

Eastern Area Workforce Development Board

A Proud Partner of the American Job Center Network

REQUEST FOR PROPOSALS (RFP)

Adult, Dislocated Worker and Youth Services

Issue Date: January 5, 2026

Due Date: Noon February 13, 2026

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I. INTRODUCTION

A. PURPOSE OF THIS REQUEST FOR PROPOSALS

The Eastern Area Workforce Development Board (EAWDB) seeks experienced organizations to provide workforce development services for in-school youth ages 16-21 and out-of-school youth ages 16-24 as well as adults and dislocated workers under the Workforce Innovation and Opportunity Act (WIOA), with the ultimate goals of helping customers obtain skills, credentials and work experience, and to connect business with a qualified workforce. The EAWDB will evaluate all timely submissions in response to this Request for Proposals (RFP) and competitively award contracts to Respondents whose submission are most in line with the need for services described herein. Respondents can submit proposals for youth services, or adult and dislocated worker services or both but cannot propose a portion of required services e.g. only work experience.

The EAWDB envisions a system of seamless coordination among providers and partners in the workforce system that can connect residents, particularly those with barriers to employment, to career pathways leading to family-sustaining jobs in growing industries. The following set of policy principles reflect the priorities in WIOA to guide the selection of contractors and the allocation of funding through the RFP process. These include:

- A results-oriented system that delivers high-quality training, placements, retention, and other outcomes;
- Services and performance metrics tailored to the needs of New Mexico’s population;
- Strong strategic partnerships and leveraging of other public and private funds;
- Increased and improved employer engagement, particularly through sector strategies
- Increased opportunities for employer-driven training.

B. BACKGROUND INFORMATION

1. Workforce Development Board History, Mission, and Vision

The EAWDB was established in 2000 under the Workforce Investment Act (WIA) and covers 44,000 square miles over twelve counties with a population of over 374,000. Of the 374,000 over 18% live in poverty and just over 30,000 individuals over the age of 25 do not possess a high school diploma per 2023 census data. The twelve counties include: Union, Harding, Quay, Guadalupe, Lea Eddy, Curry, Roosevelt, De Baca, Chaves, Lincoln and Otero.

The EAWDB’s vision is to create a better prepared, more highly qualified workforce to support economic growth, diversity and self-sufficiency throughout its service delivery area.

This vision can be realized by improving the availability of a highly skilled, well-developed workforce and promoting improvements to the workforce development system that aligns partners, education, training providers, local communities, economic and small business developers and area employers.

The Board's priorities include;

- a high-quality customer experience for employers and individuals seeking services in the America's Job Centers (AJC),
- alignment of AJC staff and resources into a seamless service delivery model that maximizes services to job seekers and the upcoming workforces,
- increased services to rural and outlying communities,
- increased use of technology for outreach, recruitment and service delivery models,
- minimization or elimination of duplication of services across partner programs, including eliminating the need for customers of the system to provide duplicative information and assessment information across partners to receive services.

2. LMI and other local workforce statistics

Unemployment across the area remains relatively stable at around 4% for the last year. The lower unemployment rate can be attributed in part to the rebound of the oil and gas industries, which have steadily improved over the last two years. Currently, Health care, Community and Social Service, and Construction and Trades represent the largest projected growth areas.

3. Priority Industry Sectors and Career Pathways

The intent of business services is to connect employers to resources with the goals of strengthening and growing the economy, supporting job creation, and meeting the hiring needs of employers. Per WIOA law, the EAWDB will lead regional sector strategies and business services, and as such, will contract with agencies through this RFP for services staff who will work with and on behalf of the EAWDB to meet the needs of business.

As previously mentioned, Healthcare, Community and Social Service, and Construction and Trades represent the most significant projected employment opportunities in the upcoming future in the area. As such, these are some of the areas the EAWDB through its local plan has determined to concentrate its efforts.

The board through the one stop operator in conjunction with education, its services providers, its partners and its America's Job Centers (AJC) will be working to develop training and placement opportunities for career pathways in these priority sectors. Service providers under contract through this RFP will be required to work to assist with the identification and development of these opportunities as well as new and emerging opportunities.

C. SCOPE OF AWARD(S)

From the successful respondents, the EAWDB anticipates awarding one or more contracts for an initial two-year award period from July 1, 2026, through June 30, 2028. Contracts may be renewed annually for up to two additional program years through June 30, 2030. Annual renewal periods will be awarded based on contract performance, compliance, and available funding.

The EAWDB anticipates awarding a single contract for Adult/Dislocated Worker services and a single contract for Youth services. These contracts may be awarded to the same respondent at the EAWDB's sole discretion. Respondents are encouraged to respond to one or both portions of the RFP.

All potential contract amounts, as well as direct participant expenses referenced within this RFP are contingent upon federal award and based upon historical data. Funding and contract amounts are not guaranteed. In the event of changes in funding, the EAWDB will work with the successful respondent(s) to negotiate modifications to the proposals based on the available funding.

Transition funds will be available up to sixty (60) days prior to the contract start date to allow for an orderly transition. It is expected that existing staff interested in continuing with Title I service delivery may be hired by the new service provider in consultation with the EAWDB staff.

Potential Contract Awards:

\$1,100,000.00	Adult/Dislocated Worker Title I services
\$1,000,000.00	Youth Title I services

Expenditures in the amount of \$1,275,000.00 to fund Title I participant activities are budgeted but are not included in the above-referenced contract awards.

D. PROCUREMENT MANAGER

1. The EAWDB has assigned a Procurement Manager who is responsible for the conduct of this procurement whose name, address, telephone number and e-mail address are listed below:

Name: Tiffany Roth, Chief Procurement Officer
Address: Eastern Area Workforce Development Board

110 W. Country Club Road, Suite 6
Roswell, NM 88201

Telephone: (575) 208-2157
Email: troth@ajcnmeast.com

E. WIOA

Overview

On July 22, 2014, President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. WIOA provides new authorizing legislation for programs previously authorized under the Workforce Investment Act (WIA). The Act began implementation on July 1, 2015.

WIOA provides a catalyst for an important transition for federally funded workforce development programs and services in the United States. EAWDB and its contracted service providers will play critical roles in realizing the vision of WIOA for New Mexico businesses and jobseekers. WIOA reauthorizes and reforms the federal workforce system, providing several modifications and improvements that will enable job seekers to connect to good jobs and acquire skills needed to obtain them. Specific to the services being procured through this RFP are changes intended to provide jobseekers with access to high quality training and help them acquire industry-recognized credentials for in-demand jobs. WIOA encourages focusing resources and activities on:

- Training that leads to industry-recognized credentials;
- Design and use of career pathways in priority industry sectors to provide education, training, and employment assistance to accelerate job seekers' educational and career advancement;
- Improved customer choice and quality through multiple methods, including Individual Training Accounts (ITAs), pay for performance contracts, and direct contracts with higher education providers.

Documents issued by USDOL in relation to WIOA identify seven important features of high-quality, job-driven training and employment services. WIOA partners are required to "integrate these elements into their strategic planning and program operations."

These elements include:

- **Employer Engagement:** Work up-front with employers, industry associations, and unions to determine local hiring needs and design responsive training and services and seek employer commitments to provide work-based learning opportunities and to hire program graduates.
- **Earn-and-Learn:** Offer work-based learning opportunities such as on-the-job training (OJT) internships, and apprenticeships as training paths to employment.
- **Use of Data:** Gather, analyze, and make use of labor market data to inform program offerings, guide job seekers, and improve provider accountability.
- **Outcome Measurement:** Measure and evaluate employment and earnings outcomes to inform jobseekers and to help programs continuously improve.
- **Career Pathway "Stepping Stones":** Support job-seekers' progression from one step to another toward education, credentials, and employment goals.
- **Opening Doors:** Provide supportive services such as transportation, childcare, financial and benefits counseling, and career guidance, as well as accommodations for people with disabilities, to allow all individuals to benefit from workforce opportunities.
- **Regional Partnerships:** Coordinate among One Stop Career Centers, employers, education and training providers, economic development agencies, labor, philanthropy, community-based organizations, and other private and public entities in order to leverage resources, design and implement sector strategies, and provide a network of employment, training, and related services.

1. New Mexico Strategic Plan

New Mexico's Workforce System Strategies include the following:¹

- Strengthening workforce development and education linkages
 - Improving alignment between workforce training and education and promote cross-agency planning, communication, and goal setting between the Adult Education Program and workforce system partners through State Board and State Administrative Entity partnerships; and
 - Working to improve developmental education programs and curricula by:
 - Collaborating with employers and industry organizations to ensure postsecondary and adult education curricula are relevant to the needs of growing industry sectors and credentials validated by employers;
 - Integrating remedial material directly into occupational skills training to ensure postsecondary and adult education remedial course work and curricula are relevant to the job market;
 - Improving adult education and postsecondary collaboration and curriculum alignment to better provide remediation for matriculated postsecondary students; and
 - Leveraging resources across workforce development and the Adult Education Program, when possible.

- Emphasize work-based experiences for target populations
 - Promoting the value of occupational learning through paid work experience on the job, such as through the development of apprenticeships, paid internships, incumbent worker or customized training, and transitional jobs;
 - Encouraging public/private partnerships among business, education, community and civic organizations, and economic development to create work-based training opportunities that both feed career pathways for job seekers and satisfy job-driven strategies of employers and industries;
 - Using skills assessments and credentialing to promote the value of job ready individuals to potential employers in developing work-based experiences; and
 - Exploring the offerings of other related programs, outside of the state plan, that offer opportunities to help individuals gain increased skills and experience that can lead to potential future job opportunities and employment.

- Emphasize broader participation in career pathways and sector strategies.
 - Coordinating strategic planning efforts around high-demand sectors with local industries, community colleges, adult education and literacy programs, and workforce boards as a means to building and leveraging those partnerships;
 - Incentivizing collaboration between local boards, and education and training providers to explore career pathway models that begin in community colleges and combine classroom instruction and academic credential attainment with paid work experience, including such models that integrate basic skills instruction with postsecondary courses; and

¹ New Mexico Workforce Innovation and Opportunity Act (WIOA) Combined State Plan Program Years 2024 – 2027.

