



Philadelphia Council for College and Career Success



REQUEST FOR PROPOSALS

WorkReady Philadelphia Summer 2014 Programs

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

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

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I. Overview and Background

Philadelphia Works and the Philadelphia Council for College and Career Success are seeking proposals from high-performing, youth-serving organizations to provide educationally-enriched, career-exposure and work-based-learning opportunities under the umbrella of WorkReady Philadelphia during summer 2014 for youth ages 14-21 years. ¹

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;
- 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 Council², (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.

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.³ 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

² The Council is a committee of the Philadelphia Works board

³ 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.

people understand who they are and identify careers aligned with their self-image.⁴ 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.⁵ 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.

WorkReady Summer 2014 Program Models

The release of this Request for Proposals for WorkReady Summer 2014 reflects a shift toward implementing a set of programs that applies the research regarding the importance of providing a continuum of developmentally-appropriate programs, as well as a desire to begin filling gaps identified in a scan of previously-supported summer models.^{6,7}

Service Learning – Service Learning programs should employ teaching and learning strategies designed for youth with an interest in civic service, and little or no prior exposure to the world of work. These programs will allow youth to collectively address real-world issues, problems, and needs within the local, regional, national, or global community. Youth will work in groups in a wage-bearing experience to explore these real-world challenges through research, reflection, and project development, as well as through direct service and/or advocacy. During their projects, youth will acquire the necessary knowledge for active and effective citizenship and will practice targeted 21st-century skills⁸.

Work Experience – Work Experience programs will provide a structured wage-bearing work experience for youth with limited exposure to the world of work. Participants will engage in structured experiences on a worksite that, when possible, reflects their career of interest. Work Experience programs will also provide youth with explicit opportunities to further explore a desired career path as well as practice 21st-century skills. As a supplement to the work experience, participants will complete a work-based-learning project that demonstrates knowledge of the specific career area of their worksite. Work Experience programs will be required to provide intentional skill development and ongoing interaction with a trained adult supervisor.

Internships – Internships will offer an advanced opportunity for youth with prior employment and/or leadership experience. These wage-bearing experiences will provide youth with exposure to professional careers otherwise not accessible to the teenage population, opportunities to develop and refine targeted 21st-century skills, and engagement in ongoing,

⁴ Porfeli, E.J., & Lee, B. (2012). Career development during childhood and adolescence. *New Directions for Youth Development*, 134, 11-22.

⁵ 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;

⁶ A separate RFP will be released for a Career Exposure model meant to serve youth ages 12-14.

⁷ A graphic of the full continuum is available in the Appendices section of this document

⁸ For an explanation of 21st Century Work-readiness skills, please see page 9.

professional-development workshops. In addition, internships will provide opportunities for youth to work closely with a trained, adult supervisor, who will serve in an instructional role throughout the duration of the experience. To the extent possible, internships will involve placements in local and regional, high-priority growth industries⁹.

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 2014 is unknown. This RFP is based on preliminary guidance and is subject to change. As of the release of this RFP, anticipated sources of funding may include dollars available via Temporary Assistance for Needy Families (TANF) allocations, the Workforce Investment Act (WIA), the City of Philadelphia, businesses, philanthropies, 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 2014

Philadelphia Works and the Council are seeking proposals from organizations with proven capacity to deliver career-connected activities that prepare youth to succeed in the 21st century global economy. Specifically, the Council believes that successful WorkReady Philadelphia Summer 2014 programs should:

- Promote 21st century skill acquisition through work experiences and project-based instruction
- Reinforce the connection between school and work
- 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
- Provide access to programs for high-priority¹⁰, including the following:
 - youth residing in TANF households;
 - out-of-school youth;

⁹ To see a list of high-priority growth industries, please review the Council Priorities in Section II.

¹⁰ Applicants targeting any one of these populations shall receive extra points during the scoring of this proposal.

- 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.
- 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 2014 program.

Recruitment and Enrollment of Eligible Participants

For Summer 2014, 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 criteria¹¹:

- Will be 14 – 21 years of age as of July 1, 2014
- 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 1, 2014

TANF 2013 Youth Development Programs Income Guidelines

Household Size	Annual Income Limit
1	\$27,001
2	\$36,448
3	\$45,895
4	\$55,342
5	\$64,789

¹¹ Paper applications will be made available by PYN to accommodate youth with disabilities.

6	\$74,236
7	\$83,683
8	\$93,130

Note: As the 2014 TANF guidelines have not yet been released, the 2013 TANF guidelines are included to provide some general guidance about the range of eligibility. Once the 2014 TANF guidelines are made available, they will be used to determine eligibility.

