



REQUEST FOR PROPOSALS
WorkReady Philadelphia
Summer 2014
Career-Exposure Pilot Program

IMPORTANT DATES:

- RFP Release:*** Friday, November 15, 2013
- Bidders' Conference:*** Friday, December 6, 2013, 10:00 AM
Philadelphia Youth Network
- Letter of Intent to Apply:*** Due Friday, November 22, 2013 by 4:30 PM
(see Attachment 1) Fax number: 267-502-3888
- Proposals:*** Due Friday, December 20, 2013 by 12:00 PM
c/o Summer 2014 Career-Exposure RFP
The Philadelphia Youth Network
714 Market Street, Suite 304
Philadelphia, PA 19106

**APPLICATIONS DELIVERED AFTER 12:00 PM ON DECEMBER 20, 2013
WILL NOT BE ACCEPTED**

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I. Overview and Background

Historically, the portfolio of models overseen by the Philadelphia Youth Network (PYN) has provided enhanced work experiences and professional-development opportunities to youth ages 14-21. Taking into account research that underscores the importance of implementing a continuum of developmentally-appropriate models for youth at various phases of work readiness, including youth younger than 14 years, PYN is seeking proposals for new Career Exposure pilots, which is intended to serve rising 8th grade students who are residents of Philadelphia. The exploration of this service strategy through the development of new pilots is aligned with the strategies of the WorkReady campaign. The WorkReady Philadelphia campaign is a cross-sector, city-wide effort dedicated to improving the economic outcomes of the region's youth by attracting, aligning, and investing resources in coordinated, youth-workforce-development strategies. The WorkReady Philadelphia campaign is a collaborative of partners; including employers, schools, community-based organizations, advocacy groups, labor unions, and private investors.

Philadelphia's Youth Workforce Development System

Philadelphia's workforce development system is managed by Philadelphia Works, which was created in 2012 by the merger of the Philadelphia Workforce Development Corporation and the Philadelphia Workforce Investment Board. Youth-focused, workforce development and education initiatives fall under the purview of the Philadelphia Council for College and Career Success (the Council), a standing committee of the Philadelphia Works Board. The Council is organized into three sub-committees; College Ready, Project U-Turn, and WorkReady. The Council functions as the Workforce Investment Act-mandated youth council for the city; the Carl D. Perkins Participatory committee; and the coordinating body for the Project U-Turn and WorkReady campaigns.

The Council is specifically charged with envisioning and developing citywide partnerships, strategies, and infrastructures to support youth attainment of 21st-century skills and post-secondary education. This is accomplished through the alignment of priorities and resources across various youth development, education and social-services efforts. Some key areas of Council focus include:

- aligning and monitoring the City's diverse youth-related funding streams, including youth funds that come to the city via Workforce Investment Act (WIA) and Temporary Assistance for Needy Families (TANF) allocations;
- expanding and improving youth-workforce-development efforts in the City;
- Influencing the design of an enhanced, career and technical education system
- aligning resources that support a college-going culture and enhance the connections and transitions between high school and college; and
- creating a citywide system for dropout prevention and re-engagement of disconnected students.

WorkReady Philadelphia Campaign

The WorkReady Philadelphia campaign is a cross-sector, city-wide initiative dedicated to improving the economic outcomes of the region's youth by attracting, aligning, and investing resources in coordinated, youth-workforce-development strategies. The WorkReady Philadelphia campaign is a collaborative of partners; including employers, schools, community-based organizations, advocacy groups, labor unions, and private investors. PYN is the managing partner of the WorkReady Philadelphia campaign and provides oversight to programs funded under the WorkReady umbrella. In addition, PYN is the competitively-procured Youth Operator and provides program oversight for the TANF funds invested in the WorkReady portfolio of programs. As it relates to the WorkReady Philadelphia campaign, PYN serves the following distinct functions:

