



The Youth Council of the Philadelphia Workforce
Investment Board

REQUEST FOR PROPOSALS
WorkReady Philadelphia
2008-2009

WIA Year-Round Out-of-School Youth Programs

IMPORTANT DATES:

RFP Release:	Friday, June 6, 2008
Bidders' Conference:	Tuesday, June 17, 2008 1:00p.m to 3:00p.m. <i>PNC Conference Center 1600 Market Street, 3rd Floor Philadelphia, PA 19103</i>
Notice of Intent to Apply: (Attachment 1) Due:	Tuesday, June 24, 2008 by 4:30p.m. <i>Fax number: (267) 502-3841</i>
Proposals Due:	Friday, July 11, 2008 by 4:30p.m. <i>The PWIB Youth Council c/o The Philadelphia Youth Network 714 Market Street, Suite 304 Philadelphia, PA 19106</i>

ABSOLUTELY NO LATE OR INCOMPLETE APPLICATIONS WILL BE ACCEPTED.

TABLE OF CONTENTS

Section	Content Area	Page
Section I:	Executive Summary	3-4
Section II:	Background and Procurement Overview	
A.	▪ Availability and Awarding of Funding	5
B.	▪ Performance Requirements	5-6
C.	▪ Contracting Requirements	6
D.	▪ Reporting Requirements	7
E.	▪ Administration	7
F.	▪ Vendor Qualifications and Responsibilities	7
Section III:	Program Elements and Requested Scope of Services	
A.	▪ Required WIA Program Elements and Components	8-9
B.	▪ PEPNET Quality Standards	9
C.	▪ Geographic Areas	9
D.	▪ Target Population	9
E.	▪ School Status Verification Process	10
F.	▪ Payment Options for Youth Participants	10
Section IV:	WIA Participant Eligibility Requirements	
A.	▪ Eligibility Requirements	11
B.	▪ Income Guidelines	12
	Program Models	
	▪ Year-round Out-of-School Youth (OSY) Program Models	13-14
I.	• Bridge and Learning to Work	15-16
II.	• Occupational Skills Training	17-18
Section V:	Application Process	
	▪ Application Process	19-20
Section VI:	Application Submission	20
	▪ Submission Process	20
	▪ Narrative Format & Selection Criteria	21-22
Section VII:	Budget Information	23-25
Section VIII:	Proposal Review Process	25
Section IX:	Attachments and Appendices	25
Attachment 1	Letter of Intent to Respond	26
Attachment 2	Proposal Checklist	27
Attachment 3	Proposal Cover Sheets	28-30
Attachment 4	Preliminary List of Work-Based Learning Sites	31
Attachment 5	Accessibility Checklist	32-34
Attachment 6	Contractor's Certification	35
Appendix A	WIA Glossary of Terms	36-43
Appendix B	WIA Program Elements Accountability Chart	44
Appendix C	PEPNet Quality Standards	45-47
Appendix D	Alternative Educational Pathways Options	48
Appendix E	Logic Model Philosophy and Template	49-50

Section I: Executive Summary

The Philadelphia Workforce Investment Board (PWIB) Youth Council believes strongly that the vitality of the City's economy depends upon the particular skills, qualifications and character of its citizens. Thus, to remain competitive in a regional and global economy, Philadelphia requires a strategic, comprehensive and sustainable approach to workforce preparation. To this end, consistent with federal performance standards, the Youth Council seeks to enhance literacy and numeracy skills, support the attainment of educational and/or occupational skills credentials and provide access to and retention in employment and post-secondary training for its current and future workforce.

Research documents that earning potentials are positively linked to higher education levels. For example, recent studies by the Center for Labor Market studies at Northeastern University show that, on average, a Philadelphia high school graduate earns twice as much over a working lifetime than a high school dropout, and that a four-year degree recipient's income is double that of a high school graduate. Given this substantial premium associated with educational attainment, it is essential to focus attention and resources to enhance the cognitive skills of our young people to meet the demands of a 21st century economy.

In response to this pressing need, the Philadelphia Youth Transitions Collaborative in October 2006 launched Project U-Turn, a citywide campaign to elevate the visibility of Philadelphia's dropout crisis and begin a drive to create more high-quality learning options that will re-engage youth who have left school or are close to doing so. Through the work of the Collaborative, Project U-Turn has successfully convened key city stakeholders, educated the public about the nature of the dropout problem, mobilized community agencies and individuals alike to help address the needs of young people, and commissioned and released two reports: *Unfulfilled Promise: The Dimensions and Characteristics of Philadelphia's Dropout Crisis, 2000-2005* and *Turning It Around: A Collective Effort to Understand and Resolve Philadelphia's Dropout Crisis* to prompt a call to action while creating accountability for progress.

In concert with these efforts, WorkReady Philadelphia's key implementation partners have focused their collective attention and resources to promote the development of a comprehensive, competency-based youth workforce development system. Through coordinated system-building efforts coupled with proven strategies to augment funding from a variety of sources, WorkReady Philadelphia programs have steadily enhanced their offerings to provide academic enrichment, work-readiness training and workplace internships to youth ages 14-21 in Philadelphia and surrounding areas.

To this end, WorkReady Philadelphia Year-Round Out-of-School Youth Programs have been enhanced to provide a continuum of educational and workforce development opportunities that are responsive to the varying levels of skills, competencies and proficiencies of youth and aligned with the Project U-Turn agenda. More specifically, the integrated academic and experiential learning and occupational skills training models are designed not only to match the short and long-term local and regional employer needs, but also to provide young people with experiences that are transformative as they take the lead in sustaining a viable local workforce development system.

It is within this context that the Youth Council is soliciting proposals for the following Out-of-School Youth Programs.

- **Bridge and Learning to Work**

- These programs will provide project-based learning opportunities designed to increase literacy and numeracy levels of low literate youth and provide work readiness preparation for the 21st century. At program cycle end, participating youth are required to be placed into one of the Alternative Educational Pathway Options (*see Appendix D*), Occupational Skills Training Programs and/or employment.

- **Occupational Skills Training**

- These programs will provide training in targeted occupational skills areas and real-life work experience leading to an employer recognized occupational skills credential, and post-secondary training.

Please note: Only occupational skills training pathways in high growth areas that lead to an employer recognized credential within nine months of program exit will be considered.

Targeted industry growth sectors:

- **Healthcare;**
- **Advanced Manufacturing;**
- **Hospitality;**
- **Information Technology;**
- **Transportation and Warehousing; and**
- **Entrepreneurial (Small Business) opportunities.**

Guiding principles throughout each program model are:

- Coordinated school status and credit profile verification;
- Cognitive development through project-based learning;
- High quality internships and related work experiences in key local and regional high growth industries;
- Appropriate level of worksite supervision and adult mentoring to promote career exploration and character development; and
- A mechanism to quantify each youth's progress towards credential attainment, job and post-secondary placement, and literacy and numeracy gains.

Section II: Procurement Overview

Respondents should read this entire document completely and provide a comprehensive response to all of the questions presented.

A) Availability and Awarding of Funding:

The Philadelphia Workforce Investment Board, in soliciting requests for proposals and carrying out WIA Youth Year-Round Programming, shall not discriminate against any person or organization submitting a proposal pursuant to this Request for Proposals because of race, color, creed, religion, sex, sexual orientation, age, disability, ethnic group, national origin, or other basis prohibited by law.

All allocations outlined in this Request for Proposals are based on the availability of funding and are subject to change. The PWIB Youth Council reserves the right to withhold awards should there be no proposals that adequately address the services and outcomes requested.

B) Performance Requirements:

In an effort to measure progress across similar programs, the Philadelphia Youth Council will evaluate the performance of Year-round Out-of-School (OSY) programs on two levels: WIA Common Measures and Youth Council benchmark measures.

↳ Common Measures:

Under the Workforce Investment Act (1998), the U.S. Department of Labor has fully implemented a set of Common Measures which are designed to provide a consistent framework to gauge program effectiveness, facilitate service alignment and establish a baseline for continuous improvement.

Each locality in receipt of Workforce Investment Act dollars is expected to achieve set performance goals for each of the three Common Measures. Failure to meet set performance measures could jeopardize future funding. These performance levels are negotiated by the Philadelphia Workforce Investment Board and approved by the State. It is expected that all WIA-funded programs will meet the negotiated state performance levels of each of the three Common Measures for the period covered by this RFP.

The following is a brief overview of the Common Measures (Performance Standards):

(1) Placement in Employment or Education

- Placement in employment or education is met when youth are engaged in a post-secondary training or viable employment within 30 days of the program exit.
- Positive outcomes include placement in:
 - Military service;
 - Post-secondary education;
 - Advanced training and additional occupational skills training;
 - Employment; or
 - Qualified apprenticeship.

Note: Individuals who are either in post-secondary education or employment at the date of participation are excluded from this measure.

(2) Attainment of a Degree or Certificate

- Attainment of a degree or certificate is met when participating youth have attained a high school diploma, GED, or occupational skills certificate within the 3rd quarter of program exit. The educational or occupational skills credential must be approved by one of the following:
 - State educational or vocational and technical educational agencies;
 - Institutions of Higher Education;

- Professional, industry or employer organizations;
- Registered apprenticeship programs;
- Public regulatory agencies;
- Programs approved by the Department of Veterans Affairs;
- Office of Job Corps and Tribal Colleges.

Note: According to this measure, a certificate is only approved if it is State and/or Employer recognized.

(3) Literacy and Numeracy Gains

- The Literacy and Numeracy Gains measure is only applicable to out-of school youth who score at or below an 8th grade level and whose educational level increases by at least one level within one year of program participation.
- This measure evaluates gains in educational levels rather than “attainment of skills” and is based on pre and post-tests using Test of Adult Basic Education (TABE – 9 &10).
- The same assessment tool must be used for pre and post assessment testing.
- Each level describes a set of skills and competencies that youth entering at that level demonstrate in the areas of:
 - Reading;
 - Writing;
 - Numeracy; and
 - Language.

Please note: In order for the attainment of skills or a credential to be validated, they must meet the following requirements:

- A pre-assessment must be conducted which determines that the skill or credential was not attained at the time of program enrollment;
- A post assessment must be conducted which determines that the skill or credential was attained within the specified time span and/or program completion;
- Documentation of pre-assessment and post assessment results must be recorded; and
- Evidence that the attainment of the skills or credential was due to program intervention.

🔑 Youth Council Benchmark Measures:

These benchmark measures are designed to mark a youth’s incremental progress toward the desired short and long-term outcomes. Benchmarks will track the following information:

Youth Participant Pathway

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ Recruitment ▪ Eligibility ▪ Assessment & Goal Planning ▪ Participation | <ul style="list-style-type: none"> ▪ Individual Goal Plan Status ▪ Program Completion ▪ Long-term Placement ▪ Follow-Up & Supportive Services |
|---|---|

These various measures will be assessed either on a monthly or quarterly basis to indicate potential for achievement of the longer range outcomes. These measures are necessary because many of the long-term outcome measures can only be assessed on an annual basis, e.g. credential attainment. Subsequently, there must be a means of determining if contractors are implementing and providing services, in part, to best facilitate the successful achievement of the WIA performance measures.

C) Contracting Requirements:

The Youth Council will enter into a one year, cost reimbursement contract with the ability to be extended up to 2 additional years. In Year Two and Three of this contract, successful respondents will enter into a performance-based contract developed in collaboration with the Philadelphia Youth Council and its vendors. Formal

acknowledgement of the conversion to performance-based contracting will be required before the execution of the contract.

