employment, education, training, support services and credentials for specific occupations in a way that optimizes the progress and success of individuals with varying levels of abilities and needs. We recognize that to access jobs that pay family-sustaining wages, eliminate poverty, and promote economic mobility, some Detroiters may require multiple progressive levels of education, training, and employment. If the proposed IET program leads to training-related employment that pays less than \$15/hour, it is especially important that the program is clearly connected to a career pathway that graduates can follow.
 - If a career pathway component is included, the proposed IET program must still prepare graduates to immediately enter training-related employment. For example, a contextualized IET program might provide academic skill-building and certified nurse assistant training concurrently, while also informing jobseekers of the additional training and opportunity associated with becoming a registered nurse later in the career pathway. Graduates leave the IET program ready to obtain a job as a certified nursing assistant and also have measurable

⁶ The attached outline is modeled after a Chicago Jobs Council report released March 2021, *Career Readiness Framework*.

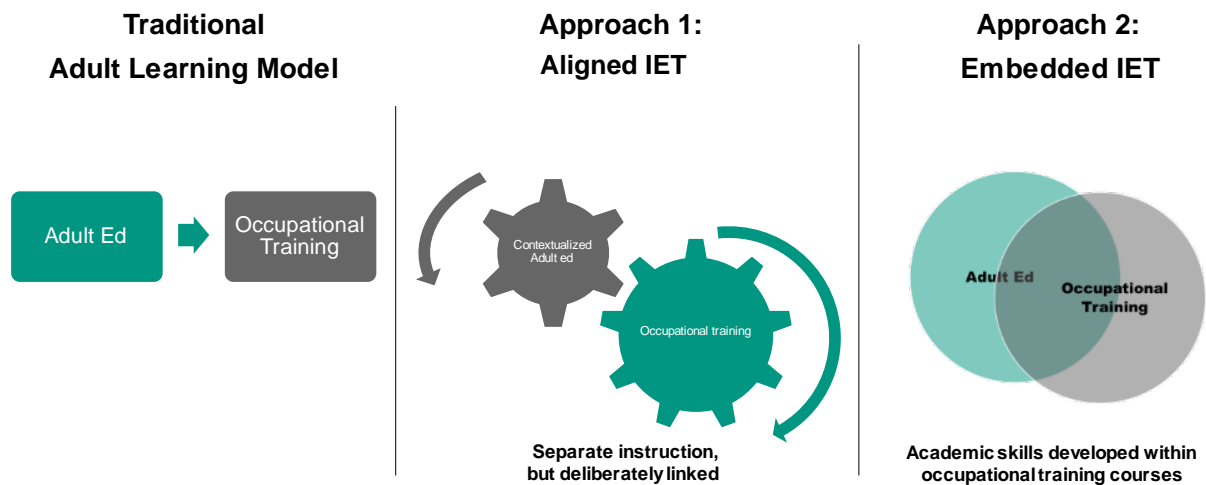


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academic skills gains and knowledge necessary to enroll into an Associate's in Nursing program immediately or at a later date.

3. Instructional Design.

Applicants may propose integration of education and training through one of two approaches:



Approach 1: Aligned – separate but coordinated courses

In this approach, contextualized academic education programming is offered concurrently with occupational training, but is two separate coordinated sets of courses. For example, contextualized academic classes may be offered on Monday and Wednesday mornings, with coordinated occupational training provided on Monday and Wednesday afternoons. Or, contextualized academic classes may be offered 3 days per week for eight weeks, and the cohort of students then continues seamlessly into “part 2” of the program, with occupational training for another eight weeks (all sixteen weeks are ONE program).

While the academic and technical training is offered separately, providers should present and deliver it as **one** program to jobseekers. Jobseekers must progress through the two components as a cohort and the instructors should work in close partnership with one another to support shared learning objectives and outcomes for graduates. Both components may be offered by the same training provider or by two or more different organizations. The provider(s) must ensure that jobseekers move seamlessly from academic to occupational training while accounting for and mitigating potential negative outcomes for jobseekers who do not complete both components. If the program is delivered by more than one training provider, applicants must adhere to state and federal guidance related to co-grantees, subcontractors and procurement (see section V below).

Approach 2: Embedded - Academic and literacy activities embedded into occupational training



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In this approach, academic education instructors and occupational trainers deliver their lessons together, with academic education embedded directly into the occupational training. Both sets of content are delivered in the same set of courses. This approach typically relies on a co-teaching partnership between an academic skills instructor and technical skills instructor. The Washington State I-BEST (Integrated Basic Education and Skills Training) program has outlined six different team-teaching models: traditional team, collaborative, complementary/supportive, parallel, differentiated split class, or monitoring teacher. These methods are mentioned in the IET video on the resources page of this RFP. See the PowerPoint slides with links to the WA I-BEST program for resources, including videos, describing these team teaching approaches. In an embedded or team-teaching model, instructors establish a regular meeting time, preferably twice a week or more frequently, where they plan how to deliver the lessons, debrief on roles and arrange adjustments, discuss how the curriculum is going, identify where the class need additional support and what might be emphasized with individual students.

4. Design Principles.

The following design principles have been linked to greater success in contextualized IET and other adult education programs.⁷ Detroit at Work will prioritize programs that incorporate these principles.



Industry Sector or Occupation-Focused

Target strategies and programs within specific industries or occupations to deeply understand exact industry needs and to shape efforts accordingly. Also create strong connections to employers to facilitate employment and career advancement opportunities and to continuously improve programs and update strategies.



Maximize Accessibility

Ensure programs have convenient locations and schedules for learners, and include transportation, child care, and other services to facilitate access and success.



Learner-Appropriate

Tailor curricula, programs, and related services to learners' specific academic levels, levels of English proficiency, culture, work and educational experience, human development levels, and home situation.



Learner Cohorts

Programs organize learners into cohorts to provide consistent, supportive peer groups. Cohorts can be physical, as in groups who take courses together, or virtual, as in groups supporting each other digitally, e.g., through social media.

⁷ Graphic from Corporation for a Skilled Workforce, 2018, [*Detroit Adult Foundational Skill Development: Challenges and Solutions*](#)



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5. The Role of Detroit at Work Career Centers

For most or all of the selected contextualized IET programs, Detroit at Work Career Center subrecipients will be responsible for intake, assessment, career navigation and coaching, barrier removal (supportive services), career readiness training, job search assistance, financial coaching and job retention services.

To avoid duplication of effort and inefficient use of limited public and private funds, DESC is setting aside a larger amount of funding for programs offered in partnership with a Detroit at Work Career Center. We may also fund fully inclusive programs proposed by qualified applicants, in recognition that there may be existing comprehensive programs that are yielding impressive results.

If an applicant proposes to provide a fully inclusive program, they must address in their response how they will provide all of the standard services in the table below.

