

The Philadelphia Council for College and Career Success
and the Philadelphia Workforce Investment Board



REQUEST FOR PROPOSALS
In-School Youth Programs 2010

IMPORTANT DATES:

Proposal Release Date

Thursday, October 8, 2009

Bidders' Conference

Thursday, October 15, 2009

Industry Pipeline Model 1:00-2:30PM

21st Century Continuum 2:30:4:00PM

Philadelphia Youth Network

714 Market Street

Philadelphia, PA 19106

**Letter of Intent to Apply
(Attachment 1)**

Monday, October 19, 2009, by 4:30PM

Proposal Due Date

**Friday, November 13, 2009, by
12:00PM**

The Council

c/o The Philadelphia Youth Network

714 Market Street, Suite 304

Philadelphia, PA 19106

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SECTION I: OVERVIEW

BACKGROUND

For ten years the Philadelphia Council for College and Career Success (formerly the “Youth Council”) of the Philadelphia Workforce Investment Board (PWIB) has worked to integrate and more effectively coordinate funding and resources to improve the capability of Philadelphia’s youth services delivery system to better serve young people, their families, and the communities and providers who support them. The Council was established in 1999, pursuant to a requirement of the federal Workforce Investment Act, to provide leadership and advocacy in support of young people in Philadelphia. Since its inception, the Council has recommended more than \$60,000,000 in funding for dozens of high-quality youth providers, and has overseen programming for over 53,000 14 to 24 year-old youth from low-income families.

Over the past year, the WorkReady Committee of the Council has evaluated these investments and strategies in order to determine the best use of Workforce Investment Act dollars going forward. Specifically, given the value of higher levels of educational attainment and the technical demands of a 21st century global economy, new funding will focus squarely on helping in-school youth and young adults build core 21st Century Skills through programs that target:

- Demonstrable Literacy and Numeracy Gains;
- Dual Enrollment and Credential Attainment;
- Proficiency in Core 21st Century Workplace Competencies;
- Targeted (Un)Subsidized Internships Leading Toward Employment Within Specified Industries; and
- Post-Secondary Enrollment and Retention.

It is within this context that the Council for College and Career Success is issuing a Request for Proposals (RFP) to seek high performing youth-serving organizations, schools, and employers to develop and fully implement high-support, high-achievement, year-round education and training programs for in-school youth (ISY).

In a highly competitive global economy, the Council’s approach to programs and services for in-school youth is focused on helping young people realize their educational, employment and post-secondary goals through formal partnership arrangements among schools, employers, community providers, and postsecondary institutions.

SECTION II: COUNCIL PRIORITIES

The Council is seeking proposals from organizations with proven capacity for supporting in-school youth in experiential learning opportunities that result in educational gains, occupational skills attainment, and successful workforce preparation and post-secondary placement. The Council prioritizes its support for programs that assist youth in education and training that will lead to self- and family-sustaining wages through intermediate benchmarks marked by:

- High School Diploma and Occupational Skills Training Credential;
- Post-Secondary Preparedness, Enrollment and Retention; and
- Proficiency in Core Workplace Competencies for a 21st Century Global Economy.

Priority will be given to respondents that:

- Are diverse in their funding to manage operating expenses;
- Are capable of offering continuous and relevant programming from January 1, 2010 to August 31, 2011 with an optional 2 year extension based on performance and funding availability;
- Employ proven recruitment and service strategies to actively engage, enroll, and retain in-school youth;
- Demonstrate meaningful partnerships with accredited higher education institutions, employers in high-growth industries, and other relevant organizations and service providers;
- As appropriate by model, provide integrated educational, occupational and service-learning programming through curriculum design and accompanying activities;
- Implement evidence-based models promoting 21st century work-readiness skills and post-secondary preparedness;
- Provide multidisciplinary case management with comprehensive social support connections; and
- Maintain sound youth tracking and program performance management systems.

SECTION III: REQUIRED PROGRAM ELEMENTS

A) WIA ELIGIBILITY REQUIREMENTS:

Funding is governed by the Workforce Investment Act and therefore all relevant WIA provisions apply. Eligible youth for these WIA-funded services must provide documentation to verify that they:

- Are between ages of 16 and 18 (i.e., at least 16 and not older than 18 at the time of enrollment). This age range is required based on the model defined in this RFP;
- Meet specific 2009 income guidelines (see chart below);
- Are legally permitted to work in the United States;
- Are registered with Selective Service, if a male 18 years or older at time of enrollment and;
- Meet one or more of the following barriers with supporting documentation:
 - 1) Basic skills deficient
 - *TABE or equivalent: Tests at or below 8th grade level in reading or math*
 - *PSSA: Scores Basic or Below Basic*
 - *Grades: Below a C in math, reading, or English*
 - *Benchmark Exams: 65 or below*
 - 2) Homeless or runaway;
 - 3) Foster care;
 - 4) Pregnant or parenting teen;
 - 5) Youth offender;
 - 6) Verifiable disability; and
 - 7) Needs assistance to complete an educational program or to secure and hold employment.
 - Youth attends an empowerment high school
 - At-risk for dropping out based on early indicator data (attendance, grade failure or behind a grade)
 - Resides in PHA housing

B) INCOME GUIDELINES:

As required by federal law, income eligibility is determined by comparing the annual family income and family size to a governmental set of eligibility standards. Documentation must be provided for both income and family size. The total household income must be at or below the following levels. Please note: the income requirement is considered to be met when an individual demonstrates any of the exceptional circumstances listed below.

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

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

C) PERFORMANCE REQUIREMENTS:

The performance of year-round In-School Youth (ISY) programs will be assessed on two levels. The first is in consideration of WIA Common Measures; the second is against a set of benchmark goals and process measures.

↳ Common Measures:

In 2005, the Office of Management and Budget instituted a set of Common Measures to gauge the performance of Workforce Investment Act funded programs. It is expected that all WIA-funded programs will meet and/or contribute to the achievement of the negotiated state performance levels for each of the two In-School Youth Common Measures during the current contract period.

Common measures that pertain to the entire network of WIA-funded programs are outlined below.

