



## Philadelphia Council for College and Career Success of the Philadelphia Workforce Investment Board



# REQUEST FOR PROPOSALS

## WorkReady Philadelphia Summer 2012 Programs

### IMPORTANT DATES:

***RFP Release:*** Thursday, December 15, 2011

***Bidders' Conference:*** Monday, December 19, 2011, 3:30 PM  
Philadelphia Youth Network

***Letter of Intent to Apply due:*** Friday, December 23, 2011 by 4:30 PM  
***(see Attachment 1)*** Fax number: 267-502-3878

***Proposals Due:*** Friday, January 20, 2012 by 12:00 PM  
Philadelphia Council for College and Career Success  
C/O The Philadelphia Youth Network  
714 Market Street, Suite 304  
Philadelphia, PA 19106

**NO LATE APPLICATIONS WILL BE ACCEPTED**

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## I. Introduction

**Background.** This is the 14<sup>th</sup> year in which academically-enriched summer employment programming has been offered to youth in the City of Philadelphia. Beginning in 1999 and continuing to the present time, Philadelphia's approach to summer youth employment has focused on building coordinated strategies that promote work readiness, career preparation, academic enrichment and postsecondary exposure for WorkReady participants. During these years, the City's youth workforce development efforts – now managed through the WorkReady Philadelphia system<sup>1</sup> – have expanded the numbers of investors, stakeholders and participating youth. In all, since 1999 the Philadelphia Council of College and Career Success (the Council), a committee of the Philadelphia Workforce Investment Board (PWIB) has allocated \$85 million in funding from government, foundations and employers to dozens of high-quality youth providers that have overseen programming for more than 69,000 youth from low-income families.

Today, these investments and partnerships are overseen by the Council, which serves as Philadelphia's Workforce Investment Act Youth Council, and leads efforts to achieve the City's ambitious workforce goals by transforming the educational experience for all youth and equipping them with the skills necessary to transition successfully into the workforce. The Philadelphia Youth Network (PYN) is the managing partner of WorkReady Philadelphia. In this role, PYN staffs and convenes the partnership, which includes employers, schools, community-based organizations, advocacy groups, labor unions and other stakeholders. Additionally, PYN contracts with a network of youth-serving organizations to operate a portfolio of programs on behalf of the Council and the PWIB.

**Building on a Foundation of Success.** In 2011, the WorkReady Philadelphia Summer system provided 5,400 youth with six weeks of high-quality, paid experiences, including 1,100 youth who benefitted from employment opportunities paid for by the employer community. WorkReady Summer 2012 will build on these successes, challenging partner organizations to offer the highest quality opportunities for Philadelphia youth.

**Summary and Overview of the WorkReady Summer 2012 Program.** For WorkReady Summer 2012, the Council will recommend funding applicants that demonstrate the ability to manage high-quality workforce development programming for youth ages 14-21. Except as noted below, all programs will offer 20 hours per week of paid experience, and will operate for six weeks from July 2 to August 10, 2012. The Council requests proposals for three models:

- **Service Learning** – Service Learning programs organize youth ages 14-21 in teams that perform service to benefit the local, regional, national, or global community. Participants engage in a service learning project that demonstrates meaningful service

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<sup>1</sup> WorkReady Philadelphia is a cross-sector partnership dedicated to improving the economic outcomes of the region's youth by attracting, aligning and investing resources in research-based, youth workforce-development strategies. Each year, WorkReady programs provide thousands of young people with career exposure and preparation opportunities designed to enhance youth understanding and mastery of skills needed to be successful in a 21<sup>st</sup> century, global economy.

and the intentional development of 21<sup>st</sup> Century Work-readiness Skills<sup>2</sup> (21<sup>st</sup> Century skills).

- **Work Experience** – Work Experience programs provide the opportunity for 14-21 year-olds with limited or no work experience to build practical work experience. Participants engage in structured work on a worksite, as well as learning that builds career awareness and 21<sup>st</sup> Century skills. As a supplement to the work experience, participants complete a work-based learning project that demonstrates knowledge of the specific career area of their worksite.
- **Internships** – Internships offer more sophisticated opportunities for 16-21 year-olds entering the program with prior employment experience. These work-related experiences are designed to refine targeted 21<sup>st</sup> Century skills and promote acquisition of workplace competencies. To the extent possible, internships involve placements in local and regional high-priority growth industries (see Council Priorities on page 4.). As a supplement to the work experience, participants engage in a series of professional development workshops that focus on career exploration, work-readiness, and college-preparation, and also complete a work-based learning project or portfolio.

### **An Important Note on Funding:**

As of the release of this Request for Proposals (RFP), the exact level of funding available for summer youth employment in 2012 is uncertain. This RFP is based on preliminary guidance and is subject to change. As of the release of this RFP, sources of funding may include Temporary Assistance for Needy Families (TANF), Workforce Investment Act (WIA), foundations, the City of Philadelphia, employers, and the School District of Philadelphia. All awards are contingent on the availability of funding at the time of contract award.

## **II. Council Priorities**

**Council Priorities for WorkReady Philadelphia Summer 2012.** The Council is seeking proposals from organizations with proven capacity to deliver career-connected youth activities that prepare youth to succeed in school and in the 21<sup>st</sup> century global economy. Specifically, the Council believes that successful WorkReady Philadelphia Summer 2012 programs should:

- Promote academic and 21<sup>st</sup> Century skill acquisition through work experiences and project-based instruction
- Increase exposure to high-priority growth sectors in the Greater Philadelphia economy, including:
  - Information Services
  - Health services and life sciences
  - Hospitality
  - Education

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<sup>2</sup> For an explanation of what constitutes 21<sup>st</sup> Century Work-readiness skills, please see page 7.

- Financial services
- Provide access to programs for high-risk youth, such as those who are out-of-school, in foster care, involved in the juvenile justice system, residing in TANF households, or residing in high-crime zip codes; and
- Increase the development of high-quality worksites to ensure overall participant and employer satisfaction.

### III. Program Requirements for All Models

Successful applicants will be required to adhere to the following program elements across all models under the WorkReady Philadelphia Summer 2012 program.

#### A. Recruitment and Enrollment of Eligible Participants

For Summer 2012, all youth will be required to complete a web-based, on-line application in order to apply for WorkReady, as well as provide documentation demonstrating that they meet the following eligibility criteria:

- Will be 14 – 21 years of age as of July 2, 2012
- Are Philadelphia residents
- Meet specific TANF income guidelines as determined by annual income and family size (see TANF guidelines below)
- Are eligible to work in the United States
- Are registered with the Selective Service, if male and 18 years of age on, or before, July 2, 2012

#### TANF 2011 Youth Development Programs Income Guidelines

Household Size	Annual Income Limit	
1	\$25,592	Youth who qualify under the TANF guidelines do not have to provide proof of income or a barrier.
2	\$34,569	
3	\$43,546	
4	\$52,523	
5	\$61,500	
6	\$70,477	
7	\$79,454	
8	\$88,431	

**Note:** The 2012 TANF Guidelines have not been released as of the time of this award.

Initial youth eligibility will be determined by youth defining family size and income range on the online application. A limited number of paper applications will be made available by PYN to accommodate youth with disabilities. Details about the online application will be shared at the Bidders' Conference.