Initial youth eligibility will be determined by youth defining family size and income range on the online application.

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 21st century 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 21st-century work-readiness skills; and
- 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 in the worksite quality framework

With this in mind, partners necessary to producing a high-quality WorkReady experience as well as their roles and responsibilities have been identified. These partners include the Philadelphia Youth Network, the provider, the worksite coordinator and supervisor, the physical worksite space, and the youth¹². The roles and responsibilities can be found in Appendix A (on page 36).

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: for-profit companies with more than 3 and less than 50 employees; companies that are non-profit organizations.¹³

¹² For an explanation of these, please see Appendix B (p.34)

¹³ You may contact the Business Partnerships Unit at PYN, (267) 502-3702 if you need assistance recruiting worksites that meet the subsidy criteria

Contextual Learning Component

Research provides evidence that youth learn more effectively when they understand the “real world” context underlying a given concept¹⁴. The Contextual Learning Component is an intentional part of the summer experience for that reason and combines day-to-day learning at the worksite and with lessons acquired through the completion of a work-based learning project or portfolio. 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 which 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(s) by assuring 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 12-16. The project or portfolio will help youth to articulate their learning and engage in the process of mastering four, important 21st -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.
- 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 Contextual Learning Specialist who will be assigned at the beginning of the contract period to provide technical support and assess the final project produced by the youth.¹⁵

¹⁴ 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.

¹⁵ Youth who attend Philadelphia Public Schools may be able to earn an elective credit for their work based on meeting attendance requirements and successfully completing a project or portfolio.. 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.

Providers will be required to administer both a pre- and a post- test (a 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 21st-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.

Payments to Youth

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 payroll files electronically via PYNDEX per the payroll schedule. Payments will be issued in the form of a debit card¹⁶. 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. In the event that a check is issued for one or more youth, the provider will also be responsible for the bi-weekly distribution of those check(s). 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 in a timely fashion.

Contracted Providers must allocate wages to youth as compensation for their summer experience as part of their budget documents. Wages must be broken down for all youth participants for the full period of a proposed 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).

Compliance to WorkReady Operating Procedures

Providers will be responsible for compliance with all operating procedures of the WorkReady Summer Program. These procedures are designed to enhance the quality of the 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; and
- Other procedures as applicable

¹⁶ Debit card generation is dependent on timely participant placement. If a participant is not placed by the deadline, she/he will be paid via paper check. The provider will be responsible for the distribution of all pay stubs and paper checks.

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

Attendance at all Program Information and Training Events

All providers and their appropriate staff will be required to participate in information and training offerings. The goal of these trainings is to engage providers in activities that will enable them to implement high-quality WorkReady Summer programs. These events will primarily take place prior to the start of the program, running from April through June. Professional development opportunities may be available other times of the year as well.

Note: Invitations to professional development sessions that take place outside of the contract period (April – September) do not guarantee that the organization in attendance will be contracted to run a WorkReady Summer program.

Reporting and Program Performance Metrics

Each program funded under the WorkReady Summer 2014 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 2014 programs are as follows:

Enrollment:	
<i>The unduplicated number of eligible participants with complete enrollment files submitted by the final enrollment deadline</i>	107%
Youth Paid:	
A) <i>The unduplicated number of participants who earned and have been paid at least one hour of wage/stipend reflected as a number over the budgeted slot level.</i>	100%
B) <i>The unduplicated number of participants who earned and have been paid at least one hour of wage/stipend reflected as a number over the total number of youth placed.</i>	100%
Attendance:	
<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%
Retention:	
<i>The total number of participants who completed at least 85% of available program hours divided by the total number of youth paid.</i>	85%
Contextual Learning Attainment:	
A) <i>The number of participants receiving a passing grade for the project or portfolio.</i>	75%
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%
Work Readiness Skill Gain:	
A) <i>Response Rate: The total number of paid youth who have complete pre- and post-assessments.</i>	100%

B) <i>The total number of youth assessed who show improvement in at least one area on the skill assessment.</i>	75%
Youth Satisfaction:	
A) <i>Response Rate: The total number of paid youth who have completed the satisfaction survey.</i>	75%
B) <i>The total number of youth respondents who indicate that their summer experience was overall satisfactory.</i>	90%

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

As noted above, 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

Description of the WorkReady Summer Service Learning Model

The Service Learning Model, designed for youth with minimal to no prior work experience, will allow youth to collectively address real-world issues, problems and needs within the local, regional, national or global community. Youth work in groups to explore these issues through research, reflection, and development of 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.

