

The Youth Council of the Philadelphia  
Workforce Investment Board



**REQUEST FOR PROPOSALS**  
for  
*WorkReady Philadelphia - YouthWorks Programming*  
*Year-Round 2005-2006*

**IMPORTANT DATES**

RFP Release Date: Thursday, April 14, 2005

Bidders' Conference: Thursday, April 21, 2005  
*1:30p.m. to 4:00p.m.*  
*Winnet Student Life Building*  
*Lecture Hall, Room S2.3 (2<sup>nd</sup> Floor)*  
*Community College of Philadelphia*  
*1700 Spring Garden Street*  
*Philadelphia, PA*

Notice of Intent to Apply  
(Attachment 1) Due: Wednesday, April 27, 2005 by  
4:30p.m.

Proposal Due Date: Friday, May 20, 2005 by 4:30p.m.  
*c/o The Philadelphia WIB Youth Council*  
*JFK Center*  
*734 Schuylkill Avenue, 5<sup>th</sup> Floor*  
*Philadelphia, PA 19146-2397*

**ABSOLUTELY NO LATE APPLICATIONS WILL BE ACCEPTED**

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## Section I: Overview and Application Information

### A) Background:

The Youth Council of the Philadelphia Workforce Investment Board (PWIB) 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 \$36 million in funding for dozens of high-quality youth providers, and has overseen programming for over 32,000 14-21 year-old youth from low-income families.

Building on five years of experience in funding and overseeing youth programming, the PWIB Youth Council is focusing its efforts on key policy priorities for in-school and out-of-school youth, and for populations of young people that are particularly in need of services, including youth involved in the foster care and family court systems. In this latest approach, the Council is emphasizing effective collaborations that yield positive outcomes for young people and increase the access and potential resources available from other systems.

### B) Period of Performance:

This request for proposals is intended to cover an initial period of 12 months and involves funding over 2 federal fiscal years, beginning September 1, 2005 and concluding August 31, 2006. Contracts are renewable for up to two additional years based on the availability of funding and outcomes of providers. The PWIB Youth Council reserves the right to re-issue this request for proposals at its discretion.

### C) Who is Eligible to Apply?

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

### D) Application Process:

Applicants 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](http://www.pwib.org), the Philadelphia Youth Network website [www.pyninc.org](http://www.pyninc.org), or by calling (215) 875-8499.

### E) Proposal Timeline:

<i>Proposal Release Date:</i>	<i>April 14, 2005</i>
<i>Bidders' Conference*:</i>	<i>April 21, 2005</i>
<i>Letter of Intent to Respond Due:</i>	<i>April 27, 2005</i>
<i>Proposal Due Date:</i>	<i>May 20, 2005</i>
<i>Review and Selection Period:</i>	<i>May 24-June 13, 2005</i>
<i>Youth Council Approval of Recommendations to PWIB:</i>	<i>June 22, 2005</i>
<i>Project Planning Meetings:</i>	<i>August 1-19, 2005</i>
<i>Contract Start Date:</i>	<i>September 1, 2005</i>

*\*The Bidders' Conference will be held at Community College of Philadelphia, Winnet Student Life Building, Lecture Hall. Attendance is STRONGLY ENCOURAGED. Please RSVP your attendance to Marsha Besong (215) 875-3638 or [mbesong@pyninc.org](mailto:mbesong@pyninc.org). Be sure to include your organization, name(s) and number of people planning to attend.*

## **F) Summary of Application Categories:**

Bidders are invited to apply for funding for specific models in either of the following application categories. **Please note:** Separate applications must be submitted for **EACH** model.

The categories are:

- Year-Round In-School Youth
  - *Experiential College and Career Exposure (ECCE)*
  - *HealthCare Model (Pilot)*
- Year-Round Out-of-School Youth
  - *Transition Program: Pre-Education Program (Pilot)*
  - *Alternative School Expansion/Support Model*
  - *Immersion College Bound Program for OSY (Pilot)*
  - *Experiential Job Readiness Training: Integrated GED Model*
  - *Job Development*
  - *Increase Capacity of Occupational Skills Training Programs*

## **G) Frequently Asked Questions (FAQs):**

Answers to frequently asked questions will be posted on PYN's website, [www.pyninc.org](http://www.pyninc.org) for future reference after the bidders' conference held on April 21, 2005. Applicants are strongly encouraged to utilize this resource.

Additional questions regarding development and submission of proposals will only be accepted *in writing* and should be directed to Derrick Perkins at [dperkins@pyninc.org](mailto:dperkins@pyninc.org). PYN will issue responses to inquiries in writing, via e-mail, only. Verbal inquiries will not be accepted.