Service	Definition
Assessment- general and vocational	Identify participant background, skill level, work history, needs, assets/strengths. Identify participant career interests and related aptitudes and skills. NOTE: <i>Self-guided assessment tools should be made available to all customers, even if not enrolled in individualized services.</i>
Career Navigation	Assist participants in identifying and meeting career goals through advising on occupational choices, requirements, and labor market demand. Assist participants in developing a career plan.
Career Coaching (includes Barrier Resolution)	Assist participants in meeting career goals by providing motivation, support, encouragement and general assistance in addressing psychological, emotional or physical barriers. Connect participants to appropriate resources; manage administrative requirements of serving participants.
Job Matching and Job Placement	Screen and refer participants to appropriate job openings. Help participants obtain employment by developing and/or referring to job leads, hiring events or other employment opportunities. Assist participants in preparing for specific job opportunities (customizing resume, understanding employer preferences, etc.).
Career Readiness Training	Help participants develop workplace navigation skills, including communication, conflict resolution, critical thinking, empathy, punctuality, and other skills.
Job Search Training/ Assistance	Help participants develop job search skills – resume, job application, interviewing skills, etc. – 1:1 or group
Post- Placement/ Retention	Ongoing individual case management or coaching conversations, access to barrier removal services, follow-up alumni support groups, etc.
Financial Capability Services	One-on-one and group-based activities to increase general financial knowledge and assist participant in developing a plan, create a budget, reduce debt, improve credit and build assets.



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6. Detroit at Work Priority Populations

Detroit at Work and the People Plan aims to improve racial equity and outcomes for Black and Brown workers. As a Michigan Works! Agency, we are required to have a policy for prioritization of jobseekers most in need of assistance in our local area. Accordingly, Detroit at Work prioritizes residents with low or no income, single mothers or parents of young children, those with a criminal background, Opportunity Youth, disconnected workers, differently abled, and those who are working to improve their reading and math skills. Applicants must be prepared to effectively serve these populations. Applicants may propose a contextualized IET program that is customized to directly target and effectively serve one or more of these priority populations.

7. New Programs and Technical Assistance

DESC recognizes that potential applicants may benefit from ongoing technical assistance in the development and refinement of IET curricula and program delivery. DESC plans to procure a technical assistance provider that will assist selected applicants with development, implementation, and continuous improvement of IET curricula and programs. Therefore, applicants may propose developing a new program with new curriculum in response to this RFP. If DESC funds are used to support the development of the curriculum, it will be owned by DESC and must be shared in its entirety.

In Spring 2021 DESC will re-release its Funding Opportunity Announcement (FOA) for Sector Partnership Training programs. This FOA will solicit occupational training programs that result in an industry-recognized credential that leads to a job that pays at least \$15 per hour. The FOA will be limited to a subset of the **targeted occupations (Reference 1, *Revised*) included in this RFP below**, for more detail. While applicants may submit proposals in response to both this RFP and the FOA, the proposed programs may not be wholly identical. The intent of this RFP is to support and expand Contextualized IET programs that provide new training opportunities to job-seekers who do not possess the academic skills required to obtain their desired job or to enroll into the post-secondary training required for their desired job. If an applicant intends to submit similar programs to the RFP and FOA, they must demonstrate how the programs are unique and how both meet a specific and distinct need among Detroit workers and businesses. This should be evident in **Target Population (Reference 1, *Revised*)** included in this RFP below, the curriculum and program design and possibly other elements.

8. Program Evaluation and Data Tracking

In the interest of Detroit at Work job seekers, DESC will conduct routine evaluation of selected programs. Final evaluation criteria may vary depending on the nature of the program, but all selected providers must consent to annual review of curricula. DESC will also conduct periodic site visits to monitor instruction, facilities and equipment. We will independently survey students, graduates and employers who benefit from the program. DESC regularly monitors program and customer records to validate data submitted via its reporting systems. Additional areas of evaluation may include:

- a. Curriculum (annual review)
- b. Integration of academic skills and occupational training (including effectiveness of team-teaching)
- c. Measurable academic skills gains (pre- and post-testing)



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- d. Enrollees who receive an industry recognized credential or show successful acquisition of occupational skills (on a percentage basis)
- e. Enrollees who enter training-related employment (on a percentage basis)
- f. Average wage at placement
- g. Demonstrable employer engagement, including curriculum/program design.

Applicants will be required to track participant and other data points as required.

V. COOPERATIVE APPLICATIONS

If two or more organizations plan to share responsibility for carrying out the main work of the grant, then those organizations may partner as co-grantees with one organization being designated as the “lead”. However, each organization will be equally responsible for the performance and financial obligations. This relationship need not result in a new legal entity being formed, but some form of a contractual relationship must be documented and submitted that reflects the roles and responsibilities of the party.

If one organization will be responsible for the overall work of the grant, with other organizations performing separate and distinct functions to serve or aid that principal effort, then such other organizations must be procured by the prospective applicant as a subgrantee or subcontractor.

Subcontractors and subgrantees cannot be identified in a bid proposal response or bid proposal budget unless they were competitively procured for the intended purpose prior to the submission of the bid/proposal. The prospective applicant must ensure that the identified parties were properly procured, or the proposal must be rejected.

All professional qualifications required of the primary provider must also be met by any subcontractors, and these qualifications must be described in the proposal.

DEFINITIONS

[Grantees] Grantees are defined as “a recipient of funds under a grant or grant agreement. Synonymous with ‘Recipient’.

[Sub-grantees] Sub-grantee is synonymous with sub-recipient which means a non-Federal entity that receives a subaward from a pass-through entity to carry out part of a Federal program.

[Sub-contractors] A sub-contractor is a vendor that provides goods or services to the contractor.

(Please note: DESC’s procurement policy follows the guidelines set forth in the Workforce Development Agency, PI 19-30. Please see https://www.michigan.gov/documents/leo/PI-19-30_Procurement_669923_7.pdf for more information.

VI. AWARD, TERM AND RENEWAL INFORMATION

If a contract is awarded as a result of this RFP, it will be a **program-based** contract. **The period of performance will be for a minimum of twelve (12) months and will not be earlier than July 1, 2021.**

Award amounts will be determined solely at DESC’s discretion after review and evaluation of the proposals. If more than one contract is awarded pursuant to this RFP, the applicant acknowledges and understands that contract award amounts may differ between applicants and that the determination is made at DESC’s sole



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discretion.

Based on performance during the initial contract period and contingent upon availability of funds, contracts may be extended for service and eligible for two (2) one (1)-year renewal option(s). Any renewal option exercised under this contract is effective only after approval by the DESC Board of Directors, and the President/CEO, as required.

In the event that additional funds become available, DESC reserves the right to use such funds to select additional providers from proposal applications submitted in response to this RFP. If no funds or insufficient funds are appropriated to DESC, or if funding is otherwise unavailable during the period of payment due under the contract, then DESC, upon written notice to the grantee, shall have the right to amend or terminate the contract without any penalty or expense to DESC.

VII. PROPOSAL REQUIREMENTS

Accuracy and Completeness of Information: All information pertaining to the prospective applicant's approach in meeting the requirements of the RFP shall be organized and presented in the prospective applicant's proposal. The instructions contained in this RFP must be strictly followed.

