



Dear Community Members:

The Human Resources Administration (HRA) is committed to reforming its policies and procedures to more effectively fight poverty and income inequality. HRA is implementing a thorough and comprehensive approach to employment services that more fully recognizes the needs of individual clients in order to more effectively help each of them enter or return to the workforce and build sustainable careers.

HRA is moving away from reliance on a one-size-fits-all employment approach to a more diverse, individualized approach that focuses on improving employment and training outcomes so that more clients have an opportunity to achieve increased economic security by obtaining employment, moving off the caseload and out of poverty. HRA's efforts will be implemented in close alignment with recommendations from the Mayor's "Jobs for New Yorkers" taskforce and the transformation of the entire NYC workforce development system into a career pathways approach, the first such effort by a large U.S. city. The reforms to HRA's employment services are based on these principles:

- Improving assessments to address each client's actual strengths and needs will improve outcomes compared to the current one-size-fits-all approach that has led to one out of every four clients who are reported to have received employment assistance returning to the caseload within 12 months.
- Maximizing education, training and employment-related services will open job opportunities and create the basis for building career pathways out of poverty.
- Eliminating unnecessary punitive and duplicative actions that lead to preventable negative actions and fair hearings will allow staff to focus on more effective problem solving and allow clients to avoid delays in accessing services, finding jobs and moving into sustainable employment.

I strongly encourage you to review our re-envisioning of HRA policies and services at [http://www.nyc.gov/html/hra/downloads/pdf/news/internet\\_articles/2014/oct\\_2014/EmploYPlan2014ExecSummaryAppendixfinal.pdf](http://www.nyc.gov/html/hra/downloads/pdf/news/internet_articles/2014/oct_2014/EmploYPlan2014ExecSummaryAppendixfinal.pdf).

Accordingly, HRA plans to issue a Request for Proposals (RFP) for a new set of education and training services, which aim to prepare clients for successful entry into sector-based career pathways and sustainable employment through a new program called CareerBridge. The RFP will seek up to twenty-seven (27) qualified service contractors to provide contextualized CareerBridge adult basic education, high school equivalency preparation, bridge training, English as a Second Language, and vocational training throughout the City. By using industry partnerships, employer input, and labor market demand to shape offerings, HRA will be able to create real and lasting career pathways for clients.

Please see the accompanying diagram for an overview of all new HRA employment and education services, including CareerBridge. In advance of the release of the CareerBridge RFP, HRA has developed this concept paper, which outlines our vision. As we develop and finalize the RFP, we welcome constructive feedback from all stakeholders as an essential part of our planning process. Please submit all comments to this concept paper to [accoprocurements@hra.nyc.gov](mailto:accoprocurements@hra.nyc.gov).

If you chose to comment via email, please use "CareerBridge comments" in the subject line of the email. Please note that we are only able to consider written comments received by September 18, 2015. I look forward to hearing from you and thank you for your careful consideration of this concept paper relating to this important and exciting initiative.

Sincerely,

A handwritten signature in black ink, appearing to read 'S. Banks', written over a white background.

Commissioner Steven Banks

**The City of New York  
Human Resources Administration  
Concept Paper**

**CareerBridge Concept Paper**

**I. Purpose of RFP**

There is a vast literature on the positive economic returns associated with investments in education and training,<sup>1</sup> and a growing body of research that suggests that sector-based training programs (those that train participants for a particular job in a particular high-growth industry) are effective at increasing employment levels and earnings for participants.<sup>2</sup> Common among these programs are strong employer relationships and training of participants for particular employers. In addition, there is promising data that career pathway approaches, which incorporate sector-based strategies, may be more effective than traditional welfare-to-work training approaches.

In New York City, workers with a high school diploma or equivalent earn 1.5 times what workers without these credentials earn, and workers with an Associate's Degree earn 2 times more.<sup>3</sup> Accordingly, New York City is re-orienting its entire set of workforce services citywide toward career pathways, a workforce development approach that connects successive levels of education, training, and employment with support services. The approach works with individuals of varying skill levels by having multiple entry and exit points where participants can access education and training or leave for unsubsidized employment. The potential exit points are aligned with successive entry points for participants who will continue with education and/or training. Career pathways are sector-focused and engage with employers to ensure the relevancy of trainings and employment opportunities.