## **H) Availability and Awarding of Funding:**

The Philadelphia Workforce Investment Board and Youth Council, in soliciting requests for proposals and carrying out WIA 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.

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

## **I) Contract Terms:**

Contracts awarded under this RFP will be for the period September 1, 2005 through August 31, 2006. Contracts are based on capacity, performance, demonstrable outcomes and the availability of funding. The PWIB Youth Council reserves the right to re-bid services or to extend contracts for up to an additional two years, based upon the achievement of at least 75% of contracted performance goals, positive monitoring evaluations conducted by the Philadelphia Youth Network on behalf of the PWIB Youth Council, and the availability of funds. The Council also reserves the right to revoke funding based on under-performance or changes in legislation or Council priorities.

Qualitative reviews will allow an opportunity for contractors to modify program design, if needed based

on the first year of the contract. The contract renewal process will delineate any program changes required by the funding source and permit contractors to propose changes in program design or specifications. A format for the modification request will be made available prior to the beginning of the next program cycle.

## **J) Vendor Qualifications and Responsibilities:**

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

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

## Section II: General Information and Requirements

### A) Required Elements for All Programs and Recommended Strategies:

The WIA Program Elements are required elements per the Workforce Investment Act of 1998, and are aligned with recommended strategies and standards of effective practice. (See Appendix B, for a listing of 10 WIA elements.)

Programs will be required to meet the appropriate *Core Standards for Philadelphia Youth Programs* and ten required WIA elements, directly or through referral. All applicants must adhere to the requirements in this section. For a complete copy of the *Core Standards* please go to [www.pyninc.org](http://www.pyninc.org).

### B) Progress Tracking and Skill Development:

The progress tracking and skill development for in-school youth and out-of-school youth programming will be measured in four (4) principal areas:

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| <b>(1) Workforce development</b>    | <b>(3) Youth Development</b>     |
| <b>(2) Basic skills acquisition</b> | <b>(4) Customer satisfaction</b> |

Applicants must demonstrate **how** each corresponding indicator will be measured to determine the *level of effectiveness and impact* on program services.

The applicant will submit specific outcome data, monthly reports and other documentation as prescribed by this funding stream. Successful applicants will receive extensive technical assistance to ensure uniformity in tracking and evaluation of program and youth outcomes. Quarterly reports will be supplied by Philadelphia Youth Network to inform successful applicant of performance to date.

The aforementioned measured areas along with indicators are described below:

WORKFORCE DEVELOPMENT		
Goal	Indicators:	Assessment Tools:
<i>Work-Readiness</i>	<ul style="list-style-type: none"> <li>❖ Completing a job application effectively:</li> <li>❖ Interviewing effectively</li> <li>❖ Demonstrating punctuality</li> <li>❖ Working effectively under supervision</li> <li>❖ Understanding the transactional nature of the workplace</li> <li>❖ Understanding the connection between academic achievement and career and college success</li> </ul>	<ul style="list-style-type: none"> <li>❖ Interview Assessment Tool</li> <li>❖ Year-Round Portfolio which should include, at a minimum:                             <ul style="list-style-type: none"> <li>❖ Resume</li> <li>❖ Cover Letter</li> <li>❖ Mock Interview Transcript/Review</li> <li>❖ Copy of job application</li> <li>❖ Interview dates w/ prospective employers</li> <li>❖ Career Map</li> <li>❖ College Essays</li> <li>❖ College Applications</li> <li>❖ Letters of Recommendations</li> </ul> </li> </ul>
<i>Employment Opportunities</i>	<ul style="list-style-type: none"> <li>❖ Successfully completing internships and work-based learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>❖ Career Assessment (e.g. Career Scope)</li> </ul>

	❖ Successfully obtaining and retaining unsubsidized employment	❖ Self-evaluation of work-related experiences ❖ Employer evaluation of youth's employability skills
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### BASIC SKILLS ACQUISITION

Goal	Indicators:	Assessment Tools:
<i>Educational Participation</i>	❖ Satisfactory attendance in school	❖ Pre and Post School Attendance
<i>Attainment of Credentials and Other Knowledge</i>	❖ Improved academic performance: ❖ Grade Point Average (GPA) ❖ Standardized Test (PSSA, PSAT, SAT) ❖ Elective Credit Attainment ❖ Grade Promotion	❖ Pre and Post: ❖ G.P.A. ❖ Standardized Test Scores ❖ Copies of Report Card ❖ Literacy/Numeracy Gains
	❖ Demonstration and application of knowledge of occupational training options, including the postsecondary academic and training needs associated with careers of interest	❖ Identification of career interest(s) ❖ Educational requirements ❖ Occupational skills required ❖ An (ISS) or pathway that is reflective of career interests
	❖ Attainment of a recognized credential based on work in the program, e.g. high school diploma, GED or industry-approved skills certificate	❖ High School Diploma (copy) ❖ GED ❖ Occupational Skills Certificate