- Supporting the needs of regional economies by using and relying on labor market analysis and other information such as job vacancy postings
 - To identify and capitalize on areas with growth opportunity and gaps in service where workforce development activities can be strengthened;
 - To educate businesses on the types of customized solutions that can be developed to meet their needs; and
 - To inform regional strategies and local decision making polices.
- Increase coordination efforts between employment and training activities and partner programs to improve the quality of participants' experiences and interactions with the workforce system.
 - Work to align resources to support integrated service delivery to ensure that interested partners and agencies- whether focused on education, workforce development, or human and social services – are aware of a joint commitment for improved collaboration and coordination across programs and funding sources;
 - Formalize points of contact within partner programs to provide for more seamless referral processes and more robust follow-up activities to ensure positive outcomes of participants to other partner programs;
 - Improve ability of staff in the workforce centers to assist all individuals, including individuals with disabilities and other barriers to employment by providing coordinated technical assistance and staff training and development for one-stop centers, partners, and eligible training providers on the provision of services to individuals with barriers to employment;
 - Identify and coordinate outreach efforts to shared customers, as well as the provision of information and customized solutions to shared employers, where appropriate;
 - Support universal accessibility to services and products for all customers, including special and targeted populations; i.e. dislocated workers, low-income individuals, migrants and seasonal farm workers, individuals training for nontraditional employment, veterans, public assistance recipients, and individuals with multiple barriers to employment, including older individuals, individuals with limited English-speaking proficiency and/or basic skills deficiency, and individuals with disabilities, and
 - Work to continuously improve quality of services by periodically and collectively assessing common performance outcomes, customer service experiences, and the strength of collaborative efforts across partners, as a means to identify and expand the most effective workforce activities within New Mexico's workforce development system.

2. Local Requirements

The EAWDB seeks service providers to provide services in alignment with the areas local plan through:

- On site access to Title I services through the AJCs,
- Compliance with AJC operational hours and holiday schedules,
- Increased coordination and collaboration across partner entities,
- Increased identification of co-enrollment opportunities across partner programs,
- Unified collaborative case management for co-enrolled customers,

- Increased use of technology for service delivery to rural and outlying areas,
- Streamlined enrollment and assessment processes across programs, and
- Increased utilization of group-based activities and services

3. Youth Services

Title I of WIOA outlines a broad youth vision that supports an integrated service delivery system and provides a framework through which states and local areas can leverage other Federal, state, local, and philanthropic resources to support in-school youth (ISY) ages 14-24 and out-of-school youth (OSY) ages 16-24. Title I affirms a commitment to provide high-quality services for youth, beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training, such as pre-apprenticeships or internships, for in-demand industries and occupations, and culminating with employment, enrollment in postsecondary education, or a Registered Apprenticeship.

Specific to Youth Services, WIOA mandates that each of the following 14 service elements be made available to youth participants:

- Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential;
- Alternative secondary school services, or dropout recovery services, as appropriate;
- Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, which may include the following types of work experiences:
 - a. Summer employment opportunities and other employment opportunities available throughout the school year;
 - b. Pre-apprenticeship programs;
 - c. Internships and job shadowing; and
 - d. On-the-job training opportunities;
- Occupational skill training, which includes priority consideration for training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations;
- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors;
- Supportive services;
- Adult mentoring for a duration of at least 12 months, that may occur both during and after program participation;

- Follow-up services for not less than 12 months after the completion of participation;
- Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth;
- Financial literacy education;
- Entrepreneurial skills training;
- Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
- Activities that help youth prepare for and transition to postsecondary education and training.

The New Mexico Governor’s vision for youth includes ensuring that everyone has the opportunity to develop and achieve career goals through education and workforce training. Youth services should be business driven and consistent with all other services within a region and state with the goal of building the workforce of the future. Activities should include but are not limited to:

- ✓ Career awareness regarding targeted industry and demand occupations;
- ✓ Quality educational employment opportunities consistent with local and state goals and priorities; and
- ✓ Strategies that help prepare youth for success in a range of postsecondary education and career opportunities specifically those defined as high growth and high demand.

4. Adult and Dislocated Worker Services

Specific to Adult and Dislocated Worker Services, WIOA mandates the following activities:

- Facilitation of a one-stop delivery system
- Provision of career services for adults and dislocated workers
- Provision of training services for adults and dislocated workers
- Establishment and development of relationships and networks with large and small employers and their intermediaries; and
- Development, convening, or implementation of industry or sector partnerships.

Specifically, Adult and Dislocated Worker Activities include:

- Eligibility determination; outreach and intake;
- Initial assessment of skills and supportive service needs;
- Job search and placement assistance;
- Career planning and counseling;
- Provision of information on in-demand occupations and nontraditional employment;
- Recruitment and other business services for employers;
- Referrals to other One-Stop partner programs and other available programs in the community;
- Provision of labor market information;

- Information on supportive services available through other programs;
- Information and assistance with establishing eligibility for financial aid and assistance for educational programs other than WIOA;
- Comprehensive skills assessments;
- In depth interviewing and evaluation of barriers to employment;
- Development of an Individual Employment Plan;
- Group counseling;
- Short term prevocational services;
- Soft skills training; work experience;
- Financial literacy;
- Out of area job search assistance, training, supportive services, OJT, private sector training programs, and skill upgrading and retraining;
- Job readiness training;
- Adult education;
- Literacy activities; and
- Follow-up services.

II. CONDITIONS GOVERNING THE PROCUREMENT

This section of the RFP contains the schedule, description and conditions governing the procurement.

A. SEQUENCE OF EVENTS

The Procurement Manager will make every effort to adhere to the following schedule:

Due Dates	Activity & Time
01/05/2026	Release RFP
01/20/2026	Recommended Prebid Conference -Roswell 1:00 P.M. (Board Office)
01/26/2026	Letter of Intent to Bid Due by 5:00 P.M. (Electronically)
02/02/2026	Written Q & A deadline
02/13/2026	Proposals due electronically by noon (Late proposals will not be accepted)
02/16-20/2026	Evaluation of proposals
02/23-27/2026	Entries selected to present (if determined by the board) by invitation only
03/02/2026	EAWDB Executive Committee Award Determination
03/03/2026	Notice of Successful Respondent
03/02-13/2026	Contract negotiations
03/17/2026	EAWDB Board meeting, Roswell (Board office) full ratification
03/17/2026	Letter of intent to contract

B. EXPLANATION OF EVENTS

The following paragraphs describe the activities listed in the sequence of events shown in Section II. A., above.

1. Release of the RFP

This RFP is being issued on behalf of the EAWDB on January 5, 2026.

2. Pre-Bid Conference

A recommended pre-bid conference will be scheduled as indicated in the sequence of events on January 20, 2026 beginning at 1:00 P.M. Mountain Standard Time at the EAWDB Office, 110 W. Country Club Road, Roswell, NM. Potential Respondent Respondent(s) are encouraged to submit written questions in advance of the conference to the Procurement Manager (see Section I, Paragraph D). The identity of the organization submitting the question(s) will not be revealed. Additional written questions may be submitted at the conference. A public log will be kept of the names of potential Respondent(s) that attended the pre-bid conference.

3. Letter of Intent to Bid

To better prepare the RFP evaluation team the EAWDB is requesting a letter of intent to respond to this RFP. All organizations that intend to submit a proposal in response to this RFP must submit a letter of intent to respond no later than 5:00 P.M. on January 26, 2026, via email to Tiffany Roth at troth@ajcnmeast.com. This letter should specify populations intended to serve (Youth and/or Adults and Dislocated Workers) and must be submitted to:

Tiffany Roth
EAWDB Procurement Manager
troth@ajcnmeast.com
(575) 208-2157

An email acknowledging receipt will be sent by the procurement manager. If acknowledgement is not received contact the procurement manager at the phone number provided above. The list of potential responders will be compiled and will henceforth be known as the procurement distribution list. The procurement distribution list will be posted at EAWDB.org. Organizations may withdraw their intent at any time during the process. However, any proposal received that has not submitted a letter of intent will be considered unqualified and will not be reviewed.

4. Deadline to Submit Written Questions

Potential Respondents Respondent may submit written questions to the Procurement Manager as to the intent or clarity of this RFP until 5:00 P.M. Mountain Standard Time on February 2, 2026, as indicated in the sequence of events. All written questions must be addressed via email to the Procurement Manager as declared in Section I, Paragraph D. Questions shall be clearly labeled and shall cite the Section(s) in the RFP or other document which form the basis of the question.

Written responses to written questions will be compiled and distributed via email to all potential Respondents whose organization name appears on the procurement distribution list. Additional copies will be posted to: EAWDB.org

5. Submission of Proposal

ALL RESPONDENT PROPOSALS MUST BE RECEIVED FOR REVIEW AND EVALUATION BY THE PROCUREMENT MANAGER OR DESIGNEE NO LATER THAN 12:00 P.M. MOUNTAIN STANDARD TIME ON FEBRUARY 13, 2026. Proposals received after this deadline will not be accepted. The date and time of receipt will be recorded on each proposal utilizing the email server time stamp.

Proposals must be submitted to the Procurement Manager electronically at the email address listed in Section I, Paragraph D2. Proposals must clearly indicate whether they are responding for adult/DW services, youth services or both. Proposals that are not clearly identified may be disqualified.

A public log will be kept of the names of all Respondent organizations that submitted proposals. Pursuant to NMSA 1978, § 13-1-116, the contents of proposals shall not be disclosed to

competing potential Respondents during the negotiation process. The negotiation process is deemed to be in effect until the contract is awarded pursuant to this Request for Proposals. Awarded in this context means the final required state agency signature on the contract(s) resulting from the procurement has been obtained.