Providers will have the option of utilizing the WorkReady Enrollment Center (WEC), which will complete the enrollment process for the general public as well as providers who opt to utilize this service. Contracted organizations are strongly encouraged to utilize the services of the WEC for recruitment, enrollment and employment verification. Regardless of the point of entry for youth, PYN and the contracted organizations will share the responsibility of recruitment, and the completion/verification of enrollment paperwork. As part of the proposal, providers must inform PYN if they are planning to utilize the WEC. In order to accommodate the high volume of youth enrolling, walk-in traffic is highly discouraged.

The Council has identified the following populations as high priority to receive service. Applicants targeting any one of these populations shall receive priority consideration during the scoring of this proposal:

- youth residing in TANF households;
- youth who are in and aging out of foster care;
- youth involved in the juvenile justice system;
- youth who are pregnant and/or parenting;
- youth with special needs; and
- youth who are residing in high crime districts, as designated by the City of Philadelphia. These zip codes are: 19121, 19124, 19132, 19133, 19134, 19137, 19139, 19140, 19143, 19145, 19146, 19149, 19151, and 19153.

## **B. Recruitment of high-quality worksites**

Worksites are the primary location where youth are engaged in work experience activity during the program period. In order for a WorkReady program to be successful, placement must be at a worksite that will maintain a standard of quality through the duration of the program that contributes positively to the youth experience. Providers are responsible for ensuring that this standard is met by recruiting high-quality worksites.

A high-quality WorkReady Philadelphia worksite facilitates a progressive and meaningful work experience by exposing youth to the skills necessary to compete in the 21<sup>st</sup> century global economy.

Quality Worksites:

- Provide youth with exposure to meaningful, real-world learning opportunities, professional connections, and career awareness
- Connect youth to a caring adult who provides work-related support and feedback, and promotes development of 21<sup>st</sup> Century Work-readiness Skills

- Provide a safe environment that adheres to all laws and regulations governing youth participation in the workforce, and comply with all youth safety measures outlined by the Philadelphia Youth Network

With this in mind, the Philadelphia Youth Network has identified the roles and responsibilities necessary in producing a high-quality WorkReady experience. These roles include the Philadelphia Youth Network, the Provider, the Worksite Coordinator and Supervisor, the physical worksite space, and the Youth<sup>3</sup>. The roles and responsibilities can be found in Appendix A (on page 33).

**Note:** When recruiting worksites to host youth this summer, please remember that they must meet the criteria established to qualify for subsidies. Companies eligible for subsidy may include: More than 3 and less than 50 employees; companies that are non-profit organizations.<sup>4</sup>

### C. Contextual Learning Component

Research provides evidence that youth learn more effectively when they understand the “real world” context underlying a given concept; the Contextual Learning Component is the combined experience of day-to-day learning at the worksite, and learning through the completion of a work-based learning project. The goal of the Contextual Learning Component within WorkReady Summer programs is to create an opportunity for youth to leverage their hands-on work experience into meaningful learning that will have value beyond summer employment, and positively impact their future work experiences.

Providers will be responsible for implementing a Contextual Learning Component that aligns with the program model by guiding the development and completion of a work-based learning project or portfolio for each participating youth. For more information about the work-based learning project, please see the model descriptions on pages 10-15. The project or portfolio will help youth to articulate their learning and engage in the process of mastering four important 21<sup>st</sup> Century Work-readiness Skills:

- Teamwork/Collaboration: Active listening, respecting others, understanding multiple viewpoints, appreciating diversity, and as a member of a team, making a positive contribution to group work.
- Flexibility/Adaptability: Adjusting to varied roles and responsibilities, adapting and responding appropriately to change, navigating ambiguity, and incorporating feedback to improve job performance and alter behavior.
- Initiative/Self-Direction: Setting goals, planning effectively to meet goals, going beyond minimum job requirements, and seeking to solve problems that arise.

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<sup>3</sup> For an explanation of these, please see Appendix B (p.34)

<sup>4</sup> You may contact the Business Partnerships Unit at PYN, (267) 502-3702 if you need assistance recruiting worksites that meet the subsidy criteria

- Productivity/Accountability: Working hard, completing assigned tasks on time and in a high-quality manner, maintaining good attendance and punctuality, and taking responsibility for individual work as well as that of the team.

To expedite the process of implementing the Contextual Learning Component and the completion of projects, providers will be required to submit a Project-based Contextual Learning Plan (Learning Plan). The Learning Plan will be developed with the assistance of a WorkReady Facilitator who will be assigned at the beginning of the contract period to provide technical support and assess the final project produced by the youth.<sup>5</sup>

Providers will be required to administer both a pre and a post Work Readiness Assessment for each youth participant. PYN recommends that the pre and post assessments be administered by the individual(s) who interact with the youth on a day-to-day basis in a supervisory role. The goal of the assessment is to measure youth skill gain in the 21<sup>st</sup> Century skill areas listed above. Additionally, the pre assessment will help the Worksite Supervisor focus on developing specific skills over the six week program. Details about the assessment tool and the administration protocol will be shared at the time of contract award.

#### **D. Payments to Youth**

The Philadelphia Youth Network will centrally administer all payments to youth via PYNDEX, the web-based youth tracking system. Participating youth are required to fill out an official WorkReady timesheet, and have their worksite supervisor review and approve hours worked. Providers will be responsible for collecting supervisor-approved WorkReady timesheets, and submitting bi-weekly payroll files electronically via PYNDEX. All payments will be issued in the form of a debit card. Providers will be responsible for the distribution of the debit cards to youth at the beginning of the program, as well as the bi-weekly distribution of pay-stubs. Providers serving youth with special needs may negotiate an alternative form of payment at the time of contract award. Additionally, providers will ensure all timesheets are submitted to PYN.

Respondents will allocate wages to youth as compensation for their summer experience. Wages must be broken down for all youth participants for the period of the contract. Wages must be commensurate with work performed and with salaries paid to others doing similar work. Youth participants will earn the Federal Minimum Wage (\$7.25 hourly) for services rendered. Youth may earn up to, but not exceed, a total of \$870 over a six-week period, which is \$7.25 per hour multiplied by 120 hours (the maximum hours that a youth may work).

#### **E. Compliance to WorkReady Operating Procedures**

Providers will be responsible for compliance with the operating procedures of the WorkReady Summer Program. These procedures are designed to enhance the quality of the

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<sup>5</sup> Youth who attend Philadelphia Public Schools may be able to earn an elective credit for their work. While PYN can recommend students for credit, the School District of Philadelphia will make the final determination to apply the credit to students' records. Credits are applied based on the individual needs of students.

program as well as ensure the safety of all youth and adults throughout the six week experience. Examples of WorkReady policies are as follows:

- Enrollment & Eligibility procedures
- PA and Federal Child Labor Laws
- Procedures for Reporting Incidents
- Workman’s Compensation Procedures
- Other procedures as applicable

All operating procedures will be shared at the provider professional development trainings prior to the start of the program.

**F. Attendance at Professional Development Workshops**

All providers and the appropriate staff will be required to participate in PYN’s Professional Development Workshops. The goal of the Professional Development Workshops is to engage providers in activities that will enable them to implement high-quality WorkReady Summer programs. The workshops will primarily take place prior to the start of the program, and run from April through June. There will, however, be year-round professional development opportunities available as well.