### YOUTH DEVELOPMENT

Goal	Indicators:	Assessment Tools:
<i>Leadership Development and Personal Advocacy</i>	❖ Working effectively as a team member ❖ Interpreting meaning of instruction and interaction ❖ Communicating effectively with others ❖ Presenting to an audience ❖ Demonstrating leadership competencies ❖ Receiving mentoring and peer support ❖ Developing a sense of group membership ❖ Fostering a sense of identity	❖ Complete and accurate work sample sheets (Pre & Post) ❖ Instructor's written evaluation of growth

### CUSTOMER SATISFACTION

Goal	Indicators:	Assessment Tools:
<i>Successful Service Delivery and Collaboration</i>	❖ Surveys that gauge positive changes in attitudes and behaviors of youth, alternative education faculty, and employers based on the delivery of program elements	❖ Aggregated data from multiple stakeholders regarding program services ❖ Implementation of recommendations

**Please note:** While the required outcome elements are not statutory, it is the expectation that they are employed to ensure that each of the workforce development, basic skills acquisition and customer satisfaction outcomes can be measured, and successfully move a young person in the attainment of those outcomes in a comprehensive way.

To that end, the successful administration of this model will involve achieving the following outcomes:

- 1) At least one (1) basic skill and work-readiness skill goal, (see appendix for approved goal setting);
- 2) High School Diploma;
- 3) Placement in Post-Secondary Education, Employment, Advance Training, Military Service, and
- 4) Retention in Post-Secondary Education, Employment, Advance Training, Military Service

### **C) Performance Measures:**

The performance measures are statutory and mapped to allow PYN to objectively determine the level of organizational capacity, and to analyze the participation trends within a program year.

Performance measures are percentages set by the PWIB and are based on 100% enrollment.

All WIA funded programs are evaluated on the performance measures in the following section. Therefore, program activities must adequately address each measure.

**Please Note: At this time, the Commonwealth of Pennsylvania is negotiating with the United States Department of Labor regarding the performance measures that will be in place for the period covered by this RFP. Up-to-date information on the required measures will be provided at the Bidder’s Conference.**

### **D) Common Measures:**

In an effort to measure progress across similar programs, the United States Office of Management and Budget has introduced the concept of “Common Measures of Performance.” As part of this effort, the U.S. Department of Labor is implementing revisions to existing statutory performance reporting requirements for Title I of the Workforce Investment Act (WIA). It is expected that all WIA-funded programs will be required to implement the Common Measures for the period covered by this RFP.

**The Common Measures, which will apply to all contractors, are:**

- **Placement in Employment or Education,**
- **Attainment of a Degree or Certificate,**
- **Literacy and Numeracy Gains, and**
- **Efficiency (# of participants / WIA Allocation \$)**

**Please note:** Youth with disabilities are not excluded from the literacy and numeracy gains measure. The appropriate level of accommodation should be provided in administering assessment tools, tests and strategies.

As Common Measures will likely be implemented during the 2005-2006 Program Year, all applicants must speak to their ability to successfully address and assess performance as required.

Contractors will work with individual youth to set measurable basic skills, work-readiness and occupational skills goals that are related to the youth’s particular needs as well as reflect upon the level of achievement of the overall program goals through the development of an Individual Service Strategy (ISS).

Contractors will also be required to submit a program narrative on a quarterly basis documenting performance to date. The quarterly narrative should address the following:

- Description of program activities provided during quarter
- Significant accomplishments
- Noted challenges: programmatic, administrative, and fiscal
- Corrective attempts to resolve challenges
- Updates (minutes) regarding partner relations
- Brief description of activities planned for next quarter
- Technical assistance requests

Additionally, successful bidders will be required to demonstrate the ability to provide twelve (12) months of documented follow-up services for program participants regardless of duration of program participation. Follow-up activities should include connection to non-WIA funded services and activities.