6. Evaluation of Proposals

An Evaluation Committee will perform the evaluation of proposals. This process will take place as indicated in the sequence of events, depending upon the number of proposals received. Incomplete proposals will not be considered. During this time, the Procurement Manager may initiate discussions with Respondents who submit responsive or potentially responsive proposals for the purpose of clarifying aspects of the proposals. However, proposals may be accepted and evaluated without such discussion. Discussions **SHALL NOT** be initiated by the Respondent. Any attempt on the part of a Respondent to initiate discussion will result in immediate disqualification of the proposal.

7. Selection of Finalists

The Evaluation Committee will select, and the Procurement Manager will notify the finalist Respondents as per schedule Section II. A., Sequence of Events or as soon as possible. The need for oral presentation will be determined at this time and a schedule established if necessary.

8. Executive Committee Award and Determination

After reviewing the Evaluation Committee Report, the Board's Procurement office will recommend award as per the schedule in Section II. A., Sequence of Events or as soon as possible thereafter. This date is subject to change at the discretion of the Board or its agent. It will then be the intent of the Board to enter into contract with the entity(ies) approved by the Executive Committee based on the recommendations of the Evaluation Committee and Procurement Officer and the successful completion of contract negotiations between the boards designee(s) and the proposer(s).

9. Notice of Successful Respondent

The Procurement Officer will provide written notice of a successful respondent following the completion of the RFP evaluation, review and approval process. The notice will identify the selected respondent(s) outline the intent to award and describe any required next steps. All respondents will be notified of the outcome in accordance with applicable procurement policies, and local, state, and federal regulations.

10. Contract Negotiations

Any Contractual agreement(s) resulting from this RFP will be finalized with the most advantageous Respondent(s) as per schedule Section II. A., Sequence of Events or as soon thereafter as possible. In the event mutually agreeable terms cannot be reached with the apparent most advantageous Respondent in the time specified, the EAWDB reserves the right to finalize a contractual agreement with the next most advantageous Respondent(s) without undertaking a new procurement process.

11. Protests

Protests must be in writing and addressed to EAWDB Board Chair, Darren Davis. Protests may be submitted electronically to darrendavis@mesaverdeinc.com. The protest shall include the name and address of the protestant, the RFP solicitation number (if any), a statement of the grounds for protest, and any supporting exhibits, evidence or documents to substantiate any claim or if not available within the filing time the expected availability date shall be indicated.

Protests should be concise, logically arranged, and direct and do not need to include a pleading.

Protests shall be submitted within 15 calendar days after knowledge of the facts or occurrences giving rise to the protest. Any person or business that has been sent written notice of any fact or occurrence is presumed to have knowledge of the fact or occurrence. Posting on the state purchasing division's website is considered public notice in this regard as well.

12. Contract Award Ratification

The contract awarded shall be reviewed and ratified with the EAWDB approval in accordance with the dates specified in section II A. Sequence of Events above or as soon as possible thereafter. The contract shall be awarded to the Respondent (or Respondents) whose proposals are most advantageous to the State of New Mexico and the Eastern Area Workforce Development Board, taking into consideration the evaluation factors set forth in this RFP. The most advantageous proposal may or may not have received the most points.

13. Letter of Intent to Contract

After reviewing the Evaluation Committee Report and the signed contractual agreement, the Board's Procurement office will award as per the schedule in Section II. A., Sequence of Events or as soon as possible thereafter. A letter of Intent to Contract will be issued to the proposer as soon as possible.

The contract shall be awarded to the Respondent (or Respondents) whose proposals are most advantageous to the State of New Mexico and the Eastern Area Workforce Development Board, taking into consideration the evaluation factors set forth in this RFP. The most advantageous proposal may or may not have received the most points. The award is subject to appropriate Board and CEO approval.

C. GENERAL REQUIREMENTS

1. Acceptance of Conditions Governing the Procurement

Potential Respondents must indicate their acceptance of the Conditions Governing the Procurement section in the letter of transmittal. Submission of a proposal constitutes acceptance of the Evaluation Factors contained in Section IV of this RFP.

2. Incurring Cost

Any cost incurred by the potential Respondent in preparation, transmittal, and/or presentation of any proposal or material submitted in response to this RFP shall be borne solely by the Respondent. Any cost incurred by the Respondent for set up and demonstration of the proposed equipment and/or system shall be borne solely by the Respondent.

3. Eligible Respondents

All 501(c)3 non-profit organizations, public or private educational institutions, government units, public agencies, or private for-profit organizations properly organized in accordance with Federal, State, and local law and in business for at least one year are eligible for funding. A respondent may submit only one proposal in response to this RFP.

Respondents must exhibit desired qualifications, including the experience, demonstrated track record, and current capacity to:

- Align service models with WIB/WDB goals and strategies
- Deliver workforce services for out-of-school youth between the ages of 16-24 or in school youth between the ages of 16 and 21 that lead to skill gains, credential attainment, and/or employment
- Deliver high-quality services resulting in high customer satisfaction
- Work effectively with youth and/or adult dislocated workers in New Mexico, and in particular with the priority populations identified in this RFP
- Partner with local school districts and higher education institutions
- Manage contracts to achieve objectives and meet or exceed WIOA performance standards
- Maintain appropriate and auditable records
- Self-monitor for contract and regulatory compliance
- In the case of a collaborative proposal, manage and demonstrate results as the lead in a collaborative service delivery model
- Make available accounting records for past and current performance on workforce development contracts.

4. Subcontractors

Any use of subcontractors MUST be approved by the EAWDB prior to entry into any agreement and any intent to subcontract and the intended subcontractor must be clearly delineated in the proposal response.

5. Amended Proposals

A Respondent may submit an amended proposal before the deadline for receipt of proposals. Such amended proposals must be complete replacements for a previously submitted proposal and must be clearly identified as such in the transmittal letter. The Agency personnel will not merge, collate, or assemble proposal materials.

6. Respondent's Rights to Withdraw Proposal

Respondents will be allowed to withdraw their proposals at any time prior to the deadline for receipt of proposals. The Respondent must submit a written withdrawal request addressed to the Procurement Manager and signed by the Respondent's duly authorized representative.

The approval or denial of withdrawal requests received after the deadline for receipt of the proposals is governed by the applicable procurement regulations.

7. Proposal Offer Firm

Responses to this RFP, including proposal prices for services, will be considered firm for one hundred twenty (120) days after the due date for receipt of proposals if the Respondent is invited or required to submit one.

8. Disclosure of Proposal Contents

- A. Proposals will be kept confidential until negotiations and the award are completed by the Agency. At that time, all proposals and documents pertaining to the proposals will be open to the public, except for material that is clearly marked proprietary or confidential. The Procurement Manager will not disclose or make public any pages of a proposal on which the potential Respondent has stamped or imprinted "proprietary" or "confidential" subject to the following requirements:
- B. Proprietary or confidential data shall be readily separable from the proposal in order to facilitate eventual public inspection of the non-confidential portion of the proposal.
- C. Confidential data is restricted to:
 - 1.confidential financial information concerning the Respondent's organization;
 - 2.and data that qualifies as a trade secret in accordance with the Uniform Trade Secrets Act, NMSA 1978 § 57-3A-1 to 57-3A-7.
 - 3.PLEASE NOTE: The price of products offered or the cost of services proposed **shall not be designated** as proprietary or confidential information.

If a request is received for disclosure of data for which a Respondent has made a written request for confidentiality, the State Purchasing Division or the Agency shall examine the Respondent's request and make a written determination that specifies which portions of the proposal should be disclosed. Unless the Respondent takes legal action to prevent the disclosure, the proposal will be so disclosed. The proposal shall be open to public inspection subject to any continuing prohibition on the disclosure of confidential data.

9. No Obligation

This RFP in no manner obligates the EAWDB to the use of any Respondent's services until a valid written contract is awarded and approved by appropriate authorities.

10. Termination

This RFP may be canceled at any time and any and all proposals may be rejected in whole or in part when the agency determines such action to be in the best interest of the State of New Mexico and the EAWDB.

11. Sufficient Appropriation

Any contract awarded as a result of this RFP process may be terminated if sufficient appropriations or authorizations do not exist. Such terminations will be affected by sending written notice to the contractor. The Agency's decision as to whether sufficient appropriations and authorizations are available will be accepted by the contractor as final.

12. Legal Review

The Agency requires that all Respondent's agree to be bound by the General Requirements contained in this RFP. Any Respondent's concerns must be promptly submitted in writing to the attention of the Procurement Manager.

13. Governing Law

This RFP and any agreement with a Respondent which may result from this procurement shall be governed by the laws of the State of New Mexico.

14. Basis for Proposal

Only information supplied, in writing, by the Agency through the Procurement Manager or in this RFP should be used as the basis for the preparation of Respondent proposals.

15. Contract Terms and Conditions

The contract between an agency and a contractor will follow the format specified by the Agency and contain the terms and conditions set forth. However, the contracting agency reserves the right to negotiate provisions in addition to those contained in this RFP (Sample Contract) with any Respondent. The contents of this RFP, as revised and/or supplemented, and the successful Respondent's proposal will be incorporated into and become part of any resultant contract.

The Agency discourages exceptions from the contract terms and conditions set forth in the RFP Sample Contract. Such exceptions may cause a proposal to be rejected as nonresponsive when, in the sole judgment of the Agency (and its evaluation team), the proposal appears to be conditioned on the exception, or correction of what is deemed to be a deficiency, or an unacceptable exception is proposed which would require a substantial proposal rewrite to correct.

Should a Respondent object to any of the terms and conditions strongly enough to propose alternate terms and conditions in spite of the above, the Respondent must propose **specific**

alternative language. The Agency may or may not accept the alternative language. General references to the Respondent's terms and conditions or attempts at complete substitutions of the Sample Contract are not acceptable to the Agency and will result in disqualification of the Respondent's proposal.