D) Reporting Requirements:

WIA requires extensive data collection to validate eligibility and performance. While the Philadelphia Youth Network will be responsible for all levels of program monitoring, evaluation and reporting to the State, successful respondents will be required to produce timely documentation that clearly marks each youth's progress throughout the program.

On a monthly basis, successful respondents will be required to submit youth participation and outcomes via Efforts to Outcomes (ETO), which is a youth centered case management system. Specifically, the ETO software has the flexibility to meet a multitude of case management needs including, but not limited to documenting:

- Youth demographic and assessment data;
- Youth participation data (e.g. attendance information per activity);
- Youth achievement data (completion of activities, receipt of GED/Diploma and/or vocational programs); and
- Youth employment/educational placement data (Employer/School contact information, Wage, Hrs worked, Benefit information, Educational Credential data, etc...).

Contractors will also be required to submit a program narrative on a quarterly basis documenting performance to date. The quarterly narrative will be used to target specific technical assistance needs and should address the following:

- Description of program activities provided during quarter;
- Significant accomplishments;
- Noted challenges: programmatic, administrative, and fiscal, including technical assistance requests;
- Corrective attempts to resolve challenges; and
- Brief description of activities planned for next quarter.

E) Administration:

In order to be favorably evaluated, your proposal must clearly show how the proposed program fits into the larger administrative structure of the organization. It is important that your agency demonstrate to the WIB that it has the capacity to administer a WIA youth training program.

F) Vendor Qualifications and Responsibilities:

Respondents receiving notification of awards will be required to demonstrate fiscal and administrative capacity by responding to the following vendor qualifications and responsibilities. All awards are contingent upon fiscal and administrative qualification and successful contract negotiation. All respondents given selection notification will be asked to provide the following documentation of qualifications. Failure to provide the following documentation could result in disqualification of proposed award:

- Legal entity (must submit documentation proving status as a legal entity);
- Written personnel policies (must submit table of contents of personnel policies);
- Written grievance procedure for participants (must submit copy of grievance procedures);
- Annual budget;
- Proven fiscal capacity including capacity for fund accounting (copy of audit submitted with RFP must be within the last year and satisfactorily address all findings. Please indicate if you have submitted a audit within the past 6 months);
- Has (or is able to obtain) appropriate insurances (must submit certificate of insurances with contract);
- Internet connectivity appropriate for requirements in this contract;
- Demonstrated ability to collect outcome data that measures performance; and
- Proof of child abuse clearances and criminal background checks for staff.

Section III: Program Elements and Requested Scope of Services

A). WIA Program Elements and Components:

In an effort to help inform practice, respondents are expected to make available the following 10 WIA elements to each WIA youth participant as appropriate.

Please be prepared to designate how many service hours per week will be dedicated toward each element, and outline your partner or subcontractor accountability. *(Please refer to Appendix B)*

WIA Elements	Projected Service Hours
Tutoring, study skills training, and instruction, leading to completion of secondary school, including dropout prevention strategies	
Alternative secondary school services	
Summer employment opportunities that are directly linked to academic and occupational learning	
Paid and unpaid work experiences, including internships and job shadowing	
Occupational skill training	
Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours	
Supportive services	
Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months	
Follow-up services for not less than 12 months after the completion of participation	
Comprehensive guidance and counseling, including drug and alcohol counseling and referral	

Please note: While respondents applying for funds do not have to provide each element themselves, it is expected that they will coordinate, form partnerships and leverage resources to ensure they are provided successfully. These partnerships must extend beyond a letter of commitment AND detail the type of service to be delivered, by whom, for what period of time, and how it will be measured to determine its effectiveness.

Specifically, the Youth Council is seeking formal partnerships among community-based organizations, schools, employers, postsecondary educational institutions and other entities that promote academic achievement through progressive youth workforce development practices. These combined efforts will continue to build upon the strengths of each partner while demonstrating collective accountability for results.

Additional Program Elements:

In addition to the WIA elements, respondents are required to provide their participants with the following program components:

- **An Orientation** must be provided to all potential youth participants. In addition to outlining program activities, expectations for participation and performance, and youth grievance policies, the orientation must include information on the 10 WIA elements available through contractors and partnering agencies.
- **A Year-Round Learning Project** which is centered on a pressing community need. The project should reflect elements of reading, writing, research, data analysis, teamwork, leadership and public speaking and be aligned with the District's Academic Content Standards and Cross-Cutting Competencies.
Please note: This is only applicable to respondents applying for the Bridge and Learning to Work Model.
- **A Portfolio** is expected to be maintained by youth participants documenting their progress in the areas of academic learning, workforce development and life skills. Criterion for assessing youth performance is required.

Programs should function in four (4) distinct phases:

- **Orientation Phase** – Each youth receives information about the program, related activities, and expectations;
- **Enrollment Phase** – Each youth is certified and officially begins participation in the program;
- **Development Phase** – Each youth participates in activities and receive services from the program related to the development of competencies and achievement of the program’s outcomes; and
- **Transition Phase** – Each youth receives a 12-month period of follow-up in which transitional and retention services are provided.

B). PEPNET Quality Standards:

In an effort to create an evaluative methodology that collectively builds, measures and sustains program quality system wide, the Youth Council has adopted the PEPNET National Quality Standards into its youth serving programs. These quality standards were informed by best practice and lessons learned from the field of education and youth workforce development, and are seen as fundamental principles that not only help inform and guide high performing programs, but also create a natural progression for program operations, design, services and quantifiable outcomes.

As the PEPNET standards and indicators have been cross-referenced against the ten (10) WIA elements, all respondents are expected to complete the PEPNET Quality Self Assessment (QSA). The Quality Self Assessment (QSA) will allow the respondent to determine how well it jointly satisfies each of the WIA elements and PEPNet standards, respectively. This self-assessment, in turn, will help respondents to develop a more targeted strategy for addressing the Scope of Services as outlined in the RFP, while building a mechanism for continuous program improvement. (*Please refer to www.nyec.org for the Quality Self Assessment online tool*).

The PEPNet Quality Standards are organized into the four (4) distinct categories as outlined below:

- ↳ **Management for Quality**: Standards for program management
Foundation for program direction, systems, and operations.
- ↳ **Programmatic Approach**: Standards for program design
How the program looks; How the young person experiences the program; How the pieces work together.
- ↳ **Youth Development Competencies**: Standard for program offerings
What youth need to know and be able to do to successfully transition to work and adulthood; How to help them gain those skills, knowledge and abilities.
- ↳ **Focus on Youth Results**: Standards for performance measurement
Measuring, documenting and reporting youth outcomes and progress towards those outcomes:

Please refer to Appendix C for a list of each quality standard and corresponding indicators. Again, the intent of this self-assessment is to determine what programs currently do, evaluate the quality of service delivery, and create a mechanism to enhance services in such a way that increases the likelihood for a young person to be successful. Please specify any projected technical assistance needs in order to meet the respective quality standards.

C). Geographic Areas:

Program services are limited to eligible youth residing in Philadelphia County. Respondents must be able to demonstrate a substantial familiarity with the targeted communit(ies), both demographically and geographically, and a keen awareness of the particular needs of youth who reside in those respected communities.

D). Target Population:

This RFP is designed to serve the most vulnerable youth and particularly those most unlikely to complete school, pursue post-secondary training or enter a career in a high growth industry without proper intervention. To that

end, special consideration will be given to those respondents who target youth in communities with a high concentration of poverty and disproportionate rates of truancy and/or drop-outs.

E). School Status Verification Process:

To meet the WIA eligibility requirements (*please see Section IV*), successful respondents must document the school status for in-school and out-of-school youth to be served prior to enrollment in WIA funded programs. This information must be authenticated by the School District or equivalent educational entity, e.g. Charter Schools.

In an effort to better facilitate this verification process, services have been aligned with the Re-Engagement Center located at the Philadelphia School District Building, 440 N. Broad Street. The Re-Engagement Center is designed as a “one stop” access point for youth between the ages of 16 and 21 who want to re-enroll in a secondary program resulting in a high school diploma or its equivalent. More specifically, youth who are either returning from incarceration or delinquent placement, presenting significant truancy problems and/or have officially dropped Out-of-School can receive the following Center-based services:

- Full access to their credit profile/accrual;
- Administered Asset-Based Assessments;
 - Academic – literacy and numeracy levels, including additional assessments as needed for specialized populations, ELL and Special Education
 - Social Services – identification of social service needs and related barriers to school completion
 - Career Interests – career choices, ideal learning environments; and
- Where available, youth will be referred to the appropriate alternative educational pathway or occupational skills training programs offering the necessary wrap around services.

To that end, successful respondents will have a designated point of contact at the Re-Engagement Center to properly verify the school status of all prospective youth participants. All supporting documentation that documents the youth’s school status must be submitted with the enrollment application.

Additionally, given the staggering number of youth who meet the aforementioned profile coupled with the limited slots available to meet the demand for alternative education options, successful respondents are asked to keep available up to forty (40%) of the total awarded slots available for youth referred directly from the Re-Engagement Center, and who meet WIA eligibility requirements.

In practice, this cross systems coordination provides a unique opportunity not only to leverage resources in a systemic way, but also to provide a mechanism for direct access to a variety of developmentally appropriate alternative educational options, thereby increasing retention and credential attainment.

F). Payment Options for Participating Youth:

Respondents may designate their youth wage allocation in the form of a stipend, incentive or wage. This single form of payment must be broken down for all youth participants from the periods of September 1 through June 30 and then July 1 through August 31. PYN will negotiate the type and frequency of youth payment at the point of the contract award.

a) Stipends:

Stipends are a form of payment used to encourage program participation and retention. It can be issued in the amount of \$3.00 per service hour. A timesheet must be submitted per pay period as supporting documentation.

b) Incentives:

Incentives are performance-based payments tied to the successfully attainment of Common Measures and Youth Council benchmark measures. A programmatic incentive plan must be submitted for approval, and an individual incentive plan must be submitted for each youth participant to substantiate payment.

c) Wage:

Wage must be commensurate with work performed and with salaries paid to others doing similar work. Youth participants will earn the State Minimum Wage for services rendered.

Section IV: WIA Participant Eligibility Requirements

A) WIA Eligibility Requirements:

According to the Workforce Investment Act (1998) and local governance measures, an eligible youth must provide supporting documentation that they:

- Are between ages of 14 and 21 (i.e., at least 14 and not older than 21 at the time of enrollment);
- A resident of Philadelphia;
- Meet specific income guidelines (70% of the Lower Living Standard);
- Are legally permitted to work in the United States;
- Are either an In School Youth - A young person currently enrolled in a public, private or charter school; or
- Out-of-School Youth – A young person who is not enrolled in a credential bearing institution, has not received a secondary school diploma or its equivalent and is basic skills deficient, unemployed, or underemployed;
- Basic Skills Deficit - English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test or a comparable score on a criterion-referenced test;
- Are registered with Selective Service, if a male 18 years old and older at time of enrollment; and
- Meet one or more of the following criteria with supporting documentation:
 - 1) Is homeless, runaway, or foster child;
 - 2) Is pregnant or parenting;
 - 3) Is a youth offender;
 - 4) Is an individual (including a youth with a disability) who requires additional assistance to complete an educational program or to secure and hold employment;
 - 5) Has repeated at least one secondary grade level or is one year over age for grade;
 - 6) Has a core GPA of less than 1.5;
 - 7) Is at least two semester credits behind the rate required to graduate from high school;
 - 8) Has high truancy rate;
 - 9) Is deemed at risk of dropping out by a school official;
 - 10) Is a school dropout, has been suspended five or more times, or has been expelled;
 - 11) Has a court/agency referral mandating school attendance;
 - 12) Has been referred to or is being treated by an agency for a substance abuse related problem;
 - 13) Has never held a job;
 - 14) Has been fired from a job within the 12 months prior to enrolling in program;
 - 15) Has never held a full-time job for more than 12 consecutive weeks.