*Successful applicants are required to provide placement updates regarding the following:*

Type of Follow-up Service	Time Interval & PYN Reporting Schedule			
	3 months	6 months	9 months	12 months
Placement				
Employment (job search)				
Employment (retention)				
Post-secondary institution (enrollment)				
Post-secondary institution (retention)				
Advance Occupational Training (retention)				
Advance Occupational Training (credential)				
Military Service (enrollment)				
Military Service (enrollment)				

**E) Assessment Tools:**

Successful applicants will receive a universal assessment tool list and related training support to appropriately evaluate youth and program performance. The assessment list was developed by PWIB Youth Council Assessment Work Group and is aligned with the Common Measures. The purpose of the universal assessment tools is to allow PYN to effectively measure participant skill gain across WIA funded providers. At the start of the contract period, Providers will receive extensive training regarding proven assessment tools and strategies to measure performance.

All youth participants are required to receive a pre- and post-assessment to gauge appropriate level of support in the three identified domain areas: **(1) literacy and numeracy**, **(2) psycho-social** and **(3) work-readiness**. The pre-assessment should occur within 30 days of program enrollment and the post-test should be administered prior to the youth’s formal withdrawal from the program or when program services have been completed. Testing should occur at regular intervals throughout the program to track literacy and numeracy gains.

**Please note:**

- **Applicants must use assessment tools identified on the approved assessment list.**
- **As a matter of reliability, youth must be tested with the same pre and post test.**
- **Assessment tools will be paid by contractors and should be budgeted for as appropriate.**

**F) Eligibility Requirements for Youth Served:**

According to the Workforce Investment Act (1998) and local governance, an eligible youth must:

- Be between ages of 14 and 21 (i.e., at least 14 and not older than 21 at the time of enrollment);
- Be a resident of Philadelphia
- Meet specific income guidelines (70% of the Lower Living Standard); **and**
- Meet one or more of the following criteria:
  - 1) deficient in basic literacy skills;
  - 2) school dropout;
  - 3) homeless, runaway, or foster child;
  - 4) pregnant or parenting;
  - 5) youth offender;
  - 6) an individual (including a youth with a disability) who requires additional assistance to complete an educational program, or to secure and hold employment

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

**G) Income Guidelines:**

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

Household Size	Annual Income Limit	<b>The income and family size requirement may be waived if proof of the following circumstances is obtained by the contractor:</b> <ul style="list-style-type: none"> <li>○ Youth has a disability</li> <li>○ Family receives welfare benefits or TANF</li> <li>○ Family receives Social Security Benefits</li> <li>○ Youth is in foster care</li> <li>○ Youth is homeless</li> <li>○ Family resides in PHA housing</li> </ul>
1	\$ 8,230	
2	\$13,490	
3	\$18,510	
4	\$22,850	
5	\$26,970	
6	\$31,540	
7	\$36,110	
8	\$40,680	

For a household with more than eight members, add \$4,570 per each additional person.

**H) Definitions of School and Skill Status:**

An eligible **in-school youth** is a young person currently enrolled in a public, private, parochial or charter school.

An eligible **out-of-school youth** is a young person who is:

- a. a school dropout; or
- b. who has either graduated from high school or holds a GED, but is basic skills deficient, unemployed or underemployed.

*A youth attending an alternative school does not qualify under the definition of out-of-school youth.* Therefore, a youth in this category cannot be enrolled in an alternative education program at the time of his or her enrollment with an out-of-school youth contractor.

**Note: For out-of-school youth programs, the Youth Council is especially committed to serving youth who have exited school without attaining a high school diploma or a recognized equivalent.**

**I) Payment Options for Youth:**

Applicants may request wages or incentives for each service model. Applicants may only apply for one form of youth payment (wages or incentives) and must indicate in their narrative how they propose to allocate this money for participants. Wages must be paid for work activities that would be performed by a paid staff person.

**a) Wages:**

Wages may be included at \$5.15 per hour for up to 10 hours per week. Wages must be commensurate with work performed and with salaries paid to others doing like work. If this provision would cause the wage limits to be exceeded, a special request must be detailed in the proposal and justified with verifiable comparable wage information.

**b) Incentives:**

Incentives are performance-based payments tied to measures such as attendance, academic achievement, etc. An incentive plan must be submitted with proposal for pre-approval.

**Please note:** Contractors may propose developmental increases in these payments to youth based on retention of youth in year two of their program, if contract period allows. Payment increases will be based on retention, performance and the availability of funding, and will be negotiated at the time of contract renewal.

**c) Summer Payments:**

In addition to year-round wages and incentive payments, Summer wages (up to \$618 per youth) and stipends (up to \$360 per youth) are paid to youth for their six (6) week, 120-hour summer experience. In school youth programs are required to participate in summer programming. Out-of-School programs participation in six week, 120-hours summer programming is optional.