Respondents must provide a brief discussion of the purpose and impact, if any, of each proposed change followed by the specific proposed alternate wording.

If a Respondent fails to propose any alternate terms and conditions during the procurement process (the RFP process prior to selection as successful Respondent), no proposed alternate terms and conditions will be considered later during the negotiation process. Failure to propose alternate terms and conditions during the procurement process (the RFP process prior to selection as successful Respondent) is an **explicit agreement** by the Respondent that the contractual terms and conditions contained herein are **accepted** by the Respondent.

16. Respondent's Terms and Conditions

Respondents must submit with the proposal a complete set of any additional terms and conditions they expect to have included in a contract negotiated with the Agency. Please see Section II.C.15 for requirements.

17. Contract Deviations

Any additional terms and conditions, which may be the subject of negotiation (such terms and conditions having been proposed during the procurement process, that is, the RFP process prior to selection as successful Respondent), will be discussed only between the Agency and the Respondent selected and shall not be deemed an opportunity to amend the Respondent's proposal.

18. Respondent Qualifications

The Evaluation Committee may make such investigations as necessary to determine the ability of the potential Respondent to adhere to the requirements specified within this RFP. The Evaluation Committee will reject the proposal of any potential Respondent who is not a Responsible Respondent or fails to submit a responsive offer as defined in NMSA 1978, § 13-1-83 and 13-1-85.

19. Right to Waive Minor Irregularities

The Evaluation Committee reserves the right to waive minor irregularities. The Evaluation Committee also reserves the right to waive mandatory requirements provided that all of the otherwise responsive proposals failed to meet the same mandatory requirements and the failure to do so does not otherwise materially affect the procurement. This right is at the sole discretion of the Evaluation Committee.

20. Change in Contractor Representatives

The Agency reserves the right to require a change in contractor representatives if the assigned representative(s) is (are) not, in the opinion of the Agency, adequately meeting the needs of the Agency.

21. Notice of Penalties

The Procurement Code, NMSA 1978, § 13-1-28 through 13-1-199, imposes civil, misdemeanor and felony criminal penalties for its violation. In addition, the New Mexico criminal statutes impose felony penalties for bribes, gratuities and kickbacks.

22. Agency Rights

The Agency, in agreement with the Evaluation Committee, reserves the right to accept all or a portion of a potential Respondent's proposal.

23. Right to Publish

Throughout the duration of this procurement process and contract term, Respondents and contractors must secure from the agency written approval prior to the release of any information that pertains to the potential work or activities covered by this procurement and/or agency contracts deriving from this procurement. Failure to adhere to this requirement may result in disqualification of the Respondent's proposal or removal from the contract.

24. Ownership of Proposals

All documents submitted in response to the RFP shall become property of the State of New Mexico.

25. Confidentiality

Any confidential information provided to, or developed by, the contractor in the performance of the contract resulting from this RFP shall be kept confidential and shall not be made available to any individual or organization by the contractor without the prior written approval of the Agency.

The Contractor(s) agrees to protect the confidentiality of all confidential information and not to publish or disclose such information to any third party without the procuring Agency's written permission.

26. Electronic mail address required

A large part of the communication regarding this procurement will be conducted by electronic mail (e-mail). Respondent must have a valid e-mail address to receive this correspondence. (See also Section II.B.5, Response to Written Questions).

27. New Mexico Employees Health Coverage

- A. If the Respondent has, or grows to, six (6) or more employees who work, or who are expected to work, an average of at least 20 hours per week over a six (6) month period during the term of the contract, Respondent must agree to have in place, and agree to maintain for the term of the contract, health insurance for those employees if the expected annual value in the aggregate of any and all contracts between Contractor and the State exceed \$250,000 dollars.
- B. Respondent must agree to maintain a record of the number of employees who have (a) accepted health insurance; (b) decline health insurance due to other health insurance coverage already in place; or (c) decline health insurance for other reasons. These records are subject to review and audit by a representative of the state.

- C. Respondent must agree to advise all employees of the availability of State publicly financed health care coverage programs by providing each employee with, as a minimum, the following web site link to additional information <http://www.insurenewmexico.state.nm.us/>.
- D. For Indefinite Quantity, Indefinite Delivery contracts (price agreements without specific limitations on quantity and providing for an indeterminate number of orders to be placed against it); these requirements shall apply the first day of the second month after the Respondent reports combined sales (from state and, if applicable, from local public bodies if from a state price agreement) of \$250,000.

28. Disclosure Regarding Responsibility

- A. Any prospective Contractor and any of its Principals who enter into a contract greater than sixty thousand dollars (\$60,000.00) with any state agency or local public body for professional services, tangible personal property, services or construction agrees to disclose whether the Contractor, or any principal of the Contractor's company:
 - 1. is presently debarred, suspended, proposed for debarment, or declared ineligible for award of contract by any federal entity, state agency or local public body;
 - 2. has within a three-year period preceding this offer, been convicted in a criminal matter or had a civil judgment rendered against them for:
 - a. the commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) contract or subcontract;
 - b. violation of Federal or state antitrust statutes related to the submission of offers; or
 - c. the commission in any federal or state jurisdiction of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, violation of Federal criminal tax law, or receiving stolen property;
 - 3. is presently indicted for, or otherwise criminally or civilly charged by any (federal state or local) government entity with the commission of any of the offenses enumerated in paragraph A of this disclosure;
 - 4. has, preceding this offer, been notified of any delinquent Federal or state taxes in an amount that exceeds \$3,000.00 of which the liability remains unsatisfied. Taxes are considered delinquent if the following criteria apply.
 - a. The tax liability is finally determined. The liability is finally determined if it has been assessed. A liability is not finally determined if there is a pending administrative or judicial challenge. In the case of a judicial challenge of the liability, the liability is not finally determined until all judicial appeal rights have been exhausted.
 - b. The taxpayer is delinquent in making payment. A taxpayer is delinquent if the taxpayer has failed to pay the tax liability when full payment was due and required. A taxpayer is not delinquent in cases where enforced collection action is precluded.
 - c. Have within a three-year period preceding this offer, had one or more contracts terminated for default by any federal or state agency or local public body.)
- B. Principal, for the purpose of this disclosure, means an officer, director, owner, partner, or a person having primary management or supervisory responsibilities within a business entity or related entities.
- C. The Contractor shall provide immediate written notice to the State Purchasing Agent or other party to this Agreement if, at any time during the term of this Agreement, the Contractor learns that the Contractor's disclosure was at any time erroneous or became erroneous by

reason of changed circumstances.

- D. A disclosure that any of the items in this requirement exist will not necessarily result in termination of this Agreement. However, the disclosure will be considered in the determination of the Contractor's responsibility and ability to perform under this Agreement. Failure of the Contractor to furnish a disclosure or provide additional information as requested will render the Respondent nonresponsive.
- E. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render, in good faith, the disclosure required by this document. The knowledge and information of a Contractor is not required to exceed that which is the normally possessed by a prudent person in the ordinary course of business dealings.
- F. The disclosure requirement provided is a material representation of fact upon which reliance was placed when making an award and is a continuing material representation of the facts during the term of this Agreement. If during the performance of the contract, the Contractor is indicted for or otherwise criminally or civilly charged by any government entity (federal, state or local) with commission of any offenses named in this document the Contractor must provide immediate written notice to the State Purchasing Agent or other party to this Agreement. If it is later determined that the Contractor knowingly rendered an erroneous disclosure, in addition to other remedies available to the Government, the State Purchasing Agent or Central Purchasing Officer may terminate the involved contract for cause. Still further the State Purchasing Agent or Central Purchasing Officer may suspend or debar the Contractor from eligibility for future solicitations until such time as the matter is resolved to the satisfaction of the State Purchasing Agent or Central Purchasing Officer.

III. RESPONSE FORMAT AND ORGANIZATION

A. PROPOSAL FORMAT

All proposals must be submitted as follows:

Proposals must be typewritten on standard 8 ½ x 11-inch paper with a 12 pt Calibri font including a page break and new heading delineating each section. Logic models can be attached on a larger page if 8 ½ X 11-inch paper creates difficulty with the model.

1. Proposal Content and Organization

Direct reference to pre-prepared or promotional material may be used if referenced and clearly marked. Promotional material should be minimal. The proposal must be organized and indexed in the following format and must contain, at a minimum, all listed items in the sequence indicated.

Proposal format

- A. Cover Page
- B. Table of Contents
- C. Proposal Summary
- D. Response to Contract Terms and Conditions
- E. Respondent's Additional Terms and Conditions
- F. Response to Specifications
 1. Organizational Experience
 2. Organizational References
 3. Mandatory Specification (Sections (IV) A 1-5)
 4. Desirable Specification (Bonus Sections (IV)A 6 & 7)
 5. Financial Stability
 6. Performance Surety Bond
 7. Signed Campaign Contribution Form
 8. Most Recent Audit
 9. Indirect Cost agreement
- G. Other Supporting Material

A budget must be provided using the budget forms provided in the Attachment A – Attachments and Certifications. Cost included in the proposed budget cannot already be paid by another source; and must be actual cost incurred in delivering the proposed services and these funds cannot supplant funds already received by the proposing organization. Also provide details of the organization's cost allocation method if one exists. Budget information must include a separate listing of any other government, both state and federal, grant awards. Any in kind or stand in costs must be included and clearly delineated in the budget forms with appropriate dollar amounts and supporting documentation of fair market value.

IV. SPECIFICATIONS

Respondents should respond in the form of a thorough narrative to each specification, unless otherwise instructed. The narratives, including required supporting materials will be evaluated and awarded points accordingly.

A. DETAILED SCOPE OF WORK [YOUTH]

Respondents must describe the service model or models that they propose to deliver under contract with the EAWDB. Proposals may include services under a single service model or under several service models. Respondents are encouraged to refer to effective and evidence-based practices in designing their approach to the service model or models. Several of these practices are referenced in the RFP as examples; bidders are not limited to inclusion of these practices and are encouraged to justify their selection of these and other practices in the proposed service design. Bidders are also encouraged to involve youth, parents, and other community members in program design.