**Note:** Invitation to workshops that take place outside of the contract period (April – September) does not guarantee that the organization in attendance will be contracted to run a WorkReady Summer program.

**G. Reporting and Program Performance Metrics**

Each program funded under the WorkReady Summer 2012 system will be required to collect and submit data about the overall performance of each program, as well as document individual youth achievement. The percentages below are based on 100% of the contracted slot level. The performance goals for 2012 programs are as follows:

<b>Enrollment:</b>	
<i>The unduplicated number of participants entered into the appropriate youth tracking system by deadline.</i>	107%
<b>Youth Paid:</b>	
<b>A)</b> <i>The unduplicated number of participants who earned and have been paid at least one hour of wage/stipend <b>reflected as a number over the budgeted slot level.</b></i>	100%
<b>B)</b> <i>The unduplicated number of participants who earned and have been paid at least one hour of wage/stipend <b>reflected as a number over the total number of youth placed.</b></i>	100%
<b>Attendance:</b>	
<i>The total number of hours completed by placed participants divided by the maximum number of hours available for the program slot level.</i>	85%
<b>Retention:</b>	
<i>The total number of participants who completed at least 85% of available program hours divided by the</i>	85%

<i>total number of youth paid.</i>		
<b>Contextual Learning Attainment:</b>		
<b>A)</b>	<i>The number of participants receiving a passing grade for the project or portfolio.</i>	75%
<b>B)</b>	<i>The number of participants receiving a passing grade for the project or portfolio and completing at least 85% of the possible hours.</i>	75%
<b>Work Readiness Skill Gain:</b>		
<b>A)</b>	<i>Response Rate: The total number of paid youth who have complete Pre and Post assessments.</i>	100%
<b>B)</b>	<i>The total number of <b>youth assessed</b>, who show improvement in at least one area on the skill assessment.</i>	75%
<b>Youth Satisfaction:</b>		
<b>A)</b>	<i>Response Rate: The total number of paid youth who have completed the satisfaction survey.</i>	100%
<b>B)</b>	<i>The total number of <b>youth respondents</b> who indicate that their summer experience was overall satisfactory.</i>	90%
<b>Youth Wages:</b>		
<b>A)</b>	<i>The percentage of youth wage dollars expended.</i>	100%
<b>B)</b>	<i>The percentage of youth earning wages that worked more than 120 hours.</i>	0%

Performance metrics are subject to change any time during the course of this competitive bidding process as funding sources and corresponding performance metrics are confirmed. Successful respondents will be notified of any updates or changes at the time of award.

#### IV. Model Descriptions

This Request for Proposal consists of three program models: Service Learning, Work Experience, and Internship. Bidders may respond to one, two, or all three of these models. If applying to operate multiple models, bidders must submit a separate proposal for each model.

#### SERVICE LEARNING MODEL

In an effort to positively impact communities, service learning helps youth understand that they can contribute to their local, regional, national or global communities by addressing real world problems and proposing solutions. Service Learning uses a youth-driven approach to meet a specific community need as a method to teach civic responsibility, and strengthen communities.

#### Characteristics of the WorkReady Summer Service Learning model

Youth Profile:	In-school youth ages 14 – 21 (must be 14 as of July 2, 2012), or out-of-school youth ages 14 – 17. Must be a resident of
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	Philadelphia. No prior job experience is necessary to apply.
Supervision Ratio:	1:15 supervisor to youth ratio
Minimum participants:	25
Duration of program:	Six weeks, 120 hrs (average 20 hrs per week)
Youth Payment:	\$7.25 per hour = \$870 total wages
Operating cost per slot:	\$400 per slot

### Description of the WorkReady Summer Service Learning model

Service learning is a teaching and learning strategy in which youth address real-world issues, problems and needs within the local, regional, national or global community. Youth explore these issues through research, reflection, and development of service learning projects, as well as through direct service and/or advocacy. During their projects, youth should acquire the necessary knowledge for active and effective citizenship and develop targeted work-readiness skills.

### Core Program Components

A high-quality service learning program should integrate the following components, adapted from the National Youth Leadership Council, into a meaningful project designed to address a local, regional, national or global community need. The components are:

1. **Meaningful service** – Activities that engage youth in service projects that are meaningful both to themselves and to the targeted beneficiaries (e.g. neighborhoods and residents where the service takes place).
2. **Link to learning** – Service learning is designed to teach specific goals and/or content (e.g. citizenship, academics, teamwork, problem-solving, etc.).
3. **Reflection** – Service learning activities create opportunities for youth to reflect on their service experiences, including the value to the community and the value to the youth themselves.
4. **Diversity** – Projects help participating youth to gain an understanding, appreciation and respect for individuals of diverse backgrounds.
5. **Youth Voice** – Service Learning Projects provide youth with opportunities to plan, implement and evaluate the overall service experience to determine impact and effectiveness.
6. **Partnerships** - Youth work in partnership with community organizations and individual residents (if project is locally focused) in framing and carrying out the service activity.
7. **Progress monitoring** - Students have opportunities throughout the service project to assess the quality of implementation and the progress towards the targeted goals.
8. **Duration and Intensity** – The project has an appropriate scope for the time available, so that the activity can be completed and assessed by the end of the summer program.

### Contextual Learning Strategy – Service Learning Projects

All service learning programs must implement a Contextual Learning Component, delivered as a service learning project. The project is an essential part of the WorkReady Summer experience that fosters 21<sup>st</sup> Century skill development. The project must be completed by all participating youth and connect directly to the day-to-day work that takes place at the worksite. The project will demonstrate the research that went into its development, the competencies required to complete the project, and the solution that addresses the identified community need. Service learning projects can be implemented as a community-based service learning program in a specific neighborhood or community, which is accessible to the general population of participants. In short, the Contextual Learning Component will include *both* a meaningful service project *and* the intentional development of the 21<sup>st</sup> Century skills.

A WorkReady Facilitator will be available, as needed, to assist with the implementation of the Contextual Learning Component, and the development and completion of the project.<sup>6</sup> The WorkReady Facilitator will assess projects for content, completion, quality and rigor. Additionally, providers will be invited to select designated projects to be displayed at the WorkReady Summer Expo. The WorkReady Summer Expo is the event that engages youth in reflection on their Contextual Learning experience and gives them the opportunity to present the culminating product.

### WORK EXPERIENCE MODEL

Research suggests that many low-income youth have aspirations for college and careers, but do not have a clear idea of how these goals can be attained. Furthermore, low-income youth often have less access to employment opportunities during their teen years, contributing to slower wage gains as adults when compared to more affluent youth. To begin to address these issues, the Work Experience model will provide an early work experience combined with learning opportunities that will help youth understand how best to prepare themselves to become active and productive citizens. As a result, the Work Experience model can help youth to imagine new possibilities for themselves and to more fully understand how to realize their goals.

#### Characteristics of the WorkReady Summer Work Experience model

Youth Profile:	In-school youth, ages 14 – 21 (must be 14 as of July 2, 2012). Must be a resident of Philadelphia. No prior job experience is necessary to apply.
Supervision Ratio:	1:3 supervisor to youth ratio
Minimum participants:	25
Duration of program:	Six weeks, 120 hrs (average 20 hrs per week)
Youth Payment:	\$7.25 per hour = \$870 total wages
Operating cost per slot:	\$400 per slot

<sup>6</sup> PYN can **recommend** the receipt of elective credit for students in the School district of Philadelphia who successfully complete a Work-based Learning Project, and meet all of the performance criteria. For Summer 2012, a youth must work at least 85% of the available hours (102 hours) to be eligible to have the credit recommended to the School District of Philadelphia. PYN does not have the ability to apply the credit to an individual profile.