Characteristics of the WorkReady Summer Service Learning Model

Youth Profile:	For young people, ages 14-18 (must be 14 by the start of the program), with minimal to no career-connected experiences, and an interest in civic engagement.
Supervision Ratio:	1:15 supervisor to youth ratio
Minimum participants per individual program:	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

Core Program Components

A high-quality Service Learning program should integrate the following components¹⁷:

1. Youth placement in a group/teamwork setting that engages youth in a service project that is meaningful to the participants and the targeted beneficiaries (e.g., neighborhoods and residents where the services take places).
2. Development of specific learning goals and/or content designed to promote citizenship, academics, teamwork, problem solving, and the exploration of 21st-century skills.
3. Selection of projects that help youth gain understanding, appreciation, and respect for individuals of diverse backgrounds
4. Selection of projects that can be completed and evaluated within a given time-frame.
5. Integration of youth voice in the development of identified partners for service projects as well as the articulation of partner needs.
6. Opportunity for monitoring and reflection of the quality and value of the service project for both the youth and communities they impact.
7. Training of staff to ensure a high-quality experience for youth prior to and through the duration of the 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, one that fosters 21st-century skill development. The project must be completed by all participating youth and connect directly to the service project selected by the youth. 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 should 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 21st century skills.

A Contextual Learning Specialist provided by PYN will be available, as needed, to assist with the implementation of the Contextual Learning Component and the development and completion of the project.¹⁸ The Contextual Learning Specialist will assess projects for content, completion,

¹⁷ Guidance pulled from the National Youth Leadership Council - <http://www.nylc.org/sites/nylc.org/files/wisl/index.html#mainNavLinks=1>

¹⁸ 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 2014,

quality and rigor. Additionally, providers will be invited to select designated projects to be displayed at the WorkReady Expo. The WorkReady Expo is a public event that allows youth to offer reflections on their Contextual Learning experience and present their culminating product to their peers and a range of adult stakeholders.

WORK EXPERIENCE MODEL

Description of the WorkReady Summer Work Experience Model

The Work Experience model, which is designed to provide a structured early work experience combined with learning opportunities to youth who have never worked before, will help youth understand how to best prepare themselves to become active and productive members of the world of work by exposing them to a specific career area while developing the 21st-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.

Characteristics of the WorkReady Summer Work Experience Model

Youth Profile:	For ages 14-18 (must be 14 by the start of the program), with minimal to no career-connected experiences, and an interest in gaining experience in a workplace.
Supervision Ratio:	1:3 supervisor to youth ratio
Minimum participants in an individual program:	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

Core Program Components

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

1. Youth placement in a structured and professional work environment appropriate for a first-time employment opportunity
2. Youth participation in pre-employment training prior to the start of the job and engagement in structured, on-going learning opportunities
3. Opportunities for youth to engage regularly with a trained adult supervisor, who will provide direct oversight through the duration of the program

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.

4. Development of necessary, but experience-appropriate, tasks valuable for both the youth and worksite
5. Promotion of improved outcomes for youth facilitated by exploration and practice of 21st-century skills, provision of wage-bearing experiences, and exposure to career options
6. Opportunities for youth to engage in reflective activities that align with academic learning
7. 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 that allows time for reflection. The project is an essential part of the WorkReady Summer experience, one that fosters 21st 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 over the course of the six-week program of workplace competencies and the acquisition of 21st-century skills. The project can be implemented by youth individually or by 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 21st-century skills.

A Contextual Learning Specialist will be available from PYN, as needed, to assist with the implementation of the Contextual Learning Component, and the development and completion of the projects. The Contextual Learning Specialist will assess projects for content, completion, quality and rigor (see footnote 18 on page 13). Additionally, providers will be invited to select designated projects to be displayed at the WorkReady Expo. The WorkReady Expo is a public event that allows youth to offer reflections on their Contextual Learning experience and present their culminating product to their peers and a range of adult stakeholders

INTERNSHIP MODEL

Description of the WorkReady Summer Internship Model

The Summer Internship Model, which is designed for youth with prior work or leadership experience, will provide youth with exposure to professional careers otherwise not accessible to teenagers and/or young adults, opportunities to develop and refine their 21st century skills, and engagement in ongoing professional development workshops. 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.