- Facilitating the design and development of work-based learning models in collaboration with community stakeholders;
- Building capacity of adult practitioners to provide high-quality workforce services to youth
- Managing PYNDEX, the web-based tracking system for WorkReady Philadelphia Campaign
- Convening the WorkReady sub-committee of the Council¹, (which includes representatives from the business community, schools, community-based organizations, advocacy groups, labor unions and other stakeholders.
- Procuring on behalf of WorkReady campaign (private investors, schools, and city-government agencies)

Programs under the WorkReady campaign provide career-exposure and preparation opportunities to thousands of young people annually. Intended to enhance youth understanding and mastery of skills needed to be successful in a 21st-century economy, these programs also provide academic enrichment and promote awareness of postsecondary options. Most importantly, they challenge participants to grasp critical correlations between learning, high school completion and work experience and how those variables impact their potential for college and career success.

In 2013, the WorkReady Philadelphia Summer system provided over 7,000 youth with six weeks of high-quality, paid experiences, including 2,000 youth who benefitted from employment opportunities paid for by the local and national business community. WorkReady Summer 2014 will build on these successes, challenging partner organizations to offer the highest quality opportunities for Philadelphia youth.

¹ The Council is a committee of the Philadelphia Works board

The Need for Developmentally-Aligned WorkReady Experiences

The need for continued investment in Philadelphia's current efforts to provide youth with structured opportunities for exposure to the world of work is underscored by multiple factors, including steady increases in youth unemployment and the continued high demand for WorkReady experiences. Recent research emphasizes the need for early career-focused interventions as well. Youth who are uncertain about their career paths have significantly lower wages in adulthood and less favorable outcomes in the areas of personal adjustment and career maturity than their counterparts who develop clarity while younger.² Current theories of career development in childhood and adolescence suggest that career-connected, learning opportunities should facilitate development of vocational identity among youth so that young people understand who they are and identify careers aligned with their self-image.³ Youth-focused, career-development efforts have been shown to be most effective when students have access to a continuum of work-based learning opportunities throughout their middle and high-school years that is aligned with their varying stages of vocational identity development.⁴ Such a continuum should provide opportunities for robust exploration of self and of a wide variety of career clusters, opportunities for direct practice in a potential career interest area, and opportunities to refine career interests and work-readiness skills.

Career Exposure Model Description

The Career Exposure model will provide opportunities for rising 8th grade youth to develop the beginnings of a strong vocational identity, understand what careers are available in local, high-priority growth industries, and what skills and experience those careers require. Specifically, Career Exposure programs will engage youth in completion of an interest inventory, in-depth research into career clusters (e.g., research projects, guest speakers, job shadowing, work site and/or college visits), and completion of an individualized career plan.

In addition, career-exposure programs will introduce youth to 21st-century skills and provide opportunities for using these skills in structured activities. Specifically, youth will engage in the process of mastering four, important 21st-century work-readiness skills:

² Creed, P.A., & Patton, W. (2003). Predicting two components of career maturity in school based adolescents. *Journal of Career Development, 29*, 277-290.; Earl, J.K., & Bright, J.E.H. (2007). The relationship between career decision status and important work outcomes. *Journal of Vocational Behavior, 71*, 233-246.; Staff, J., Harris, A., Sabates, R., & Briddell, L. (2010). Uncertainty in early occupational aspirations: Role exploration or aimlessness. *Social Forces, 89*, 659-684.; Skirkov, V.B. (2007). Continuity in adolescent career preparation and its effects on adjustment. *Journal of Vocational Behavior, 70*(1), 8-24.

³ Porfeli, E.J., & Lee, B. (2012). Career development during childhood and adolescence. *New Directions for Youth Development, 134*, 11-22.

⁴ Pennsylvania Partnerships for Children. *Promising Pathways to Careers Toolkit: A How-to Guide to Creating Quality Work-Based Learning Opportunities for Young People*. Retrieved September 20, 2013 from http://www.papartnerships.org/publication_files/Complete_Toolkit_2012.pdf.

- **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.
- **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.