## **Description of the WorkReady Summer Work Experience model**

The Work Experience model is designed to provide a structured employment opportunity to youth who have never worked before. This experience is intended to introduce participants to the world of work by exposing them to a specific career area while developing the 21<sup>st</sup> Century skills necessary to succeed in today's labor market. Keys to a successful work experience program for youth are (1) intentional skill development and (2) ongoing interaction with a trained adult supervisor.

## **Core Program Components**

A high-quality Work Experience program should integrate the following components:

1. Youth participation in pre-employment training prior to the start of the job and an orientation to the worksite and/or the specific career area of the supervisor.
2. Youth placement in a structured, professional work environment.
3. Opportunities for youth to engage regularly with a trained adult supervisor who will provide direct oversight through the duration of the program.
4. Worksite Supervisor and staff member participation in training focused on ensuring a high-quality experience for the youth prior to, and through the duration of the program.

## **Contextual Learning Strategy – Work-based Learning Project**

All Work Experience programs must implement a Contextual Learning Component, delivered as a work-based learning project. The project is an essential part of the WorkReady Summer experience that fosters 21<sup>st</sup> Century skill development. The project must be completed by all participating youth and connect directly to the day-to-day work that takes place at the worksite. The project will demonstrate the development of workplace competencies and the acquisition of 21<sup>st</sup> Century skills, which have occurred over the course of the six-week program. The project can be implemented for youth individually or for groups of youth whose work relate. In short, the Contextual Learning Component of Work Experience programs will include *both* a meaningful work-based learning project *and* the intentional development of the 21<sup>st</sup> Century skills.

A WorkReady Facilitator will be available, as needed, to assist with the implementation of the Contextual Learning Component, and the development and completion of the projects. The WorkReady Facilitator will assess projects for content, completion, quality and rigor (see footnote 5 on page 12). Additionally, providers will be invited to select designated projects to be displayed at the WorkReady Summer Expo. The WorkReady Summer Expo is the event that engages youth in reflection on their Contextual Learning experience and gives them the opportunity to present their projects.

## INTERNSHIP MODEL

Research documents that high-quality internships have the potential to boost academic achievement, promote college-going, and increase long-term earnings. This Internship Model, which is designed for youth with some work experience and understanding of workplace competencies, promotes these outcomes by helping youth to build additional work history, build 21<sup>st</sup> Century skills, gain connections to trained adult supervisors, and learn how additional education can enhance career and earnings prospects. In short, carefully constructed internships can help youth learn and incorporate invaluable lessons that will benefit them individually, as well as bolster the long-term economic well-being of the city and its residents.

### Characteristics of WorkReady Summer Internship model

Youth Profile:	In-school youth, ages 16-21 <sup>7</sup> . Must be a resident of Philadelphia. Prior job or leadership experience is strongly encouraged, as submitting a resume is a required part of the application.
Supervision Ratio:	1:3 supervisor to youth ratio
Minimum participants:	25
Duration of program:	Six weeks, 120 hrs (average 20 hrs per week)
Youth Payment:	\$7.25 per hour = \$870 total wages
Operating cost per slot:	\$400 per slot

### Description of the WorkReady Summer Internship model

The Summer Internship Model is designed to provide youth with exposure to professional careers, and an opportunity to develop and refine their 21<sup>st</sup> Century skills. In addition, the internship provides the opportunity for youth to work closely with a trained adult supervisor who will serve in an instructional role throughout the duration of the experience.

### Core Program Components

A high-quality Internship program should integrate the following components:

1. Positions that engage youth in an intentional experience that promotes a level of skill development that cannot be obtained from a part-time job.
2. Positions in structured settings that connect youth to local and regional high-growth industries, and to the extent possible, match youth based on identified interests and skill level.
3. Youth participation at an orientation prior to the start of their internship, and engagement in ongoing professional development workshops.

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<sup>7</sup> As a best practice, it is recommended that youth participating in Internship programs be at least rising high school juniors and no older than rising college freshman.

4. Opportunities for youth to engage in reflective activities that align with academic learning.
5. Opportunities for youth to engage regularly with a trained adult supervisor who will provide direct oversight through the duration of the program.
6. Worksite supervisor participation in a worksite orientation.
7. Production of valuable work for both the worksite and the youth.
8. Promotion of improved outcomes for youth by providing economic opportunity, professional connections, and career awareness.
9. Promotion of skill acquisition based on employer expectations for workers with a focus on 21st Century skills.

### **Contextual Learning Strategy**

Providers must deliver a series of professional development workshops that will help youth develop skills in the following areas: Career development, exploration, 21<sup>st</sup> century work-readiness, and post-secondary readiness. In addition, youth will be required to complete either a work-based learning project or a work portfolio that supplements the professional development series and connects to the day-to-day work that takes place at the worksite. The project or portfolio will demonstrate each youth's reflection and critical analysis of the 21<sup>st</sup> Century skills.

A WorkReady Facilitator will be available, as needed, to assist with the implementation of the Contextual Learning Component, as well as the development and completion of the project or portfolio. The WorkReady Facilitator will assess projects for content, completion, quality and rigor (see footnote 5 on page 12). Additionally, providers will be invited to select designated projects to be displayed at the WorkReady Summer Expo. The WorkReady Summer Expo is the event that engages youth in reflection on their Contextual Learning experience and gives them the opportunity to present the culminating product.

## **V. General Application Information and Process**

### **A. Period of Performance**

This request for proposals is intended to cover a six-month period beginning April 2, 2012 and concluding September 30, 2012. At the discretion of the Council and PWIB, two optional one year extensions may be granted based on performance and the availability of funding.

### **B. Who is Eligible to Submit a Proposal?**

The PWIB and Philadelphia Council for College and Career Success are seeking schools, non-profits, and for-profit youth serving organizations, with significant capacity, demonstrable youth development experience and outcomes to operate WorkReady Summer 2012 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 (PWIB) website: [www.pwib.org](http://www.pwib.org), the Philadelphia Council for College and Career Success website: [www.philadelphiacouncil.org](http://www.philadelphiacouncil.org), the Philadelphia Youth Network website [www.pyninc.org](http://www.pyninc.org), or by calling (267)502-3800.

### PROPOSAL TIMELINE

<b>RFP Release Date</b>	Thursday, December 15, 2011
<b>Bidders' Conference</b>	Monday, December 19, 2011 Time: 3:30PM Philadelphia Youth Network 714 Market Street Philadelphia, PA 19106
<b>Letter of Intent to Apply</b>	Friday, December 23, 2011, 4:30 PM
<b>Proposal Due Date</b>	Friday, January 20, 2012, 12:00 PM
<b>Review and Selection Period</b>	January 20 - February 6
<b>Approval of Awards by The Council:</b>	Tuesday, March 13, 2012
<b>Final Approval of Awards by PWIB:</b>	Wednesday, March 21, 2012
<b>Notification</b>	Thursday, March 22, 2012
<b>Contract Start Date</b>	Monday, April 2, 2012

**Note:** Questions regarding development and submission related to RFP **MUST BE SUBMITTED IN WRITING** to the Philadelphia Youth Network by e-mail to [PYNRFP@pyninc.org](mailto:PYNRFP@pyninc.org). Questions and answers from the RFP process and Bidders' Conference will be updated and posted on the following websites: [www.pwib.org](http://www.pwib.org), [www.philadelphiacouncil.org](http://www.philadelphiacouncil.org), and [www.pyninc.org](http://www.pyninc.org).