B) Income Guidelines:

Income eligibility is determined by comparing the annual family income and family size to a set of standards. Documentation must be provided for both income & family size. The total household income must be at or below the following income levels:

Household Size	Annual Income Limit	The income and family size requirement may be waived if proof of the following circumstances is obtained by the contractor: <ul style="list-style-type: none">○ Youth has a disability○ Family receives welfare benefits or TANF○ Family receives Social Security Benefits○ Youth is in foster care○ Youth is homeless○ Family resides in PHA housing
1	\$ 9,439	
2	\$15,469	
3	\$21,231	
4	\$26,209	
5	\$30,932	
6	\$36,170	
7	\$41,408	
8	\$46,646	

For a household with more than eight members, add \$5,238 for each additional person in the household.

Please note: The current WIA statute requires documentation of low-income status as a prerequisite for eligibility for WIA services.

MODEL DESCRIPTIONS

OUT-OF-SCHOOL YOUTH PROGRAMMING

Given the alarmingly high truancy and dropout rates, both locally and nationally, considerable attention has been given to formally addressing the complexities of the dropout issue. As persuasively reflected in two recently published reports by the Project U-Turn Collaborative, (*Unfulfilled Promise: The Dimensions and Characteristics of Philadelphia's Dropout Crisis, 2000-2005* and *Turning It Around: A Collective Effort to Understand and Resolve Philadelphia's Dropout Crisis*), this call to action requires concerted efforts among and across all levels of key city partners and systems to effectively lessen the dropout rate, increase high school completion or GED attainment and promote post-secondary training. The proposed Out-of-School Youth program models are designed to create and sustain alternative educational pathways toward this goal.

Commonalities Across Each Program Model:

Since there are many out-of-school youth that have not yet acquired the skill set to access and be retained in the current educational pipeline, the Youth Council specifically seeks proposals that demonstrate the organization's ability to:

- **Develop and coordinate working partnerships with providers of alternative educational programs that lead to a high school diploma, GED, or employer recognized occupational skills training credential.**

Programming should be designed in such a way that youth can demonstrate a level of proficiency that would best ensure a successful transition and retention into an alternative educational pathway or occupational skills training program.

Please note: In joint applications, respondents should provide a clear alignment of services across partnering entities, i.e. alternative educational partners, community-based organizations, relevant social service agencies and employers.

- **Work with employers to develop internship and job opportunities for youth while they are participating in educational programming.**
Successful respondents must provide past outcomes of successful partnership arrangements with employers that demonstrate the ability to work together effectively in order to develop and monitor job opportunities appropriate for lower-skilled young adults.
- **Perform or otherwise ensure the provision of comprehensive service assessments and case management, including ongoing communication between and among key stakeholders.**
Successful respondents will demonstrate their intent to administer **and** interpret the findings of comprehensive service assessment(s) to appropriately achieve the following:
 - Identify the needs and barriers to educational success;
 - Provide the appropriate level of intervention; and
 - Coordinate access to education, employment and other needed services on an on-going basis.
- **Utilize and coordinate referrals for vulnerable youth between and among the key city systems (e.g. Department of Human Services, Family Court), Schools, CareerLink, and others.**
 - Successful respondents will demonstrate how they will work in partnership with these and other systems and specify how they will coordinate referrals from these entities to ensure that young people are provided with the services needed.

- **Promote cooperative professional development and skill-building opportunities organizationally and between and among partners.**
Successful respondents will develop opportunities for internal staff and key partners to meet; to plan together; and to design shared goals and mutually beneficial strategies that lead to agreed-upon process outcomes for young people.
- **Commitment to active participation in and the provision of technical assistance designed to promote effective practices.**
The Philadelphia Youth Network will offer a series of technical assistance and capacity-building workshops that build on the expertise of various youth-serving organizations in the City. Successful respondents will plan to participate in these efforts and to offer support and technical assistance to others.

I. Bridge and Learning to Work: Transitional Program Model

Goal: To provide an intensive literacy-rich, project-based model that promotes life long learning through enhanced literacy and numeracy gains **and** work-readiness skills for the 21st century workforce. Participating youth will be provided with prerequisite literacy training through performance-based learning, 21st century work-readiness skill development, relevant work experience and wrap around supports. At program cycle end, participating youth are required to be placed in one of the participating Alternative Educational Pathway Options, Occupational Skills Training Programs or employment. *Youth should test at or above a 6th grade level prior to placement in one of the available alternative education pathway options.* Additionally, youth are expected to successfully complete a culminating learning project that reflects their literacy and numeracy skill gain and their ability to effectively absorb, process and synthesize information.

This program model is designed for youth who need additional academic and social support to augment their current skill sets prior to enrollment in other alternative educational pathways.

A) Numbers of Youth Served:

Respondents must serve a minimum of 35 youth. Respondents with specialized programs that cannot meet the minimum number may request a waiver of this requirement by providing sufficient justification, e.g. documenting the absence of a large enough available cohort or other unique factors.

B) Target Population:

In this OSY program model, successful respondents are *required* to target youth who are not currently attached to a credential bearing institution **and** possess the following profile:

- a) Youth between the ages of 17 and 21 *at the time of enrollment*,
- b) Youth with literacy levels of 6th Grade or below (must be substantiated by TABE 9-10);
- c) Youth who have less than 8 academic credits (must be substantiated by SDP credit profile);
- d) Youth who seek placement in an alternative education pathway, advanced occupational training program **and/or** viable employment at the close of the experiential learning experience; **and**
- e) Youth who seek High School Diploma, GED or Occupational Skills Training Credential.

C) Program Services:

The program must provide an intensive academic curriculum and work-based learning that is supplemented with service learning and life skills training which not only promote positive youth development but increase community involvement and personal ownership. Programs must have:

- Literacy Instruction and Remediation for **at least 7.5 hours per week for a minimum of twelve weeks in the following content areas:**

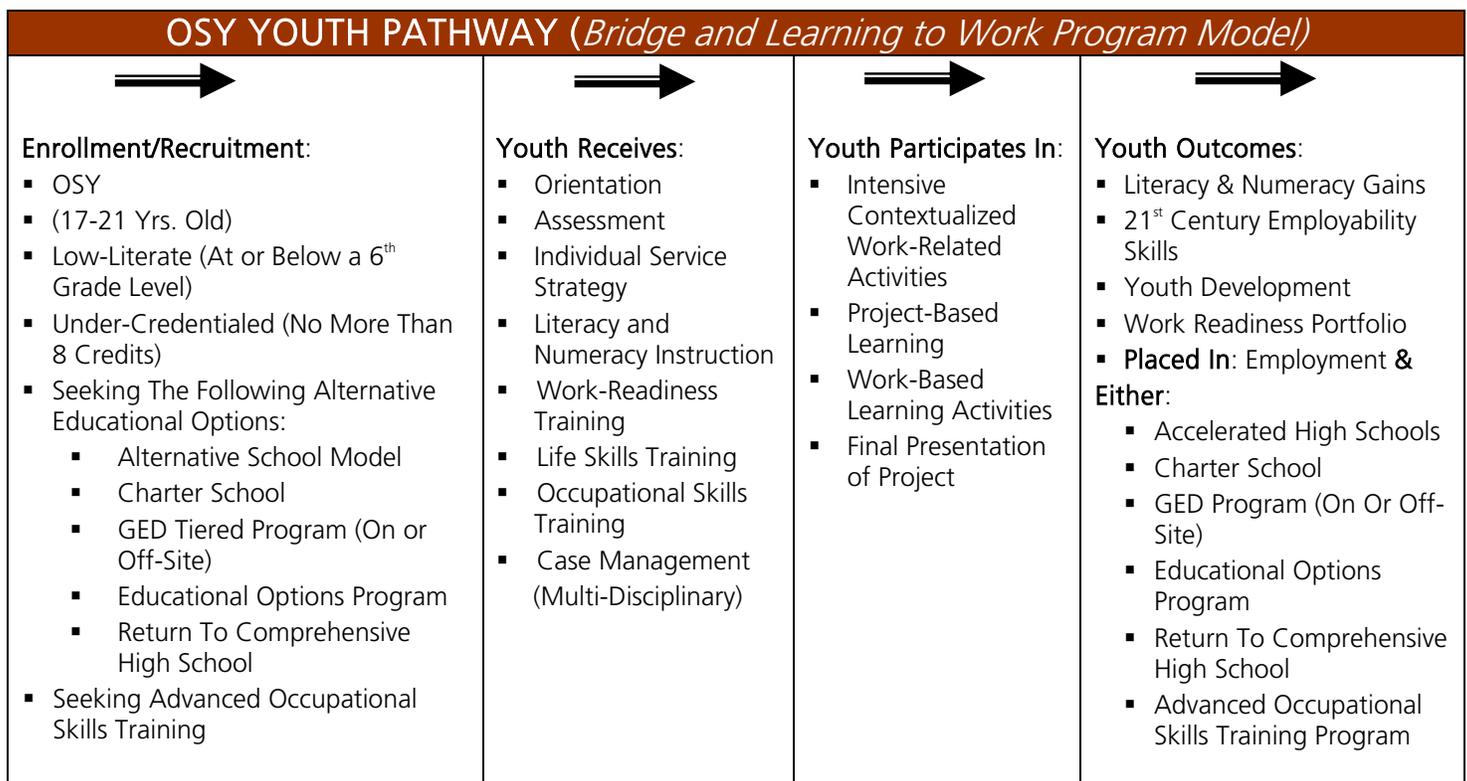
▪ Reading	▪ Writing	▪ Math <ul style="list-style-type: none">• Computation, and• Applied	▪ Language
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- Literacy and Numeracy post-testing every 12 weeks; Youth should demonstrate at least one grade level gain in one of the identified content areas;
- Qualified literacy specialists for low literacy programming;
- An instructor-to-youth ratio of 12:1;

- Facilitate optimal learning communities via criterion and normed referenced assessments:
 - Criterion Referenced – a measurement of achievement of specific criteria or skills in terms of absolute levels of mastery. Focus is on performance of an individual as measured against a standard or criteria rather than against performance of others who take the same test.
 - Normed Referenced - an objective test that is standardized on a group of individuals whose performance is evaluated in relation to the performance of others. (www.ericdigests.org)
- House writing samples in a portfolio to assess progress, achievement and structured opportunities to reflect on their learning;
- Show comprehensive Individual Service Strategy (ISS) developed based literacy/numeracy, work readiness assessment results; (*please refer to WIA Glossary of Terms, Appendix A*)
- A culminating project to evaluate application of enhanced literacy and numeracy proficiency and occupational skills; and
- Have an appropriate level of social services (wrap around services) aligned with their ISS.

Please note: Respondents will clearly define how these services will be implemented and appropriately assessed.

The program must be designed to increase the literacy and numeracy grade levels of participating youth and connect them to one of the Alternative Educational Pathways, Occupational Skills Training Programs in a high growth area or meaningful employment.



D) Cost Cap

Programs may apply for operating costs between \$5,000 to \$6,000 per slot to support this service model.

II. Occupational Skills Training Programs

Goal: Provide occupational and contextualized employer-driven skills training in a high growth industry pipeline.

Please note: Only occupational skills training pathways in high growth areas that lead to an employer recognized credential within nine months of program exit will be considered.

- Targeted industry growth sectors are in the following areas:
 - Healthcare;
 - Advanced Manufacturing;
 - Hospitality;
 - Information Technology;
 - Transportation and Warehousing; and
 - Entrepreneurial (Small Business) opportunities.