The EAWDB seeks experienced organizations to:

- Provide workforce development services for in-school youth ages 16-21 and out-of-school youth ages 16-24 with the ultimate goals of helping youth obtain skills, credentials and work experience, and businesses to connect with a qualified workforce; and/or

The Youth Services provider contracted by EAWDB will deliver a system of coordinated workforce services. Respondents must demonstrate that the fourteen (14) required WIOA youth program elements will be made available to all youth served by the proposed service models. The 14 required program elements are:

1. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;
2. Alternative secondary school services, or dropout recovery services, as appropriate;
3. Paid and unpaid work experiences that have as a component academic and occupational education; which may include summer employment opportunities and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships, job shadowing, and on-the-job training opportunities; and that serve as a next step in career development, whether the desired outcome is employment or enrollment in post-secondary education or advanced training;
4. Occupational skill training, which may include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area;
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
7. Supportive services;
8. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
9. Follow-up services for not less than 12 months after the completion of participation, as appropriate;
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
11. Financial literacy education;
12. Entrepreneurial skills training;
13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
14. Activities that help youth prepare for and transition to postsecondary education and training.

1. Overview 20 points

WIOA encourages customer-centered, job-driven strategies, such as career pathways, business engagement systems, sector strategies, and work-based learning; and emphasizes a commitment to high-quality services for all populations, including individuals with barriers to employment. Customer-Centered Design is a generative process that puts customers' needs at the center of service delivery, processes, and customer flow. For information on Customer-Centered Design, visit [WorkforceGPS](#).

In alignment with WIOA, the EAWDB is seeking a vendor to demonstrate excellence and innovation in implementing a customer-focused service delivery network that integrates service delivery across programs, enhances access to services, and improves long-term employment outcomes for targeted populations.

Provide an overview of the entire proposal including a summary of the understanding of the program and proposed scope of work.

2. Experience and Qualifications 20 points

Provide an overview of the organization including primary location, type of organization, years in business, and mission statement.

Provide evidence of program success consisting of past program performance and integration of principles and practices in program design of program success.

Describe the organization's knowledge, expertise and experience working with youth, and the challenges within the workforce development industry.

Describe the internal monitoring system and demonstrate how it is effectively used to assure quality and

corrective action procedures, quality improvement protocols, and plans to ensure continuous improvement of service delivery and participant outcome achievement.

Describe the resources the organization brings to the workforce system that will assist in the coordination and delivery of services and how the organization will support the work of staff and programs.

3. Program Design/Service Delivery Plan 40 points

Describe strategies to provide services via technology and other means in rural communities.

Outline a suite of strategies and services models tailored according to different age groups.

Describe the sector(s)/ industries that will be the focus of program services, and why these sectors were selected.

Describe how the organization will ensure appropriate job placement in quality, in-demand occupations.

Describe how the education/training programs will lead to jobs with livable wages.

Describe what supportive services will be used to address barriers.

Outline a strategy to leverage and coordinate community and public resources for lay-offs promoting a seamless delivery of services to affected workers.

Describe the eligibility, assessment, case management, and counseling services that will be provided to youth in an integrated system.

Define the process for in-depth assessment which documents the need for training for participants who have demonstrated an inability to attain self-sufficiency and are interested in and capable of training in in-demand occupations.

What methods will you use to ensure that youth are actively engaged and retained in the program?

Describe creative, innovative and successful methods to ensure communication with program participants after exit.

4. Required and Recommended Partnerships 30 points

Successful respondents will demonstrate the ability to “Leverage resources and eliminate duplication which calls for the alignment of community, regional and state organizations and agencies in order to provide youth the support they need to achieve education and employment success” as outlined in the Governor’s vision.

All service models solicited under this RFP are enriched by collaboration, and Respondents are encouraged to secure and demonstrate extensive and meaningful partnerships that will benefit

participating youth, adults and dislocated workers. Partnerships may be for the purposes of outreach and recruitment; identification of targeted populations, cross-referrals to address the comprehensive service and training needs; facilitation of enrollment in appropriate education and training; co-location of services at accessible venues; wrap-around support services for participants in training and other workforce services; and continuity of services and supports following exit from WIOA.

Partnerships may enable the services provider to effectively leverage resources to better serve eligible participants, and to align with regional sector and career pathway strategies. Participants should experience a fully integrated, single-point-of-contact system of WIOA programs and services. This requires high levels of coordination and teamwork across partners, as well as consistently high customer services standards. Bidders are encouraged to propose collaborative service models that demonstrate these standards.

Some examples of partner entities include:

- School Districts
- Community Colleges
- Employment and training programs administered by Social Security Administration, Small Business Administration, Supplemental Nutrition Assistance Program (SNAP), and other federal programs
- Industry Associations
- Labor CBOs, particularly those that address the needs of WIOA and EAWDB priority populations
- Targeted-sector businesses and industry associations
- Targeted-sector training and education providers
- Targeted-sector unions and labor-management education funds
- Targeted-sector pre-apprenticeship and apprenticeship programs
- Regional targeted-sector initiatives

Describe initial ideas for development and implementation of career pathways and partnering with educational institutions.

Describe any sector partnerships and suggest any additional sectors that could be explored based on the labor market.

Describe the relationship and commitments of other agencies providing program services and provide evidence of established relationships and commitments of cooperating entities. Letters of support cannot be utilized to fulfil this requirement. Documents must include how the partnerships will work together to serve individuals.

Complete the Service Elements Delivery Plan here. A Word version to be completed is located in Appendix A.

5. Performance Measurement 25 points

Successful Respondents will be able to articulate their plan to meet performance goals. Contracted providers will be responsible for providing client and program data under policies and guidelines

established by WIOA, the EAWDB, the State of New Mexico and the federal government. The contractors will be required to:

- Engage in continuous quality improvements to ensure that performance measurement is coordinated in a way that allows partners to review relevant information and take action to improve the system.
- Utilize NMJOBS, an internet-based system used throughout the State of New Mexico, as the system of record for WIOA and Wagner-Peyser, Migrant Seasonal Farmworkers, Veterans, and Trade programs. The system is also used for data collection and reporting for all partners located in comprehensive and affiliate centers. NMJOBS has established both user access and data sharing agreements to support access to information and information sharing between the partners as allowed by authorizing law and regulation. The system also provides access to labor market information to support business and job seekers in need of training or employment assistance.
- Ensure complete, accurate and timely data entry in compliance with WIOA.
- Gather and maintain all required participant eligibility documentation, which will be subject to ongoing local and State monitoring and verification.
- Report program participant information, including WIOA tracking and follow-up data.
- Prepare monthly and quarterly performance reports as required by WIOA and as may be requested by NMDWS or the EAWDB staff and committees.
- Prepare monthly financial and training expenditure reports, along with supporting documentation as required by the EAWDB.

File Documentation

Contractors will maintain an electronic case file for each WIOA-enrolled participant. Case files must include all required documentation, including documentation of program eligibility, assessments, forms and case notes, training paperwork, attendance records, follow-ups, verification documentation on items that count toward performance measures such as paystubs, postsecondary and advanced training enrollment, high school diploma/GED, etc., as appropriate. It will be the contractor's responsibility to ensure on-going staff, training, cross training, expertise and cooperation.

Monitoring

EAWDB staff will monitor, audit, and evaluate program activities throughout the funding period. Services providers must allow local, state, and federal monitors and auditors access to all files and records relating directly to WIOA funds, including participant case files, fiscal documents and other related records.

Performance Outcomes

The Respondent shall include performance outcomes that will be achieved consistent with federal performance standards and the performance expectations of the EAWDB. The board expects the successful Respondent will propose performance outcomes, but more importantly, the response to this RFP must indicate how the combination of services proposed will achieve performance standards. Therefore, Respondents should plan to build programs and strategies to achieve the best possible WIOA performance Program Year 2026.

Evaluating performance at target intervals is helpful in determining success. However, tracking performance at interim intervals will also allow for real-time feedback and continuous quality

improvement. The EAWDB is seeking a vendor to implement 3 interim performance measures. The chart below lists target and interim performance measures to be tracked in real time.

Real-Time Indicators for Youth Participants and Exiters

WIOA Measure	Target	Real Time Interim Indicator	
Placement in Employment/Training/Education	Q-2 after exit	Employment/Training/Education status	
Placement in Employment/Training/Education	Q-4 after exit	Employment/Training/Education status	
Median earnings	Median earnings Q-2 after exit	Median earnings at placement	
Credential rate	Credential attainment within 4 quarters after exit	Enrolled in/completed/attained certification in education or training	
Measurable skills gain		Enrolled in/completed/attained certification in education or training	

Describe how you intend to manage performance outcomes during the program utilizing a real-time performance indicator system.

Describe the relationship between WIOA performance measures addressed and program services.

6. BONUS Logic Model 10 points

For 5 BONUS points, applicants may submit a logic model that visually represents your organization’s vision for service delivery. A logic model is a description of a program/process that includes a conceptual framework showing what is being used and how to achieve relevant outcomes. It provides an overview of a program/process and identifies key components of the process, product, strategy, or practice (i.e. the active “ingredients” that are expected to be critical to achieving the relevant outcomes).

As shown below, from left to right you might start by identifying the goals of your proposed program or initiative. Next, you determine what resources or inputs are available. The inputs inform the types of activities and services that you can provide. These activities lead to outputs and outcomes. Outputs and outcomes are particularly important in a logic model because they make evident cause and effect relationships. All of this leads to you being able to map the desired impact of your work. The process of developing a logic model involves thinking about the relationships between these key components. Ideally, it is a fairly intense process of problem solving and design work.