Characteristics of WorkReady Summer Internship Model

Youth Profile:	For young people, ages 16-21, with previous work and/or
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	<p>leadership experience who have not matriculated into post-secondary opportunities and display the following:</p> <ul style="list-style-type: none"> ○ Basic understanding of 21st century skills ○ Knowledge of workplace expectations and realities ○ Job-seeking skills
Supervision Ratio:	1:3 supervisor to youth ratio
Minimum participants per individual program:	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

Core Program Components

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

1. Youth placement in an intentional experience that promotes a level of skill development that cannot be obtained from a part-time job.
2. Youth placement in structured settings that connect youth to local and regional high-growth industries¹⁹, and to the extent possible, match youth based on identified interests and skill level.
3. Youth participation in an orientation prior to the start of their experience and engagement in ongoing professional development workshops.
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 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.
7. Development of more advanced and value add tasks for both the youth and worksite.
8. Promotion of improved outcomes for youth by refining 21st-century skills, providing wage-bearing experiences,, and professional connections

Contextual Learning Strategy

Providers must deliver a series of professional development workshops that will help youth develop skills in the following areas: career development, career exploration, 21st-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

¹⁹ See Council Priorities list on page 6

project or portfolio will demonstrate each youth’s reflection and critical analysis of the 21st century skills.

A Contextual Learning Specialist will be available from PYN, 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 Contextual Learning Specialist will assess projects for content, completion, quality and rigor (see footnote 18 on page 13). Additionally, providers will be invited to select designated projects to be displayed at the WorkReady Expo. The WorkReady Expo is a public event that allows youth to offer reflections on their Contextual Learning experience and present their culminating product to their peers and a range of adult stakeholders

V. General Application Information and Process

Period of Performance

This request for proposals is intended to cover a six-month period beginning April 1, 2014 and concluding September 30, 2014. At the discretion of Philadelphia Works and the Philadelphia Council for College and Career Success, two optional one year extensions may be granted based on performance and the availability of funding.

Who is Eligible to Submit a Proposal?

Philadelphia Works and the Philadelphia Council for College and Career Success are seeking proposals from schools, non-profits, and for-profit youth-serving organizations, with significant capacity, demonstrable youth-development experience and outcomes to operate WorkReady Summer 2014 programs during the contract period.

Application Process

Respondents must follow the procedures outlined in this Request for Proposals (RFP). The RFP will be available on the Philadelphia Works website: www.philaworks.org, the Philadelphia Council for College and Career Success website: www.philadelphiacouncil.org, the Philadelphia Youth Network website www.pyninc.org, or by calling (267)502-3800.

PROPOSAL TIMELINE

RFP Release Date	Friday, November 15, 2013
Bidders’ Conference	Friday, December 6, 2013 Time: 10:00AM Philadelphia Youth Network 714 Market Street Philadelphia, PA 19106

Letter of Intent to Apply	Due Friday, November 22, 2013, 4:30 PM
Proposal	Due Friday, December 20, 2013, 12:00 PM
Review and Selection Period	January 6 - February 1
Approval of Awards by The Council:	(Early March)
Final Approval of Awards by Philadelphia Works. Board:	Wednesday, March 26, 2014
Notification	Thursday, March 27, 2014
Contract Start Date	Tuesday, April 1, 2014

Note: Questions regarding development and submission of this RFP **MUST BE SUBMITTED IN WRITING** to Philadelphia Works by e-mail to contracts@workreadyphila.org. Questions and answers from the RFP process will be updated and posted on the following websites: www.philaworks.org, www.philadelphiacouncil.org, and www.pyninc.org.

Notification of Intent to Apply

Prospective respondents are required to submit the attached "Notification of Intent to Apply" form (Attachment 1 on page 30) to inform Philadelphia Works and the Council of their intent to submit an application. The form may be faxed to the Philadelphia Youth Network at (267) 502-3888 and is due no later than 4:30 p.m. on November 22, 2013. Failure to notify Philadelphia Works and the Council **will** disqualify you from submitting a proposal. This notification is for planning purposes to assist in securing the necessary number of reviewers.

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 32), 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 32) 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.

VI. Proposal Review Process

Philadelphia Works and 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.

