



DESC Career Services and Readiness Training (CSRT) RFP Response to Questions

1. On page 24 of the RFP it states that 'no profit is allowed.' Does the performance outcome line in the budget count as Profit?

Yes. This line item is part of our standard budget template. It should be left blank when responding to this RFP.

2. Are there performance outcomes/expectations (outside of the 80% employment and training completions)?

Yes, there will be performance outcomes and expectations that DESC will negotiate with the selected applicant. They will be outlined in the contract. They will reflect the total targets on number to be served at various steps in the program design (see chart in Section IV. B.). As stated in the same section additional outcomes may be identified and specified in the contract:

“Detroit at Work and the City of Detroit is still in the process of identifying outcomes for the program. Detroit at Work typically aims for 80% of those who begin a program to successfully complete and for 80% of completers to obtain training related employment. Skills for Life will likely also include outcomes related to measurable skills gains, credential attainment, wage rate of long-term placements and financial coaching outcomes (increase in net income, net worth and credit score). Detroit at Work will negotiate contract outcomes with the selected applicant(s).”

3. Will the Chicago Jobs Council curriculum be made available to us for review?

The Chicago Jobs Council’s framework for career readiness training, inclusive of an outline of competencies, is available for review at: <https://cjc.net/wp-content/uploads/2021/03/Career-Readiness-Framework.pdf>. They have started to work on an open-source curriculum that aligns with this framework. Once it is completed and available, DESC will share with its network inclusive of the selected applicant. In the interim, the selected applicant should propose a curriculum that aligns with the framework.

Prior to learning of the CJC career readiness framework, DESC worked with a third-party vendor to create a career readiness workbook that can be utilized by Detroit at Work partners and/or job seekers and included in this response.

4. Can you provide the vision/structure prior to GED or work entry? Is the expectation that the awarded provider will provide intensive case management for a period of time prior to work entry after the 1-3 day career training?

We are unsure what exactly is meant by “intensive case management” so this answer covers both career service and barrier resolution (supportive) services.



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Individuals will be hired by the City of Detroit *prior* to being enrolled in Skills for Life. Therefore, unless the individual already has an assigned career coach from a Career Center, they will begin the City of Detroit's onboarding process (during which time the selected applicant will conduct an assessment and provide career readiness training) before they begin receiving career services from an assigned career coach. They will likely begin work activities during the first week of onboarding.

It is important that the selected applicant, training providers, Detroit at Work/DESC and City of Detroit are flexible and prepared to adjust the program structure and service delivery to ensure the maximum number of participants are successful. Some participants may require referrals or assistance with barrier resolution (supportive) services prior to onboarding, being assigned to a career coach and/or prior to starting their education or training track. The selected applicant should be prepared to provide barrier resolution services to individuals offered employment by the City of Detroit; they may require assistance before the first day of onboarding.

As stated in Section IV. C. 1, after the assessment and initial career readiness training (both of which will be conducted by the selected applicant), participants will be assigned to a career readiness provider. The vast majority will be served by the selected applicant. The exceptions are if the Career Centers refer someone who is already fully enrolled in the WIOA individualized program or if the participant requires a more intensive transitional jobs model with an on-site worksite coach.

"The selected applicant(s) will use criteria established by Detroit at Work to assign enrolled participants to a career services provider. The Career Centers will serve most of the participants who select the high school completion and GED track and a Transitional Jobs provider contracted by DESC will serve those who will benefit from on-site coaching while at work. The remaining participants will be served by the selected applicant(s)."

5. On page 7, cohort chart, are TRAIN days meant for the Pathway 1 or 2 paid training only, or would the awarded provider give workshops during that time as well?

Detroit at Work/DESC anticipates that the selected applicant would provide career readiness workshops on the training days. We will assist the selected applicant and the selected training providers to develop a schedule that accommodates both career readiness and education/training activities.

6. While it is up to 2,250 served over three years, should we propose the amount of participants we will serve each year? Does DESC have a specific goal for this?

No, the participant should not propose a number to be served. As we plan to select one proposal, the selected applicant will be required to serve the total number of participants minus those who are served by a transitional jobs provider or the Career Centers.



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Because the budget should reflect the first year of the project, please assume 30% of 2,250 will be served in year one. The City of Detroit and City Council are still determining the specifics of the scope of the project so it is possible that the total number to be served will change. DESC will use the proposed budget as a guide in evaluating the cost per person proposed by each applicant. If the number to be served in less than one year is less than 30% of 2,250, DESC will negotiate a pro-rated total budget with the selected applicant.

7. May Case Managers be hired in at different times to meet the Case Manager to customer ratio?

Yes, we anticipate ramp up time in year one before the selected applicant needs to be at full capacity to provide career services to 100% of the year one target participant number. Please describe your strategy clearly in your proposal. The final award amount and number to be served will ultimately be driven by decisions made by the City of Detroit and City Council. DESC will likely need to negotiate a final budget with the selected applicant, including the necessary staffing structure and timeline for staffing up.