Accuracy and completeness are essential. Omissions and ambiguous or equivocal statements will be viewed unfavorably and may be considered in the evaluation. Since all or a portion of the successful proposal may be incorporated into any ensuing contract, all applicants are further cautioned not to make any claims or statements that cannot be subsequently included in a legally binding agreement.

Ambiguous or inaccurate budget information is a basis for proposal disqualification.

VIII. RFP PROCESS AND PROCEDURES

A. Questions, Question Deadline and Responses to Questions

Should a vendor have any questions about this RFP or be in doubt as to the true meaning of any portion of this RFP or find any patent ambiguity, inconsistency, or omission herein, the prospective vendor must make a written request for an official interpretation or correction.

Prospective vendors are advised that no oral interpretation, information, or instructions provided by an officer or employee of DESC shall be binding upon DESC. DESC will only honor questions submitted in writing.

All questions regarding the RFP shall be received by email no later than **May 10, 2021 at 5:00 PM (EST)** to procurement@detempsol.org.

To be properly received, Email Subject line must include **Questions for CIET RFP**.

Responses to questions will be available at this link by **May 13, 2021 at 5:00 PM (EST)**:
<https://www.descmiworks.com/opportunities/rfps-and-rfqs/>

DESC does not guarantee a response to questions received after the question deadline. NO TELEPHONE CALLS WILL BE ACCEPTED.

ALL INQUIRIES MUST BE VIA EMAIL at procurement@detempsol.org .



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B. Preparation of Proposals

The RFP response must be composed in a single document. **This information must be provided for the Applicant and each Entity identified as Co-Grantees in the proposal.** Acceptable document formats are: MS Word or PDF. Each page should be numbered in this format '*n of N*'. Proposal response should be composed as follows:

- Table of Contents
- Summary
- Qualifications
- Administrative Capacity
- Performance History
- Service Delivery Description

Page limits for the RFP response:

- Single applicant proposals are limited to thirty (30) pages; double-spaced using a 12-point font unless stated otherwise in the preparation directions.
- Two (2) or more Co-applicants are limited to thirty-five (35) pages; double-spaced using a 12-point font unless stated otherwise in the preparation directions.
- Page limits do not apply to financial documents, price proposal, or required attachments (resumes, organizational charts, etc.).

Page limits do not apply to financial documents, price proposal, subgrantee and/or subcontractor agreement documents or required attachments (resumes, organizational charts, etc.).

Financial Fit and Capacity section of the proposal response must be composed in a separate file. **This information must be provided for the Applicant and each Entity identified as Co-Grantees in the proposal.** Acceptable file formats are MS Word, MS Excel or PDF. Each page must be numbered in this format '*n of N*'.

Price Proposal section (budget and budget narrative) of the proposal response must be composed in a separate document. Acceptable file formats are: DESC specified response tool, MS Excel, MS Word or PDF file. Each page must be numbered in this format '*n of N*'.

Co-Grantee Agreements. If two or more applicants are submitting a proposal as co-grantees, response must include Memorandum of Understanding (MOU) that clearly outlines the roles and responsibilities of each partner. MOU must state that all co-grantees are equally responsible for performance and financial obligations and signed by authorized Agents of each entity. Agreements must be included with Attachments as described below. Acceptable file formats are MS Word or PDF. Each page must be numbered in this format '*n of N*'.

Subgrantee and/or Subcontractor Agreements (if applicable) of the proposal response must be composed in a separate document. Acceptable file formats are MS Word or PDF. Each page should be numbered in this format '*n of N*'. For each subgrantee or subcontractor identified (as applicable), the proposal response should include:



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- RFP/Q Title, Issue Date and Response Due Date,
- Bid list or copy of the advertisement,
- Selected Applicant's response and,
- The summary document listing all respondents and scores/rankings.

DESC Cover Sheet (Form A) should be included with the RFP response and is available for download, as described below. **This information must be provided for the Applicant and each Entity identified as Co-Grantees in the proposal.** Form A must detail the full legal name and business address of the prospective vendor, including a street address if different from the mailing address, and must be signed and dated by the person or persons authorized to bind the prospective vendor.

Representations and Certifications response should be included with the RFP response and is available for download, as described below. **This information must be provided for the Applicant and each Entity identified as Co-Grantees in the proposal.**

- Do not include embedded links to external information in proposal submissions. Links provided in response to this RFP will not be evaluated.

DESC reserves the right to reject proposals that do not meet these requirements and they may not be evaluated.

Applicants must provide written notice in the proposal of intent to take exception to any requirements of the RFP. Such exceptions may reflect negatively on the evaluation of the proposal.

C. Changes in Proposal Requirements

DESC may make changes to the requirements of this RFP as it deems necessary. Such changes will be in writing, issued by DESC and will be sent to each applicant who has formally identified themselves as a potential responder. If changes are made, DESC may, at its discretion, extend the time allowed for submission of proposals.

D. Submittal Information

Prospective vendors shall submit their proposals in the following order and must contain the elements listed below, including all applicable attachments:

1. General RFP Application Information

- a) DESC Cover Sheet (Form A) – available for download from DESC's website: <https://www.descmiworks.com/wp-content/uploads/DESC-FORM-A-Cover-Sheet-042420-General.pdf>. This document must be signed and submitted as a separate attachment with RFP proposal response. **Please note: Proposal Title is the title of this RFP.**
- b) Representations and Certifications - available for download from DESC's website: <https://www.descmiworks.com/wp-content/uploads/DESC-Representations-and-Certifications-for-RFP-Offerors-042420.pdf>. Provide as applicable below. This document must be submitted as a separate attachment with RFP proposal response.
 - i. If registered with www.SAM.gov, provide Representations and Certifications Report; otherwise;



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- ii. If not registered with SAM.gov, complete and provide DESC Representations and Certifications for RFP Offerors as provided in this RFP.

2. Table of Contents

3. Summary

Provide a three (3) page summary that outlines:

- a) Your program's intent, strategy, and objectives.
- b) What is the gap or problem that your proposed program is addressing?
- c) Specify the qualitative and quantitative goals of your program.
- d) Identify key partners essential to delivery of the program.
- e) Briefly describe how a new jobseeker would experience your program, from recruitment through program completion.

Detroit at Work develops and launches special initiatives on a regular basis, such as adult training at Detroit Public Schools Community District Career and Technical Education Center. We anticipate needing training providers for the same and additional special projects in PY 2021.