Common Measures	Accountability
◆ Placement in Employment and/or Post-secondary Education	In and Out-of-School Youth
◆ Attainment of a Degree/Certificate (State/Employer recognized)	In and Out-of-School Youth
◆ <i>Literacy & Numeracy Gains</i>	<i>Out-of-School Youth Only</i>

The following is a brief overview and definition of each Measure:

(1) Placement in Employment or Education

- Placement in employment or education is met when youth are engaged in an accredited post-secondary training program or institution, or attached to full-time employment with an employer that pays Unemployment Insurance, within 30 days of program exit.
- Positive outcomes include placement in:
 - Military service;

- Post-secondary education;
- Advanced training and additional occupational skills training;
- Full-time employment with an employer that pays Unemployment Insurance; or
- Qualified apprenticeship.

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

(2) Attainment of a Degree or Certificate

- Attainment of a degree or certificate is met when participating youth have attained a high school diploma, GED, or occupational skills certificate within the 3rd quarter of program exit. The educational or occupational skills credential must be approved by one of the following:
 - State educational or vocational and technical educational agencies;
 - Institutions of higher education;
 - Professional, industry or employer organizations;
 - Registered apprenticeship programs;
 - Public regulatory agencies;
 - Programs approved by the Department of Veterans Affairs;
 - Office of Job Corp and Tribal Colleges.

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

↪ Benchmark and Process Measures:

The benchmark and process measures are designed to assess the progress of program efforts toward short- and long-term outcomes. They include enrollment, attendance, participant retention and other administrative functions reflecting effective program implementation. Benchmark and process measure will be assessed on a monthly basis.

D) CONTRACT REQUIREMENTS:

The Philadelphia Youth Network will enter into an initial twenty-month contract with successful respondents. This contract – January 1, 2010 through August 31, 2011 -- will operate on a 100% cost-reimbursement basis. Based on performance and availability of funding, contracts will be eligible for two one-year extensions. Upon extension, the contract will convert to a hybrid, cost reimbursement and performance-based structure. Under the performance-based contract, performance measures are based on 100% enrollment. To that end, contractors will receive from 55 to 60% of the contract award via cost-reimbursement invoicing and fulfillment of its enrollment targets. The balance of the funds will be accessible upon the achievement of outcomes including – depending on model -- retention, grade promotion, increased Work Readiness Scores, credential attainment, high school graduation, and placement in post-secondary education or UI paying employment. The performance-based contracting system will be developed with providers during the initial twenty-month contract.

E) REPORTING REQUIREMENTS:

WIA requires extensive data collection to validate eligibility and performance. The documentation of efforts and outcomes is critically important. The Philadelphia Youth Network will be responsible for all levels of program monitoring, evaluation and reporting to the State. Successful respondents, in turn, will be required to produce timely documentation that clearly tracks youth participation, progress, and outcomes throughout.

On a monthly basis, successful respondents will be required to input data into PYRAMID (Social Solutions, Efforts to Outcomes platform), PYN's youth centered case management system that logs individual services, outcomes and needs. This system will help PYN understand the services and outcomes contractors deliver, and should also serve as a valuable resource for providers.

F) PAYMENT OPTIONS TO PARTICIPATING YOUTH:

Where applicable, respondents may designate a youth wage allocation in the form of wages or incentive payments. The single form of payment (wage or incentive) must be broken down for all youth participants for the period of the contract. PYN will negotiate the type and frequency of youth payment at the point of the contract award.

a. Incentives:

Incentives are performance-based payments tied to the successful attainment of benchmark measures. Incentives must go beyond payment for attendance or participation in the program. A programmatic incentive plan must be submitted for approval, and an individual incentive plan must be submitted for each youth participant to substantiate payment.

b. Wage:

Wages must be commensurate with work performed and with salaries paid to others doing similar work. Youth participants will earn the Federal Minimum Wage for services rendered, \$7.25 per hour.

SECTION IV: MODEL DESCRIPTIONS

The models described below are designed to integrate workforce development activities into year-round academic programs for in-school youth that support 21st Century Skill attainment, high school graduation, and successful transition from high school into post-secondary education and employment. Both models emphasize the importance of developing relationships with partners beyond the school setting such as local employers, higher education institutions, and youth service organizations. The programs are designed to facilitate progress towards the Council's goals of increasing graduation and post-secondary attainment rates.

The program models are:

➤ **Industry Pipeline**

The Industry Pipeline Model provides two years of comprehensive, industry-specific training for 11th and 12th grade students. It is designed to prepare participants, upon high school graduation, to become successful employees at either a high wage/high-demand firm or within a local priority industry sector, as well as to pursue post-secondary education. The model relies on partnership between an employer/cluster of employers, a school or schools, and a youth-service organization, as well as, ideally, an institution of higher education.

➤ **21st Century Continuum**

The 21st Century Continuum Model is a two-year experience for 11th and 12th grade students that provides 21st Century Skills along with post-secondary preparation. It is intended as a "continuum" experience -- one that goes beyond the often sporadic engagement youth have with experiential work-related education to provide a consistent, deepening two-year connection that is integrated into students' current school program. It includes progressive school-year and summer programming, service learning, 21st Century Skill building, internships, and post-secondary preparation and planning. This pilot is also designed to build critical components of a 21st Century Skills continuum for replication in other parts of the youth serving system citywide.

INDUSTRY PIPELINE MODEL

Overview

The Industry Pipeline Model provides comprehensive training for 11th and 12th grade students in industry-identified skills and competencies. It is designed to prepare participants, upon high school graduation, to become successful employees at either a high wage/high-demand firm or within a local priority industry sector, as well as to pursue post-secondary education. The model relies on partnership between an employer/cluster of employers, a school or schools, and a youth-service organization, as well as, ideally, an institution of higher education. Services in this model will be provided during the school day as well as during out-of-school time.

The industry pipeline model is designed to equip young people with skills that position participants for success. As a result, regional employers develop a replenishing pool of talented employees and young people have the opportunity to become productive citizens who earn family-sustaining wages. Successful programs are multi-year – providing two-years of service to each youth -- and demonstrate tight collaboration among partners.