Programs are **strongly encouraged** to leverage additional resources to support the requested payments to youth.

**J) Professional Development:**

All successful contractors will be required to participate in a series of professional development activities

supporting the implementation of the strategies envisioned in this Request for Proposals. Each contractor must ensure that the appropriate staff members are in attendance.

**Please note:** Failure to attend offered professional development trainings will be documented and may adversely impact future funding.

### **K) Tracking and Outcome Reporting:**

Through site visits and regular communication, the Philadelphia Youth Network will be responsible for all levels of program monitoring, evaluation and reporting to the State. In an effort to ensure that the quality of services are kept at a high level, successful applicants will be required to participate in the implementation of universal assessment tools designed to measure the effectiveness of the program design and models.

Contractors will be required to submit monthly reports documenting youth participation and outcomes.

Contractors will be responsible for tracking indicators, based on type of program funded (in-school or out-of-school).

*Appendix B* outlines the various indicators in terms of the required WIA performance measures and proxy measures that will be assessed monthly to indicate potential for achievement of the longer- range goals. These proxy performance measures are necessary because many of the long-term outcome measures can only be assessed on an annual basis, e.g. diploma attainment. Subsequently, there must be a means of determining if contractors are designing their programs, in part, to best position themselves to achieve the WIA performance measures.

### **L) Logic Model:**

A logic model is designed to provide a graphic representation of your program or mode of intervention. More specifically, it provides a common framework for your work that is outcome driven. All applicants are required to submit a logic model justifying the proposed program design with the purpose of achieving the set programmatic goals and youth outcomes. See Appendix D.

### **M) Staff Requirements:**

Successful applicants will demonstrate adequate staffing to provide the elevated level of program services. The desired staff to student ratio is 1:15 and staffing should reflect as appropriate:

- 1) At least one (1) full time staff person (Program Administrator) responsible for ensuring that the administrative obligations of this funding are satisfactorily met.
- 2) At least one (1) full time staff person (Program Coordinator) responsible for administering program activities

**Please note:** Ideally, the program administrator and program coordinator should not be the same person. If they are, a specific plan should be developed to ensure that the quality of service, both administratively and programmatically will not be compromised. These positions do not have to be fully funded or 100% allocated to this contract.

### **N) Technical Requirements:**

- Staff-to-student ratios as prescribed by the Core Standards must be attained. (See [www.pyninc.org](http://www.pyninc.org), for more information the Core Standards.)
- Child Abuse clearances and criminal records must be secured for all staff and volunteers working directly with youth participants,
- Liability insurance that satisfies the City of Philadelphia's requirements,

- Meet minimum information system requirements:
  - Windows 98
  - Microsoft Word, Excel, Adobe Acrobat Applications
  - Internet Explorer 5.1 or higher or
  - Present plan for acquiring informational systematically one (1) basic skills and one (1) work-readiness goal per program

## Section III: Application Categories and Project Models

### **A) Overview of Categories:**

As noted in Section I, the PWIB Youth Council will consider applications for funding support in two core areas:

- I. An in-school youth model that supports students in attaining work-readiness, education and employment goals through formal partnership arrangements among community providers, schools, postsecondary institutions and employers for the purpose of advancing students academically, socially and occupationally, and providing and/or enhancing youth workforce development opportunities; and
- II. An out-of-school youth model that provides participants with comprehensive academic and occupational skills development opportunities by complementing core education and training programs and filling service gaps.

These more targeted approaches were devised for several reasons:

- Five years of experience have helped the Council to identify approaches and strategies that are effective and that make the best use of the resources available for youth workforce development;
- The diminishing funding available for youth workforce development efforts requires approaches that leverage and complement the work of other systems designed to serve youth in a more systematic way; and
- The Council believes that its efforts should support youth workforce development in order to promote improvements in academic achievement and demonstrated readiness for short- and long-term work and careers.

The needs and challenges of Philadelphia's young people are well documented. For example, the on-time graduation rate of School District of Philadelphia students is 53%. There are between 50,000 – 75,000 dropouts under the age of 21. The employment rate of youth age 16 to 19 has reached the lowest point since World War II. Less educated youth face the most challenges in gaining employment, with only 35% of high school drop-outs and 55% of high school graduates employed in a full time position in 2003 (Gill, Larson, McCain, and Wills, 2004).