- f) **Please indicate if you are interested in providing the proposed program via a different schedule and different location selected by DESC.**
- g) **Please indicate if you would be interested in providing the proposed program(s) in cooperation with another Adult Basic Education provider.**

If selected, DESC and applicant will negotiate a program budget that reflects the new location and schedule. *NOTE: responses to questions f) and g) will not impact scoring of the proposal.*

4. Qualifications

The applicant shall provide the following information that describes qualifications to successfully carry out activities described in the RFP. **This information must be provided for all entities identified as co-grantees in the proposal.**

- a) **Philosophy & Vision.** Briefly describe your organization's mission, philosophy, and basic service offerings. Explain why your organization is uniquely qualified to successfully carry out the work described in this RFP. Indicate whether your organization currently or previously utilized human-centered practices.
- b) **Co-Grantee Agreements.** If two or more applicants are submitting a proposal as co-grantees, describe the nature and history of your partnership.
- c) **Related Experience.** Describe your experience providing contextualized Integrated Education & Training. If this is a newly proposed IET program, briefly describe your experience providing academic or occupational training. In both instances, include the length of time your organization has provided the identified program(s). If you are proposing a fully inclusive program, describe your experience providing each of the elements listed in Section IV.C.5. *The Role of Detroit at Work Career Centers.*



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- d) **Federal and State Funding Requirements.** Describe current and prior experience with WIOA and/or other federally funded workforce programs during the past five (5) years. If applicable, describe your experience with the state's OSMIS system. If you are proposing a fully inclusive program, specify whether your organization has ever been responsible for collecting and documenting eligibility for federal workforce programs.
- e) **Staffing Plan and Professional Development.** Indicate the type and quantity of staff you propose to employ to provide services, including position titles, associated qualifications, and FTE status. Identify whether any current staff will be assigned to this grant if awarded. Describe the qualifications and experience of key staff and attach their resumes. Describe how you currently onboard new staff and promote ongoing professional development. Is your staff trained in Trauma Informed Care, Mental Health First Aid or Motivational Interviewing, or other relevant areas of expertise?
- f) **Entity Structure.** Documentation of the business structure (e.g. corporation., LLC, sole proprietor, partnership, etc.) you have registered to conduct business. Include 501 (c) 3 papers (if applicable)

5. **Financial Fit/Capacity**

Applicants shall respond to one (1) of the following (A-C) options provide information to determine financial fit and capacity necessary to support DESC throughout the term of a contract, if awarded as a result of this RFP. An aggregate of three (3) years of consecutive financial documentation is requested.

Please note that any applicants and any proposed co-grantees, subcontractors or other partners deemed by DESC to be financially insolvent are subject to disqualification. **This information must be provided for all entities identified as co-grantees in the proposal.**

- a) Audited Financial Statements for the most recent year completed and two (2) prior years if the agency has more than \$750,000 or greater in federal funds. If not available, provide one to the options listed below:
 - i. Balance Sheet and Income Statement for the most recent year completed and two (2) prior years, **or** if not available.
 - ii. Tax Returns for the most recent year completed and two (2) prior years, **or** if not available.
 - iii. Provide a summary explanation if financial information cannot be provided. Please note that an evaluation of this criteria may not be possible without information requested above.

Embedded links to external information may not be evaluated.

- b) Describe the experience of key financial staff who may directly be responsible for managing the contract.

6. **Administrative Capacity**

Applicants shall provide the following information to determine operational capacity necessary to support DESC throughout the term of a contract, if awarded as a result of this RFP. **This information must be provided for all entities identified as co-grantees in the proposal.**



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- a) Describe the organization's managerial capacity and its fiscal systems. Identify any additional capacity-building resources required to successfully launch and implement this work.
- b) Provide Organizational Chart
- c) Describe current software systems and the technology used to perform, manage and monitor funding and programmatic data. Include in this description your process to gather information, document progress for entry into DESC case management systems. Indicate your method for protecting personal information (electronic and hard copy).

Note: Key data to be tracked may include but is not limited to (*italicized data to be collected by Career Center unless program is fully inclusive*):

- *Employment status at program entry*
- *Educational attainment status at program entry*
- *Household income at program entry*
- Improved educational functioning level.
- Participation (hours per day and week) in the IET program
- Occupational credentials earned.
- Job placement (employer name, address, position title, position type, wages and benefits)

7. **Performance History**

The applicant shall provide the following information that demonstrates a proven track record. **This information must be provided for all entities identified as co-grantees in the proposal.**

- a) Submit outcomes achieved by applicant(s) for similar programs that were delivered within the last five (5) years. Applicants must submit this information using **Performance History Feedback (Attachment A)** included in the **REVISED CIET RFP** Attachments (Zip file) at this location: <https://www.descmiworks.com/opportunities/rfps-and-rfqs/>. Reference back to your answers provided for the *Qualifications/Related Experience* section above. Applicants must also include the actual outcomes achieved for all the applicable metrics detailed in **Attachment A** for this RFP.
- b) Provide at least two (2) customer references, including names, mailing addresses, email addresses, and contact numbers, that can attest to the qualifications presented in this bid. At least one reference must be a current or recent funder/grantor.
- c) Provide at least one (1) reference(s) from a current or recent funder/grantor including names, mailing addresses, email addresses, and contact numbers, that can attest to the qualifications presented in this bid.
- d) Provide information on any projects in which the bidder's contract was terminated for any reason.
- e) Identify any claims or lawsuits that have been brought against the individual or organization proposing service within the last five (5) years.



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8. **Service Delivery Description**

The applicant shall provide the following information that describes a contextualized integrated education and training program for the stated Scope of Work.

a) **Description of Program**

1) **Program Design**

- 1.1. Indicate whether the proposed program will utilize an aligned or embedded approach for integration of education and training. If you are proposing an aligned program with sequential elements, please describe how the program will be managed to be seamless to the jobseeker and to avoid losing jobseekers between components.
- 1.2. Briefly describe the proposed program(s) activities/elements.
- 1.3. Indicate the duration of the proposed program(s) including the number of weeks, hour per week and the total number of instructional hours.
- 1.4. Identify the instructor and/or case manager to participant ratio for the proposed program(s).
- 1.5. If your program includes a career pathway component, describe how jobseekers will be informed of more advanced occupations and the training and requirements necessary to obtain those jobs. What other support will you provide to jobseekers to enable them to pursue advanced training at a later date?
- 1.6. Will your program incorporate self-directed learning? If so, what materials will be utilized?
- 1.7. Space: Where do you plan to house the program? Will your program meet in a physical space or virtually/digitally? A combination of the two? Do you already have a site secured, or will you need to do that during start up?
- 1.8. Equipment: What, if any, equipment is crucial to your program design?
- 1.9. If Applicant has a curriculum, Applicants should submit a response using **Curriculum Template (Attachment C)** included in the **REVISED CIET RFP Attachments (Zip file)** at this location: <https://www.descmiworks.com/opportunities/rfps-and-rfqs/>. If Applicant does not have a curriculum, indicate how you intend to develop one and provide a preliminary outline for the curriculum.

- 2) **Design Principles.** Describe how your program incorporates the below design principles. NOTE: Be sure to include in your description how your design incorporates the essential elements of the relevant program strategies from the **Self-Assessment Tool** discussed in the Background section. Self-assessment is included in the **Helpful Tools and Information (Zip file)** at this location: <https://www.descmiworks.com/opportunities/rfps-and-rfqs/>.