Many Cash Assistance recipients served by the Human Resources Administration ("HRA" or "Agency") lack the basic education needed to realize these positive economic returns. Among HRA clients who are determined to be employable, 60% lack a high school diploma or equivalent and 30% of those without a diploma or equivalent are below 9<sup>th</sup> grade proficiency for Math and Reading.<sup>4</sup> Among the 40% with a high school diploma or equivalent, only 4% have an Associate's Degree or higher. HRA data suggest that as much as 72% of Limited English Proficient (LEP) clients lack a high school diploma or equivalent. Without the education and job skills needed in today's labor market, Cash Assistance clients will continue to face substantial barriers to obtaining sufficient wages and quality jobs that would allow them to move out of poverty and sustain financial independence.

HRA seeks to update its entire set of workforce services to orient them toward increased opportunities for education and toward long-term self-sufficiency outcomes. HRA's foremost goal in its new set of services

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<sup>1</sup> A few examples include: Hollenbeck, Kevin, and Jean Kimmel. 2001. "The Returns to Education and Basic Skills Training for Individuals with Poor Health or Disability." Upjohn Institute Working Paper No. 01-72. Kalamazoo, MI: W.E. Upjohn Institute for Employment Research [http://research.upjohn.org/up\\_workingpapers/72](http://research.upjohn.org/up_workingpapers/72); Pew Research Center, "The Rising Cost of Not Going to College", <http://www.pewsocialtrends.org/files/2014/02/SDT-higher-ed-FINAL-02-11-2014.pdf>; and McGraw-Hill Research Foundation, "The Return on Investment from Adult Education and Training", <http://www.mcgraw-hillresearchfoundation.org/wp-content/uploads/the-return-on-investment-from-adult-education-and-training.pdf>.

<sup>2</sup> See Roder et al (2008), "Targeting Industries, Training Workers and improving Opportunities: The Final Report from the Sectoral Employment Initiative", Public/Private Ventures; Maguire et al. (2010), "Tuning In to Local Labor Markets: Findings from the Sectoral Employment Impact Study", Public/Private Ventures; Roder and Elliot (2011), "A Promising Start: Year Up's Initial Impacts on Low-Income young Adults' Careers", Economic Mobility Corporation; and Eyster et al (2010), "Implementation and Early Training outcomes of the High Growth Job Training Initiative: Final Report", Urban Institute; Gasper and Henderson (2014) "Sector-Focused Career Centers Evaluation: Effects on Employment and Earnings After One Year." NYC Center for Economic Opportunity.

<sup>3</sup> Source: US Census Bureau American Community Survey, 2012. Median earnings for workers working full-time, full-year was: \$21,000 (no HS), \$30,000 (HS alone), and \$41,000 (Associate's Degree).

<sup>4</sup> Source: HRA administrative data from October 2013. 46,769 clients were employable, of which 27,948 lacked a HS diploma or equivalent and 8,223 scored below 9th grade on Math or Reading TABE.

is to provide a flexible array of services that are holistic and client-focused, with strong continuity and focus on supports to provide opportunities for clients to achieve independence and self-sufficiency. While clients with barriers to employment will continue to receive an array of services offered through HRA such as domestic violence services, HIV/AIDS services, and Wellness, Comprehensive Assessment Rehabilitation and Employment (WeCARE) (which addresses medical, physical and/or mental health limitations to employment), a new approach is being implemented to address education and employment pathways for clients not requiring such services.