There is also a growing body of evidence to demonstrate that youth workforce programming can be a powerful vehicle to promote both academic achievement and workplace success. For example:

- Philadelphia students who participated in work-based learning activities showed significant gains in grades and attendance (Linnehan, 2000);
- High school students who work are more likely than their non-working peers to have at least some college by age 30 (U.S. Department of Labor);
- Work has consistent favorable short and long run effects on employability and earnings, especially among those who do not go on to complete any substantive postsecondary education (Sum, 1998); and
- At-risk high school sophomores who worked 15 hours per week in high school had 25% higher earnings 8-11 years later as compared to those who had not worked while in high school (Lerman, 2001).

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

**B) Commonalities Between Models:**

While there are clear distinctions between services for both the in-school and out-of-school youth populations, there are several commonalities across these strategies. Both approaches value and require:

- Partnership arrangements with multiple stakeholders -- particularly employers and schools -- that promote youth workforce development programs and services for the young people targeted in the proposal(s);
- Collaboration with other youth providers and youth-serving systems, particularly those within common geographical areas;
- Effective communications strategies that enable partners to understand the needs and strengths of participating youth;
- Contextualized educational experiences and experiential project-based learning, and
- Support for vulnerable youth; especially those who are involved in the foster care and/or family court system(s)

## MODEL DESCRIPTIONS: IN-SCHOOL YOUTH PROGRAMMING

*PROGRAMMATIC FOCUS: Build a system of relationships with stakeholders to support experiential learning opportunities for students that result in educational gains, occupation skills attainment and post secondary success.*

### I. Experiential College and Career Exposure (ISY) Model (ECCE)

**Goal:** Create experiential and intensive college and career readiness models that promote basic college and career readiness, foster work ethic, and build self-esteem with a fully integrated educational mentoring program to prepare ISY to graduate and enter post-secondary education or employment.

#### A) Elements of Year-Round ECCE Model:

In a highly competitive global economy, the Youth Council's approach to programs and services for in-school youth is designed to help youth to improve academic outcomes and prepare for work, post-secondary education and/or advanced training through the development and/or enhancement of relationships among employers, postsecondary educational institutions, youth providers and schools that create opportunities for young people. Applicants will provide quality workforce preparation and workforce experience through the active support of aforementioned key partners. Specifically, the Youth Council seeks proposals that demonstrate the organization's ability to show, **how** they will:

- **Actively engage employers, postsecondary education and training institutions, secondary schools, and social service agencies** in the development and delivery of youth workforce development activities, including but not necessarily limited to work-based learning, internships, work readiness curricula, appropriate workplace behaviors and other related approaches. Successful applicants will demonstrate not only a sound approach to providing research-based youth workforce development programming, but also that a powerful coalition of employers, schools, postsecondary institutions and social services providers has been assembled to provide the comprehensive programming needed to improve the likelihood of successful outcomes for young people. To document this coalition, a joint application of all key partners is required. The application must specify:
  - The names of all partners;
  - The purposes of the proposed partnership, including the services to be provided;
  - The roles and responsibilities of each partner;
  - Planned meeting schedules among partners;
  - Reporting tools to evaluate partner relations (effectiveness);
  - How Council funding will be allocated among partners; and
  - What funding and/or in-kind resources will be created through the partnership
- **Infuse positive youth development principles into programming**, recognizing and responding to the developmental needs of young people. Successful applicants will demonstrate that they have procedures in place to determine the developmental needs of the youth they serve, and that activities are appropriate to those needs.

- **Develop and offer programs that incorporate academic and labor market skills and competencies** consistent with present and future workforce demands. Successful applicants will utilize approaches featuring opportunities for youth to apply classroom-based and teacher-reinforced academic knowledge in workplaces and other real-world contexts, e.g. service learning, with the assistance of employers, supervisors and mentors.
- **Coordinate job development efforts with school-based programs**, particularly those that are aligned with high wage/high demand careers. Successful applicants will link work-based learning opportunities to career-themed small learning communities, academies and other employment-related curricular offerings, particularly those that reflect high-demand occupations.
- **Develop a mechanism for communication between and among key partners** to ensure that the academic and work-readiness needs of participating youth are identified and addressed, and that all relevant information is shared with key partners. Successful applicants will demonstrate how they will ensure close and ongoing communication between and among all key providers involved in providing programs and services for youth. In particular, successful applicants will demonstrate clear and consistent strategies for sharing information between and among the applicants, teachers, and administrators of students participating in Council-funded programming.
- **Promote cooperative professional development** and skill-building opportunities between and among employers, postsecondary education and training institutions and schoolteachers and administrators, e.g. teacher-externships, and other opportunities. Successful applicants will develop opportunities for representatives of relevant stakeholders to meet, to plan together and to design shared goals and mutually beneficial strategies that lead to agreed-upon outcomes for young people. In addition, successful applicants will share feedback on student performance and collaborate to adjust goals and strategies accordingly.
- **Commit to active participation in and the provision of technical assistance** designed to promote effective practices. The Philadelphia Youth Network will offer a series of technical assistance and capacity-building workshops that tap into and build on the expertise of various youth serving organizations in the City. Successful applicants will indicate a willingness to participate in these efforts and to offer support and technical assistance to others.