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- 2.1. Industry Sector or Occupation Focus. Identify and briefly describe your employer partner(s). Describe how they were/are involved in the development and/or delivery of the program/curriculum. Describe whether or how your program will incorporate job shadowing, internships, assigned mentors, workplace visits or employer presentations.
- 2.2. Learner Appropriate. How will your curriculum and services be tailored to participant's specific academic levels, English language proficiency, work history, educational experience and home situation?
- 2.3. Maximize Accessibility. Describe how your location and schedule is convenient to Detroit resident jobseekers. How will participants access resources or support to resolve transportation, childcare and other barriers? Describe whether and how your program provides stipends or incentives to participants. If a portion of your program is virtual, how will you accommodate learners who have limited digital literacy skills and no or limited access to computer/laptops or internet? (NOTE: DESC currently has laptops available for individuals in Detroit at Work training programs but we anticipate fully distributing them by August 2021).
- 2.4. Learner Cohorts. Will your program be structured on a cohort (groups start and finish together) basis or a rolling basis? How will you facilitate consistent, supportive peer groups?

3) Career Readiness & Coaching

- 3.1. If you are proposing to offer career readiness training, describe how this will be accomplished and how the training will help develop the competencies in Attachment E.
- 3.2. If you are proposing a fully inclusive program, describe how you will provide intake, assessment, career navigation and coaching, WIOA enrollment, barrier reduction, career readiness workshops, job search and placement services, financial coaching and job retention services.

4) Target Population

- 4.1. Who are you proposing to serve through the proposed program? (e.g. target region(s) of city, population groups, education attainment level, etc.) Describe how you identified these targets and why they are a good fit for your program.
- 4.2. If you are targeting specific populations, provide information on whether your program is customized to meet their unique needs.
- 4.3. What is the minimum grade level of reading and math necessary to begin your program?
- 4.4. Identify any other program(s) requirements for enrollment (e.g. valid driver's license, pass a drug test, complete criminal background screening, high school diploma or equivalent).



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4.5.If the program does not require a high school diploma or equivalent, indicate whether not having one will impact employment prospects after the program is finished.

5) Outreach & Recruitment:

5.1.Describe your strategy for identifying and enrolling potential participants. Please indicate if you anticipate needing assistance with recruitment.

5.2.Describe how you will coordinate with the Detroit at Work Career Centers to accept referrals. Will all referrals be accepted if they meet the program prerequisites or requirements? If not, please describe the assessment and selection process you plan to use.

6) Program Goals

6.1.Describe how this program will improve participants' ability to secure a job, earn a family-sustaining wage, and move out of or avoid poverty.

6.2.Describe the academic skills you anticipate participants will improve or attain. Specify the measurable number of grade level gains you aim for jobseekers to gain. Why are the academic skills necessary for employment and/or additional training?

6.3.Describe the occupational or technical skills you anticipate participants will improve or attain. Why are the occupational/technical skills necessary for employment?

6.4.How will you validate that graduates are successfully developing the academic and technical skills demanded by employers?

6.5.If applicable, describe the credential(s) you anticipate participants will attain and whether those credentials are industry-recognized. Include the name of the credential and the name of the entity that issues the credential.

6.6.If applicable, describe additional or successive occupational trainings that participants will be qualified for upon completing your program.

7) Job Placement

7.1.Describe the employment opportunities participants will be qualified for upon completing your program. Include information on expected wages and local demand.

7.2.How will you ensure they are qualified and apply?

b) Proposed Outcomes.

- 1) Applicants should provide a response using **Proposed Outcomes Chart (Attachment B)** included in the **REVISED CIET RFP Attachments (Zip file)** at this location: <https://www.descmiworks.com/opportunities/rfps-and-rfq/>.



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- 2) Provide a narrative detailing where you are proposing any qualitative outcomes. Please note that Detroit at Work expects current training programs to achieve an 80% successful completion rate (graduate obtains industry-recognized credential) and an 80% training-related placement rate for completers. While we recognize that it may be more reasonable for some contextualized IET programs to set adjusted targets depending on the challenges faced by the target population. DESC will negotiate final outcomes with selected applicants.

c) **Collaborative Relationships.**

- 1) Describe any existing working relationships that will support effort to attain desired outcomes. Specifically, describe their designated role and responsibilities. If applicable, describe how you will ensure effective referrals to partners and maintain a relationship and follow up with the jobseeker.

Note: DESC clarifies working relationships as 2 or more entities that have a shared interest which may be encapsulated in an informal MOU, agreement, or contract. Working relationships related to scope of work in this RFP will be eligible for any funding if a contract is awarded as a result of this RFP.

- 2) If the program includes a career pathway component that seeks to prepare jobseekers for additional education and training after completing the IET, identify and describe the local training institutions that offer the advanced program(s). Does your organization have an established partnership with the stated entity?
- 3) Include, as attachments, up to five (5) letters of commitment, MOUs or other written agreements with partners (inclusive of employer partners) that demonstrate their commitment to working with the applicant to serve jobseekers. The commitment to working with the applicant must be specific and of value to Detroit jobseekers; general letters of support will not be considered.

- d) **Implementation Timeline.** In this section of the proposal, include a detailed timeline of key program activities, including expected start-up time, new staff onboarding, implementation, program close-out, and other key activities. Describe how programs and projects are managed to ensure timely delivery of services. Applicants may propose a contract start date between July 1, 2021 and October 1, 2021. The timeline may include a planning and curriculum and program development period if necessary.

- e) **Hours of Operation.** Describe your hours of operation including:

- i. Standard Business (Days and Time)
- ii. After Hours (Days and Times)
- iii. Holidays

9. **Price Proposal**

Bidders are requested to make a firm cost proposal to DESC. If a contract is entered into as a result of this RFP, DESC will not provide reimbursement for any activities outside of the agreed to terms and conditions.



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DESC reserves the right to select proposals from the most responsible applicants with the most reasonable costs. DESC also reserves the right to select multiple firms to perform all or separate parts of this function.

DESC will consider cost-effectiveness and projected outcomes in scoring applications.

DESC asks applicants to submit a line-item, cost-reimbursement budget, using the budget template provided. In the budget narrative, applicants should also provide a cost per person that is aligned with the line-item budget. After proposals are selected, DESC will determine whether the applicant should be treated as a subrecipient or subcontractor, which will depend on the final scope of the program. DESC will pay subrecipients through a cost reimbursement contract with invoices for actual expenses provided monthly to DESC. DESC will pay subcontractors a fee for each person trained, with the payment split between two milestones (start and completion of program).