Applicants

The Industry Pipeline Model is directed toward **Employers** in partnership with **Youth-Service Organizations** and appropriate **High Schools** and, ideally, a **Higher Education** partner (a list of eligible partner schools appears below).

In PYN's experience, WIA-funded industry pipeline programs have worked best when employers receive support from a youth-service organization. In this model, the **youth-service organization** is intended to recruit WIA-eligible youth, document WIA eligibility, manage WIA documentation on an ongoing basis, prepare youth for participation in industry internships, and facilitate the youth payroll process. In addition, a youth-serving organization can also assist with the coordination of school-based and employer-based services. A youth-service organization may support multiple industry pipelines in this capacity.

The lead applicant can be any of the partners. However, there should be one lead applicant for each proposal. The proposal should also clearly define the role of the partner organizations.

Target Population

At the time of program enrollment, students must fall into all of the following categories:

- Enrolled as 11th graders in high school or eligible for a high school diploma within two years of starting the program.
- Between 16 and 18 years of age
- Seek a high school diploma and industry recognized credential
- Seek post-secondary education and/or viable employment placement **at the time of program completion**
- WIA eligible (meeting income and barrier requirements)

Youth Served

Respondents must serve at least 25 youth per cohort. At full capacity, the two-year program will serve 50 or more youth. (*Respondents interested in serving more than 25 youth per cohort should demonstrate that the model can serve this number of youth and that job guarantees can be met for youth who successfully fulfill the program requirements.*)

Partner Schools

The School District of Philadelphia and Philadelphia Youth Network have identified the following schools as appropriate pipeline partners:

- Bok
- Carver
- George Washington
- Mastbaum
- Parkway
- Swenson
- Kensington Business
- Kensington CAPA
- Kensington Culinary
- Student Success Center Schools with a Career Coordinator. These schools include:
 - Ben Franklin
 - Thomas Edison (also a Career and Technical Education School)
 - Frankford
 - John Bartram
 - Overbrook
 - Simon Gratz
 - University City
 - West Philadelphia
 - Germantown High School
 - Fitzsimmons
 - Lincoln

These schools were selected because they have infra-structure to support an industry partnership.

If an applicant is requesting to work with a school that is not listed, the application must clearly identify how the school infrastructure will be sufficient to support the partnership. Charter Schools and Multiple Pathways schools are eligible to apply as long as all relevant youth and school-based criteria can be met.

Standards for Successful Pipeline Models include:

- Partnership between an employer or industry-based cluster of employers, a school or schools, a youth-serving organization and an institution of higher education
- Exposure to the industry area through shadowing day, discussions with professionals, etc.
- Year-round and summer paid internship/apprenticeship experiences for 11th and 12th grade participants that last at least ten to twelve weeks during the school year and six weeks during the summer
- Training and opportunity to attain appropriate industry certifications (*a chart of recognized industry certifications is posted online along with this RFP*)
- Work-place mentoring
- Career planning and development
- Education and post secondary counseling
- Development of dual-enrollment and post-secondary education articulation agreements
- Post secondary plan and/or job placement
- Teacher externships at the workplace that provide opportunities to expand educators' understanding of how knowledge and skills are applied in the world beyond the school setting. Teacher externships are designed to help educators enhance their curriculum
- Employment opportunities with the employer partner(s) following graduation

Program Services

Successful respondents will perform the following functions:

Administrative

- Demonstrate collaboration among key partners, including school/s, employer/s, and youth-service organization (including a memorandum of understanding from each partner)
- Provide employer financial and in-kind support totaling at least 50% of the PYN funding level (e.g. \$200,000 of PYN funding will require a \$100,000 in-kind/financial match)

- Demonstrate ability to meet all WIA requirements related in particular to student eligibility and performance measures

Programmatic

- Have a clearly articulated plan for post-secondary and job-placement opportunities
 - Provide a number of job opportunities to participants upon program completion
 - Ideally, provide or facilitate post-secondary educational opportunities
- Have a clearly articulated recruitment, intake and orientation process
- Have a clearly articulated retention strategy
- Provide youth with training for workforce needs in a specific industry pathway
- Provide training for and attainment of industry certification/s
- Establish work-based mentoring relationships for youth and provide opportunities for worksite mentors to attend trainings
- Provide year-round and summer paid internships
- Ensure development of 21st Century Skills, focusing on: professionalism/work ethic, collaboration/teamwork, leadership, ethics/social responsibility, social networking, written communication, and information technology application.
- Incorporate teacher and staff professional development, including teacher externships
- Provide two years of service to each youth, implementing a true cohort model
- Provide post-secondary and employment counseling

Preference will be given to respondents who demonstrate the following:

- Development of dual-enrollment and post-secondary education articulation agreements.
- The ideal model allows participants, upon program completion, to progress toward a post-secondary degree while working for an employer that remits tuition or otherwise provides no-to-low cost degree opportunities.
- Scholarship opportunities.

- A strategy to ensure job opportunities even during the current economic downturn, for example, by working with a cluster of employers.
- Connection to the following industry sectors:
 - Communications
 - Creative Economy
 - Financial Services
 - Green Economy
 - Hospitality
 - Information Technology
 - Life Sciences/Healthcare
 - Transportation

Roles and Responsibilities of Key Partners

Schools

School Principals

- Identify school-based staff to coordinate the project and galvanize support from teachers and other school personnel. Advocate for the initiative. Brief teachers on the program and the program requirements and ensure program assimilation into the school.
- Ensure that industry curriculum is infused into academic curriculum where possible
- Where possible, ensure that teachers are credentialed in the industry or have professional development that focuses on industry needs
- Where possible, provide opportunities for core industry curriculum to be taught by district teachers as well as external industry professionals
- Mandate that certification and/or a post-secondary plan is part of program completion

School Coordinator

- Recruit and pre-screen youth
- Work with roster chair to ensure that participants are rostered accordingly
- Monitor grades and attendance regularly
- Provide opportunities for youth to reflect on work experiences

- Assist youth-service program manager with youth recruitment, preparation, and ongoing support
- General troubleshooting

Teachers

- Fully support the program

For models that take place partially during the school day:

- Allow participants to make up on alternative days, the class work and exams (all points available) during days that they attend the program
- Mark students as present on required program days
- Work with School Coordinator to identify potential problem areas and develop a plan to assist students.