Developing a logic model can be useful for a variety of reasons. Programs use them as planning tools and as visual aids in communicating with stakeholders - especially funders. Because logic models are

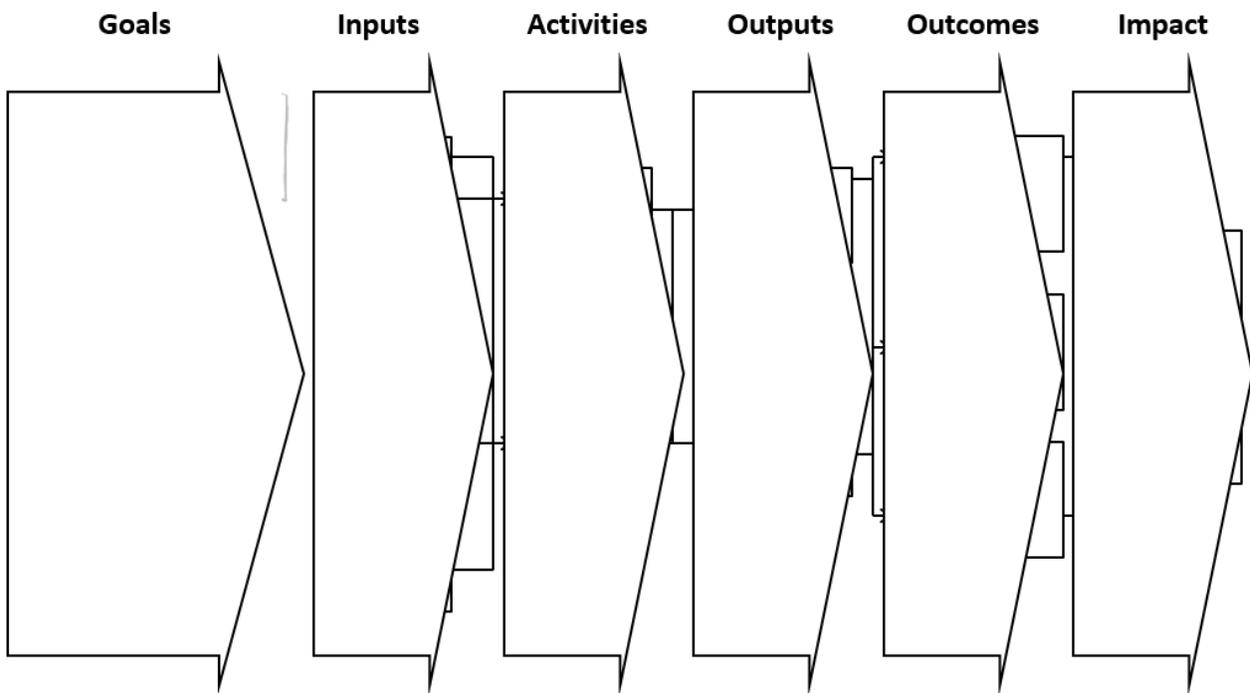
illustrations—they can take the form of maps, flowcharts, even hand-drawn graphics—they can communicate a lot of information in a clear and concise way.

Developing logic models can be challenging—because many important decisions need to be made in order to complete them. But this process can be very rewarding as it tends to help staff and partners “get on the same page.” Using logic models can also help to accelerate implementation because in the design phase, so many important decisions are made early and collaboratively.



Logic Model Components

4



Goals define the vision for your program. Goals identify what you hope to achieve and how you will achieve them.

Example Goals:

- Provide seamless workforce development services to dislocated workers.
- Expand the availability and quality of online training and distance learning opportunities.
- Enhance the use of real-time market information when designing programs.
- Increase employment opportunities for at-risk youth.

Inputs are resources that programs use to carry out activities and services, e.g. funding, staffing, and volunteers, etc.

Examples Inputs:

- Program staff with experience providing services to hard-to-reach population.
- Flexible funding to design services that address barriers to employment.
- Volunteer tutors to work with youth.
- Safe and appealing facility with flexible hours.

Activities are the work that programs do to support program participants, e.g. employment and training program, basic skills remediation. These activities should directly lead to the outcomes that you identify.

Example Activities:

- Vocational skills training (construction, technology, health-related occupations)
- Basic skills remediation, GED, credit recovery
- Subsidized internships
- Supportive services (substance abuse counseling, childcare referrals, housing referrals)

Outputs are the direct and immediate results of your program.

Example Outputs:

Number of new online training programs
Number of dislocated workers enrolled in credentialed programs
Number of workforce development staff trainings
Number of youth enrolled in GED classes

Outcomes are the specific attitudes, behaviors, knowledge or skills that may be affected by the program, and that typically are measured after at least some program participation. Examples could include employment, increased earnings, GED attainment, among others.

Example Outcomes:

Participants obtained employment
Dislocated workers obtained credentials in high-growth industries.
Youth obtained GEDs and high school diplomas
Participants enrolled in post-secondary education

Impacts are the differences in outcomes between those who participated in your project and what they would have achieved in the absence of your project.

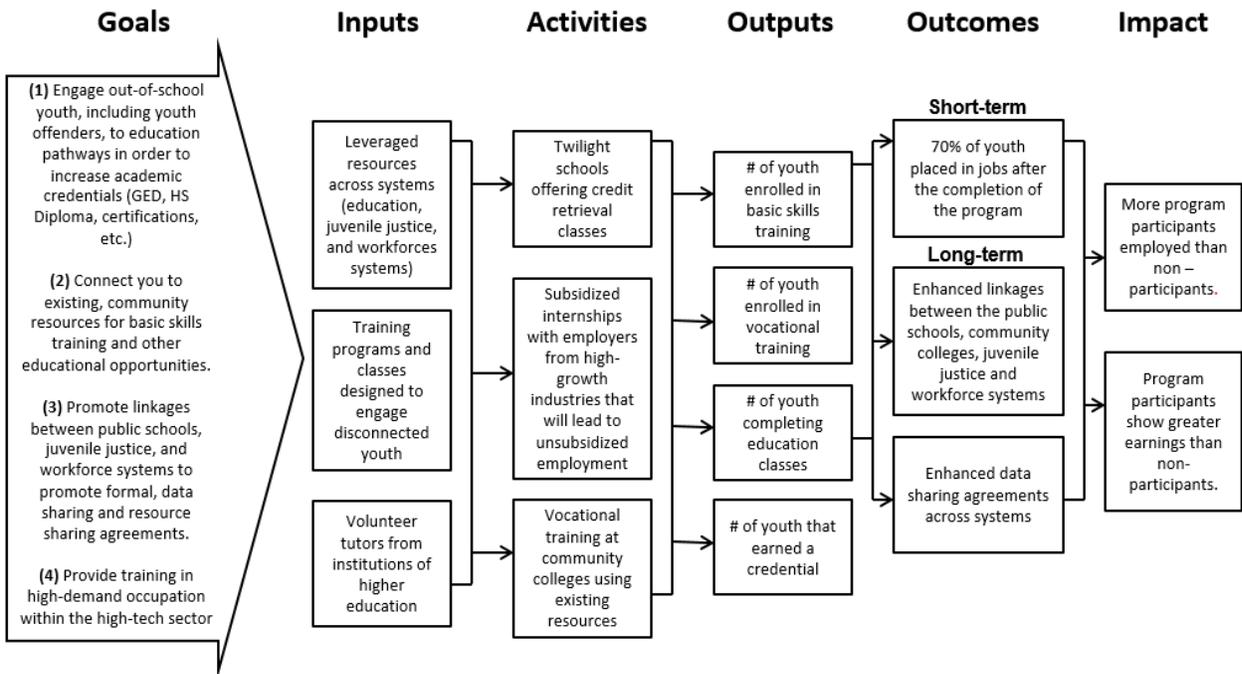
Example Impacts:

Percent of program participants getting their GED within one year
Percent of control a group getting their GED within one year
Impact = the % difference between the program and control groups



Sample Logic Model

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Adapted from W.K. Kellogg Foundation's Logic Model Development Guide

For more information on logic models, visit the following resources:

[USDOL- Fully Articulating Your Vision: Using Logic Models to Support Innovation](#)

[Grant Craft - Mapping Change](#)

[Annie E. Casey Foundation - Theory of Change Toolkit](#)

[W.K. Kellogg Foundation Theory of Change Toolkit](#)

7. BONUS Innovation 5 points

For 5 BONUS points, please describe how you are planning to introduce innovative practices into your service delivery model for youth and what evidence you can provide that the innovation that you are proposing leads to improved outcomes.

B. DETAILED SCOPE OF WORK - ADULT AND DISLOCATED WORKER

Respondents must describe the service model or models that they propose to deliver under contract with the EAWDB. Proposals may include services under a single service model or under several service models. Bidders are encouraged to refer to effective and evidence-based practices in designing their approach to the service model or models. Several of these practices are referenced in the RFP as examples; Respondents are not limited to inclusion of these practices and are encouraged to justify their selection of these and other practices in the proposed service design. Respondents are also encouraged to involve job seekers, businesses, customers and other community members in program design.

The EAWDB seeks experienced organizations to:

- Provide workforce development services to adults and dislocated workers to minimize duplication and promote seamless integrated service delivery that is in alignment with the State of New Mexico WIOA Combined State Plan and the EAWDB local plan.

Respondents responding to this RFP must offer the following services to WIOA Title I eligible Adults and Dislocated Workers per WIOA Section 134(c)(2)(A).

1. Basic Career Services;
2. Eligibility determination for Title I Adult and Dislocated Program services;
3. Outreach, intake, and orientation to the information and other services available through the one-stop delivery system;
4. Initial assessment of skill levels (including literacy, numeracy, and English language proficiency) aptitudes, abilities and supportive service needs;
5. Labor exchange services including job search and placement assistance;
6. Referrals to and coordination of activities with other programs and services within the one-stop delivery system;
7. Provision of workforce and labor market information;
8. Provision of performance and program cost information;
9. Provision of information on supportive services including referrals to those services;
10. Provision of information and assistance regarding filing claims for unemployment compensation.
11. Assistance in establishing eligibility for programs of financial aid assistance.