Applicants must provide the following:

- a) **Budget.** Applicants should provide a detailed budget and budget narrative for the period of **July 1, 2021 to June 30, 2022**. The budget should reflect cost-effectiveness, as measured by low administrative costs. Applicants are required to account for any and all costs that may be associated with the requested services, including participant stipends, professional, administrative, and overhead costs. Please use the budget template provided.
- b) **Budget Narrative.** Applicants should also provide a detailed budget narrative (Attachment D) explaining all costs contained in each line-item of the proposed budget. Ambiguous or inaccurate budget information is a basis for proposal disqualification. In addition, applicants must describe any cash or in-kind match in both the budget and budget narrative. **Attachment D, Budget Narrative (MS Word) is included in the REVISED CIET RFP Attachments (Zip file) at this location: <https://www.descmiworks.com/opportunities/rfps-and-rfqs/>.**
 - i. Detailed personnel costs: List all positions by job titles (including the number of full- time equivalent positions [FTEs] and annual salary rates).
 - ii. Non-personnel costs: List all items with sufficient information to make price comparisons. List all anticipated travel expenses.
 - iii. Indirect costs: Provide a separate line-item for proposed indirect costs. Identify and justify the rates and amounts of these costs in the budget narrative. Provide indirect costs and back-up documentation as an Attachment, as detailed below. Non federally Approved Indirect Cost Rates must be negotiated with DESC or a de minimis rate of 10% of modified total direct costs may be provided.

Note: Profit is not allowable for contextualized IET contracts.

10. Subgrantee and/or subcontractor Agreements (if applicable)

Applicants awarded a contract in response to this RFP must provide the majority of the principal services detailed in this RFP. Subcontractors that will receive funds as a result of activities completed for this RFP must be procured. For subcontractors identified in the RFP



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response, please provide the following documentation:

- a) RFP/Q Title, Issue Date and Response Due Date,
- b) Bid list or copy of the advertisement,
- c) Selected Applicant's response and,
- d) The summary document listing all respondents and scores/rankings.

11. **Attachments.** Provide attachments referenced above in this order:

- a) Co-grantee MOU, if applicable
- b) Staff resumes.
- c) Organizational Chart
- d) Past Performance Feedback (RFP Attachment A)
- e) Proposed Outcomes Chart (RFP Attachment B)
- f) Curriculum or Curriculum outline (RFP Attachment C)
- g) Letters of Commitment or Memorandum of Understanding (MOU), etc. as referenced in Service Description/Collaborative Relationships section of RFP.
- h) Indirect Cost documentation

E. Submittal Instructions

Proposals must be received electronically on or prior to the exact date and time detailed herein.

Attachments should be of good copy, quality, and legible.

Do not include embedded links to external information in proposal submissions. Links to external information provided in response to this RFP will not be evaluated.

Responses must be received no later than **May 28, 2021 at 5:00 EST by Email to:**

Procurement@detempsol.org. Files submitted via email must not exceed 25 MB.

To be properly received, Email Subject line must include:

Response to CIET RFP

Important Note: Allow ample time for submitting your proposal. DESC strongly encourages submitting at least one business day prior to due date above. DESC will not extend the submission deadline due to technical issues or outages.

Due to the nature of this solicitation, proposal email submissions that include DESC staff will not be accepted. Confirmations of proposals received will be provided within 24 hours of receipt.

DESC WILL NOT ACCEPT PAPER / HARD-COPY OR LATE PROPOSALS.

F. Changes in Facts



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Applicants shall advise DESC during the time the proposal is open for consideration of any changes in the principal officers, organization, the financial ability of, or any other facts presented in the proposal with respect to the applicant or the proposal immediately upon occurrence.

G. Evaluation Procedures, Oral Presentations, and Site Inspections

Following the receipt of the applicant's proposal, a DESC designated evaluation committee will evaluate each response. All proposals which meet the required format of this RFP will be evaluated. Any proposal determined to be non-responsive to the specifications or other requirements of the RFP, including instructions governing submission and format, will be disqualified unless DESC determines, at its sole discretion, that noncompliance is not substantial or that an alternative proposal by the prospective applicant is acceptable.

DESC reserves the right to request additional information to amplify, clarify, or support proposals. DESC also reserves the right, at its own discretion, to request oral presentations regarding proposals submitted in response to the RFP. Failure to make an oral presentation after one is requested by DESC will be grounds for rejection of your proposal.

Prospective applicants will be notified by DESC of the date, time and location for any pre-award survey, site inspection, or oral presentation, if one is requested. A final determination will be made by DESC after any pre-award survey, site inspection, or oral presentations are completed.

The proposal will be evaluated in accordance with the criteria listed below. Please note, only finalists will be invited for an oral presentation. DESC reserves the right to award or reject funding for a proposal.

CATEGORY		MAXIMUM POINTS POSSIBLE
A.	Summary	4
B.	Qualifications	15
C.	Financial Fit/Capacity	6
D.	Administrative Capacity	5
E.	Performance History	10
F.	Service Delivery Description	40
G.	Price Proposal	20
TOTAL MAXIMUM POINTS – WRITTEN PROPOSAL		100
Interview/Oral Presentation		25
TOTAL Maximum Points – Written Proposal and Interview		125



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H. Pre-Award Termination of RFP process

DESC in conjunction with the MWDB, reserves the right to cancel this RFP in part or in its entirety, to accept or reject any or all proposals received, to waive any non-conformity, to re-advertise for proposals, or withhold the award for any reason DESC determines, and to take any other appropriate action regarding this RFP that is in the best interest of DESC.

DESC reserves the right to negotiate with all qualified entities. This RFP does not commit the MWDB or DESC to award a contract, to pay any costs incurred in the preparation of a proposal under this request, or to procure or contract for services.

I. Contract Negotiations/Stipulations

The RFP is competitive. Each proposal should be submitted in the most favorable terms that the prospective applicant can submit from a technical and price standpoint. The offer is subject to negotiation, but costs cannot increase during contract negotiation unless required by DESC.

All contracts with DESC in excess of \$10,000 are subject to termination for cause, and for convenience by DESC. DESC will not enter into a contract with any person or entity that has been debarred or suspended from contracting with any Federal or State governmental unit. All prospective applicants must accept DESC's contract boilerplate language or have a negotiated revision to said language on file with the DESC. DESC's standard contract provisions can be provided upon request.

DESC has the right to terminate the negotiation process, at any time for default, or for convenience, at the sole discretion of DESC.

J. Contract Approval

Upon award of a contract, pursuant to this RFP, DESC and the applicant shall execute a contract that shall contain all contractual terms and conditions in a form provided by DESC. No contract shall become effective until the contract has been approved and executed by DESC. Prior to the completion of this approval process, the grantee shall have no authority to begin work under the contract. The Chief Financial Officer of DESC shall not authorize any payments to the grantee prior to such approvals; nor shall DESC incur any liability to reimburse the grantee regarding any expenditure for the purchase of materials or the payment of services.

K. Accounting Services and Cost Allocation Plan

DESC requires selected applicants, prior to the start of the program, to have one of the following:

1. A Certified Public Accountant (CPA) on staff or on retainer, **OR**
2. A staff person with at least five years of grant accounting experience.