Youth will complete and present a project at the close of the program that demonstrates robust knowledge of a career cluster of interest and the pathways to achieve their identified career goals within that cluster. After their experience in the program, youth will have the ability to articulate their own career goal(s) and explain their plan for achieving those goals, as well as speak in detail about local, high-growth industries⁵.

II. Program Requirements

Target Population

The Career Exposure pilot must serve Philadelphia youth that are rising 8th graders. Priority points will be given to programs that are STEM focused and increase exposure to high-priority growth sectors in the Greater Philadelphia economy, including:

- Advanced Manufacturing
- Business Services
- Education
- Healthcare and Life Sciences
- Hospitality
- Logistics and Transportation
- Finance and Insurance

Career Exposure Model Components

The Career Exposure model will offer high-quality programs that accomplish the following:

1. **Youth Interest:** provide activities that engage youth in completion of an interest inventory and align program experiences with youth interests

⁵ High-priority growth sectors in the Greater Philadelphia economy include: Advanced Manufacturing, Business Services, Education, Healthcare and Life Sciences, Hospitality, Logistics and Transportation, and Finance and Insurance.

2. **Goal Setting:** engage youth in developing an individualized career plan, which provides detail regarding each youth’s educational and career goals and the strategies he/she can employ to attain those identified goals
3. **Exploration:** provide opportunities for youth to explore the connection between academic achievement and career success, further building an understanding of available careers in local high-priority growth industries
4. **21st Century Skills Development:** provide youth with opportunities to learn the basic, transferable skills required to be successful in any career (21st-century skills) and practice those skills in structured activities
5. **Assessing:** employ an evidence-based pre- and post-assessment of youth knowledge and demonstration of 21st-century skills⁶
6. **Project Based Learning:** provide youth with an opportunity to present a project that demonstrates strong knowledge of a specific career cluster along with pathways to achieve their identified career goals within that cluster

Project-Based Learning

Research provides evidence that youth learn more effectively when they understand the “real world” context underlying a given concept⁷. In Project-Based Learning (PBL), youth go through a process of inquiry in response to a complex question, problem, or challenge. While allowing for youth “voice and choice,” rigorous projects are carefully planned, completed, and assessed to help youth master key work-readiness content, practice 21st-century skills, and create high-quality, authentic products and presentations. PBL should be youth-driven, open-ended, ongoing, and engaging. PBL should include driving questions or challenges that are connected to real-world experiences and problems and require youth to develop and apply problem-solving skills.

Successful applicants must implement a Project-Based Learning (PBL) experience that fosters 21st-century skill development and an increased awareness of careers and various pathways to enter them. The project must be completed by all participating youth and connect directly to the youth’s interests as identified through the initial vocational interest assessment. PBL will assist youth in articulating their learning and engage youth in the process of building an increased understanding of career clusters. In short, the project-based experience will include *both* a meaningful research project *and* the intentional development of the 21st century skills.

To facilitate an effective PBL experience, project-based learning plans must be completed to map out all of the steps and activities necessary to complete the project. It is important to craft plans with a vision in mind for how projects will enable youth to forge connections between their research and actual skill(s) being learned. A comprehensive learning plan that includes the

⁶ At minimum, this assessment must measure the four identified core 21st-century skills identified on page 6.

⁷ Chapin, Duncan, Hannaway, J. (1996). High School Employment: Meaningful Connections for At-Risk Youth.

Washington, DC: Urban Institute.; Swail, W.S. and Kampits, E. (2004). Work-Based Learning and Higher Education: A Research Perspective. Washington, DC: Educational Policy Institute, Inc.

core components of PBL is instrumental in creating a high-quality youth experience that is intriguing, yet complex.

More information about project-based learning can be found here: <http://www.bie.org/>.

Youth Incentives

Applicants have the option of using PYN's web-based youth payment system, PYNDEX, to process youth incentives/stipends. PYN will train the successful applicant on how to process student incentives in the system. Applicants are encouraged to propose developmentally-appropriate youth incentives to encourage program engagement and completion. Applicants are particularly encouraged to consider ways in which the proposed incentives may be connected to benchmarks achieved during the program. Applicants who plan to pay incentives should include an incentive plan and structure.