Individualized Career Services must be made available if determined to be appropriate in order for an individual to obtain or retain employment and case management services.

1. Comprehensive and specialized assessments of the skill levels and service needs;
2. Development of an individual employment plan;
3. Supportive services including information and coordination with community resources;
4. Career planning and individual and group counseling;
5. Short-term pre-vocational services;
6. Internships and work experiences that are linked to careers;
7. Workforce preparation;

8. Financial literacy services;
9. Access to internships, work experience, OJT;
10. Out of area job search;
11. English language acquisition and integrated education and training programs;
12. Follow-up services following job placement.
13. Provision of training services such as apprenticeships, occupational skills training, customized training.

1. Overview 20 points

Provide an overview of the entire proposal including a summary of the understanding of the program and proposed scope of work.

2. Experience and Qualifications 20 points

Provide an overview of the organization including primary location, type of organization, years in business, and mission statement.

Provide evidence of program success consisting of past program performance and integration of principles and practices in program design of program success.

Describe the organization's knowledge, expertise and experience working with youth, adults, and dislocated workers and the challenges within the workforce development industry.

Describe the internal monitoring system and demonstrates how it effectively used to assure quality and corrective action procedures, quality improvement protocols, and plans to ensure continuous improvement of service delivery and participant outcome achievement.

Describe the resources the organization brings to the workforce system that will assist in the coordination and delivery of services and how the organization will support the work of staff and programs.

3. Program Design/Service Delivery Plan 40 points

Describe strategies to provide services via technology and other means in rural communities.

Outline a suite of strategies and services models tailored according to different age groups.

Describe the sector(s)/ industries that will be the focus of program services, and why these sectors were selected.

Describe how the organization will ensure appropriate job placement in quality, in-demand occupations.

Describe how the education/training programs will lead to jobs with livable wages.

Describe what supportive services will be used to address barriers.

Outline a strategy to leverage and coordinate community and public resources for lay-offs promoting a seamless delivery of services to affected workers.

Describe the eligibility, assessment, case management, and counseling services that will be provided to adults and dislocated workers in an integrated system.

Define the process for in-depth assessment which documents the need for training for participants who have demonstrated an inability to attain self-sufficiency that are interested in and capable of training in in-demand occupations.

Describe creative, innovative and successful methods to ensure communication with program participants after exit.

Describe how the availability of services to adults and dislocated workers will be marketed in all communities within the Region as well as how recruitment of these populations will be conducted.

4. Required and Recommended Partnerships 30 points

Successful Respondents will demonstrate the ability to “Leverage resources and eliminate duplication which calls for the alignment of community, regional and state organizations and agencies in order to provide youth the support they need to achieve education and employment success” as outlined in the Governor’s vision.

All service models solicited under this RFP are enriched by collaboration, and Respondents are encouraged to secure and demonstrate extensive and meaningful partnerships that will benefit participating youth, adults and dislocated workers. Partnerships may be for the purposes of outreach and recruitment; identification of targeted populations, cross-referrals to address the comprehensive service and training needs; facilitation of enrollment in appropriate education and training; co-location of services at accessible venues; wrap-around support services for participants in training and other workforce services; and continuity of services and supports following exit from WIOA.

Partnerships may enable the services provider to effectively leverage resources to better serve eligible participants, and to align with regional sector and career pathway strategies. Participants should experience a fully integrated, single-point-of-contact system of WIOA programs and services. This requires high levels of coordination and teamwork across partners, as well as consistently high customer services standards. Bidders are encouraged to propose collaborative service models that demonstrate these standards.

Some examples of partner entities include:

- School Districts
- Community Colleges
- Employment and training programs administered by Social Security Administration, Small Business Administration, Supplemental Nutrition Assistance Program (SNAP), and other federal programs

- Industry Associations
- Labor CBOs, particularly those that address the needs of WIOA and EAWDB priority populations
- Targeted-sector businesses and industry associations
- Targeted-sector training and education providers
- Targeted-sector unions and labor-management education funds
- Targeted-sector pre-apprenticeship and apprenticeship programs
- Regional targeted-sector initiatives

Describe initial ideas for implementing career pathways and partnering with educational institutions.

Describe any sector partnerships and suggest any additional sectors that could be explored based on the labor market.

Describe the relationship and commitments of other agencies providing program services and provides evidence of established relationship and commitments of cooperating entities.

Complete the Service Elements Delivery Plan here. A Word version to be completed is located in Appendix B.

5. Performance Measurement 25 points

Successful respondents should be able to articulate their plan to achieve performance goals. Contracted providers will be responsible for providing client and program data under policies and guidelines established by WIOA, the EAWDB, the State of New Mexico and the federal government. The contractors will be required to:

- Engage in continuous quality improvements to ensure that performance measurement is coordinated in a way that allows partners to review relevant information and take action to improve the system.
- Utilize NMJOBS, an internet-based system used throughout the State of New Mexico, as the system of record for WIOA and Wagner-Peyser, Migrant Seasonal Farmworkers, Veterans, and Trade programs. The system is also used for data collection and reporting for all partners located in comprehensive and affiliate centers. NMJOBS has established both user access and data sharing agreements to support access to information and information sharing between the partners as allowed by authorizing law and regulation. The system also provides access to labor market information to support business and job seekers in need of training or employment assistance.
- Ensure complete, accurate and timely data entry in compliance with WIOA.
- Gather and maintain all required participant eligibility documentation, which will be subject to ongoing local and State monitoring and verification.
- Report program participant information, including WIOA tracking and follow-up data.
- Prepare monthly and quarterly performance reports as required by WIOA and as may be requested by the EAWDB staff and committees.
- Prepare monthly financial and training expenditure reports, along with supporting documentation as required by the EAWDB.

File Documentation

Contractors will maintain an electronic case file for each WIOA-enrolled participant. Case files must include all required documentation, including documentation of program eligibility, assessments, required forms and case notes, training documents, attendance records, follow-ups, verification documentation on items that count toward performance measures such as paystubs, post-secondary and advanced training enrollment, high school diploma/GED, etc., as appropriate. It will be the contractor's responsibility to ensure on-going staff training, cross training, expertise and cooperation.

Monitoring

The EAWDB staff will monitor, audit, and evaluate program activities throughout the funding period. Services providers must allow local, state, and federal monitors and auditors access to all files and records relating directly to WIOA funds, including participant case files, fiscal documents and other related records.

Performance Outcomes

The Respondent shall include performance outcomes that will be achieved consistent with federal performance standards and the performance expectations of the EAWDB. The board expects the successful Bidder will propose performance outcomes, but more importantly, the response to this RFP must indicate how the combination of services proposed will achieve performance standards. Therefore, Bidders should plan to build programs and strategies to achieve the best possible WIOA performance Program Year 2027.

Evaluating performance at target intervals is helpful in determining success. However, tracking performance at interim intervals will also allow for real-time feedback and continuous quality improvement. The EAWDB is seeking a vendor to implement 3 interim performance measures. The chart below lists target and interim performance measures to be tracked in real time.

Real-Time Indicators for Adult and Dislocated Worker Participants and Exiters

WIOA Measure	Target	Real Time Interim Indicator	
Employment rate	Q-2 after exit	Employment status	
Employment rate	Q-4 after exit	Employment status	
Median earnings	Median earnings Q-2 after exit	Median earnings at placement	
Credential rate	Credential attainment within 4 quarters after exit	Enrolled in/completed/attained certification in education or training	
Measurable skills gain		Enrolled in/completed/attained certification in education or training	

Describe how you intend to manage performance outcomes during the program.

Describe the relationship between WIOA performance measures addressed and program services.

6. BONUS Logic Model 10 points

For 5 BONUS points, applicants may submit a logic model that visually represents your organization's vision for service delivery. A logic model is a description of a program/process that includes a conceptual framework showing what is being used and how to achieve relevant outcomes. It provides an overview of a program/process and identifies key components of the process, product, strategy, or practice (i.e. the active "ingredients" that are expected to be critical to achieving the relevant outcomes).

As shown below, from left to right you might start by identifying the goals of your proposed program or initiative. Next, you determine what resources or inputs are available. The inputs inform the types of activities and services that you can provide. These activities lead to outputs and outcomes. Outputs and outcomes are particularly important in a logic model because they make evident cause and effect relationships. All of this leads to you being able to map the desired impact of your work. The process of developing a logic model involves thinking about the relationships between these key components. Ideally, it is a fairly intense process of problem solving and design work.