Successful respondents will:

- Increase participants' cognitive skills through instruction that is experiential and industry informed;
- Increase the number of OSY re-connected to occupational skills training that is reflective of the skills needed for advancement in a specified occupation; and
- Provide wrap-around services that will increase the likelihood of the attainment of an employer recognized credential, transition into an advanced occupational skills training or educational bearing institution.

A) Numbers of Youth Served:

Respondents must serve a minimum of 20 youth. Respondents with specialized programs that cannot meet the minimum number may request a waiver of this requirement by providing sufficient justification, e.g. documenting the absence of a large enough available cohort or other unique factors.

B) Target Population:

In this OSY program model, successful respondents must target youth who are not currently tied to credential bearing institution **and** possess the following profile:

- a) Youth between the ages of 17-21 *at the time of enrollment*;
- b) Youth with literacy levels of at least 6th grade;
- c) Youth seek High School Diploma, GED and/or Occupational Skills Training Credential, and
- d) Youth seek placement in post-secondary institution, or employment in the occupation(s) targeted by the respondent or one of the industry growth sectors identified above *at the point a youth has formally withdrawn or completed program services*.

C) Program Services:

The program must provide an intensive academic curriculum that is contextual in nature and work-based learning which is supplemented with service learning and life skills training. Program activities should be designed not only to promote positive youth development but to increase community involvement and personal ownership as well.

Respondents are expected to clearly demonstrate **how** the program design will provide the following:

- Development of job-related skills in desired training pathway;
- Experiential and contextualized academic curriculum that is industry informed;
- Career exploration, planning and development;
- Education and college counseling;
- Work-based learning activities (Describe components in application);
- Life skills assessment and training (Describe components in application);
- Referral to Alternative Educational Pathways, where appropriate;
- Job placement; and
- Multidisciplinary case management with psycho-social supports (family, mental health and drug & alcohol).

OSY PATHWAY (Occupational Skills Training Model)			
			
<p>Enrollment/Recruitment:</p> <ul style="list-style-type: none"> ▪ OSY ▪ (17-21 Yrs. Old) ▪ Literacy Level of at Least a 6th Grade Level ▪ Seek Attainment of High Diploma, GED and/or Occupational Skills Training Credential ▪ Seek Post-Secondary Training 	<p>Youth Receives:</p> <ul style="list-style-type: none"> ▪ Orientation ▪ Assessment ▪ ISS Developed ▪ Academic Support ▪ Work-Readiness Training ▪ Life Skills Training ▪ Occupational Skills ▪ Case Management (Multi-Disciplinary) 	<p>Youth Participates In:</p> <ul style="list-style-type: none"> ▪ Employer-Driven Occupational Skills Training ▪ Other Competency-Based Program-Related Services that Enhances Skill Gain ▪ Work-Based Learning Activities 	<p>Youth Outcomes:</p> <ul style="list-style-type: none"> ▪ Literacy & Numeracy Gains ▪ Educational Credential ▪ Occupational Skills Training Credential ▪ 21st Century Employability Skills ▪ Work-Readiness Portfolio ▪ Placed In: <ul style="list-style-type: none"> ▪ Employment & ▪ Post-Secondary Training

D) Cost Cap: Programs may apply for operating costs up to \$5,000 per slot to support this service model.

Section V: Application Process

A) Period of Performance:

This request for proposal is intended to cover an initial period of 12 months. The contract involves funding over 2 federal fiscal years, beginning September 1, 2008 and concluding August 31, 2009. Contracts are renewable for up to two additional years. The PWIB Youth Council reserves the right to re-issue this request for proposals based upon the achievement of at least 80% of contracted performance goals, positive monitoring evaluations conducted by the Philadelphia Youth Network on behalf of the PWIB Youth Council, and the availability of funds. The Council also reserves the right to revoke funding based on under-performance or changes in legislation or Council priorities.

Qualitative reviews will allow an opportunity for contractors to modify program design, if needed, based on the first year of the contract. The contract renewal process will delineate any program changes required by the funding source and permit contractors to propose changes in program design or specifications. A format for the modification request will be made available prior to the beginning of the next contract period.

B) Who is Eligible to Apply?

The PWIB Youth Council is seeking non-profit and for-profit youth serving organizations with significant capacity, demonstrable youth development experience and outcomes to operate youth workforce development programs during the contract period.

C) Application Process:

Respondents must follow the procedures outlined in this Request for Proposals (RFP). The RFP will be available on the Philadelphia Workforce Investment Board (WIB) website: www.pwib.org, the Philadelphia Youth Network website www.pyninc.org, or by calling (267)502-3800.

PROPOSAL TIMELINE

Proposal Release Date	Friday, June 6, 2008
Bidders' Conference	Tuesday, June 17, 2008 from 1:00p.m. to 3:00p.m.
Letter of Intent to Apply	Tuesday, June 24, 2008 by 4:30p.m.
Proposal Due Date	Friday, July 11, 2008
Review and Selection Period	Monday, July 14, 2008 – Friday, July 25, 2008
PWIB Youth Council Approval of Recommendations	Tuesday, July 29, 2008
PWIB Approval Confirmed	Wednesday, July 30, 2008
Contract Start Date	September 1, 2008 – August 31, 2009

Please Note: Questions regarding development and submission of this RFP **MUST BE SUBMITTED IN WRITING** to the Philadelphia Youth Network by fax (267) 502-3744 or emailed to YRRFP2008@pyninc.org. Questions and answers from the RFP process and Bidders' Conference will be updated and posted on the following websites: www.pyninc.org and www.pwib.org.

D) Notification of Intent to Apply:

Prospective respondents are requested to submit the attached "Notification of Intent to Apply" form (*Attachment 1*) to inform the Youth Council of their intent to submit an application. The form may be faxed to the Philadelphia Youth Network at (267) 502-3841, and is due Tuesday, June 24, 2008 no later than 4:30 p.m. This notification is for planning purposes to assist the Youth Council in securing the necessary number of reviewers.

E) Bidders' Conference:

The Bidders' Conference will be held on Tuesday, June 17, from 1:00p.m. to 3:00 p.m. at the PNC Conference Center, 1600 Market Street, 3rd Floor, Philadelphia, PA 19103. Attendance is STRONGLY ENCOURAGED. Please RSVP your attendance via e-mail to Joy Green at jgreen@pyninc.org. Be sure to include your name(s), organization and number of people attending.

Section VI: Application Submission

A) Application Submission:

The narrative should provide reviewers with a clear understanding of the agency's capacity to deliver the services for which funding is being requested. The narrative must address all sections. The complete narrative must be typed and cannot exceed 12 single-sided, single-spaced pages. The proposal should be formatted using a 1" margin and no smaller than a 12-pt font. Please focus the narrative on specific responses to the information requested. Use the headings provided to identify each section and subsection. An unlocked, electronic version of the narrative format can be downloaded at www.pyninc.org.

All respondents must submit the following:

- (1) One original, FIVE (5) hard copies, and one electronic copy (on CD or Disk) of the entire proposal, including all forms and narrative*: **Proposals should not be placed in binders or stapled.**
- (2) Two copies of the most current Organizational Financial Audit;
Please note: Substitutions for audited financial statements will not be accepted.
- (3) Proposal Cover Sheets (*See **Attachment 3***). *The cover sheets must be completed in its entirety and attached to the front of the proposal. Do not leave any items blank.*

Upon submission, all proposals will be reviewed to verify that they are complete and consistent with the guidelines set forth in this Request for Proposals. If any section of the proposal is missing or illegible it will be considered non-responsive and will not be considered. Proposals that do not follow the required format will not be reviewed. **No incomplete, faxed, e-mailed or late applications will be considered.**

Please note: *Responders may be required to make an oral presentation of their proposal submission to the review committee as part of the selection process. Site visits may also be requested by members of the review team.*

All proposals should be sent to:

Where: Philadelphia Youth Council
c/o Philadelphia Youth Network (PYN)
714 Market Street, Suite 304
Philadelphia, PA 19106

When: Applications must be received in PYN's office on Friday, July 11, 2008 *no later than 4:30p.m.*

LATE OR INCOMPLETE PROPOSALS WILL NOT BE ACCEPTED UNDER ANY CIRCUMSTANCES.

B) Narrative Format And Selection Criteria

Section A: Organizational Capacity (10 points)

- a) Describe history of serving, organizing and developing local community partnerships (e.g. schools, social service agencies, employers) around issues particular to Out-of-School youth;
- b) Describe why the target population and primary geographic area(s) to be served were selected;
- c) Describe how your organization executes regular cycles of planning, implementation and evaluation; and
- d) Describe specific quantifiable outcomes of past youth workforce development programs and how they have been used to improve program performance.

Section B: Collaborative Arrangements (15 points)

- a) How is collaboration manifested in your organization to meet desired outcomes?;
- b) Describe, in clear terms, how your program will connect with schools/alternative education programs, post-secondary institutions, employers, etc. to satisfy the desired outcomes
Please include letters of commitment that identifies each partner's roles, responsibilities and established benchmarks;
- c) Why are these partnerships critical to your ability to meet the desired outcomes?;
- d) How will you evaluate the overall effectiveness of the collaborative?;
- e) Describe how WIA funding will be allocated among partners;
- f) What other funding or in-kind resources will be generated and applied through the partnership?; and
- g) Describe how your program will build in opportunities for ongoing dialogue and learning between and among partners.

Section C: Program Components (35 points)

Assessment and goal planning:

- a) Describe your organization's understanding of and approach to assessment. Include some discussion about setting the context and climate for the assessment and the interpretation and presentation of results to participants;
- b) How will you ensure that the tools mandated for assessment will be administered uniformly and in a youth-friendly manner?;
- c) How will you interpret and utilize this assessment to develop appropriate goal plans and service strategies for participants?; and
- d) Include descriptions of specific assessment tools, instruments and methods your organization has used in the past to gather the necessary information and develop a service strategy.

Scope of program: Please describe your program model in detail with specific attention to the following:

- a) Recruitment strategies to ensure an eligible target population;
- b) Curriculum tools and resources and appropriate activities;
- c) Employer-defined skills and labor market information used to guide career development activities and career ladders;
- d) Specific ways in which youth that are basic skills deficient will be assisted in increasing their skills;
- e) Linkages between work-based learning, career development opportunities and specific learning objectives;
- f) Monitoring of internships, work-based learning experiences and/or jobs;
- g) Schedule of activities - Provide a detailed schedule of participant activities, including the location of these activities;
- h) The provision of follow-up services for each youth;

- i) Support for youth in their next step following program completion (e.g., enrollment in secondary or post-secondary education, employment, etc.); and
- j) Obstacles to program implementation – Outline potential obstacles that you anticipate in delivering your proposed program and describe your strategy for overcoming those obstacles to ensure successful program implementation.

Tracking: Describe your project's case management strategy for providing:

- a) Consistent support;
- b) Follow-through for individual service strategy plans; and
- c) Referrals and tracking for individual participants.

Staffing and program administration: Describe the following:

- a) Staffing plan, include positions;
- b) Staff to student ratios and staff areas of responsibility as related to the outlined program; and
- c) Professional development opportunities made available to increase staff's competencies around best practice in youth workforce development.

Attach resumes for any staff identified; if not identified, describe the selection criteria you will use.

Section D: Outcomes (30 points)

- a) In clear terms, identify and describe how proposed program activities will lead to the attainment of each common measure;
- b) Describe the current system in place for collecting relevant data and sharing data on individual youth and program activities to document progress and measuring performance outcomes;
- c) In addition to the required program measures, what internal processes will you use to track progress of each youth toward his or her individual goals?;
- d) How will you ensure that all outcome data is submitted to PYN in an accurate and timely manner?; and
- e) How will you evaluate the overall effectiveness of the program on an on-going basis?