Employers

- Connect with schools and youth-service program manager
- Work with school (s) to develop the program model
- Inform curriculum decisions
- Provide workplace mentors/supervisors
- Provide youth with work experiences (i.e. internships/apprenticeships) that run ten to twelve weeks during the school year and six-weeks each summer
- Evaluate the youth's work experience and performance
- Agree to hire a percentage or all of the interested and qualified program completers
- Participate in trainings/orientations
- Provide teachers with industry exposure (i.e. teacher externships)
- Mandate that certification and/or a post-secondary plan is part of program completion

Youth-Service Program Manager

- Recruit participants
- Facilitate the youth enrollment process (including WIA-eligibility)

- Facilitate the youth payroll process
- Prepare youth for participation in the program and provide ongoing support
- Support employers in program design and development
- Support the coordination between schools and employers
- Enter program information into PYRAMID
- Complete timely reporting necessary to meet all WIA requirements.

Special Consideration

Mid-School Year Contract

The January 1 start date of these contracts will create a unique situation for the first year of operations for funded programs. Applicants will need to present:

- The typical two-year program they intend to provide to students.
- A plan to account for the mid-year timing of the first year of operation. This will likely require recruitment and ramp-up programming for 11th graders in the spring semester and a unique intensive summer to get 11th graders up to speed for the 12th grade. Programs will then recruit a second cohort of 11th graders in the early fall of 2010 to begin the regular two-year program cycle.

Performance Measures

Year-One Outcomes (11th grade service)	Negotiated Performance Level
Program retention	85%
Grade promotion	85%
Increase in Work Readiness score	75%

Year-Two Outcomes (12th grade service)	Negotiated Performance Level
Program retention	90%
Industry certification	85%
High School graduation	75%
Placement in UI employment and/or post-secondary education	75%

Cost Per Slot

Respondents may apply for operating and wage costs up to \$5,000 per slot to support this program model.

Overview

The 21st Century Continuum Model is a two-year experience for 11th and 12th grade students that provide 21st Century Skills along with post-secondary preparation. It is intended as a “continuum” experience -- one that goes beyond the often sporadic engagement youth have with experiential work-related education -- to provide a consistent, deepening two-year connection. Services in this model can be provided during the school day as well as during out-of-school time.

Successful applicants will demonstrate the ability to provide services to in-school youth that creatively and on an on-going basis integrate 21st Century Skills development into existing academic programs through a combination of service learning, internships, work-readiness training, and post-secondary preparation. *Applicants must demonstrate how they will retain youth over a two-year experience. Retention of participants for two years is crucial to success.*

Key components of this model will also be utilized in other areas of the youth-serving system. This will help in efforts to scale-up year-round experiences in the system overall.

Applicants

The 21st Century Continuum Model in this RFP is directed toward:

- **Multiple Pathways** providers -- including accelerated, alternative, and Oasis schools, and charter schools involved in the Multiple Pathways system. (*Disciplinary schools, as short-term placements, do not fit with this model.*)
- **Career and Technical Education** schools
- **Youth-Service Organizations** partnered with a school to deliver services

Organizations must fall into one of these categories to apply.

Target Population

At the time of program enrollment, students must fall into all of the following categories:

- Enrolled as 11th graders in high school or eligible to receive a high school diploma within two years of starting the program.
- Between 16 and 18 years of age
- Seeking a high school diploma
- Seeking post-secondary education and/or viable employment placement **at the time of program completion**
- WIA eligible (meeting income and barrier requirements)

Youth Served

Respondents must serve a minimum of 25 youth per cohort. (At full capacity, the two-year program will serve at least 50 youth.) *Applicants with specialized programs that cannot meet the minimum number may request a waiver of this requirement by providing sufficient justification.*

Model Structure

The Model is designed to provide on-going services to a cohort of youth for two years. The model is ideally integrated into the academic program offered to students in Multiple Pathways or CTE high school programs by creating a focus on building 21st Century Skills. (*Note: Accelerated or alternative education programs that enroll students for less than two years may respond and indicate how the requirements listed below might be successfully integrated into a less-than-two-year program*) The structure includes six phases:

- **Year 1 (11th Grade or equivalent)**
 - **First Semester. Project-Based Service Learning.** Students design and implement service-learning projects. High-quality service-learning experiences meet the following standards:

- Students participate in an organized service activity that meets identified community needs
- Students reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility
- The service is meaningfully immersed in ongoing learning and extends into the community

- **Second Semester. 21st Century Skills Course and Post-Secondary Planning.**

Students engage in a 21st Century Skills program explicitly designed to prepare students for their internship experiences and develop skills including professionalism/work ethic, collaboration/teamwork, leadership, ethics/social responsibility, social networking, written communication, and information technology application.

Students engage in targeted post-secondary planning. Students identify options and interests and establish a Post-Secondary Plan with short and long term goals, receiving guidance by highly qualified adults. Please note, to the extent possible, the post-secondary plan should be tied to StudentNet.