With the new CareerBridge program, HRA intends to use a sector-based model to focus attention on the education and training needs of clients, as they result in long-term self-sufficiency. In alignment with the new, Citywide approach of career pathways<sup>5</sup>, HRA intends to situate CareerBridge within the target sector clusters of healthcare and social assistance; technology; industrial/manufacturing; construction; retail/customer service and food service/accommodation; maintenance and security; and transportation/warehousing.<sup>6</sup>

The forthcoming CareerBridge Request for Proposals (RFP) will seek up to twenty-seven (27) qualified service contractors to provide CareerBridge services, most of which will be contextualized in HRA-identified target sector clusters, for: adult basic education, high school equivalency preparation, bridge training, English as a Second Language, and vocational training. Each step on the career pathway should lead to an educational gain and/or credential, certificate, or degree that is recognized by the industry. Clients will create a career path that details a timeline for completion of each step in the career pathway. Job placement strategies within the career pathways framework should focus on developing opportunities within the sector that have room for advancement.

HRA seeks proposals to offer high-quality training and education services from among already-established training and education programs and offerings by providers in New York City. Such services should provide for progression toward career and educational goals within HRA-identified target sector clusters. Four separate competitions will occur under the forthcoming Request for Proposals (RFP):

- Competition I: English as a Second Language (ESL)
- Competition II: Bridge Trainings
- Competition III: Basic Education and High School Equivalency
- Competition IV: Vocational Training

## II. Target Populations

CareerBridge targets:

- Employable Cash Assistance applicants
- Employable Cash Assistance recipients
- Non-Cash Assistance Non-Custodial Parents (referred by HRA's Office of Child Support Enforcement), which may include some individuals participating on a voluntary basis

The Agency reserves the right to expand the target populations to include other low-income individuals in need of employment services. For all services, contractors must be able to provide linguistically appropriate (as required by Local Law 73) and culturally competent assistance. Contractors will be compliant with the Americans with Disabilities Act (ADA) standards of accessibility and, when needed, provide clients with reasonable accommodations, such as travel accommodations, workplace accommodations, and/or program participation accommodations. Contractors will also be compliant with New York City Human Rights Law and HRA policies regarding these special populations.

Some clients served by CareerBridge will have special needs, and such persons may include, but are not limited to, youth (those ages 18-24); ex-offenders; immigrants; Limited English Proficient clients; older

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<sup>5</sup> For more information, see <http://www1.nyc.gov/assets/careerpathways/downloads/pdf/career-pathways-full-report.pdf>

<sup>6</sup> These sectors were selected based on consideration of such factors as recent and forecasted job growth, total employment, and wages. Additional sectors will be permitted within the program if they are identified as high-growth sectors with clear demonstration of connection to employers and other industry partnerships.

adults, including dislocated workers and those needing additional working quarters to qualify for Social Security benefits; lesbian, gay, bisexual, transgender, questioning, and gender non-conforming clients; and individuals residing in Department of Homeless Services (DHS) shelters and those receiving housing subsidies through the Living in Communities (LINC) program. Innovative and evidence-based ideas for working with these and other vulnerable New Yorkers will be encouraged.

### **III. Program Model**

HRA envisions a three-tier assessment process as a result of the re-engineering of systems and operations workflow. The first tier would consist of clients having the option to respond to questions at computer banks located within HRA Job Centers. The second tier, conducted by an HRA worker at Job Centers, would seek additional information to determine whether clients need referral to other HRA programs, for example, domestic violence or medical and/or mental health, or substance use treatment services.

Clients deemed fully employable by HRA will be referred to off-site CareerCompass (for adults) and YouthPathways (for youth) contractor locations, where contractors will provide tier three, in-depth assessments and direct clients to the proper set of services that are tailored to individualized strengths, interests, and needs. Individuals may then be referred to a combination of services, including (but not limited to): CareerAdvance, CareerBridge, supportive services (provided by organizational partners), other HRA-approved engagement, and HRA- and vendor-managed apprenticeships/internships.