Section E: Budget (10 pts)

- a) Provide evidence of leveraging of resources and in-kind contributions that will assist in meeting proposal outcomes;
- b) Provide evidence that your organization has sufficient resources, including staff, equipment and supplies, to meet its goal and objectives; and
- c) Outline the proposed budget and other resources supporting the organization's mission. Provide evidence of leveraging of resources and in-kind contributions that will assist in meeting proposal outcomes.

Section VII: Budget Information

- A) **Budget Forms:** The budget format (*provided in a separate Excel spreadsheet*) is a summary for use in the proposal process and must be included in the application. Please note that the Excel file contains several worksheets (each with a separate tab at the bottom of the open file/workbook). You must complete all applicable worksheets to provide required budget information. Successful respondents will be required to give detailed budget information at the time of contract negotiations.
- B) **Budget Narrative:** In addition to the Budget Summary, respondents must submit a brief Budget Narrative describing each of the costs included in the requested cost categories.
- C) **Contractor Certification:** An authorized representative of the applicant organization must sign the Contractor Certification form provided in Attachment 6. The signed form should be included in the application in front of the budget summary page.
- D) **Cost Per Participant:** Each model has a maximum cost per participant for program operations (which does not include youth wages). Cost caps in each category are as follows:

OSY Models	Cost Cap
Bridge and Learning to Work	\$5,000 to \$6,000
Occupational Skills Training Programs	Up to \$5,000

- E) **Maximum Budget Amount:** This amount is equal to the component cost per slot (c/p/s) cap multiplied by the number of participants. For example, if submitting for the Occupational Skills Training Program to serve 50 participants, the total operating award is up to \$250,000 (50 youth participants x \$5,000 c/p/s).
- F) **Youth Payments:** The Philadelphia Youth Network will centrally administer all payments to youth via a web-based student tracking system. Participating youth will be paid a wage, incentive or stipend for their participation based on the program design. Whenever appropriate, employers should assume a portion of the youth subsidy.

All contractors will be required to record the hours worked for each participant on a PYN issued timesheet and submit weekly payroll files electronically via this system. This year payment shall be issued to youth via an electronic payroll debit card. Successful respondents who serve youth with significant cognitive and/or developmental challenges may opt out of the electronic payment option.

G) Administrative or Indirect Costs: Respondents may include administrative or indirect costs, according to the following guidelines:

Administrative Cap: Administrative costs are not to exceed 10% of the total budget. All dollars must be allocated as either Administration or Training. All costs associated with direct delivery of services to young people, including site monitoring, payroll, training, etc. are considered training costs. Administrative costs are those costs not directly associated with service delivery (e.g., a percentage of the Executive Director's salary).

OR

Indirect Costs: Only organizations with approved indirect cost rates may budget indirect costs, not to exceed 10%. Successful bidders will be asked for documentation of this rate at the time of contract negotiations. Agencies that do not have a federally approved rate must allocate expenditures as Administration or Training.

H) Consultant/Contractual: Scope of Work and Budgets will be required for all consultants and sub-contractors at the time of contract negotiation.

I) Workers Compensation: Workers Compensation Benefits are provided for all youth participants who receive payments through the Philadelphia Youth Network. In this case, PYN is the documented employer of record.

J) Instructions for Completing the Budget Forms:

The format for the required Cost Reimbursement Budget is provided in a separate Excel spreadsheet, which can be downloaded at www.pyninc.org. It can be completed electronically (with formulas) or on a hard copy according to the following instructions:

(a) Using Formulas:

- The budget form has nine different worksheets (each with a labeled tab at the bottom). Respondents should only fill in applicable cells that appear in yellow. The formulas will automatically calculate and populate the un-shaded cells.
- The first worksheet (A) is the Budget Summary page. The only information to be completed on this page is the provider name, program name, budget and contract dates as well as the fiscal year breakdown. All financial information on this sheet is linked to the other sheets (B through I) and will automatically be completed once the other sheets are completed.
- Please complete worksheets B through I where applicable incurred expenses are expected. All of the subtotal and total areas have formulas, therefore, please enter the information in the respective areas, and the subtotals and the totals, along with Sheet A, will automatically calculate. You will not be able to enter any information in the subtotal and total sections since they are password protected.
- Sheets B through E are for administrative costs. Sheets F through I are for Program Service costs.
- Administrative costs cannot exceed 10%.

(b) Without Formulas (Hard Copies of the Budget only.) This is for organizations that will not complete the budget form through the Excel format

- Complete all applicable pages of the budget that your organization expects to have expenses in.
- Ensure all calculations are properly made.
- The first page, Budget Summary, must reconcile to all of the applicable detail pages.
- Administrative costs cannot exceed 10%.

Please ensure that you complete sheet/page K (Cost Allocation Plan) that will explain the way your organization will allocate non-direct costs. If the description of your organization's cost allocation plan is not one of the four options, please provide a brief description. Please note that non-direct costs cannot be allocated based on percentages listed in the budget.

If you have any questions with filling out the budget template, please contact Angie Calicat at 267.502.3708, email acalicat@pyninc.org or Tony Marzolino at 267.502.3703, e-mail tmarzolino@pyninc.org.

VIII. Proposal Review Process

Proposal Verification: Proposals will first be reviewed to verify that they are complete and consistent with the guidelines set forth in this RFP. If any section of the proposal is missing or illegible it will be considered non-responsive and will not be considered. No incomplete, faxed, e-mailed or late applications will be considered. Proposals that do not follow the required format will not be reviewed.

Review Process: A review committee will rate proposals. The review committee reserves the right to request additional information and schedule interviews or site visits, as appropriate. Scoring will be based on the standards, priorities, and examples of best practices as outlined in this RFP.

Past Performance: Providers, who were awarded contracts in 2005, will also be scored based on past performance. Past performance will be a factor in provider selection. Specific measures – as appropriate to each program – that may be considered include:

- Credential Attainment;
- Placement in Post-Secondary Training and/or Employment;
- Literacy And Numeracy Gains (Out-of-School Youth Only);
- Total Enrollment vs. Projected Enrollment;
- Number of Youth Retained;
- Administrative Capacity; and
- Fiscal Management.

IX. Attachments and Appendices

All of the forms can be completed electronically by tabbing through the fields. For blank fields, you can type in text or numbers. For check boxes, simply click on the box to check it. Alternatively, the forms can be printed and the responses entered by typewriter, or handwritten (legibly).

Attachments that are separate Excel spreadsheets (budget summary and worksite list) can be downloaded at www.pyninc.org.

Please use *Attachment 2: Proposal Checklist* to ensure that you have included all required documentation in the order specified.

ATTACHMENT 1

LETTER OF INTENT TO RESPOND

FAX RESPONSE
To 267-502-3841

Name of organization:	
Address of Organization:	
Street Address:	
City, State, Zip Code:	

This fax is a confirmation that we, _____ (name of organization), intend to respond to the *WorkReady Philadelphia Year-Round Programs Request for Proposals* in the following category:

- Year-Round Out-of-School Youth**
 - Bridge and Learning to Work*
 - Occupational Skills Training*
- Total # of proposals your organization intends to submit: _____

Please select the appropriate box above and be sure to return this fax to the Philadelphia Youth Network by Tuesday, June 24, 2008 no later than 4:30p.m.

ATTACHMENT 2

Proposal Checklist

Please take the time to complete this checklist to ensure that all of the following information is included in your proposal package:

Each copy of the proposal must include the following, *in the order listed*:

- Cover Sheets (All three pages, fully completed and signed by the authorized agency representative, Attachment 3);
- Narrative (maximum of 12 single-sided, single-spaced pages; formatted using 1" margins and no smaller font than 12 pt.), that addresses all sub-sections listed in Section VI. Application Submission;
- Preliminary Employer / Worksite List (Complete separate Excel spreadsheet as described in Attachment 4);
- Accessibility Checklist (Attachment 5, signed by authorized agency representative.);
- Contractor's Budget Certification (Attachment 6, signed by authorized agency representative);
- Budget Forms (Complete separate Excel spreadsheet as explained in Section VII: Budget Information);
- Budget Narrative (A brief description of costs associated with each budget line);
- Resumes/Job Descriptions; and
Include resumes of key staff that are responsible for program oversight or implementation. Job descriptions should be attached for any positions that will be developed specifically for this project.
- Certificates of Insurance;
(Proof of General Liability Insurance, Fidelity Bonding Insurance, and Worker's Compensation Insurance for the contract period is required. All certificates of insurance must exhibit dates for coverage that comply with the contract period and list the Philadelphia Youth Network as an "ADDITIONAL INSURED.")
Please indicate if a current Certificate of Insurance is on file that covers the period of September 1, 2008.

Submissions include:

- Hard copies: One Original + Five (5) Copies of Proposal (including all sections listed above);
- Electronic copy: One CD or disk with electronic copies of the narrative, budget summary, budget narrative, and field-based/worksite list; and
- Audit: Two copies of the past year's Organizational Audit, including the accompanying financial statements.

ATTACHMENT 3

Proposal Cover Sheets

Page 1 – Program Summary

Name of organization (applicant): _____

Title of Proposed Program: _____

Proposed model (choose one – *a separate application must be submitted for each model*):

Out of School Youth Program Model: _____

a. Operating budget request: \$	b. Total stipends/incentives/wages requested: \$ [breakdown: Summer \$ Year-round \$
c. Number of slots requested:	d. Operating cost per slot (a/c) \$ per slot
e. Total budget request (a+b): \$	f. Total cost per slot [(a+b)/c]: \$

Primary zip codes targeted:

Days of Operation: Mon Tue Wed Thu Fri Sat Sun

Hours of Operation: A.M. to P.M.

Executive Summary of Program – One paragraph, 2,000 characters (approx 300 words) maximum.

Please include all of the following information: (1) brief description of program, (2) specific/special populations served, (3) geographic focus, if any, (4) types of youth experiences, (5) industry sectors targeted, and (6) any other special features of your program.