DESC may require applicants who provide direct services to participants, prior to the start of the program, or at the beginning of contract negotiations, to produce a letter from a CPA firm that acknowledges the review and approval of the applicant's cost allocation plan, if appropriate. The cost allocation plan must identify WIOA-funded and non-WIOA funded staff, operational, and other related costs.

L. DESC Performance Monitoring and Evaluation Procedures



Contextualized Integrated Education & Training Programs (CIET) Request for Proposal (RFP)

DESC will conduct periodic monitoring and evaluation of all providers to determine contractual compliance relative to funding requirements and guidelines, performance outcomes, quality of operation, and customer service. This may include but is not limited to evaluation or monitoring of the following aspects of Career Centers or youth program sites: data entry by staff, organization of participant files, progress on performance measures, human-centered design approach, quality of referrals and partnerships, and communication and coordination across DESC partners. Based on the results of the evaluation or monitoring efforts, DESC may request to work with subrecipients to develop performance improvement plans. In instances of significant performance or compliance deficiencies, DESC may place the subrecipient on a corrective action plan.

M. Modification of Services and Funding

DESC reserves the right to modify the services provided by providers awarded a contract during the contract period. Any modification and resulting changes in pricing shall be made by amendment to the contract between the grantee and DESC.

DESC also reserves the right to decrease or increase contract amounts during the life of the contract, based on the utilization of funds, grantee performance, and the availability of funds, or as further described in the contract.

Any individual/organization applying under this RFP must be willing to adapt its proposal to specific funding guidelines or changes in DESC's, state, or federal regulations or policies.

Prospective applicants may be required to submit cost, technical, or other revisions of their proposal that may result from negotiations.

N. Terms and Conditions

The successful applicant will be expected to enter into a contract with DESC which will contain the Terms and Conditions outlined in a separate document that can be found on DESC's website at <https://www.descmiworks.com/about-us/work-with-us-rfps-rfqs/>.



Detroit Employment Solutions Corporation Contextualized
Integrated Education & Training Programs RFP

Reference 1: Detroit at Work Target Occupations

Revised 5/10/2021

Effective July 1, 2021, Detroit at Work will focus its workforce training programs on the attached list of target occupations that are in-demand and along career pathways that lead to the middle class. Detroit at Work analyzed a wide range of data and feedback from employers and jobseekers to develop its list of target industries and occupations.

Target Industries



- Detroit at Work expanded target industries to include Energy & Utilities and Small Business.
- Detroit at Work will support workforce training that benefits Detroit-based small businesses across all industries. We will limit investments in workforce training in retail, hospitality and entertainment, personal care services and childcare to small businesses located in the City of Detroit, where permissible and supported by funding sources. Detroit at Work will prioritize training programs where at least one Detroit-based small business commits to hiring or promoting graduates and/or assists in the delivery of the program.
- Detroit at Work will continue to provide recruitment and screening services to employers across all industries. We may also fund customized training programs with employers from any industry.

Target Occupations

Detroit at Work will invest in a variety of training programs that lead to employment in one or more of the attached target occupations. The list also indicates which occupations are eligible for Detroit at Work's supplemented Eligible Training Provider List (ETPL). Applicants may propose occupations that are not included on the list if they are able to provide objective and compelling evidence of employer demand. DESC/Detroit at Work will evaluate the evidence with the same criteria used to develop the attached list; we do not anticipate including additional occupations outside of exceptional circumstances.

Program Type	Description	Funding mechanism
<i>Contextualized Integrated Education & Training (IET)</i>	Embedded or coordinated academic and technical instruction. May include credential	<ul style="list-style-type: none">• RFP for Contextualized IET• Selected applicants enter contracts
<i>Occupational Training with Industry-Recognized Credential</i>	Training led by sector partnerships that equips graduates with skills and credential to obtain a job that pays at least \$15 per hour. ¹ Includes US Department of Labor Registered Apprenticeships (RAs)	<ul style="list-style-type: none">• FOA for Sector Partnership Training; OR• Qualify via local training policy (Higher Education institutions and RAs)• Selected providers added to supplemented ETPL and enter Master Training Agreements.• DESC may also utilize contracts for special projects.
<i>On the Job Training</i>	Employers receive a subsidy for new hires to offset cost of training and onboarding	<ul style="list-style-type: none">• Detroit at Work promotes program to employers• Interested employers work with staff to execute OJT agreement
<i>Customized Training</i>	Employers provide 50% or more of the cost of the program and written commitment to hire	<ul style="list-style-type: none">• FOA for Sector Partnership Training• Employer may also initiate process with staff• Employer signs contract, along with training provider if applicable.

¹ Based on 25th percentile wage rate of current workers in tri-county area as reported by EMSI. To be eligible for a Master Training Agreement, training providers must maintain an average wage rate of \$15 or more for graduates.

Detroit Employment Solutions Corporation Contextualized
Integrated Education & Training Programs RFP
Reference 1: Detroit at Work Target Occupations

SOC Code	Target Occupation	25th Percentile Wage	Other employer-led training ²	ETPL
Primary Industry: Construction and Skilled Trades				
47-2021, 47-2022, 47-2051	Brickmasons and Blockmasons (also Stonemasons, Cement Masons and Concrete Finishers)	\$16.81 to \$25.27	X	X
47-2031, 47-2041, 47-2042, 47-2043	Carpenters (also Carpet Installers, Floor Layers and Floor Sanders)	\$15.78 to \$20.44	X	X
47-3011, 47-3012, 47-3013, 47-3014, 47-3015, 47-3019	Construction Helpers (Brickmasons, Carpenters, Electricians, Painters, Plumbers, All Other Trades)	\$10.16 to \$16.07	X	
47-2061	Construction Laborers	\$15.37	X	X
47-2111	Electricians	\$24.42	X	X
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$16.56	X	X
47-2073, 47-2011, 47-2071, 47-2072	Operating Engineers and Other Construction Equipment Operators (also Boilermakers, Paving/Surfacing Equipment Operators, and Pile Driver Operators; also see 49-9021)	\$24.20 to \$33.39	X	X
47-2141, 47-2121, 47-2081, 51-9123	Painters (also Glaziers, Drywall and Ceiling Tile Installers, and Painting/Coating/Decorating Workers)	\$15.71 to \$17.80	X	X
47-2152	Plumbers, Pipefitters, and Steamfitters	\$26.05	X	X
51-4121, 51-4122, 47-2221, 47-2211	Welders, Cutters, Solderers, Brazers (also Structural Iron and Steel Workers, Sheet Metal Workers, Welding Machine Setters, Operators, Tenders)	\$15.93 to \$26.01	X	X
Primary Industry: Transportation				
49-3023	Automotive Service Technicians	\$13.05	X	
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	\$19.18	X	X
53-1047	First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	\$20.62	X	X
53-3032, 53-7051	Heavy and Tractor-Trailer Truck Drivers (also Industrial Truck and Tractor Operators)	\$14.23 to \$15.68	X	X
43-5061	Production, Planning, and Expediting Clerks	\$20.68	X	X
Primary Industry: Energy & Utilities				
49-9051	Electrical Power-Line Installers and Repairers	\$25.02	X	X
49-9052, 49-2022	Telecommunications Line Installers and Repairers (also Telecommunications Equipment Installers and Repairers)	\$15.57 to \$21.90	X	X