Core activities include:

- Establishing goal (e.g. two-year college, four-year college, advanced technical training, and/or employment) and identifying necessary steps to achieve it.
 - Post-secondary exposure (two-year college, four-year college, advanced training)
 - Assistance with college/program selection
 - Application assistance
 - Financial aid application assistance
 - SAT/ACT registration (if appropriate)
 - SAT/ACT preparation
 - Admission essay writing
 - Interview preparation
 - Scholarship Support
- **Summer**
 - *Internship.* Six-week summer internships for youth including mandatory participation in weekly work-readiness seminars. High-quality internships meet the following standards:
 - Internships are compensated
 - Internships are based on identified youth learning objectives
 - Internship experiences align with academic learning
 - Internships produce valuable work that furthers employers' organizational goals
 - Participants are prepared for and reflect upon internship experiences
 - Systems are in place to support internship participants throughout the experience
 - Internships are assessed against identified youth learning objectives
 - Internships occur in safe and supportive environments.
- **Year 2 (12th Grade)**
 - **First Semester.** *Internship, Continued Post-Secondary Preparation.* School-year internship lasting at least six weeks. Ideally, the school-year internship and summer internships are with the same employer. Continue post-secondary planning and preparation including social/emotional preparation for post-secondary success.
 - **Second Semester.** *Post-Secondary Preparation.* Intensive post-secondary planning and preparation ensuring that students have negotiated the post-secondary education application, selection and enrollment process and/or engage in an employment search -- and that students are prepared to succeed at the next stage of their academic and/or professional path once they get there.

- **Summer**

- *Transition Support.* Support students transitioning into jobs and post-secondary education.

And, if appropriate

- *Internship.* Six-week summer internships for youth. This is an excellent option for students that are not entering full-time employment directly after graduation

Program Services

The 21st Century Continuum Model delivers service-learning, internship, work-readiness and post-secondary preparation activities. Successful respondents will:

Program Specific

- Guide youth in the design and implementation of appropriate service-learning projects including opportunities for reflection (integrated with program's existing academic curriculum wherever possible)
- Deliver 21st Century Skills and work-readiness curriculum
- Connect youth to meaningful summer and year-round paid internships
 - Conduct work-readiness seminars for youth participating in internships
 - Engage youth in structured reflection on internship placements
- Provide post-secondary planning and preparation; clearly articulated plan for post-secondary and/or job-placement within 30 days of program completion
- Support students as they transition into work and post-secondary education
- Provide a two-year cohort model

General

- Demonstrate ability to meet all WIA requirements related in particular to student eligibility and performance measures
- Demonstrate collaboration among key partners (including a memorandum of understanding from each partner, if any)
- Clearly articulated recruitment, orientation and intake process
- Clearly articulated retention strategy

- Demonstrate that program assessment and evaluation is included in the design

Special Considerations

Mid-School Year Contract

The January 1 start date of this contract will create a unique situation for the first year of operation. Applicants will need to present:

- The typical two-year program they intend to provide to students
- A plan to account for the mid-year timing of the first year of operation. This will require explanation of recruitment and ramp-up programming for 11th graders in the spring semester and plans for the summer. Programs will then recruit a second cohort of 11th graders in the early fall of 2010 to begin the regular two-year program cycle.

Internship Coordination

- Small businesses with less than 50 employees, non-profit organizations, and government agencies are eligible to receive wage subsidies for the internships they provide. Internship subsidies for employers who do not fall into those two categories will be reviewed on a case-by-case basis.
- Once providers are awarded contracts they will participate in an internship planning meeting with PYN staff (their Program Officer and a Business Partnerships Specialist). During that meeting, the provider will work with PYN to finalize their employer engagement strategy. This coordination will both ease providers’ recruitment process and help PYN ensure consistent communication with employers.

Performance Measures

Year-One Outcomes (11th grade service)	Negotiated Performance Level
Program retention	85%
Grade promotion	85%
Increase in WorkReadiness score	75%

Year-Two Outcomes (12th grade service)	Negotiated Performance Level
Program retention	90%
High School graduation	80%
Placement in UI employment and/or post-secondary education	75%

Cost Per Slot

Respondents may apply for operating and wage costs up to \$3,500 per slot to support this program model.

SECTION V: APPLICATION PROCESS

A) Period of Performance:

This request for proposals is intended to cover a twenty-month period beginning January 1, 2010 and concluding August 31, 2011. At the discretion of the Council and PWIB, two optional one year extensions may be granted based on performance and the availability of funding.

B) Who is Eligible to Apply?

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

C) Application Process:

Respondents must follow the procedures outlined in this Request for Proposals (RFP). The RFP will be available on the Philadelphia Workforce Investment Board (WIB) website: www.pwib.org, the 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

Proposal Release Date	Thursday, October 8, 2009
Bidders' Conference	Thursday, October 15, 2009 <i>Industry Pipeline Model 1:00-2:30PM</i> <i>21st Century Continuum 2:30:4:00PM</i> Philadelphia Youth Network 714 Market Street Philadelphia, PA 19106
Letter of Intent to Apply	Monday, October 19, 2009, 4:30PM
Proposal Due Date	Friday, November 13, 2009, 12:00PM
Review and Selection Period	November 13, 2009 – December 16, 2009
Provisional Notification*	December 17, 2009
Contract Start Date	January 7, 2010

*The Philadelphia Council for College and Career Success will meet on December 16, 2009 to approve providers. Provisional notification will be made pending the meeting of the Philadelphia Workforce Investment Board on January 7, 2009.

Please Note: Questions regarding development and submission of this RFP **MUST BE SUBMITTED IN WRITING** to the Philadelphia Youth Network by fax (267) 502-3868 or emailed to PYNRFP@pyninc.org. Questions and answers from the RFP process and Bidders' Conference will be updated and posted on the following websites: www.pwib.org, www.philadelphiacouncil.org, and www.pyninc.org.

D) Notification of Intent to Apply:

Prospective respondents are requested to submit the attached "Notification of Intent to Apply" form (***Attachment 1***) to inform the Council of their intent to submit an application. The form may be faxed to the Philadelphia Youth Network at (267) 502-3868 and is due no later than 4:30 p.m. on October 19. While failure to notify the Council will not disqualify you from submitting a proposal, this notification is for planning purposes to assist in securing the necessary number of reviewers.

E) Bidders' Conference:

The Bidders' Conference will be held on **Thursday, October 15, 2009 at the Philadelphia Youth Network**. Attendance is **STRONGLY ENCOURAGED**. Please RSVP your attendance by completing the form on the Philadelphia Youth Network's website (www.pyninc.org). Given the differences between the two models, separate times will be devoted to each model.