8. Is there a target budget amount or cost per customer?

DESC has not identified a target budget or cost per customer participant as proposals will vary widely in terms of length, scope and outcomes. Bidders are requested to make a firm cost proposal to DESC in response to this competitive request for proposal.

A cost analysis was conducted prior to initiating an RFP as a method of evaluating proposed costs as it relates to comparable program costs. DESC will also evaluate your budget against the proposed scope, length, outcomes and other relevant features of your program to determine whether the costs are reasonable, allowable and cost-effective. Finally, DESC also considers administrative costs when evaluating whether a budget is cost-effective.

9. Do we only budget for the Case Management services and operational costs? We leave out the costs of GSD, DPW, etc. training and work, correct?

Applicants should develop their budget to reflect the Scope of Work. Applicants should make sure the budget includes costs required to provide all of the required program elements outlined in Section IV.C.

The applicant's budget should not include costs of GED, occupational skills training, blight removal and/or wages for work or training hours.

10. Can charts/graphs be displayed in a smaller font?

Yes, as long as the chart and graph are legible.



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- 11. What are the eligibility requirements for participants to enter CSRT? Will it require less documentation to ensure the targeted number of enrollments outside of Career Center programs are reached?**

The federal government has not yet provided detailed guidance on eligibility requirements for American Rescue Plan Act (ARPA) funds. The City of Detroit will help DESC better understand compliance requirements as more guidance is provided by the federal government. Because all participants have to go through the City of Detroit's hiring process prior to starting the program, we will have access to the documentation typically needed for enrollment in individualized services (picture identification from the State of Michigan, authorization to work in the United States, proof of residency, etc.). DESC/Detroit at Work will develop additional documents that have to be completed by all participants that are specific to ARPA.

- 12. During the bidder's conference it was mentioned that contractors will be providing the occupational skills training services and that an IT training track may be added in the future. How may an IT training provider participate in this opportunity? Will these services be procured separately or through an existing DESC contract?**

DESC released two procurements related to training in the Spring: the FOA for Sector Partnership Training and the RFP for Contextualized Integrated Education & Training. DESC asked applicants to both to identify whether they wanted DESC to consider them for special projects. DESC plans to select training providers for Skills for Life from the pool of applicants who responded affirmatively to this question and received a competitive score during the evaluation. DESC reserves the right to submit a RFP for a Skills for Life training provider in the future if there are gaps in the service delivery plan. To stay informed of future opportunities, firms should make sure that they are on our bidders' list by emailing their full contact information and request to procurement@detempsol.org

Career Readiness Framework

Shift Your Career Into High Gear with Free Career Readiness Workshops

The Motor City has more opportunities than ever to start a career. Ready to stand out from the crowd and get the job offer you want? Detroit at Work has you covered!

We offer customized workshops available to help you prepare for a career with Detroit-area job providers! Courses are 100% free, completely virtual, and run at various times throughout the day to fit your schedule. Participants are also connected directly with employers upon completion of the workshops. Check out the list below for more information and to learn how to sign up!

Career Readiness workshops include:

(Note: Manufacturing will be adjusted to the identified careers for the Skills for Life program)

Introduction to Manufacturing gives participants an in-depth look into a variety of topics surrounding manufacturing industry. Concepts covered include the definition of manufacturing, the history and current state of the industry, the manufacturing process, in addition to debunking commonly held myths and stereotypes. Learning is achieved through various methods such as written activities, brief videos, and rich discussions surrounding manufacturing in a global context. The goal of this module is to give candidates a better understanding of the manufacturing sector and its relation to employment opportunities in and around Detroit.

Teamwork in Manufacturing covers the importance of working as a contributing member of a team in a manufacturing setting. The module addresses the benefits of having a positive attitude and how a growth mindset is beneficial for long-term career success. Participants will complete a customer service activity that identifies internal customers, take part in a group activity simulating a manufacturing workplace scenario, and learn best practices for maintaining positive working relationships.

Communicating Teamwork covers the impact of communication in a manufacturing team environment. Participants learn the importance of constructively giving and receiving feedback, best practices for administering feedback, and complete a role-playing activity on providing quality feedback. Other skills discussed include working through disagreements at work, strategies used when communicating with peers in comparison to management or other team members, and how to perform the “sandwich” technique when delivering feedback.

Culture of Manufacturing addresses workplace culture in manufacturing, important norms, values, and expectations of employers. Participants explore their own personal traits and working style and its relation to professionalism. In addition, this module covers honesty, loyalty, willingness to learn, time management, and other ways to sustain employment in manufacturing. Key concepts covered include attendance and timeliness, quality, personal accountability, safety, and the value of having a strong work ethic. This module includes role playing activities, self-analysis, a values assessment, and creating a personal action plan.

Goal Setting introduces participants to the benefits of professional goal settings, explains the S.M.A.R.T. goal setting method, and challenges participants to set personal career goals. This module covers the application of time management best practices, including planning and prioritizing, and how to identify the appropriate action steps for success of short and long-term goals.