² Contextualized Integrated Education & Training, customized, incumbent, On the Job Training)

Detroit Employment Solutions Corporation Contextualized
Integrated Education & Training Programs RFP
Reference 1: Detroit at Work Target Occupations

SOC Code	Target Occupation	Wage	Other	ETPL
Primary Industry: Healthcare				
29-2018	Clinical Laboratory Technologists and Technicians	\$17.60	X	X
31-9091	Dental Assistants	\$14.87	X	
29-2041	Emergency Medical Technicians and Paramedics	\$13.36	X	
31-1128	Home Health and Personal Care Aides	\$10.63	X	
29-2061	Licensed Practical and Licensed Vocational Nurses	\$23.15	X	X
31-9092	Medical Assistants	\$14.39	X	
29-2098	Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other	\$16.18	X	X
31-1131	Nursing Assistants	\$13.39	X	
29-2052	Pharmacy Technicians	\$13.44	X	
31-9097	Phlebotomists	\$14.27	X	
31-2021	Physical Therapy Assistants	\$21.30	X	X
29-2034	Radiologic Technologists and Technicians	\$24.05	X	X
29-1141	Registered Nurses	\$31.09	X	X
29-1126	Respiratory Therapists	\$24.55	X	X
29-2055	Surgical Technologists	\$17.37	X	X
Manufacturing				
51-9161	Computer Numerically Controlled Tool Operators	\$15.32	X	X
51-9162	Computer Numerically Controlled Tool Programmers	\$20.47	X	X
51-4031	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	\$15.78	X	X
17-3023, 17-3027, 17-3024	Electrical/Electronic and Mechanical Engineering Technologists and Technicians (also Electro-Mechanical and Mechatronics Technologists and Technicians)	\$20.80 to \$22.54	X	X
51-1011	First-Line Supervisors of Production and Operating Workers	\$24.96	X	
49-9041	Industrial Machinery Mechanics	\$20.42	X	X
51-4041	Machinists	\$16.14	X	
49-9071	Maintenance and Repair Workers, General	\$14.48	X	
51-9199	Production Workers, All Other	\$11.42	X	
51-4111	Tool and Die Makers	\$21.99	X	
Primary Industry: Technology				
15-1251	Computer Programmers	\$28.26	X	X
15-1211	Computer Systems Analysts	\$33.29	X	X
15-1232	Computer User Support Specialists	\$16.99	X	X
15-1212	Information Security Analysts	\$34.12	X	X
15-1244	Network and Computer Systems Administrators	\$32.43	X	X
15-1256	Software Developers and Software Quality Assurance Analysts and Testers	\$35.51	X	X

Detroit Employment Solutions Corporation Contextualized
Integrated Education & Training Programs RFP
Reference 1: Detroit at Work Target Occupations

SOC Code	Target Occupation	Wage	Other	ETPL
Multiple or Other Industries				
43-4051	Customer Service Representatives	\$13.80	X	
11-1021	General and Operations Managers	\$35.09	X	
13-1198	Project Management Specialists and Business Operations Specialists, All Other	\$25.99	X	X
11-2022	Sales Managers	\$52.05	X	
Limited to Programs Supporting Detroit-Based Small Businesses or Entrepreneurship Initiatives				
39-9011, 25-9045	Childcare Workers (also Teaching Assistants)	\$10.20 to \$11.41	X	
35-2014	Cooks, Restaurant	\$10.96	X	
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	\$13.18	X	
27-1024	Graphic Designers	\$18.29	X	
39-5012	Hairdressers, Hairstylists, and Cosmetologists	\$10.84	X	
39-5094	Skincare Specialists	\$13.20	X	
15-1257	Web Developers and Digital Interface Designers	\$24.49	X	

Reference 2: Career Readiness Outline
DETROIT EMPLOYMENT SOLUTIONS CORPORATION
Contextualized Integrated Education & Training Programs RFP

Reference 2: Career Readiness Outline

Source: Johnson, E; Shah, T. *Career Readiness Framework*. Chicago Jobs Council. March 2021

Workplace Navigation Skills

Workplace Navigation Skills are a set of transferable or “soft” skills that are essential for effective performance in the workplace. Unlike technical or “hard” skills, these skills are generic in nature, and are common to all work roles and workplaces across all industry types. Workplace navigation skills are typically considered essential qualifications for many job positions and hence have become necessary for an individual's employment success at just about any level.

Communication: The ability to explain what one means in a clear and concise way through written and verbal means. It also includes how one takes in and then interprets the verbal and non-verbal messages sent by others; how one listens and relates to other people; and how one acts upon key information/instructions.

Creativity: The ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions.

Critical Thinking: The capacity to carefully discern, analyze, and evaluate information; and determine how to interpret it in order to make a sound judgement. It also includes taking outside information into account during the thought process.

Decision Making: The ability to make deliberate and thoughtful choices by gathering information, assessing options, considering alternatives, and taking action. It also includes evaluating one's choices and the consequences.

Leadership: The ability to motivate, take responsibility for, and lead others effectively to accomplish objectives and goals.

Problem Solving: The ability to understand a problem by breaking it down into smaller parts, and identifying the key issues, implications and identifying solutions. It also involves applying knowledge from many different areas to solving a task.

Teamwork & Collaboration: The ability to work well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal.

Executive Function Skills

Executive function skills are a set of mental processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation. Executive function skills⁴ can be broken down into three broad categories, each with specific sub skills:

How we organize and plan things:

Organization: The ability to create and maintain systems to keep track of information or materials.

Planning/Prioritization: The ability to create a road map to reach a goal or to complete a task. It also involves being able to make decisions about what is important to focus on and what is not important.

Reference 2: Career Readiness Outline
DETROIT EMPLOYMENT SOLUTIONS CORPORATION
Contextualized Integrated Education & Training Programs RFP

Time Management: The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important.

How we react to things:

Emotional Control: The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior.

Flexibility: The ability to revise plans in the face of obstacles, setbacks, new information, or mistakes. It relates to an adaptability to changing conditions.

Response Inhibition: The capacity to think before you act – this ability to resist the urge to say or do something allows us the time to evaluate a situation and how our behavior might impact it.

Stress Tolerance: The ability to work in stressful situations and to cope with uncertainty, change, and performance demands.

How we get things done:

Goal-Directed Persistence: The capacity to have a goal, follow through to the completion of that goal, and not be put off or distracted by competing interests.

Metacognition: The ability to stand back and take a bird's eye view of yourself in a situation, to observe how you problem-solve. It also includes self-monitoring and self-evaluative skills.

Sustained Attention: The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.

Task Initiation: The ability to begin projects without undue procrastination, in an efficient or timely fashion.

Working Memory: The ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project into the future.