Application Process: Respondents must follow the procedures outlined in this request for proposals (RFP). The RFP is available on the Philadelphia Workforce Investment Board (PWIB) web site: www.pwib.org, the Philadelphia Council for College and Career Success website: www.philadelphiacouncil.org and the Philadelphia Youth Network website: www.pyninc.org or by calling 267-502-3800.

Application Submission: One original and one electronic copy (flashdrive or CD) must be submitted. The electronic copy *must include* all cover sheets, narrative, Attachment 4, budget summary (both tabs), budget narrative, letters of commitment, letters from other funders (if any) and program schedule. **The original proposal should not be placed in a binder or stapled.** Please use binder clips only. The Proposal Cover Sheets (see Attachment 3) **must** be completed (with no items left blank) and attached to the front of the proposal. Agencies must also supply two copies of the most recent year's independent auditors' reports and accompanying financial statements, two copies of the most recent IRS Form 990, IRS Letter of Determination or other proof of legal status, and proof of insurance (audit and 990 not required if your organization is currently funded by PYN). **All applications must be received by 12:00PM on Friday November 13.** Applications mailed in advance must be sent via certified mail and received by 12:00PM on the due date.

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

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

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

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

Equal Opportunity: 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 Projects because of race, color, creed, religion, sex, sexual orientation, age, disability, ethnic group, national origin, or other basis prohibited by law.

Questions about the RFP: Questions regarding development and submission of this RFP **MUST BE SUBMITTED IN WRITING** to the Philadelphia Youth Network by emailing PYNRFP@pyninc.org. Please include a contact person and return phone number with your questions. Questions and answers from the RFP process and Bidders' Conference will be updated and posted on the following websites: www.philadelphiacouncil.org www.pyninc.org and www.pwib.org.

Vendor Qualifications and Responsibilities: Eligible bidders must be able to demonstrate fiscal and administrative capacity by responding to the vendor qualifications and responsibilities listed below. All awards are contingent upon fiscal and administrative qualification and successful contract execution. All applicants **must** provide the following documentation of qualifications.

- ❑ Legal entity (must submit documentation proving status as a legal entity and IRS tax status)
- ❑ Proven fiscal capacity for fund accounting (copy of audit submitted with RFP must be within the last year and satisfactorily address all findings)
 - Most recent 990
 - Audited financial statements
 - Supplemental schedules
 - Management letter
- ❑ Has (or is able to obtain) appropriate insurance with contract

Respondents selected for funding will need to provide the following additional documents:

- ❑ Proof of child abuse clearance and criminal background checks for staff.
- ❑ A completed Accessibility Checklist (signed by authorized agency representative)

VI. APPLICATION NARRATIVE

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

Respondents that are eligible and want to apply for both program models will need to submit a separate application for each model.

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

- a) Formatted using a 1" margin and no smaller than a 12-pt. font;
- b) Include a table of contents;
- c) Typed and cannot exceed 12 single-sided, single spaced; and
- d) Pages should be numbered and include a header and footer identifying the respondent's name and program model
- e) Identify each section and subsection.

INDUSTRY PIPELINE MODEL NARRATIVE

A. Name of the Program: Provide a name for the Industry Pipeline program you propose to provide (please choose a name that references the industry of focus).

B. Identify Partners

Identify employer/s providing the pipeline:

Identify the school/s partnering with the pipeline:

Identify the youth-service organization supporting the pipeline:

1. Capacity and Relevant Experience.

- a) Provide a profile of the lead organization
- b) Identify all of the partners and briefly identify their capacity, area of expertise and rationale for participation in the program model.
- c) Describe the theory of change that the partners have developed that will guide the work.
- d) Provide evidence of the efficacy of your youth programming. Describe specific quantitative outcomes of youth workforce development or related programs within the last five years; how have they been used to improve program performance? If this is a new initiative, provide outcomes for related work in which the partners might have engaged or the planned outcomes for the initiative.

2. Program Components.

- a) Describe in detail your strategies for recruitment, enrollment, and orientation of the students that will participate in this program. What role will each partner play in this process?

b) Describe in detail your student retention strategy, given that these are two-year cohort models.

c) Describe in detail the standard two-year program you propose to deliver. Be sure to include:

i) Two-Year Program

- *Youth Preparation.* How will the program prepare youth for workplace experiences before they begin their internships?
- *21st Century Skills.* How will the program deliver 21st Century Skills development across the two years?
- *Internship.* Year-round and summer internships. What is the internship model (hours, days of the week, supervision strategy, etc.) How are opportunities for reflection structured?
- *Mentoring.* Describe the work-place mentoring opportunities
- *Training.* How will industry-specific training be provided?
- *Certification.* What industry certifications will youth receive and how will training support those industry certifications?
- *Planning.* What type of employment and post-secondary counseling will be provided?

ii) Post-High School Opportunities

- *Job Opportunities.* Describe in detail how employer/s will provide job opportunities for youth upon program completion.

To what number (percentage) of interested program completers does the employer/s anticipate being able to offer jobs?

Describe the specific jobs that the employer/employer cluster anticipates being able to offer.

Describe the hiring process the employer/cluster will follow for program completers.

What strategies will the pipeline employ to ensure job opportunities for program completers during the economic downturn?

How will the program assist interested participants who do not obtain employment with the pipeline to find alternative employment, if interested? If the pipeline provider does not anticipate being able to directly offer a meaningful number of jobs, how will they ensure appropriate employment for interested participants?

- *Post-Secondary Education.*

Dual Enrollment. What opportunities, if any, will students have to earn college-credits while participating in the program? To what number (percentage) of students will this opportunity be available?

Post-Secondary Articulation and Scholarships. What opportunities, if any, will participants have to earn a post-secondary degree while working for the employer/cluster? Does the employer have, or will the employer have by the time of

program implementation, an agreement with an accredited post-secondary institution? Does the employer offer tuition remission or scholarships for employees? If so, to what number (percentage) of hired program participants does the employer anticipate being able to offer this benefit?

Post-Secondary Support. Describe in detail how the program will assist interested participants who cannot pursue a post-secondary degree through the pipeline earn admission to a post-secondary institution.