### D. Notification of Intent to Apply:

Prospective respondents are requested to submit the attached "Notification of Intent to Apply" form (Attachment 1 on page 27) to inform the Council of their intent to submit an application. The form may be faxed to the Philadelphia Youth Network at (267) 502-3878 and is due no later than 4:30 p.m. on December 23, 2011. Failure to notify the Council will not disqualify you from submitting a proposal. This notification is for planning purposes to assist in securing the necessary number of reviewers.

## E. Bidders' Conference

The Bidders' Conference will be held on **Monday, December 19, 2011 at the offices of Philadelphia Youth Network, located at 714 Market Street – Suite 320**. Attendance is **STRONGLY ENCOURAGED**. Please RSVP your attendance by visiting <http://www.pyninc.org/invites/bidrvpsum2012.php> and completing the RSVP form. You will be required to include the number of persons attending and the name of your organization.

## F. Proposal Submission

One original and one electronic copy (flashdrive or CD) must be submitted. The electronic copy ***must include*** all cover sheets (Attachment 3 starting on page 29), narrative, budget document, budget narrative, and any letters of commitment from program partners or other funders. **All applications must be received by noon on Friday, January 20, 2012.**

### The electronic submission must include:

- A complete PDF version with *all* documents listed above
- In Word – the cover sheets, narrative, and attachments
- In Excel – the budget form

### The original submission must include:

- The Proposal Cover Sheets (see Attachment 3 starting on page 29) ***must*** be completed (with no items left blank) and attached to the front of the proposal
- Agencies must also supply two copies of the most recent year's independent auditors' reports and accompanying financial statements
- Two copies of the most recent IRS Form 990
- IRS Letter of Determination or other proof of legal status, and proof of insurance

**The original proposal should not be placed in a binder or stapled.** Please use binder clips only.

**Where:** The Philadelphia Council for College and Career Success  
c/o Philadelphia Youth Network  
714 Market Street, Suite 304  
Philadelphia, PA 19106

**Proposal Verification:** Proposals will be reviewed to verify that they are complete and consistent with the guidelines set forth in this RFP.

**No incomplete, faxed, e-mailed or late applications will be considered.** Proposals that do not follow the required format will not be reviewed.

## VI. Proposal Review Process

The Council, in soliciting proposals and carrying out youth 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.

A review committee will rate proposals based on a scoring rubric. The review committee reserves the right to request additional information and schedule interviews or site visits as appropriate.

## VII. Proposal Narrative

The narrative should provide reviewers with a clear understanding of your organization's capacity to deliver the services as outlined in the Request for Proposals.

Respondents that want to apply for multiple program models need to submit a separate proposal for each model.

The submitted narrative must address all sections and meet the following specifications:

- a) Formatted using 1" margins and no smaller than a 12-point font
- b) Include table of contents
- c) Cannot exceed 10 single-sided, single spaced pages
- d) Pages should be numbered and include a header and footer identifying the respondent's name and program model
- e) Label each section and subsection

## SERVICE LEARNING MODEL NARRATIVE

### 1. Organizational Capacity and Relevant Experience

- a) Provide a profile of the applicant organization (including brief history, mission, programs and services, populations served, major funding sources).
- b) Provide information on your organization's experience providing quality services to youth, experience in operating youth workforce development programs, capacity to serve the proposed number of youth, and specific quantitative outcomes from youth workforce development programs over the last five years. How have these outcomes been used to improve program performance?
- c) Describe the staffing plan for this program. Include each staff position, the responsibilities of that position, and the characteristics you will look for in the staff

to fulfill those roles. How does this program and staffing structure fit within the overarching structure of the organization?

## 2. Program Components

- a) Describe your youth recruitment plan including methods and, to the extent possible, specific dates and locations. Indicate whether you intend to utilize the services of the WEC for recruitment, enrollment and employment verification. Describe how you will assess youth interests prior to enrollment to ensure that they are a good match for the program. What is the program's target population; who do you plan to serve?
- b) Detail your enrollment and orientation process. How will you ensure that youth are aware of what is expected of them and prepared for participation in the program?
- c) Describe the program's retention strategy. Beyond wages, what strategies will the program use to keep youth engaged for the duration of the program?
- d) Describe in detail the proposed six-week program. Be sure to consider the Core Program Components listed in the model description on page 11, and include:
  - i. *Central Issue*. What is the real-world issue that youth will address?
  - ii. *Research and Development*. Describe the process youth will follow to research and develop the service and project that they will deliver.
  - iii. *Service*. What is the intended direct service or advocacy effort? Will youth have a role in determining this? If so, what will their role be and what process will they follow? What product will youth produce to document their service/advocacy action and the process they engaged in to arrive at that action?
  - iv. *Progress monitoring and reflection*. How will youth monitor the quality of service project implementation and progress toward project goals? How will the program provide opportunities for youth to reflect on their service activities?
  - v. *Learning goals*. How will the program teach and help youth practice the 21<sup>st</sup> Century Work Readiness skills? What other specific learning goals, if any, does the program hold for participants and how will these be delivered?
- e) Present a schedule for a typical week in the program, as well as a six-week schedule that includes major program milestones (the schedule document does not count toward page limit; include as attachment).

### 3. Partnerships<sup>8</sup>

- a) Please list the partnerships, if any, you have developed to deliver the program.
- b) If the program has already identified potential worksites, what process will you implement to ensure that identified worksites meet PYN's Worksite Quality Criteria laid out in Appendix A (on page 33)? If you have yet to identify sites, what process will you use to accomplish the same?
- c) Please describe the roles, responsibilities, and commitments of each partner. *(Include a letter of commitment from each organization that has already committed to the program, on organization letterhead, identifying roles, responsibilities, and commitments.)*
- d) List any other funders – public or private – who are supporting this program or to whom you have applied for support. *(Include letters from committed funders documenting their support).*

### 4. Assessment and Evaluation

- a) How will you evaluate the effectiveness of the program? (Will you collect information beyond PYN mandated outcomes?) Describe the specific outcomes to be achieved by the proposed project and the measures that will be used to determine the degree to which the outcomes are being accomplished.
- b) How will you ensure that all data is submitted to PYN in an accurate and timely manner (including pre/post assessments and satisfaction surveys)? Who in the program will be responsible for data and reporting?

## WORK EXPERIENCE MODEL NARRATIVE

### 1. Organizational Capacity and Relevant Experience

- a) Provide a profile of the applicant organization (including brief history, mission, programs and services, populations served, major funding sources).
- b) Provide information on your organization's experience providing quality services to youth, experience in operating youth workforce development programs, capacity to serve the proposed number of youth, and specific quantitative outcomes from youth

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<sup>8</sup> Partners assist in the development and delivery of a program. These may include additional funders, other youth- serving organizations, or other organizations that assist in delivering a high-quality program.

workforce development programs over the last five years. How have these outcomes been used to improve program performance?