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Toolbox Safety explores roles and responsibilities in manufacturing related to overall safety. Participants will examine the most common types of on-the-job injuries and risks associated with manufacturing, learn to maintain a strong awareness of critical safety issues, and the importance of always wearing proper Personal Protective Equipment (PPE). Lastly, this module covers best practices to prevent or abate workplace danger for hands, eyes and ears, as well as slip and falls, chemical safety, safe lifting practices, and lockout/tagout procedures. OSHA regulations are introduced as a fundamental guide for general workplace safety within a manufacturing facility.

Positive Attitude & Motivation is one of a series of job readiness modules covered within the Time Management module. This course defines and explores how a positive attitude in the workplace offers significant job benefits. A review of scenarios, handouts, rich discussions, and an exit assignment is incorporated to capture the impact of positive thinking on a career. The course will highlight how individuals with a positive attitude are positively motivated and have an advantage over pessimistic and individuals with a negative mindset. The advantage offered to employees is an increased job outlook or sustained employment. Employees who are viewed as enthusiastic are known to resolve interpersonal conflicts effectively and work productively with others.

Time Management is one of a series of job readiness modules covered in conjunction with the Positive Attitude & Motivation Module. In lean manufacturing work environments, companies gain advantages by working more efficiently and quickly. Employers recognize that “time is money”; this time management module addresses best practices to for proper time management. Effective time management practices will be shared to aid in the management of professional and personal environments. Discussion and problem-solving practice of time management are explored throughout. Participants prioritize personal and professional scenarios during problem-solving practice. In addition, the Eisenhower matrix was introduced to help with prioritization. The Eisenhower Matrix is a beneficial skill to help with prioritization in the workplace and personally. Time barriers are explored, and time management styles of divergent, convergent, global, and detailed thinkers are assessed within the course.

Critical Thinking & Problem Solving is one of a series of job readiness modules covered with the Work Ethic/Taking Initiative module. The course includes rich discussion, scenario-based practice, advance level of problem solving in the manufacturing industry, and an exit ticket assignment. The course will allow participants to discuss the importance of problem solving in the manufacturing industry and talk about key problem-solving skills. A five-step problem solving process will be reviewed. Skills such as having a positive attitude, conducting research, and gathering relevant information. Also, using critical thinking to address what caused the problem and not just the symptoms. Possessing creativity to walk through the scenarios, and contextualization skills. The problem-solving process will also be applied to common scenarios. Participants will be challenged with advanced manufacturing scenarios relating to a Pump Seal Failure Scenario as well as challenged to think outside the box.

Work Ethic/Taking Initiative is covered in conjunction with Critical Thinking & Problem-Solving module. This module covers the importance of a strong work ethic across all occupations in the manufacturing industry. The course describes what it means to take the initiative while working on the job. Knowledge of different manufacturing occupations and responsibilities will be applied, and participants will generate a list of manufacturing occupations that showcase being

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proactive and taking an initiative. Participants will be able to determine appropriate and inappropriate examples of taking the initiative in manufacturing jobs. Participants will also be challenged to offer a better outcome to take an initiative if the scenario is considered inappropriate.

Stress Management/Coping Skills is one of a series of job readiness modules that offers a brief video, discussion-based activity, and list major causes of workplace stress in the manufacturing industry. Acute and Chronic stressors are identified and explored to help participants manage stress. Personal and workplace triggers are also identified. Participants will also explore the term fight or flight to help evaluate and manage stress. Self-care tactics are also discussed to help cope with stress and deal with demanding situations. By working through the stress and channeling your time and energy towards something positive, the module will help one avoid some of the worst reactions and effects of stress. The expectation is for participants to identify their individual personal and professional stressors by the end of the course. Also, participants should be able to indicate which stress management best practices they will identify with to lessen the impact of their stressors.

Technology Etiquette is one of a series of job readiness modules that is taken in conjunction with the Embracing Change Module. the Technology Etiquette Module will allow participants to compare acceptable uses for ways of communicating over the internet. This term is also referred to as Netiquette. Participants will be able to describe the importance of technology security and review best practices. The importance of keeping accounts and information secure will also be discussed. As the course refers to the acceptable way of communicating over the internet, the course will also remind or inform participants to create appropriate email and voicemail greetings as netiquette looks differently in the workplace from a personal setting.

Embracing Change is one of a series of job readiness modules that is taken in conjunction with the Technology Etiquette Module. There was a time when an employee could gain employment and do that same job function until their retirement. This time has passed, and employers are looking for individuals with multi-skillsets or offer cross training so that their employees are equipped to change within the organization as the organizational needs change. To be adaptable in the workplace, one will need to be accustomed to embracing change. The course explores certain characteristics needed to do so with a smooth transition. The course will discover change by asking participants to review the five principles of change and effectively be able to use the principles to cope with the change.