III. Reporting and Program Performance Metrics

Program performance metrics will be defined at the point of contract, pending negotiations between awardees and the Philadelphia Youth Network. In addition to metrics proposed by the applicant, likely performance metrics will include:

1. Number of youth who complete at least one hour of programming
2. Percent of enrolled youth who complete the allotted program hours, PBL project, and individualized career plan
3. Youth Satisfaction
4. Work-readiness skill gain (each organization will use their own evidence-based assessment tool(s) to measure skill gain)

IV. Application Process

Who is Eligible to Submit a Proposal?

The Philadelphia Youth Network is seeking schools, non-profits, and for-profit youth-serving organizations, with significant capacity, demonstrable youth development experience and outcomes to operate a new pilot for a Career Exposure program serving middle-school-aged youth.

Notification of Intent to Apply

A "Notification of Intent to Apply" form is required and must be submitted via fax to the Philadelphia Youth Network at (267) 502-3888 and is due no later than 4:30 p.m. on November 22, 2013. The notification must include the name of the organization and contact person for the application. Failure to submit a notification **will** disqualify candidates from applying. This notification will help PYN properly plan for the review process.

Proposal Timeline

RFP Release Date	Friday, November 15, 2013
Bidders' Conference	Friday, December 6, 2013 Time: 10:00 a.m. Philadelphia Youth Network 714 Market Street Philadelphia, PA 19106
Letter of Intent to Apply	Due Friday, November 22 2013, 4:30 p.m.
Proposal	Due Friday, December 20, 2013, 12:00 p.m.
Review and Selection Period	January 6, 2014 - February 1, 2014
PYN Executive Leadership Team Reviews and make Recommendations	February 25, 2014
Final Approval of Awards by PYN Board	March 11, 2014
Contract Start Date	TBD

Bidders' Conference

The Bidders' Conference will be held on **Friday, December 6, 2013 at the offices of Philadelphia Youth Network, located at 714 Market Street – Suite 320**. Attendance is STRONGLY ENCOURAGED. Please RSVP your attendance to www.workreadyphila.org/rsvp. You will be required to include the number of persons attending and the name of your organization.

Note: All questions **MUST BE SUBMITTED ELECTRONICALLY BEFORE THE BIDDERS' CONFERENCE** by email to contracts@workreadyphila.org. Questions and answers will be posted within 72 hours of submission to the following websites: www.philaworks.org, www.philadelphiacouncil.org, and www.pyninc.org.

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 22), 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, December 20, 2013.**

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 22) must be completed (with no items left blank) and attached to the front of the proposal
- Agencies must also supply copies of the two most recent year's independent auditors' reports and accompanying financial statements
- Copies of the two most recent IRS Form 990
- IRS Letter of Determination or other proof of legal status
- Proof of insurance

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

Delivered to:

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.

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.

V. Proposal Review Process

The Philadelphia Youth Network, in soliciting proposals and managing and supporting 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.

The review process will consist of a cross-sector review committee consisting of leadership and staff **external** to PYN.

The weighting of the narrative sections is as follows (out of a total score of 100).

Organization Capacity and Relevant Experience	10
Program Components	35
Partnerships	25
Staffing	10
Assessment and Evaluation	10
Budget, Budget Narrative & Program Revenue	10

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

Responses to the proposal narrative prompts will be evaluated by using the following scoring guidance.