- c) Describe the staffing plan for this program. Include each staff position, the responsibilities of that position, and the characteristics you will look for in the staff to fulfill those roles. How does this program and staffing structure fit within the overarching structure of the organization?

## 2. Program Components

- a) Describe your youth recruitment plan including methods and, to the extent possible, specific dates and locations. Indicate whether you intend to utilize the services of the WEC for recruitment, enrollment and employment verification. Describe how you will assess youth interests and level of work experience prior to enrollment to ensure that they are a good match for the program. What is the program's target population; who do you plan to serve?
- b) Detail your enrollment and orientation process. How will you ensure that youth are aware of what is expected of them and prepared for participation in the program?
- c) Describe the program's retention strategy. Beyond wages, what strategies will the program use to keep youth engaged for the duration of the program?
- d) Describe in detail the proposed six-week program. Be sure to consider the Core Program Components listed in the model description on page 13, and include:
  - i. *Target industry.* What is the program's target industry areas?
  - ii. *Pre-employment training.* How will the program prepare participants for their experience prior to the start of the job?
  - iii. *Assignment to a trained adult supervisor.* How will the program ensure that participants work with an appropriately trained supervisor who understands the program and the skill development that they should reinforce? Explain how the program intends to structure participants' interaction with their supervisor.
  - iv. *Contextual Learning Strategy.* Describe in detail the type of work-based learning project that participants will produce. Give a concrete example of a project and the process participants will go through to create it.
- e) Present a schedule for a typical week in the program, as well as a six-week schedule that includes major program milestones (the schedule document does not count toward page limit; include as attachment).

## 3. Partnerships (see footnote 7 on page 19)

- a) Please list the partnerships, if any, you have developed to deliver the program.
- b) If the program has already identified potential worksites, what process will you implement to ensure that identified worksites meet PYN's Worksite Quality Criteria laid out in Appendix A (on page 33)? If you have yet to identify sites, what process will you use to accomplish the same?
- c) Please describe the roles, responsibilities, and commitments of each partner. *(Include a letter of commitment from each organization that has already committed to the program, on organization letterhead, identifying roles, responsibilities, and commitments.)*
- e) List any other funders – public or private – who are supporting this program or to whom you have applied for support. *(Include letters from committed funders documenting their support).*

#### 4. Assessment and Evaluation

- a) How will you evaluate the effectiveness of the program? (Will you collect information beyond PYN mandated outcomes?) Describe the specific outcomes to be achieved by the proposed project and the measures that will be used to determine the degree to which the outcomes are being accomplished.
- b) How will you ensure that all data is submitted to PYN in an accurate and timely manner (including pre/post assessments and satisfaction surveys)? Who in the program will be responsible for data and reporting?

## INTERNSHIP MODEL NARRATIVE

### 1. Organizational Capacity and Relevant Experience

- a) Provide a profile of the applicant organization (including brief history, mission, programs and services, populations served, major funding sources).
- b) Provide information on your organization's experience providing quality services to youth, experience in operating youth workforce development programs, capacity to serve the proposed number of youth, and specific quantitative outcomes from youth workforce development programs over the last five years. How have these outcomes been used to improve program performance?
- c) Describe the staffing plan for this program. Include each staff position, the responsibilities of that position, and the characteristics you will look for in the staff

to fulfill those roles. How does this program and staffing structure fit within the overarching structure of the organization?

## 2. Program Components

- a) Describe your youth recruitment plan including methods and, to the extent possible, specific dates and locations. Indicate whether you intend to utilize the services of the WEC for recruitment, enrollment and employment verification. Describe how you will assess youth interests, level of work experience, and preparation prior to enrollment to ensure that they are a good match for the program. What is the program's target population; who do you plan to serve?
- b) Detail your enrollment and orientation process. How will you ensure that youth are aware of what is expected of them and prepared for participation in the program?
- c) Describe the program's retention strategy. Beyond wages, what strategies will the program use to keep youth engaged for the duration of the program?
- d) Describe in detail the proposed six-week program. Be sure to consider the Core Components listed in the model description on page 14, and include:
  - i. *Pre-interview and employment training.* How will the program prepare participants for their experience prior to the interview and start of the job?
  - ii. *Assignment to a trained adult supervisor.* How will the program ensure that participants work with an appropriately trained supervisor who understands the program and the skill development that they should reinforce? Explain how the program intends to structure the participants' interaction with the supervisor.
  - iii. *Learning goals and professional development.* What types of workshops will you deliver to address the three required content areas: career exploration and assessment, post-secondary readiness, and work-readiness skills? What specific content will the workshops deliver and what methods will be used to deliver them? What are the workshop's specific learning goals? (*Please provide a detailed answer even if you would prefer to receive workshop information from PYN.*)
  - iv. *Contextual Learning Strategy.* Describe a potential work-based learning project or work portfolio that youth could complete and the process that they would follow to produce it.

- e) Present a schedule for a typical week in the program, as well as a six-week schedule that includes major program milestones (the schedule document does not count toward page limit; include as attachment).

3. **Partnerships** (see footnote 7 on page 19)

- a) Please list the partnerships, if any, you have developed to deliver the program.
- b) If the program has already identified potential worksites, what process will you implement to ensure that identified worksites meet PYN's Worksite Quality Criteria laid out in Appendix A (on page 33)? If you have yet to identify sites, what process will you use to accomplish the same?
- c) Please describe the roles, responsibilities, and commitments of each partner. *(Include a letter of commitment from each organization that has already committed to the program, on organization letterhead, identifying roles, responsibilities, and commitments.)*
- d) List any other funders – public or private – who are supporting this program or to whom you have applied for support *(Include letters from committed funders documenting their support).*

4. **Assessment and Evaluation**

- a) How will you evaluate the effectiveness of the program? (Will you collect information beyond PYN mandated outcomes?) Describe the specific outcomes to be achieved by the proposed project and the measures that will be used to determine the degree to which the outcomes are being accomplished.
- b) How will you ensure that all data is submitted to PYN in an accurate and timely manner (including pre/post assessments and satisfaction surveys)? Who in the program will be responsible for data and reporting?

## VIII. Budget Information

**Budget Forms:** The budget form *(provided in a separate Excel spreadsheet)* must be included in the application. Please note that the budget form contains two worksheets (each with a separate tab at the bottom of the open file/workbook). Both worksheets must be completed. Successful respondents may be required to give further budget information at the time of contract negotiations.

**Instructions for Completing the Budget Forms:** The budget form (*provided in a separate Excel spreadsheet*), which can be downloaded at [www.pwib.org](http://www.pwib.org), [www.philadelphiacouncil.org](http://www.philadelphiacouncil.org), or [www.pyninc.org](http://www.pyninc.org), can be completed electronically (with formulas) or on a hard copy according to the following instructions:

**(a) Using Formulas:**

- The budget form has two worksheets (each with a labeled tab at the bottom). Respondents should only fill in applicable cells. The formulas will automatically calculate the totals.
- The first worksheet is the budget summary page. Information on this page includes provider name, program name, contract dates, and budget expense information.
- The second worksheet is the revenue worksheet. Only the applicable items should be completed.