The weighting of the narrative sections is as follows:

Section	Weight
Organization Capacity and Relevant Experience	10
Program Components	60

Staffing	10
Assessment and Evaluation	10
Budget, Budget Narrative & Program Revenue	10

An independent review committee will rate proposals based on a scoring rubric. The independent 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 external reviewers using the following scoring guidance²⁰:

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

²⁰ Scoring rubrics for each model will be made available at the Bidders' Conference

Very Poor	The response does not address the prompt or simply re-states the prompt.	0
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VII. Proposal Narratives

The narrative(s) should provide independent 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 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. Describe how you will assess youth previous 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 12, 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 21st-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; please include as an attachment).
- f) If the program has already identified potential worksites, what process will you implement to ensure that identified worksites meet Worksite Quality Criteria laid out in Appendix A (on page 36)? If you have yet to identify sites, what process will you use to accomplish the same?

3. Assessment and Evaluation

- a) How will you evaluate the effectiveness of the program? (Will you collect information beyond 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 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. 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 14, and include:

- i. *Target industry.* What is/are the program's target industry area(s)?
 - 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; please include as an attachment).
- f) If the program has already identified potential worksites, what process will you implement to ensure that identified worksites meet Worksite Quality Criteria laid out in Appendix A (on page 36)? If you have yet to identify sites, what process will you use to accomplish the same?

3. Assessment and Evaluation

- a) How will you evaluate the effectiveness of the program? (Will you collect information beyond 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. 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 15 and include:
 - a. *Pre-interview and employment training.* How will the program prepare participants for their experience prior to the interview and start of the job?
 - b. *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.
 - c. *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).*

- d. *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; please include as an attachment).
- f) If the program has already identified potential worksites, what process will you implement to ensure that identified worksites meet Worksite Quality Criteria laid out in Appendix A (on page 36)? If you have yet to identify sites, what process will you use to accomplish the same?

3. Assessment and Evaluation

- a) How will you evaluate the effectiveness of the program? (Will you collect information beyond 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, which can be downloaded at www.philaworks.org, www.philadelphiacouncil.org, or 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 contracts@workreadyphila.org.

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.

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

Operating Cost Per Participant	\$400
Wages Per Participant	\$870

Total Budget Amounts: This amount is equal to the cost-per-participant 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: All payments to youth are made via a web-based youth payroll system, except for those youth on employer payrolls. Youth will be paid a wage for their participation based on the program design.

Providers will be required to record the hours worked for each participant on a 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 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.philaworks.org, www.philadelphiacouncil.org, 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:

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

SUMMER YOUTH PROGRAM MODEL CATEGORIES	PROPOSALS WE INTEND TO SUBMIT
SERVICE LEARNING	<input type="checkbox"/> # of proposals ____
WORK EXPERIENCE	<input type="checkbox"/> # of proposals ____
INTERNSHIP	<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 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 past two year's organizational audit, including the accompanying financial statements and management letter. Copies of the two most recent IRS Form 990.
- 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

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

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

Youth wages per slot	\$
-----------------------------	----

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

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

Total request (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 (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.

<p>Authorized Representative Signature: _____</p> <p>Name: _____</p> <p>Title: _____</p> <p>Date: _____</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.philaworks.org; www.philadelphiacouncil.org; 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.

APPENDIX A – Worksite Quality Framework

Philadelphia Youth Network will:

- Support the network in all aspects of program oversight.
- 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.
- Distribute Worksite Agreement development and clearance policies to be followed by participating organizations.
- Provide 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 21st 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 21st 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.

APPENDIX C: The release of this Request for Proposals for WorkReady Summer 2014 reflects a shift toward implementing a set of programs that takes the research regarding a continuum of developmentally-appropriate programs into account as well as a desire to begin filling gaps identified in a scan of previously-supported summer models. The following framework will inform this RFP process:

Explore

Youth:

No prior, career-connected experiences
(recommended for ages 12-14)

Opportunities:

Explore self, professional interests and career clusters
Introduce 21st Century Skills
Develop career plan
Receive academic supports for a successful transition into high school

Model(s):

Career Exposure Pilot(s)
Model(s) TBD based on innovations proposed

Practice

Youth:

Minimal to no career-connected experiences who have yet to matriculate into college (2- or 4-year)
(recommended for ages 14-18)

Opportunities:

Practice 21st century skills in a structured, first wage-bearing job
Engage in project-based learning
Receive academic support for successful completion of high school
Learn about postsecondary-education options and expectations

Model(s):

Work Experience
Service Learning

Refine

Youth:

Previous work/leadership experience as well as an understanding of 21st century skills, workplace expectations, and job seeking skills, but have yet to matriculate into college (2- or 4-year)
(recommended for ages 16-21)

Opportunities:

Refine 21st-century skills in a more independent, higher-level work experience
Connect with employment sectors that would otherwise not be available
Receive support in transition to post-secondary education.

Model(s):

Internship