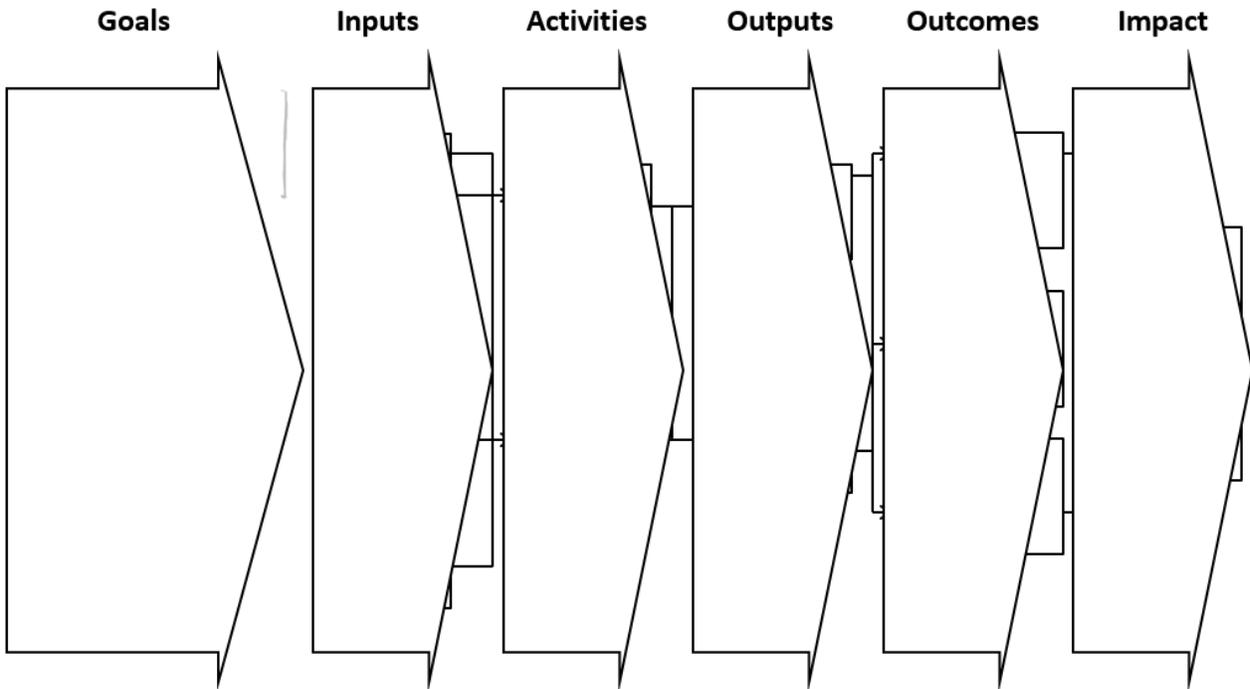
Developing a logic model can be useful for a variety of reasons. Programs use them as planning tools and as visual aids in communicating with stakeholders - especially funders. Because logic models are illustrations—they can take the form of maps, flowcharts, even hand-drawn graphics—they can communicate a lot of information in a clear and concise way.

Developing logic models can be challenging—because many important decisions need to be made in order to complete them. But this process can be very rewarding as it tends to help staff and partners "get on the same page." Using logic models can also help to accelerate implementation because in the design phase, so many important decisions are made early and collaboratively.



Logic Model Components

4



Goals define the vision for your program. Goals identify what you hope to achieve and how you will achieve them.

Example Goals:

- Provide seamless workforce development services to dislocated workers.
- Expand the availability and quality of online training and distance learning opportunities.
- Enhance the use of real-time market information when designing programs.
- Increase employment opportunities for at-risk youth.

Inputs are resources that programs use to carry out activities and services, e.g. funding, staffing, and volunteers, etc.

Examples Inputs:

- Program staff with experience providing services to hard-to-reach population.
- Flexible funding to design services that address barriers to employment.
- Volunteer tutors to work with youth.
- Safe and appealing facility with flexible hours.

Activities are the work that programs do to support program participants, e.g. employment and training program, basic skills remediation. These activities should directly lead to the outcomes that you identify.

Example Activities:

- Vocational skills training (construction, technology, health-related occupations)
- Basic skills remediation, GED, credit recovery
- Subsidized internships
- Supportive services (substance abuse counseling, childcare referrals, housing referrals)

Outputs are the direct and immediate results of your program.

Example Outputs:

- Number of new online training programs
- Number of dislocated workers enrolled in credentialed programs
- Number of workforce development staff trainings
- Number of youth enrolled in GED classes

Outcomes are the specific attitudes, behaviors, knowledge or skills that may be affected by the program, and that typically are measured after at least some program participation. Examples could include employment, increased earnings, GED attainment, among others.

Example Outcomes:

- Participants obtained employment
- Dislocated workers obtained credentials in high-growth industries.
- Youth obtained GEDs and high school diplomas
- Participants enrolled in post-secondary education

Impacts are the differences in outcomes between those who participated in your project and what they would have achieved in the absence of your project.

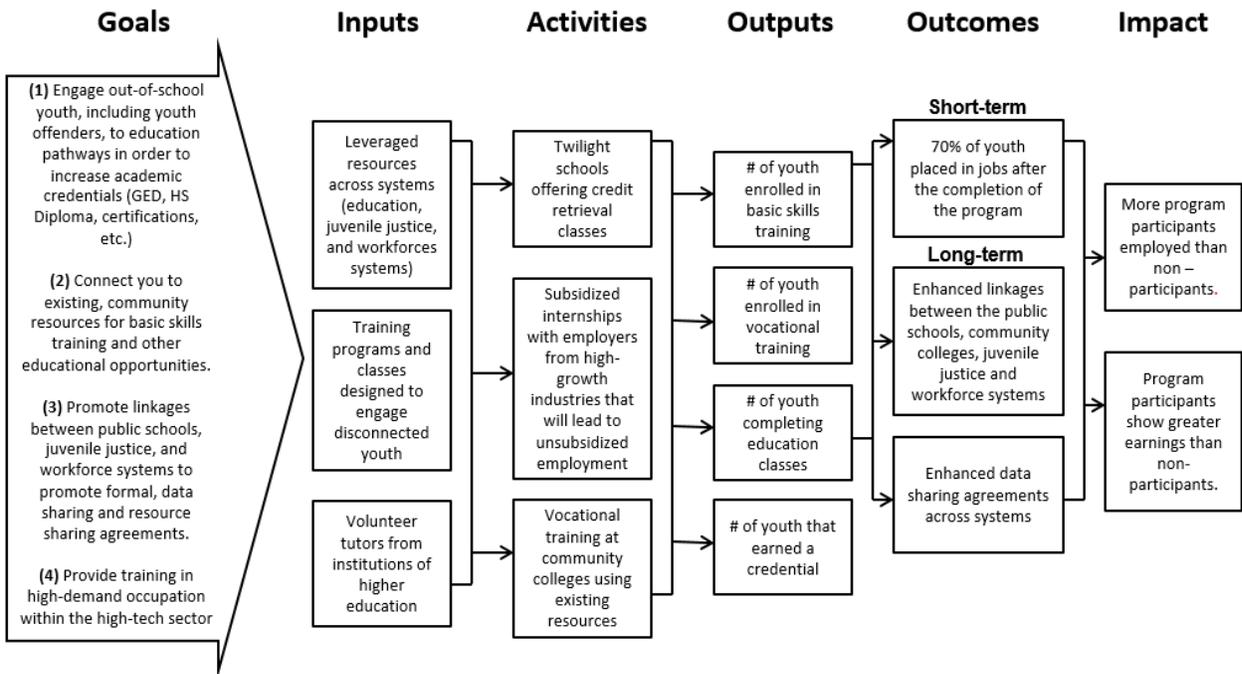
Example Impacts:

- Percent of program participants getting their GED within one year
- Percent of control group getting their GED within one year
- Impact = the % difference between the program and control groups



Sample Logic Model

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Adapted from W.K. Kellogg Foundation's Logic Model Development Guide

For more information on logic models, visit the following resources:

[USDOL- Fully Articulating Your Vision: Using Logic Models to Support Innovation](#)

[Grant Craft - Mapping Change](#)

[Annie E. Casey Foundation - Theory of Change Toolkit](#)

[W.K. Kellogg Foundation Theory of Change Toolkit](#)

7. BONUS Innovation 5 points

For 10 BONUS points, please describe how you are planning to introduce innovative practices into your service delivery model for youth and what evidence you can provide that the innovation that you are proposing leads to improved outcomes.

APPENDIX A: SERVICE ELEMENTS DELIVERY PLAN – YOUTH

Service Elements Delivery Plan

Element	Check if your agency is directly providing this element.	If your agency is NOT directly providing this element, identify who you will be partnering with to provide you this required element.	Check if formal linkage agreement is in place.
Tutoring, study skills training, and evidence based dropout prevention strategies that lead to completion of secondary school diploma or its recognized equivalent or for a recognized postsecondary credential.			
Alternative secondary school offerings.			
Summer employment opportunities directly linked to academic and occupational learning.			
Paid and unpaid work experiences, including summer employment opportunities, internships, pre-apprenticeship programs, job shadowing and on the job training opportunities.			
Occupational skill training; which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in demand industry sectors or occupations.			
Leadership development opportunities, which may include such activities as positive social behavior and soft skills, decision making, team work, and other activities.			
Supportive services.			
Adult mentoring for a duration of at least twelve (12) months, that may occur both during and after program participation.			
Follow-up services for a minimum 12-month period.			
Financial literacy education.			
Entrepreneurial skills training.			
Services that provide labor market and employment information about in-demand sectors and occupations.			

APPENDIX B: SERVICE ELEMENTS DELIVERY PLAN – ADULTS AND DISLOCATED WORKERS

Service Elements Delivery Plan

Element	Check if your agency is directly providing this element.	If your agency is NOT directly providing this element, identify who you will be partnering with to provide you this required element.	Check if formal linkage agreement is in place.
Basic Career Services			
Eligibility determination for Title I Adult and Dislocated Program services			
Outreach, intake, and orientation to the information and other services available through the one-stop delivery system.			
Initial assessment of skill levels (including literacy, numeracy, and English language proficiency) aptitudes, abilities and supportive service needs.			
Labor exchange services including job search and placement assistance.			
Referrals to and coordination of activities with other programs and services within the one-stop delivery system.			
Provision of workforce and labor market information.			
Provision of performance and program cost information.			
Provision of information on supportive services including referrals to those services.			
Provision of information and assistance regarding filing claims for unemployment compensation.			
Assistance in establishing eligibility for programs of financial aid assistance.			
Activities that help youth prepare for and transition to			

post-secondary education and training.			
Services that provide labor market and employment information about in-demand sectors and occupations.			
Individualized Career Services			
Comprehensive and specialized assessments of the skill levels and service needs;			
Development of an individual employment plan.			
Supportive services including information and coordination with community resources.			
Career planning and individual and group counseling.			
Short-term pre-vocational services.			
Internships and work experiences that are linked to careers.			
Workforce preparation.			
Financial literacy services.			
Access to internships, work experience, OJT.			
Out of area job search.			
English language acquisition and integrated education and training programs.			
Follow-up services following job placement.			
Provision of training services such as apprenticeships, occupational skills training, customized training.			