Name of organization (applicant):

Street address:

City, State, Zip:

Title of Proposed Program:

Program Category and Model:

<p><u>*Authorized Representative</u> <i>(person who can legally sign contracts for organization – signature required, below)</i></p> <p>Name:</p> <p>Title:</p> <p>Phone:</p> <p>Fax:</p> <p>E-mail:</p>	
<p><u>Organization Contact</u> <i>(for questions about agency or application in general)</i></p> <p>Name:</p> <p>Title:</p> <p>Phone:</p> <p>Fax:</p> <p>E-mail:</p>	<p><u>Fiscal Contact</u> <i>(for questions about the budget)</i></p> <p>Name:</p> <p>Title:</p> <p>Phone:</p> <p>Fax:</p> <p>E-mail:</p>
<p><u>Program Contact</u> <i>(for questions about the proposed program during its operation)</i></p> <p>Name:</p> <p>Title:</p> <p>Phone:</p> <p>Fax:</p> <p>E-mail:</p>	<p><u>Technology/Computer Contact</u> <i>(for questions about electronic transfer of information, e.g. student payroll)</i></p> <p>Name:</p> <p>Title:</p> <p>Phone:</p> <p>Fax:</p> <p>E-mail:</p>

Signature of Authorized Representative* (required):

X _____

Organization Information

1. Is your organization incorporated as: non-profit or for-profit?
2. Federal tax ID number or name and Fed. Tax ID number of legal entity that will act on behalf of the org:
Is your organization (or the legal entity identified above) certified by the City's Minority Business Enterprise Council? Yes No
3. Have any of the applicant's Federal, State or City contracts or grants ever been terminated or suspended (either totally or partially) for any reason?
Yes No (If yes, please explain on separate sheet)
4. Is applicant in receivership or bankruptcy, or are any such proceedings pending?
Yes No (If yes, please explain on separate sheet)
5. Has the applicant's organization ever been cited, fined, or reprimanded for any law or code violations or has any business license been suspended or revoked?
Yes No (If yes, please explain on separate sheet)
6. Has the applicant agency and its staff or director ever been barred from entering contracts with Federal or State government agencies?
Yes No (If yes, please explain on separate sheet)
7. Will the applicant subcontract any of the training or work efforts? Yes No

Conflict of Interest/Union Concurrence

8. Does the Community-based Organization (COB) have any connection with the Philadelphia Workforce Investment Board, Philadelphia Youth Council, Philadelphia Youth Network or its Board of Directors?
Yes No (If yes, please explain on separate sheet)
9. List all unions that may be associated with this project:
10. Does your agency have union approval of the proposed project? Yes No
Union approval was not requested (If yes, please attach a copy of written proof)

Computer Capabilities

(The following questions are to determine the technology capabilities of your organization to facilitate program administration)

11. Our computer operating system is: Windows-based or Mac-based
12. Do you have a Pentium 166 Computer with at least 32 MB of RAM? Yes No
13. Do you have a 28.8 Modem currently installed on a computer with the specs listed above? Yes No

ATTACHMENT 4

Preliminary List Of Employers / Worksites

If you are proposing to utilize employer based worksites as part of your project, please complete the Preliminary List of Worksites Form, which is provided as a separate Excel Spreadsheet. A sample of the form is provided below. The form is a separate Excel Spreadsheet that can be downloaded at: www.pyninc.org.

Remember to include this electronic file on CD or disk when submitting the proposal.

Preliminary List of Employers / Worksites								
	Name of Site	Contact Person	Phone #	Street Address	Zip Code	# of Youth	Activities	Job Title
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								
27								
28								

sample

ATTACHMENT 5

Accessibility Survey Checklist – Page 1 of 3

Building Site		YES	NO
1.	Does the grading of the building site allow the approaches to the building to be substantially leveled?		
2.	Is there parking within 200 feet of the building entrances?		
3.	Is any of the parking reserved for the disabled?		
4.	Are any parking spaces open on one side to allow easy access for wheelchairs and for people who use braces to get in and out of the automobile?.....		
5.	Are the parking spaces on level ground?		
6.	Are there ramps or level spaces to allow people to enter the building without crossing a curb?		
<u>Walkways</u>			
1.	Are walks at least 48 inches wide?		
2.	Is the gradient not greater than one-foot rise in 20 feet (5 percent)?		
3.	Are walks without interruption (i.e., steps or abrupt changes in level)?		
4.	If the walks cross a driveway, parking lot or other walks, do they blend into a common level surface?		
5.	On elevated walks, is there at least a 5ft. platform if a door swings out onto the platform, or a 3ft. X 5ft. platform if the door swings in?.....		
6.	Do walks have non-slip surfaces?		
<u>Building Door and Doorways</u>			
1.	Do doors have a clear opening at least 32 inches wide?		
2.	Can doors be opened with a single effort?		
3.	Is the floor of the doorway level within 5 feet of the door in the direction it swings?		
4.	Does this level space extend 1 foot beyond each side of the door?		
5.	Does it extend 3 feet in the direction opposite to the door swing?		
6.	Are sharp inclines and abrupt changes in levels avoided at doorsills?		
7.	Does the speed of the door closer allow the use of doors by physically disabled persons?		

Accessibility Survey Checklist – Page 2 of 3

<u>Building Stairs and Steps</u>		<u>YES</u>	<u>NO</u>
1.	Do the steps avoid protruding lips at the edge of each step?		
2.	Do stairs have handrails at least 30 inches above the step level?		
3.	Do stairs have at least one handrail that extends at least 18 inches beyond the top and bottom step?		
4.	Do steps have risers of 7 inches or less?		
<u>Building Floors</u>			
1.	Do floors have non-slip surfaces?		
2.	Are floors on each story at a common level or connected by a ramp?		
<u>Building Restrooms</u>			
1.	Can physically disabled persons, particularly those in wheelchairs, enter the restroom?		
2.	Do toilet rooms have turning spaces 60 x 60 inches to allow traffic of individuals in wheelchairs?		
<u>Building Water</u>			
1.	Is there at least one drinking fountain for use by the physically disabled?		
2.	Can persons in wheelchairs wheel up to fountains?		
3.	Do water fountains or coolers have up-front spouts and controls?		
4.	Are they hand-operated?		
5.	If coolers are wall-mounted, are they hand-operated, with basins 36 inches or less from the floor?		
<u>Building Public Telephones</u>			
1.	Is there at least one public telephone in each "bank" accessible to the physically disabled?		
2.	Is the height of the dial 48 inches or less from the floor?		
3.	Is the coin slot located 48 inches or less from the floor?		
4.	Are these telephones equipped for persons with hearing disabilities? Are those telephones identified as such?		
<u>Building Elevators</u>			
1.	If more than one-story building, are there elevators available to the physically disabled?		
2.	Can physically disabled persons, particularly those in wheelchairs, enter the elevators?		
3.	Are outside call buttons 48 inches or less from the floor?		
4.	Are control buttons inside 48 inches or less from the floor?		

Accessibility Survey Checklist – Page 3 of 3

		<u>YES</u>	<u>NO</u>
<u>Building Warning Signals</u>			
1.	Are audible warning signals accompanied by simultaneous visual signals for the benefit of those with hearing and sight disabilities?		
<u>Building Hazards</u>			
1.	When there are hazards such as open manhole covers, panels and excavation exits on the site, are barricades placed on all open sides at least 8 feet from the hazard and warning devices installed?.....		
2.	Are there no low-hanging door closers that remain within opening of doorways or that protrude hazardously into regular corridors or traffic ways?		
3.	Are there no low-hanging signs, ceiling lights, fixtures or similar objects that protrude into regular corridors or traffic ways?		
4.	Is lighting on ramps adequate?		
5.	Are exit signs easily identifiable to all disabled persons?		

Although the above components are important aspects of accessibility, they do not represent the complete picture. In order for an environment to be considered fully accessible or barrier-free, other factors must also be considered. A thorough analysis of the facility should be done from the perspective of both a participant of the services being provided and as an employee within that facility. This analysis would look at traffic flows, impediments to the access of various services and potential dangers within the facility. Specific items to be considered are:

- The position of telephone jacks;
- Desks and chairs in positions which prevent an open pathway;
- Wires lying across pathways;
- Planters and other decorative items;
- Counter heights;
- Carpet or flooring irregularities; and
- Objects that protrude from walls, including telephones, fire hoses, fire extinguishers etc.

Contractors' Accessibility Certification: I certify that all of the information provided above is complete and accurate to the best of my knowledge.

Authorized Representative Signature:

x _____

Name:

Title:

Date:

Attachment 6

Contractor's Certification and Budget Information

In addition to the required Budget Summary and Narrative, an Authorized Representative of the applicant organization must sign this Contractor Certification form. Successful Bidders will be required to submit detailed budget information at the time of contract award.

CONTRACTOR'S BUDGET CERTIFICATION

I certify that all the information provided in this budget is both complete and accurate to the best of my knowledge. Additionally, this form will be revised and re-submitted at a later date should unforeseen cost factors necessitate changes. I also understand that if selected as a contractor, I will be required to submit further detailed budget information.

Authorized Representative Signature: x _____
Name: _____
Title: _____
Date: _____

Please sign this form and include it in the application in front of the Budget Summary and Budget Narratives.

Budget Summary: The Budget Summary form is provided in a separate Excel Spreadsheet. It can be downloaded at: www.pyninc.org. *Remember to include this electronic file on the disk when submitting the proposal.*

Budget Narrative The Budget Narrative should briefly explain the costs included in each cost category and line item.

Questions about the budget: If you have any questions with filling out the budget document, please contact Angie Calicat at 267.502.3708 or at email acalicat@pyninc.org, or Tony Marzolino at 267.502.3703 or e-mail tmarzolino@pyninc.org

Appendix A

WIA GLOSSARY OF TERMS

DEFINITIONS RELATED TO ELIGIBILITY AND ENROLLMENT: GLOSSARY OF WIA DEFINITIONS

-A-

Adult Education - Services or instruction below the post-secondary level for:

- Those age 16 or older who are not enrolled or required to be enrolled in secondary school under State law
- Those lacking sufficient mastery of basic educational skills to function effectively in society
- Those who lack a secondary school diploma or its recognized equivalent, and who have not achieved an equivalent level of education.
- Those unable to speak, read, or write the English language

Administrative Costs - The allocable portion of necessary and allowable costs that is associated with the overall management and administration of the workforce investment system and which are not related to the direct provision of the Employment and Training Services. These costs can be both personnel and non-personnel and both direct and indirect.

Assessment - Each participant shall be provided with an objective assessment of his/her academic employment skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs. The goal is to accurately evaluate the youth in order to develop an appropriate service strategy to meet individual needs. All assessment must follow the Santa Barbara County WIA Youth Policies and Procedures Manual.

-B-

Barriers to Employment - Contractors will have mechanisms for identifying and eliminating barriers to employment that hinder an individual's ability to participate in the labor force. These may include lack of a high school education or its equivalency, basic skills deficits, limited English, and substance abuse.

Basic Skills Deficient - English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test or a comparable score on a criterion-referenced test.

Basic Skills Goal - Measurable increase in basic education skills include reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.

-C-

Case Management - The provision of a client-centered approach in the delivery of services, designed to:

- Prepare and coordinate comprehensive employment plans, such as service strategies to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies
- To provide job and career counseling during program participation and after job placement

Credential - Nationally recognized degree or certificate or State/locally recognized credential. Credentials include, but are not limited to a high school diploma, GED or other recognized equivalents, post-secondary

degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates. States should include all State Education Agency recognized credentials.

-D-

Disability – The term disability means, with respect to an individual:

- A physical or mental impairment that substantially limits one or more of the major life activities of such individual;
- A record of such an impairment; or
- Being regarded as having such impairment.

If an individual with a disability proves to be ineligible due to family income criteria, the individual's income eligibility must be re-determined as though he or she is an individual (a family of one).

-E-

Eligible Youth - Is not less than age 14 and not more than 21. Is a low-income individual who is one or more of the following:

- Has repeated at least one secondary grade level or is one year over age for grade
- Has a core GPA of less than 1.5
- For each year of secondary education, is at least two semester credits behind the rate required to graduate from high school
- Is an emancipated youth
- Is a previous dropout, has been suspended five or more times, or has been expelled
- Has a court/agency referral mandating school attendance
- Is deemed at risk of dropping out by a school official
- Has been referred to or is being treated by an agency for a substance abuse related problem
- Has experienced a recent traumatic event, is a victim of abuse, or resides in an abusive environment as documented by a school official or professional
- Has serious emotional, medical or psychological problems as documented by a professional
- Has never held a job
- Has been fired from a job within the 12 months prior to application
- Has never held a full-time job for more than 13 consecutive weeks. This applies to both Younger and Older Youth.

Eligible to Work - Participation in programs and activities financially assisted in whole or in part under WIA is open to citizens and/or those who have the right to work in the United States.

English Literacy Program - A program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.

Entered Employment - Youth who entered employment after receiving WIA Youth services. Individuals should be considered as employed if, in the calendar quarter after exit, they did any work at all as paid employees. (i.e., received at least some earnings), worked in their own business, profession, or worked on their own farm.