- d) Present your eight-month start up plan. How will the program serve students from contract inception through August 31, 2010? Will the program provide more intensive services to bring students to where they need to be for fall 2010? How will the program differ, if at all, from standard two-year operations?
- e) Provide a sample one-month program calendar for a standard 12-month operation. Also provide one weekly typical weekly schedule for the program during the school year, and one weekly schedule for the program during the summer program week.

3. Partnerships/Collaborative Arrangements.

- a) Discuss the organization/s' experience developing and managing collaborations with employers, schools, and/or other youth service organizations.
- b) Please describe the roles, responsibilities, and commitments of each partner. (If you are an employer/cluster of employers applying without a youth-service organization, explain here how you will fulfill all roles and responsibilities). *Include a letter of commitment from each organization, on organization letterhead, identifying roles, responsibilities, and commitments.*
- c) Describe the employer match to the program. What is the cash and in-kind value of the match and what form will it take; how will the resources be used?
- d) How will the partnership be managed? How will partners connect, communicate, and assess the partnership to determine if changes are needed?

4. Assessment and Evaluation.

- a) How will students be assessed upon enrollment? What tools will the program use? How will assessment results inform the creation of individual goal plans and service strategies for students?
- b) How will you evaluate the effectiveness of the program on an ongoing basis? (Will you collect information beyond PYN mandated outcomes?) Describe the specific outcomes to be achieved by the proposed project and the measures that will be used to determine the degree to which the outcomes are being accomplished.
- c) How will you ensure that all outcome data is submitted to PYN in an accurate and timely manner? Who in the program will be responsible for data and reporting?

5. **Staffing.**

- a) Provide a staffing plan, including positions, areas of responsibility, and selection criteria that will be used to hire or place staff in each role.
- b) Describe how the organization will integrate the program into its current structure; where will the program sit in the organization? *Please attach an organizational chart illustrating the plan for each principal partner (the chart/s does not count toward the 12 page limit).*
- c) What are the greatest challenges that you anticipate in delivering this program? How do you hope to resolve them? What support, professional development, and/or capacity building will the adults in this program need? What support can PYN provide to help address these challenges?

21st CENTURY CONTINUUM MODEL NARRATIVE

A. Name of the Program: Provide a name for the 21st Century Continuum program you propose to provide.

B. Identify Partners

Identify the school partner:

Identify the youth-service organization/s supporting the continuum:

Other partners:

1. Organizational Capacity and Relevant Experience.

- a) Provide a profile of the applicant organization
- b) Identify any other partners and briefly identify their capacity, area of expertise and rationale for participation in the program model.
- c) Describe the theory of change that the partners have developed that will guide the work.
- d) Provide evidence of the efficacy of your youth programming. Describe specific quantitative outcomes of youth workforce development or related programs within the last five years; how have they been used to improve program performance?

2. Program Components. Please address the following questions specific to the program model for which support is being requested. When describing these services, be sure to explain in what ways the program is integrated with school-based programming.

- f) Describe in detail your strategies for recruitment, enrollment, and orientation of the students that will participate in this program. What role will each partner play in this process?
- g) Describe in detail your student retention strategy, given that these are two-year cohort models.
- h) Describe in detail the standard two-year program you propose to deliver. *If the host school is an accelerated or alternative education program that enrolls students for less than two years, please explain how you plan to integrate the model requirements.*

For the 21st Century Continuum Model, be sure to include:

- i) *Service Learning.* How will the program provide service learning experiences to students? What will service learning look like and how will it be integrated into the school course of study? How will the program address the high-quality service learning standards detailed in the model description?
- ii) *21st Century Skills.* How will the program deliver 21st Century Skills to participants, focusing on the skills listed in the model description? How will the course be structured? In what activities and what methods will be used? Does the program have a particular curriculum in mind? (*Would the provider appreciate receiving a standardized 21st Century curriculum? Note: The response to this sub-question will not be scored.*)

- iii) *Post-Secondary Planning and Preparation.* Describe in detail the post-secondary planning process and how it will be delivered. Also describe in detail post-secondary preparation activities. How will the program ensure that students enroll in post-secondary training and/or obtain meaningful employment upon program completion.
 - iv) *Internship.* Year-round and summer internships. What is the internship model (hours, days of the week, supervision strategy, workshops or structured learning around the internship)? How will the program address the high-quality service learning standards detailed in the model description?
 - v) *Transition Support.* How will the program help students transition into jobs and post-secondary opportunities, maximizing potential of success in their first step past high school?
- i) Present your eight-month start up plan. How will the program serve students from contract inception through August 31, 2010? Will the program provide more intensive services to bring students to where they need to be for fall 2010? How will the program differ, if at all, from standard two-year operations?
 - j) Provide a sample one-month program calendar for a standard 12-month operation. Also provide one weekly typical weekly schedule for the program during the school year, and one weekly schedule for the program during the summer program week

6. Partnerships/Collaborative Arrangements.

- a) Discuss the organization/s' experience developing and managing collaborations with employers, schools, and/or other youth service organizations?
- b) Please describe the roles, responsibilities, and commitments of each partner. *Include a letter of commitment from each organization, on organization letterhead, identifying roles, responsibilities, and commitments.*
- c) How will the partnership be managed? How will partners connect, communicate, and assess the partnership to determine if changes are needed?

7. Assessment and Evaluation.

- a) How will students be assessed upon enrollment? What tools will the program use? How will assessment results inform the creation of individual goal plans and service strategies for students?
- b) How will you evaluate the effectiveness of the program on an ongoing basis? (Will you collect information beyond PYN mandated outcomes?) Describe the specific outcomes to be achieved by the proposed project and the measures that will be used to determine the degree to which the outcomes are being accomplished.
- c) How will you ensure that all outcome data is submitted to PYN in an accurate and timely manner? Who in the program will be responsible for data and reporting?

8. Staffing.

- a) Provide a staffing plan, including positions, areas of responsibility, and selection criteria that will be used to hire or place staff in each role.
- b) Describe how the organization will integrate the program into its current structure; where will the program sit in the organization? *Please attach an organizational chart illustrating the plan for each principal partner (the chart/s does not count toward the 12 page limit).*
- c) What are the greatest challenges that you anticipate delivering this program? How do you hope to resolve them? What support, professional development, and/or capacity building will the adults in this program need? What support can PYN provide to help address these challenges?