Quality Indicator	Description	Scoring Value
Very Good	The response is specific and comprehensive. There is complete, detailed, and clearly articulated information as to how the criteria are met. The ideas presented are innovative, well-conceived and thoroughly developed.	4

Good	The response is reasonably comprehensive and includes sufficient detail. It contains many of the characteristics of a response that is very good, though it requires additional specificity, support or elaboration in places.	3
Fair	The response addresses some of the selection criteria, but not all. The response is non-specific and lacks focus and detail. Some ideas presented are sound, but others are not responsive to the purpose of the RFP. Additional information is needed in order to be reasonably comprehensive and meet the criteria of a response that is good.	2
Poor	The response does not meet many criteria; provides inaccurate information or provides information that requires substantial clarification as to how the criteria are met; lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.	1
Very Poor	The response does not address the prompt or simply re-states the prompt.	0

VI. Proposal Narrative

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

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

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

The narrative should address the following:

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 for middle-grades youth 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?
- d) How will the use of stipends be implemented into the program?

2. Program Components

- a) Describe your youth recruitment plan including methods and, to the extent possible, specific dates and locations. 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 (i.e., 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 a stipend, what strategies will the program use to keep youth engaged for the duration of the program? What retention challenges do you anticipate and how will you overcome them. If you plan to offer incentives please describe that plan here.
- d) Describe in detail your proposed program. Be sure to consider the Core Program Components listed in the model description on page 5 and include responses to the following:
 - i. Describe how you will provide opportunities for youth to build the connection between academic achievement and career goals. What work-readiness activities do you propose to incorporate into your programming?

- ii. What opportunities will students have to develop and practice 21st-century skills? Which skills do you plan to focus on? How will they be taught?
 - iii. How will you integrate project-based learning into the program? How will you incorporate youth in planning for the project? What reflection activities will students participate in? What preliminary project ideas do you have?
 - iv. Describe your plan for including educational and vocational activities, such as job shadowing, college trips, career panel into programming.
 - v. Describe the process youth will follow to research career clusters and develop a project that they will deliver at the end of the program.
- e) Present a schedule for a typical week in the program, as well a schedule that includes major program milestones (the schedule document does not count toward page limit; please include as an attachment).
- f) How will youth voice be incorporated into program activities and career project?

3. Partnerships⁸

- a) Please list the partnerships, if any, you have developed to deliver the program.
- b) 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, printed on organization letterhead, which identifies roles, responsibilities, and commitments.)*
- c) 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) What research-based interests assessment will your organization use for youth and why?

⁸ 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.

- b) How will you evaluate the effectiveness of the program? 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.
- c) What program performance metrics (enrollment, retention and youth satisfaction, etc.) are you intending to measure, and how?
- d) What does successful completion of the Career Exposure program look like at your organization?
- e) 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?

VII. Budget Information

Budget Forms

The total budget for the contract is **\$42,000**. This amount will cover operating costs and student payments.

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.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.

If there are any questions when filling out the budget form, please contact Simon Whang at 267-502-3703.

Budget Narrative

In addition to the budget form, a budget narrative, limited to 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.

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.

VIII. Attachment and Appendix

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 or 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 November 22, 2013 4:30PM***
SEND BY FAX TO: 267-502-3888**

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:

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 four 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 VI, Proposal Narrative.
- Program Schedules:** Typical weekly 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:** Copies of the two past year's organizational audit, including the accompanying financial statements and management letter. Copies of two most recent IRS Form 990.

- Proof of Legal Status:** IRS Letter of Determination or other

ATTACHMENT 3

PROPOSAL COVER SHEETS

Page 1 – Program Summary

Name of organization (applicant):

Title of Proposed Program:

Number of slots: _____

Primary zip codes: _____

Budget Overview

Operating cost per slot	\$
--------------------------------	----

Total operating request (cost per slot * # of slots)	\$
---	----

Youth stipends per slot	\$
--------------------------------	----

Total stipend request (stipend per slot * # of slots)	\$
--	----

Total cost per slot (per slot operating cost + per slot wage cost)	\$
---	----

Total request (total operating request + total wage request)	\$
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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 (If yes, please explain on separate sheet)

Conflict of Interest/Union Concurrence

8. Does the applicant have any connection with Philadelphia Works, 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.

Authorized Representative Signature: _____

Name: _____

Title: _____

Date: _____

***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.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@workreadyphila.org.