Clients who are cash assistance recipients or are otherwise mandated (e.g., non-cash assistance noncustodial parents) must participate in acceptable activities for specified hours per week.<sup>7</sup> Each contractor will be responsible for managing client timekeeping and engagement for clients. Clients are required to attend any combination of activities: education/training, job search and pre-employment services, and/or apprenticeship/internship as laid out in their assessment. Contractors may be required to provide outreach services to maximize compliance for clients who are required to attend and to encourage cooperation with scheduled appointments and activities in order to avoid any adverse actions. Please note that clients participating on a voluntary basis are not subject to negative consequences for not attending.

Once fully assessed, clients will be assigned to a single career pathways service coordinator via CareerCompass or YouthPathways, who may engage clients after they have been referred to other services such as CareerBridge. Upon initial assessment and on an ongoing basis, service coordinators will connect clients to resources to address needs. Service coordinators will also provide specific transitional support for clients moving between HRA- or contractor-provided programs and during times of life transition.

Reassessments for enrolled clients at specific milestones will be provided by CareerCompass or YouthPathways. Clients engaged in training and education will be reassessed for educational gains and progress. If clients have been unsuccessful in following their education and/or employment plans, CareerCompass or YouthPathways contractors may work with them to alter plans and services accordingly, including potential for referrals to other services.

#### *CareerBridge Program Model*

For CareerBridge, HRA seeks a pool of contractors who are already successfully providing training and education services to help clients achieve their education goals and improve their credentials and career-readiness within HRA-identified target sector clusters. Training and education services may include: existing English as a Second Language (ESL), adult basic education (ABE), high school equivalency (HSE) preparation courses, and vocational training programs that lead to credentials. Instructional content will be based on sector-based and employer-defined critical thinking and problem-solving skills that participants will need to succeed in their chosen career path. Strong partnerships between CareerBridge providers and program “destinations” are a key element of the approach. Such relationships should be clearly defined at the outset of the program, and the program staff should be emphasizing those partnerships throughout the program through things like on-site recruiting.

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<sup>7</sup> HRA customizes the number of hours of required engagement to provide more flexibility and eliminate the one-size-fits-all approach. Further detail will be provided in the RFP related to differing engagement requirements for clients.

## CareerBridge Concept Paper

To ensure that all New Yorkers can benefit from the career pathways approach within priority sectors of the City's economy, HRA is making a new investment in career-contextualized basic education programs, also known as bridge programs, described in further detail below. These educational experiences provide lower-skilled students the academic, employability, and technical skills required to advance into entry-level work, more advanced training, or postsecondary education.

The proposed new bridge programs have multiple purposes in line with Career Pathways: (1) to provide high school equivalency (HSE) skills instruction in the context of a specific employment sector and within a compressed timeframe; and (2) to prepare for post-secondary education or training programs leading to positions that pay above the minimum wage, support full-time work, and have career advancement potential and (3) entry into the workforce in a position that required the prior skill-building services.

Bridge programs typically combine basic skills and technical content in a sector-specific context. These programs utilize new or modified curricula, different pedagogical structures and strategies—such as dual enrollment or team-taught instruction in linked basic skills and technical courses, and enrolling students in cohorts to create mutually supportive communities of learners—and comprehensive support services.<sup>8</sup> These bridge programs will include college, training, and employment outcomes to serve clients with different interests and aptitudes, and will serve both individuals without a high school diploma or equivalency and those with a diploma or equivalency whose basic skills are insufficient for more advanced training or career-track, entry-level positions.

HRA seeks to expand the base of bridge trainings from existing offerings and encourages innovative proposals from organizations that are already providing successful, high-quality vocational training in HRA-identified target sector clusters to integrate basic education components to create bridges. Similarly, HRA seeks innovative proposals from organizations that are already providing successful, high-quality HSE and basic education services to integrate sector-based components and vocational training into services, creating bridges.

For vocational education, HRA seeks quality provision of services geared toward industry-recognized credentials in growth sectors taught by licensed providers who can demonstrate jobs in training-related positions after placements.

Key CareerBridge program components are listed below. HRA encourages proposals with innovative approaches, especially those that include evidence-based strategies such as motivational interviewing. Unless otherwise noted, all additional program components listed below apply to all competitions.