VII. BUDGET INFORMATION

Budget Forms: The budget format (*provided in a separate Excel spreadsheet*) is a summary for use in the proposal process and must be included in the application. Please note that the Excel file contains two worksheets (each with a separate tab at the bottom of the open file/workbook). You must complete both worksheets to provide required budget information. Successful respondents will be required to give further budget information at the time of contract negotiations.

Budget Narrative: In addition to the Budget Summary, respondents must submit a Budget Narrative of three pages or less describing each of the costs included in the requested cost categories.

Contractor Certification: An authorized representative of the applicant organization must sign the Contractor Certification form provided in Attachment 4. The signed form should be included in the application in front of the budget summary page.

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

IN-YOUTH PROGRAM CATEGORIES	COST PER PARTICIPANT
INDUSTRY PIPELINES	\$5000
YOUTH CONTINUUM	\$3500

Total PYN Budget Amount: This amount is equal to the component cost-per-participant (c/p/p) cap multiplied by the number of participants. For example, if submitting for the Industry Pipeline Model for 50 participants, the maximum contract budget is \$250,000 (50 participants x \$5,000 c/p/p).

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

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

Respondents should complete the wage/stipend/incentive line for the amount requested in wages/stipends/incentives for participating youth.

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

Administrative Cap: Administrative costs are not to exceed 10% of the total budget. All dollars must be allocated as either Administration or Training. All costs associated with direct delivery of services to young people, including site monitoring, payroll, training, etc. are considered training costs.

Administrative costs are those costs not directly associated with service delivery (e.g., a percentage of the Executive Director's salary).

OR

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

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

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

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

(a) Using Formulas:

- The budget form has 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 (Budget). Information on this page includes provider name, program name, contract dates, and budget expense information.
- The second worksheet is the revenue worksheet. Complete only the applicable items.
- Administrative costs cannot exceed 10%.

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

- Complete all applicable sections of the budget and revenue worksheets for your organization.
- Ensure all calculations are properly made.
- Administrative costs cannot exceed 10%.

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

If you have any questions with filling out the budget document, please contact Angie Calicat, Contract Manager, at 267- 502-3708 /email acalicat@pyninc.org or Tony Marzolino, CFO, at 267-502-3703 / e-mail tmarzolino@pyninc.org.

VIII. ATTACHMENTS

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

Attachments that are separate Excel spreadsheets (budget summary and worksite list) can be downloaded at www.pwib.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 October 19, 2009, 4:30PM*****

SEND BY FAX TO: 267-502-3868

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 the number of proposals you intend to submit under each of the following categories:

IN-SCHOOL YOUTH PROGRAM CATEGORIES	PROPOALS WE INTEND TO SUBMIT
INDUSTRY PIPELINE	<input type="checkbox"/> (# of proposals _____)
YOUTH CONTINUUM	<input type="checkbox"/>

TOTAL PROPOSALS TO BE SUBMITTED: _____

PROPOSAL CHECKLIST

Since proposals with incomplete or missing sections will be considered ineligible, and will not be considered, please take the time to complete this checklist to ensure that all of the following information is included in your proposal package. Include a copy of the checklist with your 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 12 single-sided, 1.5 spaced pages; formatted using 1” margins and no smaller font than 12 pt.), that addresses all sub-sections listed in Section VI. Application Narrative.
- Contractor’s Budget Certification** (Attachment 6, signed by authorized agency representative)
- Budget Forms** (Complete separate Excel spreadsheet as explained in Attachment 6)
- Budget Narrative** (A detailed 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 copies:** 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, narrative, Attachment 4, budget summary (both tabs), budget narrative, letters of commitment, letters from other funders (if any), program schedule.
- Audit and 990:** Two copies of the past year’s organizational audit, including the accompanying financial statements and management letter. Two copies of most recent IRS Form 990. (This is only applicable to new applicants. If your organization is currently funded by the Philadelphia Youth Network, you are not required to submit an audit or 990.)
- Proof of Legal Status:** IRS Letter of Determination or other
- Proof of Insurance:** Proof of insurance or ability to obtain appropriate insurance

PROPOSAL COVER SHEETS

Page 1 – Program Summary

Name of organization (applicant):

Title of Proposed Program:

Application category (choose one):

INDUSTRY PIPELINE

21st CENTURY CONTINUUM

Number of slots: _____

Budget Review:

	8 month	12 month	20 month
Total operating budget (all revenue sources)			
Total operating request from PYN			

Total student pay (wage or incentive)			
Total student pay request from PYN			

Grand total (operating + wage budget)			
Grand total PYN (PYN op. + PYN wage)			

	20 month
Operating cost per slot	
Operating cost per slot	

Pay cost per slot	
PYN pay cost per slot	

Total cost per slot	
Total PYN cost per slot	

Executive Summary of Program - 2,000 characters maximum.

Page 2 - Contact Information

Name of organization (applicant):	_____
Street address:	_____
City, State, Zip:	_____
Title of Proposed Program:	_____
Program Category and Model:	_____

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

Conflict of Interest/Union Concurrence

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

Computer Capabilities

11. Our computer operating system is: Windows-based or Mac-based

CONTRACTOR'S CERTIFICATION AND BUDGET INFORMATION

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

CONTRACTOR'S BUDGET CERTIFICATION

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

<p>Authorized Representative Signature: x _____</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 Summary: The Budget Summary form is provided in a separate Excel Spreadsheet. It can be downloaded at: www.pwib.org; www.philadelphiacouncil.org; www.pyninc.org. Remember to include this electronic file on the cd when submitting the proposal.

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

Questions about the budget: If you have any questions with filling out the budget document, please contact Angie Calicat, Contract Manager, at 267-502-3708/ email acalicat@pyninc.org or Tony Marzolino, CFO, at 267-502-3703/ e-mail tmarzolino@pyninc.org