**b) Without Formulas** (hard copies of the budget only for organizations that will not complete the budget form using the Excel format):

- All applicable sections of the budget summary and revenue worksheets must be completed.
- All calculations must be properly made.

Please note that non-direct costs cannot be allocated based on percentages listed in the budget.

If there are any questions when filling out the budget form, please contact Joanne Sabasino, Senior Budget Analyst, at 267-502-3709 or [contracts@pyninc.org](mailto:contracts@pyninc.org).

**Budget Narrative:** In addition to the budget form, a budget narrative of three pages or less describing each of the costs included in each budget line must be included in the application.

**Contractor’s Certification and Budget Information:** An authorized representative of the applicant organization must sign the Contractor’s Certification and Budget Information form provided as Attachment 4. The signed form should be included in the application, in front of the budget form.

**Cost Per Participant:** Each model has a maximum PYN cost per participant for program operations (which does not include youth wages). Cost caps in each category are as follows:

SUMMER MODELS	OPERATING COST PER PARTICIPANT	WAGES PER PARTICIPANT
SERVICE LEARNING	\$400	\$870
WORK EXPOSURE	\$400	\$870

INTERNSHIP	\$400	\$870
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**Total PYN Budget Amount:** This amount is equal to the cost-per-participant (c/p/p) cap, for both operating cost and wages, multiplied by the number of participants. For example, if submitting for the Service Learning Model for 25 participants, the maximum contract budget is \$31,750 (25 participants x \$400 = \$10,000 (operating) + 25 x \$870 = \$21,750 (youth wages))

**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 programming. All costs associated with direct delivery of services to youth, including site monitoring, payroll, training, etc. are considered programmatic 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 respondents 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 administrative or programmatic.

**Consultants and Sub-Providers:** Scopes of services and budgets will be required for all consultants and sub-providers at the time of contract negotiation.

**Youth Payments:** The Philadelphia Youth Network will centrally administer all payments to youth via a web-based youth payroll system, except for those youths on employer payrolls. Participating youth will be paid a wage for their participation based on the program design. Whenever appropriate, employers should assume a portion of the youth subsidy.

Providers 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.

Respondents should complete the wage line for the amount requested in wages for participating youth.

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

## 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 form) can be downloaded at [www.pwib.org](http://www.pwib.org), [www.philadelphiacouncil.org](http://www.philadelphiacouncil.org), or [www.pyninc.org](http://www.pyninc.org).

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

### ATTACHMENT 1

#### NOTIFICATION OF INTENT TO APPLY

**\*\*\*THIS PAGE IS DUE ON OR BEFORE December 23, 2011 4:30PM\*\*\*  
SEND BY FAX TO: 267-502-3878**

Name of organization:

Address of organization:

Street address:

City, State, Zip:

Contact Person: (Any information relating to this RFP will be sent to the person listed below)

Name:

Title:

Phone:

Fax:

E-mail:

**Please indicate which program model, and how many proposals, you intend to submit under:**

SUMMER YOUTH PROGRAM MODEL CATEGORIES

PROPOSALS WE INTEND TO  
SUBMIT

<b>SERVICE LEARNING</b>	<input type="checkbox"/> # of proposals ____
<b>WORK EXPERIENCE</b>	<input type="checkbox"/> # of proposals ____
<b>INTERNSHIP</b>	<input type="checkbox"/> # of proposals ____

**TOTAL PROPOSALS TO BE SUBMITTED:** \_\_\_\_\_

## ATTACHMENT 2

### PROPOSAL CHECKLIST

Since proposals with incomplete or missing sections will not be considered for funding, 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:** Attachment 3, all three pages, fully completed and signed by the authorized agency representative.
- Narrative:** Maximum of 10 single-sided, single-spaced pages; formatted using 1" margins and no smaller font than 12 pt; addressing all model relevant sub-sections listed in Section VII, Proposal Narrative.
- Program Schedules:** Typical weekly schedule; and six-week program schedule.
- Contractor's Certification and Budget Information** (Attachment 4, signed by authorized agency representative).
- Budget Forms:** Complete Excel form.
- Budget Narrative:** A description of costs associated with each budget line, not to exceed three pages.
- Letters from collaborating organizations:** If applicable, describing their specific role(s) and/or commitments for the activities for which PYN support is requested.
- Letters from other funders:** If applicable, documenting their commitment to support the proposed activities.

**Package includes:**

- Hard copy:** One Original
- Electronic copy:** One CD or flash drive with electronic copies of all materials other than audit and 990, IRS letter, and proof of insurance. INCLUDE: cover sheets (Attachment 3), proposal narrative, program schedule, contractor's certification and budget information, budget forms, budget narrative, letters of from collaborating organizations, and letters from other funders.
- Audit and 990:** Two copies of the past year's organizational audit, including the accompanying financial statements and management letter. Two copies of most recent IRS Form 990. (This is only applicable to new applicants.)
- Proof of Legal Status:** IRS Letter of Determination or other
- Proof of Insurance (Commercial Package Only)**

# ATTACHMENT 3

## PROPOSAL COVER SHEETS

### Page 1 – Program Summary

Name of organization (applicant): \_\_\_\_\_

Title of Proposed Program: \_\_\_\_\_

Application category (choose one):

- SERVICE LEARNING
- WORK EXPERIENCE
- INTERNSHIP

Number of slots: \_\_\_\_\_

Primary zip codes: \_\_\_\_\_

#### Budget Overview

<b>Operating cost per slot</b>	\$
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<b>Total operating request</b> (cost per slot * # of slots)	\$
---	----

<b>Youth wages per slot</b>	\$
-----------------------------	----

<b>Total wage request</b> (wages per slot * # of slots)	\$
---	----

<b>Total cost per slot</b> (per slot operating cost + per slot wage cost)	\$
---	----

<b>Total request</b> (total operating request + total wage request)	\$
---	----

Executive Summary of Program - 2,000 characters maximum. *Please include:* (1) brief description of program, (2) specific/special populations served, (3) geographic focus, if any, (4) industry sectors targeted, if relevant, and (5) any other special features of your program. If funded, this description will be used to provide a description of your program to the general public.

PROPOSAL COVER SHEETS

Page 2 - Contact Information

Name of organization (applicant): \_\_\_\_\_  
Street address: \_\_\_\_\_  
City, State, Zip: \_\_\_\_\_

\*Authorized Representative

*(person who can legally sign contracts for organization – signature required, below)*

Name:  
Title:  
Phone:  
Fax:  
E-mail:

Organization Contact  
*(for questions about agency or application in general)*

Name:  
Title:  
Phone:  
Fax:  
E-mail:

Fiscal Contact  
*(for questions about the budget)*

Name:  
Title:  
Phone:  
Fax:  
E-mail:

Program Contact  
*(for questions about the proposed program during its operation)*

Name:  
Title:  
Phone:  
Fax:  
E-mail:

Technology/Computer Contact  
*(for questions about electronic transfer of information, e.g. youth payroll)*

Name:  
Title:  
Phone:  
Fax:  
E-mail:

**Signature of Authorized Representative\* (required):**

X \_\_\_\_\_

## PROPOSAL COVER SHEETS

### Page 3 – Additional Applicant Information

#### Organization Information

1. Is your organization incorporated as a:  non-profit or  for-profit?
2. Federal tax ID number or name and Federal tax ID number of legal entity that will act on behalf of the organization:  
  