### **a. Pre-Training Orientation**

CareerBridge contractors should minimize the amount of initial testing and assessment of clients that is duplicative to what has already been provided through the CareerCompass and YouthPathways contractors. HRA encourages and will facilitate CareerBridge contractors to work closely with CareerCompass and YouthPathways contractors to ensure that necessary elements are included in vendor-provided assessments that will lead to the proper screening of clients and selection of the most appropriate training and education services for those being referred to CareerBridge contractors.

CareerBridge proposers may propose to provide up-front pre-training orientation to ensure client commitment to the chosen career pathway and related training/education. Clients could, for example, attend an orientation that includes exploration of the sector-specific nature of the training and goals, intended to build their motivation and reinforce their commitment to the program. In guided discussions and exercises, clients could explore various topics such as what brought them to the program and steps that will be required for them to achieve career success.

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<sup>8</sup> Julie Strawn, "Farther, Faster: Six Promising Programs Show How Career Pathway Bridges Help Basic Skills Students Earn Credentials That Matter," Center for Law and Social Policy, 2011. Online at <http://www.clasp.org/resources-and-publications/files/Farther-Faster.pdf>

During this orientation, the program would establish strong connections among clients and with staff.

**b. Curricula and Teaching Models**

Contractors will be encouraged to provide instruction with co-teaching. Co-teaching requires both a basic skills instructor and an occupational/technical instructor together in the classroom for a substantial portion of instruction time. Instruction by teachers in separate classes using a contextualized curriculum will also be considered but subject to approval by HRA.

For vocational training, HRA will require industry-recognized curricula leading to a certificate. All curricula are subject to approval by HRA. Contractors will also provide computer skills training for clients, as such skills are necessary not just for the workplace but also for things like high school equivalency testing.

Contractors will work with industry partnerships, such as NYC Alliance for Careers in Healthcare and Tech Talent Pipeline, to ensure strategies are demand-driven and include employer input as well as development of sector-focused curricula. Programs need frequent contact with employers as well as industry partnerships and need to be nimble to change programs and regularly keep up with changing labor market. Selected contractors will also have experience and expertise in the target sector they propose, and have existing employer relationships. Through industry partnerships (and independently, as appropriate), contractors are expected to develop and maintain relationships with specific employers.

Employers generally have difficulty finding jobseekers who have the right set of job skills, and they have even more difficulty finding those who have sufficient “soft skills.” CareerBridge contractors will incorporate soft skills and multiple opportunities for soft skill growth into offerings. CareerBridge contractors will specifically connect the experiences clients are having in their concurrent apprenticeship/internship or subsidized job, as relevant, and incorporate such work functions and skills into ongoing feedback to clients.

Additionally, contractors will offer a diversity of schedules, to accommodate clients with varying schedules or accommodation needs, and with a variety of full- and part-time options. As appropriate, contractors will offer separate tracks within education and trainings for those at different levels of education/literacy (e.g., separate tracks for those with less than ninth grade Test of Adult Basic Education (TABE) level and those with ninth grade or above TABE level).

**c. Education Mentorship, Tutoring, and Peer Engagement**

HRA encourages CareerBridge contractors to offer supplemental services to education that would assist in client progression. Contractors may offer education mentorship for individual clients to offer encouragement and advisement for completion of education and training credentials. One-on-one tutoring services are encouraged for clients who could benefit from additional assistance. Contractors may engage staff or volunteers for such services. Finally, peer engagement is encouraged within training/education cohorts to provide support in client progression. Other innovative approaches to client engagement that encourage positive outcomes are encouraged.

Additionally, as it connects to their service plan and employment goals, taking steps toward further education, including college, can be discussed with clients interested in and realistically able to pursue the commitment. These clients should receive specific guidance on how to navigate college admissions and financial aid.

**d. Bridge Coordination**

CareerBridge contractors will need to develop and maintain relationships with those to whom their programs are bridging. A key part of bridge programming is proactively building strong relationships with the bridge destination and consciously connecting participants to the next step in their ladder. Such organizations may include but are not limited to the City University of New

York (CUNY), the NYC Department of Small Business Services (SBS), and other existing training and education providers.