Exit - A participant who has a date of case closure, completion or known exit from WIA-funded or non-WIA funded partner service within the quarter (hard exit) or a participant who does not receive any WIA Title I funded

or non-WIA funded partner service for 90 days and is not scheduled for future services except follow-up services (soft exit).

Exit Date - The last date on which WIA Title I funded or partner services were received by the individual excluding follow-up services.

Exit Quarter - Quarter in which the last date of service (except follow-up services) takes place.

Exposure to the World of Work - Instructional activities that expand the occupational knowledge of students inexperienced in the labor market, prepare them for the realities of the workplace and increase students' awareness of their own aptitudes and interests and how they relate to occupations and career options. Also includes activities such as guest speakers, work samples, testing and assessment, field trips and site visits.

-F-

Family - Two or more persons related by blood, marriage, or decree of court, living in a single residence, and included in one or more of the following categories:

- A husband, wife, and dependent children
- A parent or guardian and dependent children
- A husband and wife

Follow-up services - Includes 12 months of ongoing support and services related to retention, access to supportive services, mentoring, counseling, and retraining. Follow-up begins after employment or exit which ever occurs first.

-H-

Homeless - The term homeless or homeless individual or homeless person includes:

- An individual who lacks a fixed, regular, and adequate nighttime residence; and
- An individual who has a primary nighttime residence that is -
- A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
- An institution that provides a temporary residence for individuals intended to be institutionalized; or
- A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

-I-

Incentives - Awarded to youth for successful completion of one or more components of the program. Incentives can be cash, gift certificates or other items the program feels are motivators for youth (T-shirts, field trips, etc.)

In School Youth - A young person currently enrolled in a public, private or charter school.

ISS (Individual Service Strategy) - An ongoing strategy jointly developed by the participant and the case manager that identifies the participant's employment goals, the appropriate achievement objectives, and the appropriate combination of services for the participant to achieve the employment goals.

Internship - A structured work experience involving specific occupational skills development goals in addition to other learning goals; involves the awarding of school credit/outcome verification upon successful completion; and

includes the expectation that the student, upon completion of the internship, will demonstrate the skills necessary for entry-level employment in the occupational area of the internship.

-J-

Job Shadow - Competency-based educational experiences that occur at a worksite but are tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences.

-L-

Labor Market Area - An economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence.

Leadership Development Opportunities - May include but are not limited to 1) the exposure to post-secondary opportunities, 2) community service and service learning projects, 3) peer-centered activities, including peer mentoring and tutoring 4) Organizational and team leadership training 5) training in decision making, including determining priorities and 6) Citizenship training, including life skills training.

Literacy - An individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

Life Skills - Activities and/or training that assist youth to develop marketable work habits. May include modules/training/curriculum instruction in Personal Finance & Budgeting, Computers, Parenting/Pregnancy Prevention, Self-Leadership (E.G. Conflict Resolution, Public Speaking, Anger Management), Cultural History and Diversity, Nutrition/Fitness, And Health.

Limited English Proficiency - An adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language.

- Whose native language is a language other than English
- Who lives in a family or community environment where a language other than English is the dominant language

LLSIL (Lower Living Standard Income Level) - A level of income, adjusted for geographic differences and family size, which represents the minimum amount necessary to maintain a lower standard of living as determined by the Secretary of Labor.

Lower Income Standard Level - The *lower living standard income level* means the income level determined annually by the Secretary based upon the most recent *lower living family budget* issued by the Secretary of Labor.

Low-income Individual - Receives, or is a member of a family that receives, cash payments under a Federal, State, or local income-based assistance program.

- Received an income, or is a member of a family that received a total family income, for the 6-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, payments described in subparagraph (A), and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402) that, in relation to family size, does not exceed the higher of:
 - The poverty line, for an equivalent period;
 - 70 percent of the lower living standard income level, for an equivalent period;

- Is a member of a household that receives (or has been determined within the 6-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977 (7 U.S.C. 2011 et seq.);
- qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302);
- Is a foster child on behalf of whom State or local government payments are made, and
- In cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a program described in subparagraph (A) or of subparagraph (B), but who is a member of a family whose income does not meet such requirements.

-O-

Occupational Skills Goal - Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

Offender - A person who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction or any juvenile-- who is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial.

Older Youth – A person between the ages of 19 and 21.

Orientation - Provides information about the types of services available, develops motivation and interest in the project, explains the application, selection and eligibility process, and assists respondents in preparing for the process. The respondent will provide a clearly defined format for the orientation to ensure consistency in how the information is given to potential respondents. The proposal must specify the criteria for determining suitability for services.

Other Termination/Exit - Youth who have terminated or exited from the program other than the following reasons (e.g., family/childcare problems, health/medical, cannot locate, death, etc.) Exit also includes any adult who does not receive any WIA-funded services for 90 days and is not scheduled for future services except follow-up services.

Out-of-School Youth - Youth who is NOT enrolled in school and has not received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed. An out-of-school youth is an individual who: (a) is an eligible youth who is a school dropout; or (b) is an eligible youth who has either graduated from high school or holds a GED, but is basic skills deficient, unemployed, or underemployed. Youth enrolled in alternative education are counted as in-school youth.

-P-

Performance Measurements - Philadelphia County is held to performance standards by the State for each of its funding streams. Failure to achieve these standards may result in funding reductions. Each contractor will be held accountable to its own performance measurements.

Common Measures	Accountability	Negotiated Local Levels
		PY'08 – '09
◆ Placement in Employment and/or Post-secondary Education	In and Out-of-School Youth	54%
◆ Attainment of a Degree/Certificate (State/Employer recognized)	In and Out-of-School Youth	64%
◆ Literacy & Numeracy Gains	Out-of-School Youth Only	45%

Postsecondary Educational Institution – An institution of higher education that provides not less than a 2-year program of instruction acceptable for credit towards a bachelor's degree. A nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

Poverty Level - The *poverty level* means the income level at which families are considered to live in poverty, as annually determined by the Department of Health and Human Services.

Pregnant or Parenting - The term *pregnant or parenting youth* means an individual who is under 22 years of age and who is pregnant, or a youth (male or female) who is providing custodial care for one or more dependents under age 18. [Reference: WIA Sections 101(13) and 129(c)(5)(D)]

Pre-Vocational Services - Include but are not limited to learning skills, communication skills, interviewing skills, punctuality, personal_maintenance skills & professional conduct to prepare individuals for unsubsidized employment or training.

Project-Based Learning - Learning experiences which engage students in complex, real-world projects through which they develop and apply skills and knowledge, which take effort and persistence over time, result in the creation of something that matters to them and has an external audience. Employment and community partners provide students with ongoing coaching and expert advice on projects, particularly in regard to effective strategies and tools used in the workplace, Projects should be authentic, involve academic rigor, applied learning, active exploration, adult connection and assessment practices.

Public Assistance - Federal, State, or local government cash payments for which eligibility is determined by a needs or income test. The statutory definition of public assistance contains a two-part test: (1) the program must provide cash payments, and (2) eligibility for the program must be determined by a needs or income test. (Applies to Title I Youth program; applies as a statutorily-required priority for the use of Title I Adult program funds when such funds are limited.)

-R-

Referral – Any eligible youth who is not enrolled in services at a contracted program must be given the referral information regarding the full array of applicable services through local programs.

Register - The process for collecting information to determine an individual's eligibility for services under WIA Title I

-S-

School Dropout - An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. Youth enrolled in alternative schools are not school dropouts. A youth's dropout status is determined at the time of application. When is dropout status determined, particularly for youth attending alternative schools? A youth's dropout status is determined at the time of registration. An individual who is out-of school at the time of registration and subsequently placed in an alternative school, may be considered an out-of-school youth for the purposes of the 30 percent expenditure requirement for out-of-school youth.

[Reference: WIA Section 101(39); Title 20 CFR Section 664.310]

Self Certification - An individual's signed attestation that the information he/she submits to demonstrate eligibility for WIA is true and accurate.

Selective Service/Military Status - All males who are at least 18 years of age and born after December 31, 1959, and who are not in the armed services on active duty, must be registered for the Selective Service. A youth who becomes 18 years of age while participating in a WIA program must register within 30 days of his 18th birthday.

Service Learning (Youth) - A structured work experience, through which students learn and develop by participating in thoughtfully organized community service work activities that meet actual community needs, are designed collaboratively by the program and student(s).

Skill Attainment - Basic skills, occupational skills, or Work Readiness.

Stipends - Stipend payments may be used for youth participating in a variety of experiences. These payments are based on attendance for youth participating in a work, education, and/or training experience.

Structured Work Experience - A competency-based educational experience that occurs at the work site but is tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences.

Subsidized Work Experience - A career-linked job at a public or private site in which the wages paid to an employee are financially supported by a private, state or local employment and training program.

Supportive Services - Services such as transportation, childcare, dependent care, housing, and needs-related payments necessary to enable an individual to participate in activities authorized under this title.

-U-

Unsubsidized Employment - Full or part-time employment in a job not financed from funds provided by a federal or state grant. A job in which the wages paid to an employee are not financially supported by a state or local employment and training program.

-W-

WE (Work Experience) - A planned, structured learning experience that takes place in a workplace for a limited period of time.

Work-Based Learning Activities - Activities offered which are designed to enable youth to gain exposure to the working world and its requirements and help acquire personal attributes, industry defined skill standards, and knowledge needed to obtain a job and advancement in employment. Activities should be designed to be mastered at progressively higher levels that are coordinated with school-based learning. Can take place at private, for-profit, non-profit or public sector. Can be paid or non-paid activities. (Note: applicable labor laws must be adhered). Activities must be relevant to the career plan and include but are not limited to:

- Career Related Monitoring
- Community Service Learning
- Entrepreneurial Work Experience
- Internship
- Job Shadow
- Project-Based Learning
- Subsidized Work Experience
- Structured Work Experience

Work Readiness – Completion of one or more workforce readiness skill activities appropriate to the service plan developed for the participant, which could include:

- Career Related Assessment & Goal Setting
- Pre-Employment Training
- Work Experiences/Internships
- Job Shadows
- Career Explorations
- On-the-Job Training

Work Readiness also encompasses survival/daily living skills as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. The also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, present a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.

Workforce Investment Act – Signed into law in 1998 to replace the Job Training Partnership Act. Local areas must now offer year-round youth services to include (10) elements. See <http://www.edd.ca.gov/wiaind.htm>

Workplace Literacy Services - Literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.

Work Readiness Skills Goal - Work readiness skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.

-Y-

Youth Enrolled - Youth who receive WIA youth services.

Appendix B

2008-2009 Year-round
WIA Program Elements Accountability Chart
_____In-School _____Out-of-School
(*check only one per proposal submission*)

LEAD AGENCY NAME: _____

WIA required program elements for youth:

1. Tutoring, study skills training, and instruction, leading to completion of secondary school;
2. Alternative secondary school services;
3. Summer employment opportunities that are directly linked to academic and occupational learning;
4. Paid and unpaid work experiences, including internships and job shadowing;
5. Occupational skill training;
6. Leadership development opportunities;
7. Supportive services;
8. Adult mentoring for the period of participation not less than 12 months;
9. Follow-up services for not less than 12 months after the completion of participation; and
10. Comprehensive guidance and counseling, which may include drug and alcohol counseling and referral.

Element	Provided by Applicant/Partner /Referral	Location(s)	Contact
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			



NATIONAL YOUTH EMPLOYMENT COALITION

PEPNet Quality Standards for Youth Programs that Link Youth to Work and Education to Promote a Successful Transition to Adulthood



CATEGORY I. MANAGEMENT FOR QUALITY

Standards for program management – the foundation for program direction, systems and operations.