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 applicant have any connection with the Philadelphia Workforce Investment Board, Philadelphia Council for College and Career Success, 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. If necessary, does your agency have union approval of the proposed project?  
Yes  No  Not applicable  (If yes, please attach a copy of written proof)

**ATTACHMENT 4**

**CONTRACTOR’S CERTIFICATION AND BUDGET INFORMATION**

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

**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 may be required to submit further detailed budget information.*

<p><b>Authorized Representative Signature:</b> _____</p> <p><b>Name:</b> _____</p> <p><b>Title:</b> _____</p> <p><b>Date:</b> _____</p>
---

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

**Budget:** The budget form is provided as a separate Excel spreadsheet. It can be downloaded at the same locations as the RFP: [www.pwib.org](http://www.pwib.org); [www.philadelphiacouncil.org](http://www.philadelphiacouncil.org); [www.pyninc.org](http://www.pyninc.org).  
*Remember to include this electronic file on the CD or flash drive when submitting the proposal.*

**Budget Narrative** The Budget Narrative should briefly explain the costs associated with each budget item.

**Questions about the budget:** If you have any questions about completing the budget document, please contact [contracts@pyninc.org](mailto:contracts@pyninc.org).

## APPENDIX A – Worksite Quality Framework

### Philadelphia Youth Network will:

- Support the network in all aspects of program administration and implementation.
- Provide and facilitate accessible trainings and orientations for the provider and worksite network.
- Offer the provider and worksite network assistance in implementing the project-based learning component.
- Offer the provider and worksite network with technical assistance for orientations, registration, payroll, etc.
- Offer the provider and worksite network opportunities to develop new and meaningful partnerships with participating organizations.
- Facilitate best-practice sharing opportunities between participating organizations and worksites.
- Develop Worksite Agreement and clearance policies to be followed by participating organizations.
- Administer and coordinate worksite satisfaction surveys.
- Facilitate incident reporting, including relevant communication with provider representatives and, to the extent necessary, worksite representatives.

### Provider representatives will:

- Support Worksite Coordinator and Supervisor in establishing and maintaining realistic expectations.
- Ensure that the Worksite Coordinator and Supervisor, as well as the youth, have a clear understanding of the essential components and realistic expectations of the work experience.
- Visit each worksite at least twice per program period and/or per year, including one visit for Worksite Agreement completion and one visit for Worksite Evaluation completion.
- Ensure that all Worksite Coordinators complete the Worksite Agreement and perform requisite clearances, and submit necessary documentation to PYN representative.
- Maintain consistent and progressive communication with Worksite Coordinator affording opportunities for feedback and debrief.
- Maintain consistent and progressive youth feedback opportunities during weekly debrief sessions.
- Intentionally provide and support project-based learning assignments and simulated learning opportunities that allow the youth to apply what they have learned from school and work.
- Follow incident reporting procedure, including immediate contact of a PYN representative.

### Worksite Coordinators will:

- Complete the Worksite Agreement in conjunction with the provider representative.
- Submit requisite clearances to provider.
- Comply with all aspects of the Worksite Agreement.
- Ensure worksites have at least two adults on site while youth are present and adhere to the required supervisor-to-youth ratio.
- Attend a Worksite Orientation prior to youth arrival.
- Ensure youth are provided a safe learning environment that promotes 21<sup>st</sup> century skill gain.
- Maintain consistent communication with provider.
- Follow incident reporting procedure, including immediate contact of the provider representative.
- When applicable, perform any or all responsibilities of the Worksite Supervisor, most specifically when there is no distinction between the two roles.

### Worksite Supervisors will:

- Comply with all portions of the Worksite Agreement.
- Attend a Worksite Orientation before youth arrival.
- Support youth in setting and maintaining realistic goals and expectations.
- Establish a safe learning environment including activities that promote development in the 21<sup>st</sup> century work-readiness skills and other identified skill sets.
- Support youth in various aspects of the project-based learning component.
- Facilitate youth debrief and reflection opportunities.
- Follow incident reporting procedure, including immediate contact of the Worksite Coordinator.
- When applicable, perform any or all responsibilities of the Worksite Coordinator, most specifically when there is no distinction between the two roles.

### Worksites will:

- Display all relevant employment posters including, but not limited to, OSHA, EEO, and Child Labor Law.
- Include all relevant youth safety materials on-site including, but not limited to accessible bathrooms and water fountains, first aid kits, telephones, fire exit routes, and fire extinguishers.
- Adhere to “Worksite Safety Provider Certification Checklist” as described in the Worksite Agreement.

### The Youth will be offered:

- A safe, well-rounded, and high-quality work experience in which they can grow professionally through varied learning experiences producing tangible skill gains; an ability to perform self-assessments of professional readiness; and an experience that enables them to discover their career “likes” and “dislikes.”

## APPENDIX B

### WorkReady Worksite Glossary of Terms

**21st Century Work Readiness Skills:** These skills help define an effective worker and should be encouraged throughout the entirety of the program and during every activity:

- **Flexibility and Adaptability:** Adjusting to various roles and responsibilities, adapting and responding appropriately to change, working effectively when there is ambiguity, and incorporating feedback to improve job performance and alter behavior.
- **Initiative and Self-direction:** Setting goals, planning effectively to meet goals, going beyond minimum job requirements, and seeking to solve the problems that emerge.
- **Productivity and Accountability:** Working hard, completing assigned tasks on time and in a high-quality manner, maintaining good attendance and punctuality, and taking responsibility for one's own work as well as that of the team.
- **Teamwork and Collaboration:** Active listening, respecting others, understanding multiple viewpoints, appreciating diversity, and contributing positively to group work.

**Learning Experience:** An experience that results in a change in thinking, understanding, or behavior afterwards. A successful learning experience in a WorkReady program will include valuable work experience, career training and guidance, and professional development opportunities.

**Meaningful Partnerships:** Partners assist in the development and delivery of a program. These may include additional funders, other youth serving organizations, or other organizations that assist in delivering a high-quality program.

**Professionalism:** Appropriate work attire, timeliness, and commitment to accomplishing the tasks required of the position. Professionalism is demonstrated in interactions with customers/clients, co-workers, and supervisors while accomplishing assigned work functions.

**Progressive Communication:** Ongoing conversation, between a provider and a worksite, which deepens their understanding of each youth's experiences, goals, and achievements, as the program progresses.

**Project-based Learning (PBL):** The use of in-depth and rigorous projects to facilitate learning and assess youth understanding. Youth may use technology and inquiry to respond to complex real-world issues, problems or challenges. PBL focuses on youth-centered inquiry and group learning with the adult acting as a facilitator.

**Provider:** A sub-contracting, youth-serving organization that operates a WorkReady program.

**Work Readiness:** Being prepared on workplace protocols, effective work habits and behavior, interpersonal relations, punctuality, problem-solving, and the importance of being a team player.

**Worksite Coordinator:** A full-time staff member at the worksite organization who is responsible for maintaining communications with the Philadelphia Youth Network, the organization's partnering provider(s), and the worksite supervisor(s) at her/his organization.

**Worksite Supervisor:** A staff member at the worksite who monitors the day-to-day experiences of the youth.

**Worksite:** The primary location where youth are engaged in a work experience activity during the program period.