**e. Apprenticeships/Internships**

CareerBridge contractors may be required to develop and manage apprenticeships/internships for clients that will lead to continuing employment. Contractor-managed apprenticeships/internships should be specifically geared towards career interests and be geographically appropriate for the client. Contractors choosing to provide apprenticeships/internships will need to develop and maintain relationships with apprenticeship/internship providers, which may include public/non-profit community organizations and private organizations. The contractor would ensure that apprenticeship/internships provide a well-structured, well-supervised environment in HRA-identified target sector clusters. Apprenticeships/internships should offer work schedule flexibility, and attendance tracking and progress reporting should be maintained for all clients.

**f. Job Placement, Retention, and Advancement**

Following completion of education/training, HRA will permit CareerBridge contractors to work for a limited time with clients to provide appropriate services to achieve job placement, retention, and advancement, but HRA anticipates that once this limited period of time has elapsed, clients may be referred to other services to help achieve successful job placement.

When CareerBridge providers are successful in helping clients get jobs, CareerBridge contractors should provide strong sector-based retention and advancement services. Retention services should address clients' success on the job and should also help clients achieve financial stability. Contractors should use their relationships with both clients and employers to get feedback on the job and address any issues that could lead to termination. Job retention services should be tailored to the long-term goals of each client within their targeted career path. Advancement services could include but are not limited to sector-specific coaching and connections to advanced training/certifications. HRA encourages innovative approaches to providing retention and advancement services.

**IV. Service Areas/Level of Services**

HRA anticipates selecting up to five (5) contractors for Competition I and up to five (5) for Competition III, one per borough in each competition. For Competition II, HRA anticipates selecting up to ten (10) contractors, two per borough.

Services provided under Competition I, II, and III will be delivered in five Service Areas, as follows:

- I: Manhattan
- II: Bronx
- III: Brooklyn
- IV: Queens
- V: Staten Island

Services in these service areas would be provided to all Cash Assistance applicants and recipients as well as non-Cash Assistance non-custodial parents residing in the specified boroughs. In addition, these Service Areas include Job Centers that serve specific populations of Cash Assistance members throughout the City. These populations may include, but are not limited to: veterans, refugees, and participants in substance use treatment.

HRA reserves the right to consider diversity of employment sector-related offerings in selecting contractors.

For Competition IV, HRA anticipates selecting up to seven (7) contractors, one each for the HRA-identified target sector clusters in the following service areas:

- I: Healthcare and Social Assistance

## CareerBridge Concept Paper

- II: Technology
- III: Industrial/Manufacturing
- IV: Construction
- V: Retail/Customer Service and Food Service/Accommodation
- VI: Maintenance and Security
- VII: Transportation/Warehousing

### **V. Planned Method of Evaluating Proposals**

Proposals will be evaluated pursuant to the evaluation criteria set forth in the RFP.

For each competition, and specific to the type of training or education for each, HRA seeks contractors who successfully demonstrate the following criteria, pursuant to the requirements of the RFP:

- Existing sustainable high-quality education and training services
- Successful experience providing sector-based training that leads to credentials and job placements for low-income individuals (including youth ages 18-24) in HRA-identified target sector clusters
- Successful experience providing employment, sector-based retention, and advancement services geared toward wage and career advancement to individuals in HRA-identified target sector clusters
- Successful experience providing training and/or basic education services to individuals with multiple barriers
- Successful experience developing and maintaining relationships with industries/employers in HRA-identified target sector clusters
- Organizational capacity to operate the program model
- Successfully describe the management information services and ability to deliver services effectively to clients and employers

One additional criterion specific only to Competition II is:

- Demonstrated capacity to enhance existing vocational trainings to incorporate contextualized adult basic education components OR to enhance existing adult basic education trainings to incorporate sector-specific components in proposer-specified employment sector/s of expertise

HRA welcomes proposals from single organizations with strong partnerships as well as joint proposals from consortia and coalitions of providers.