Standard: 1.1. Mission: Quality programs have a clearly stated purpose that is consistent with their goals and activities and is based on the needs of the community and youth they serve.

Standard: 1.2. Leadership: Quality programs have leaders who focus on the success and growth of the organization in the context of accomplishing the organization's mission.

Standard: 1.3. Staff: Quality programs ensure that staff are qualified and competent and receive support that promotes continued learning, job satisfaction and motivation.

Standard: 1.4. Financial Management: Quality programs manage their financial resources responsibly.

Standard: 1.5. Performance Accountability: Quality programs hold themselves accountable for setting and meeting operational and programmatic goals.

Standard: 1.6. Information Management: Quality programs develop systems to collect, store, analyze and report complete and accurate data on operational and program performance, participant demographics, services, progress and outcomes.

Standard: 1.7. Continuous Improvement: Quality programs continuously examine themselves and seek ways to improve what they do.

Standard: 1.8. Sustainability: Quality programs employ a consistent strategy for managing resources effectively and achieving organizational longevity

CATEGORY II. PROGRAMMATIC APPROACH

Standards for program design – how the program looks, how the young person experiences the program, how the pieces work together.

Standard: 2.1. Target Youth: Quality programs demonstrate a logical relationship between the youth they serve and the program mission, components and activities.

Standard: 2.2. Environment & Climate: Quality programs offer a safe, structured environment and a climate that promotes and sustains young people's development and successful transition to work and adulthood.

Standard: 2.3. Instructional Approach: Quality programs use instructional methods that actively engage youth in their own learning.

Standard: 2.4. Collaboration: Quality programs leverage resources and services for youth through collaborative relationships.

Standard: 2.5. Individual Planning and Guidance: Quality programs tailor and guide the program experience for each youth, based on the young person's goals and needs.

Standard: 2.6. Wrap-Around Support: Quality programs help youth strengthen their assets and meet personal needs beyond academic and career preparation.

Standard: 2.7. Youth Engagement: Quality programs engage youth as active, respected contributors to the program and the community.

Standard: 2.8. Employer Engagement: Quality programs actively engage public and private sector employers to strengthen program activities.

Standard: 2.9. Transition Support: Quality programs help youth make a gradual transition from full program participation to independent engagement in positive activities.

CATEGORY III. YOUTH DEVELOPMENT COMPETENCIES

Standards for program offerings – What youth need to know and be able to do to successfully transition to work and adulthood and how to help them gain those skills, knowledge and abilities.

Standard: 3.1. Working: Quality programs, on their own or through collaborative partnerships, help youth develop competencies (knowledge, skills, and abilities) important to becoming a productive member of the workforce and achieving economic self-sufficiency.

Standard: 3.2. Academic Learning: Quality programs, on their own or through collaborative partnerships, help youth develop competencies (knowledge, skills, and abilities) important to academic achievement.

Standard: 3.3. Connecting: Quality programs, on their own or through collaborative partnerships, help youth develop competencies (knowledge,

skills and abilities) important to establishing positive social relationships.

Standard: 3.4. Leading: Quality programs, on their own or through collaborative partnerships, help youth develop competencies (knowledge, skills and abilities) important to personal responsibility and civic involvement.

Standard: 3.5. Thriving: Quality programs, on their own or through collaborative partnerships, help youth develop competencies (knowledge, skills and abilities) necessary for optimal physical and emotional well being.

CATEGORY IV. FOCUS ON YOUTH RESULTS

Standards for performance measurement – measuring, documenting and reporting youth outcomes and progress towards those outcomes.

Standard: 4.1. Working Outcomes: Quality programs measure and demonstrate outcomes related to participants' work readiness and employment status.

Standard: 4.2. Academic Learning Outcomes: Quality programs measure and demonstrate outcomes related to participants' academic achievement.

Standard: 4.3. Productive Engagement Outcomes: Quality programs demonstrate the degree to which youth participants are productively engaged in society.

Standard: 4.4. Program-Specific Outcomes: Quality programs demonstrate other outcomes essential to the youth served and program offerings.

Note: Program-specific outcomes will vary from program to program; examples could include increased civic engagement, increased positive behaviors and activities, reduced negative or unhealthy behaviors or activities.

Standard: 4.5. Working Progress Measures: Quality programs demonstrate that youth are making progress toward achieving outcomes or competencies important to becoming a productive member of the workforce and gaining economic self-sufficiency.

Standard: 4.6. Academic Learning Progress Measures: Quality programs measure and demonstrate that youth are making progress toward achieving outcomes or competencies important to academic achievement.

Standard: 4.7. Other Youth Development Progress Measures: Quality programs measure and demonstrate that youth are making progress toward or attaining competencies in the other three youth development areas: Connecting, Leading and Thriving.

Note: Programs may develop or define their own measures of progress

Appendix D

Alternative Educational Pathways

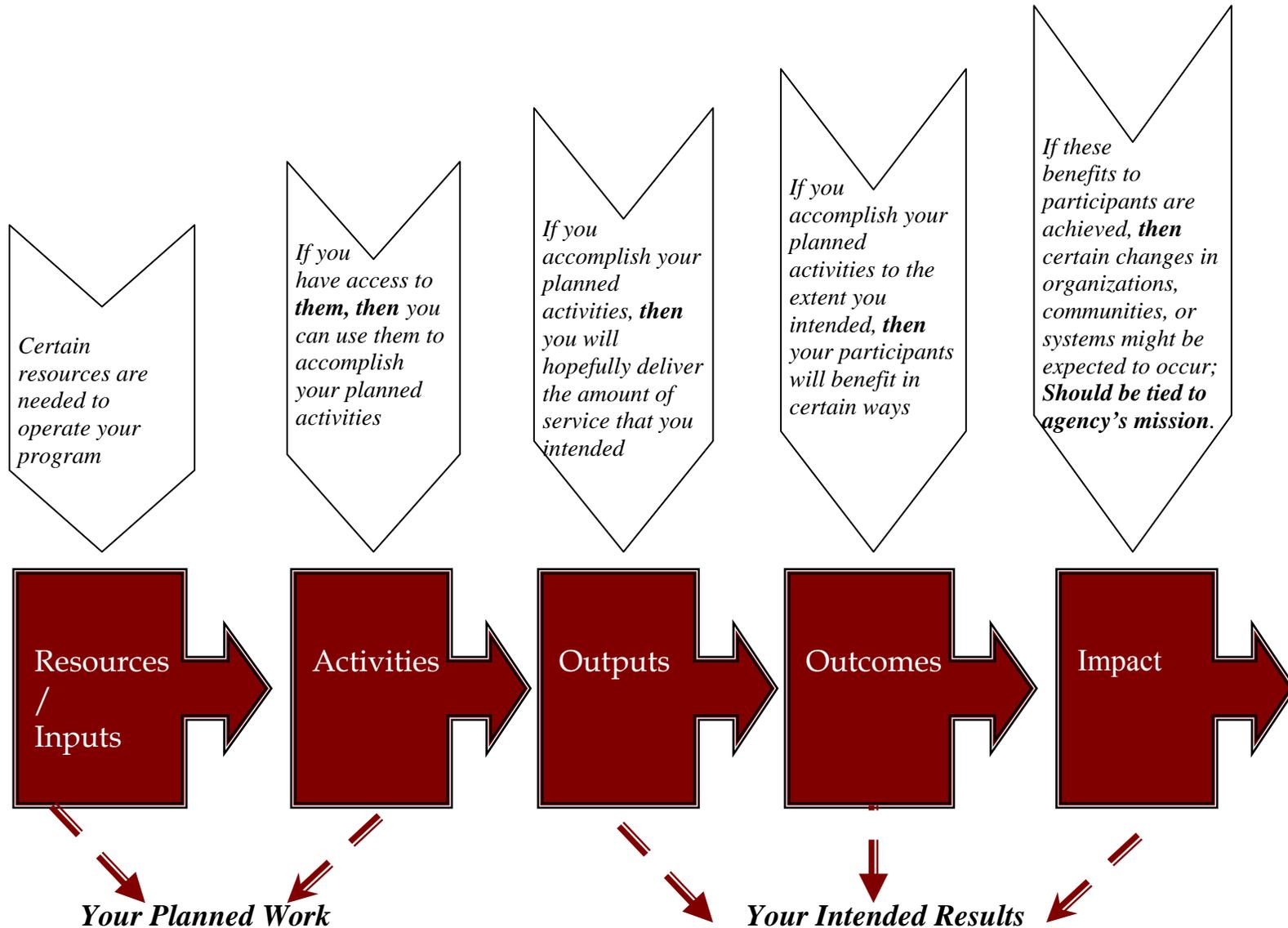
Since the academic and demographic profiles of Out-of-School youth vary, it is both appropriate and necessary that the programs comprising Philadelphia’s dropout-recovery strategy be varied, responsively and responsibly diverse. Currently, there are three principal, School District of Philadelphia, diploma-granting programs aimed at re-engaging out-of-school youth: the Accelerated High Schools, Educational Options Program (EOP), Gateway to College, and GED programs.

Alternative Educational Pathway	Credit Profile Review	Description
Accelerated High School	$0 \geq$ credits	Camelot, Fairhill Community High School, Community Education Partners Accelerated Learning Academy, North Philadelphia Community High School, and Opportunities Industrialization Centers of America Career and Academic Development Institute, are smaller learning environments managed by contracted organizations. These schools enroll students with as few as zero credits and they are designed to provide individualized, year-round instruction meeting the academic needs of overage and under – credited students.
Educational Options Program	≤ 8 credits	Operates generally from 3:00PM to 6:00PM at ten area high schools providing instruction in core subject areas and enrolling students with a minimum of eight academic credits. Each academic year, a student is eligible to earn four to eight academic credits depending on whether the credits are newly attempted or recovered from previously failed or incomplete courses.

Alternative Educational Pathway	Credit Profile Review		Description
Gateway to College	16-18 yrs. old	0 credits	Dual-enrollment program operated in partnership with Community College of Philadelphia. Gateway utilizes placement exams as criteria for student acceptance; students must have an 8 th grade literacy level to enroll in this dual high-school diploma and associate degree, granting program.
	19 yrs. old	6 credits	
	20 yr +	14 to 18 credits	
GED (on and off site)	Varies		<p>GED 101: Designed for youth reading between a 4th and 6th grade level Academic studies over a course of 50-60 weeks</p> <p>GED 201: Designed for youth reading between a 7th and 9th grade level Academic studies over a course of 40-50 weeks</p> <p>GED 301: Designed as a refresher course for youth with a reading level of 10th grade and above Academic studies over a course of 10-30 weeks</p>

Appendix E

Logic Model Philosophy



* Adapted from University of Wisconsin-Extension, Cooperative Extension ~ Program Development & Evaluation (2003).

Logic Model Template

INPUTS/ RESOURCES	PLANNED ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT

LEGEND:

YOUR PLANNED WORK:	
Inputs/Resources:	Include human, financial, organizational, and community resources a program has available to do the work
Planned Activities:	The processes, tools, events, technology, and actions that are an intentional part of the program implementation.
YOUR INTENDED RESULTS:	
Outputs:	The direct products of program activities and may include types, levels and targets of services to be delivered by the program
Outcomes:	The specific changes in program participants' behavior, knowledge, skills, status and level of functioning
Impact:	The fundamental intended or unintended changes occurring in organizations, communities or systems as a result of program activities

* Adapted from University of Wisconsin-Extension, Cooperative Extension ~ Program Development & Evaluation (2003)