## B) Numbers of Youth Served:

**Applicants must serve a minimum of 25 youth.** Applicants with specialized programs that cannot meet the minimum number may request a waiver of this requirement by providing sufficient justification, e.g. documenting the absence of a large enough available cohort or other unique factors.

## C) Target Population:

In this ISY program model, successful applicants are *strongly encouraged* to target youth who possess the following profile:

- a) Are between the ages of 14-18 *at the time of enrollment*;
- b) Seek the attainment of a high school diploma, **and**
- c) Seek placement in a post-secondary institution, advanced training program or viable employment *at the point in a youth has formally withdrawn or completed program services*

**Please note:** Assessment results and individual youth goal plans must be reflective of these desired goals.

## D) Program Services:

All In-school youth programs are expected to clearly demonstrate **how** the program design will address elements of the following scope of services:

**Recommended Service Level:** Programs should demonstrate at least 5 hours of learning activities per week. However, between seven (7) and ten (10) hours of learning activities per week is optimal.

**Please note:** Program services should be integrated at some scale within school setting

**Program Design:** An experiential and research driven program that offers:

- Academic curriculum specifically designed to improve gains in literacy, numeracy and core subjects including computer basics;
- Full literacy/numeracy, psychosocial and work readiness pre and post assessments;
- Hands on job readiness training (JRT) experience;
- Work-readiness experience leading to a credential is preferred and training integrated into program curriculum (e.g. customer service);
- Comprehensive career awareness and inquiry;
- College exploration and counseling designed to increase the likelihood of placement in post-secondary education, including:
  - Application Support
  - College Entrance
  - College Tours
  - College Workshops
  - Financial Aid Counseling
  - Mentoring
  - Research Skills
  - SAT Preparation
  - Study Skills
- Year-round service learning project that is centered on a pressing community need. The project should reflect elements of reading, writing, research, data analysis, teamwork, leadership and public speaking;
- Strong mentoring component;
- Life skills training, including enhancing survival and daily living skills;
- Recreational and cultural activities, and
- Multidisciplinary case management

## E) Goal Setting:

Youth must establish minimally one (1) basic skills and one (1) work-readiness goal per program year for skill attainment. While not required, establishing an occupational skill goal is encouraged, as deemed appropriate.

**Please note:** A maximum of three (3) goals per category may be established per program year.

Each of the basic and work-readiness skill goals should be set and appropriately interpreted at the

point of assessment, and must be selected from the acceptable related goals, as outlined in *Appendix E*. Additional skill goals may be established after assessment as dictated by the youth's ISS or when initial goals have been attained.

**F) Cost Cap:**

Programs may apply for operating costs of up to \$2,000 per youth to support this service model. Payments to students are budgeted in addition to the operating costs.

**G) Leveraging Additional Funds:**

Applicants are encouraged to make employer and postsecondary connections to leverage resources in the form of staff; funds for training and wages; and operational needs related to training space, equipment, etc.

## II. Health Care (ISY) Pilot Model:

**Goal:** To develop a replicable model for school industry partnerships that exposes youth to high-growth areas and supports credential attainment. Applicants will build an integrated health care program through linking a hospital or health care agency or consortia thereof with a secondary school partner that has a School District of Philadelphia approved Health Program/Academy. The program is designed to provide mentoring, job shadowing opportunities and health-related internships. The plan is to offer different experiences to students at the various grade levels.

### A) Required Program Elements:

The Youth Council seeks to develop youth activities and services that are comprehensive, far-reaching, and grounded in what research tells us works best to help young people succeed in school and in the workplace as prepared, effective citizens. A parallel goal is to increase exposure to industry growth sectors especially careers in health services and life sciences.

In 2004, the Council for Adult and Experiential Learning (CAEL) under contract with the Life Sciences Career Alliance and the Philadelphia Workforce Investment Board, conducted research to define the elements of career-focused youth programs, which make a lasting impression on young people and ultimately influence their choice of careers. Through discussions with health program administrators and youth, they identified nine influential practices. While not every program can incorporate all of the identified elements, they are the building blocks of effective programs and should serve as a model for applicants.