Proposers achieving a minimum score (to be determined by HRA) who are not selected by HRA through the RFP may be eligible to become "Preferred Referral Providers." Such providers will not receive funding through HRA contracts but will have direct referrals from HRA and/or its contractors and will enter into formalized agreements with HRA. Preferred Referral Providers may offer alternative engagement to CareerBridge, may provide supplemental services to CareerBridge, or may partner with CareerBridge contractors themselves.

### **VI. Proposed Term of the Contract**

It is anticipated that the term of the contracts awarded from the RFP will be for two (2) years, from July 1, 2016 to June 30, 2018. The contract may include up to two (2) options to renew for two (2) years, contingent on additional funding. The Agency reserves the right, prior to contract award, to determine the length of the initial contract term and each option to renew, if any.

### **VII. Funding Information**

It is anticipated that the total available annual funding for all contracts awarded from this RFP will be \$9,182,000. HRA anticipates that approximately 6,495 unique clients would be served annually by CareerBridge.

The Agency reserves the right to modify the allocation in the best interests of the City. The final total allocation amount depends on the availability of funds and is subject to change. The Agency reserves the



right to award more or less than the full amount of funding requested by the proposers. Proposers should not exceed the anticipated maximum budget in their responses.

### **VIII. Anticipated Payment Structure**

The RFP will contain detailed information regarding the anticipated milestone structure. The Agency anticipates that the RFP will contain a strong emphasis on education and training as well as employment.

The Agency anticipates that the contracts awarded under this RFP will be a combination of outcome-based and cost-based, taking into consideration program start-up costs. HRA welcomes payment structure recommendations from providers in their responses to the concept papers. Startup advances will be provided to address cash flow for the beginning of this program.

### **IX. Monitoring and Reporting**

The contractors selected under this RFP will be required to complete evaluation forms, attendance sheets, annual reports, and related performance reports. Contractors will submit an annual operating plan describing management and strategic functions for each year of the contract. Contractors will be required to submit verification of milestones achieved for any potential performance-based portion of the contract.

Contractors will also be required to maintain electronic files of client information, service utilization, and outcomes for each client served. Contractors will be required to track clients' participation in program services, and contractors will be responsible for accurate and timely reporting of outcomes to HRA. Contractors will be required to participate in any program evaluation efforts, as directed by HRA.

### **X. Use of HHS Accelerator**

To respond to HRA's CareerBridge Requests for Proposals (RFP), vendors must first complete and submit an electronic prequalification application using the City's Health and Human Services (HHS) Accelerator System. The HHS Accelerator System is a web-based system maintained by the City of New York for use by its human services Agencies to manage procurement.

The CareerBridge RFP will be released exclusively through the HHS Accelerator system. Only organizations with approved HHS Accelerator Business Application and Services Applications for one or more of the following will be able to propose:

- Academic Supports
- Diploma/HSE Training
- Language Skills
- Literacy
- Job Placement Services
- Job/Vocational Training
- Work Readiness

To submit a prequalification application to become eligible to apply for this and other RFPs, please visit <http://www.nyc.gov/hhsaccelerator>.

### **XI. Procurement Timelines**

Expected RFP release date: October 26, 2015  
Expected proposal submission date: December 18, 2015  
Expected award announcement date: April 8, 2016  
Expected start date for the contract: July 1, 2016

### **XII. Information Session**

An information session will be held at the date and time indicated below.  
Wednesday, September 9, 2015  
2:00pm – 4:00pm  
150 Greenwich Street, 37<sup>th</sup> floor Bid Room  
New York, New York 10007

## CareerBridge Concept Paper

### **XIII. Questions/Comments**

Please submit all comments to this concept paper no later than September 18, 2015 to [accprocurements@hra.nyc.gov](mailto:accprocurements@hra.nyc.gov). If you chose to comment via email, please use "CareerBridge comments" in the subject line of the email.

# HRA Employment Services Concept Papers