- **Work Experience Is Varied**

In order to influence youths' decisions about careers, it is essential to offer a variety of work experiences ranging from highly sophisticated procedures that they can only admire to simple tasks that they can undertake. To make a lasting impression on students, a program should give them the opportunity to assume progressively more responsible positions. In order to accomplish this, a program should engage students for a minimum of one academic year and the following summer.

- **Experiential Learning Is Accompanied By Discussion With Professionals**

Students need the opportunity to "digest" what they have seen in the work setting by discussing their experiences with professionals from the industry sector. In order to influence their thinking and understanding, experiential learning must be accompanied by the opportunity to ask questions and discuss what they have observed with someone who can provide a context for the student's experiences. As with meaningful work experiences, this opportunity for discussion requires sustained contact. A one-day event is not going to have the same depth of impact as a longer term relationship.

- **Employers Inform Curriculum Decisions**

There are at least two ways that the school's curriculum can contribute to career decisions:

1. Infusing the curriculum with tangible examples from the healthcare environment and
2. Encouraging students to take the necessary science and math courses that will put them on track for post-secondary healthcare education.

Students often find that there is a disconnect between the “real world” and the classroom. By bringing examples from the industry into the classroom, employers have the opportunity to teach young people the real life applications of their didactic instruction. The introduction of industry examples into the classroom often engages students who are bored by a traditional learning environment and demonstrates to all students the linkages between what they learn in the classroom and the work that is done in healthcare settings.

In order to give students the opportunity to continue on to higher education in the health sciences, programs must encourage students to follow a curriculum rich in advanced science and mathematics. Often these higher level courses afford fewer opportunities for real life examples. It is important that program administrators emphasize the link between these courses and continued opportunity in healthcare careers.

- **Program Continues For Multiple Years**

A program which seeks to make a lasting impression on the decisions a student will make in the future requires a minimum of one year and a summer. Students need the opportunity to see the various dimensions of a profession in order to make an informed decision about whether or not they would want to pursue a career in that field. Establishing relationships between staff at the workplace and students also takes time. Although shorter programs may serve as a first-step in shaping students thinking about career opportunities, they are unlikely to leave a lasting impression.

- **Students Have Access To Mentors**

A mentor can have tremendous influence on a student’s career decision and can help a student connect what s/he is doing in school, where s/he wants to be in a number of years and what s/he has to do to get there. This is especially true if a mentor has faced similar challenges to the student’s and has overcome them.

There are several factors that can increase the likelihood that a mentoring relationship will be beneficial to both students and mentor. The first is choosing a mentor with a sincere desire and commitment to the idea of mentoring. Once an appropriate person is chosen, s/he must be given the training and ongoing support necessary to serve as a mentor. The student too must recognize the mentoring relationship as one in which s/he will play an active role. The student must understand the potential and limitations of what a mentor is able to provide and needs to be encouraged to approach his/her mentor with questions and ideas that will direct the relationship.

- **The Schools and Hospitals Work In Partnership**

When students participate in a program that incorporates both classroom learning and experience in a workplace, they are being asked to navigate two worlds whose rules, appropriate behaviors and expectations differ. To the greatest extent possible, schools and employers must work in partnership to make students comfortable moving between these two environments. Frequent communication between school and workplace staff can help address these issues. The ongoing communication means that any difficulty a student may be having in one site--whether attendance, behavior, grades or meeting expectations—can be addressed in a concerted effort. When managed correctly, the partnership between the two institutions offers extra support and guidance to the students.

- **Teachers Are Experienced In The Industry For Which They Are Preparing Students**

To make classroom learning meaningful to students who are participating in workplace-based youth programs, the classroom teachers must understand the healthcare industry. Often, however, a teacher who may not have particular experience in healthcare is delivering the didactic instruction to the student. Opportunities should be created for teachers to both observe and participate in the work of healthcare institutions to deepen their understanding of the industry. Program staff may also develop professional developments designed for the teachers of the program participants.

- **The Program Invests In Assessment**

Ongoing assessment is the only means of determining if a program is influencing the career decisions of participating youth. Assessment should be part of the program from the start and the process must be structured to capture the data that will allow program managers to know if they have achieved their goals.

- **Professional Development**

All successful contractors will be required to participate in all training related to the administration of the program. A training schedule will be provided to successful bidders at the time of contract award.

- **Worksite Agreements**

Worksite agreements are required for all field-based learning sites to ensure worksite compliance with all applicable Child Labor Laws. For a complete listing of Pennsylvania's Child Labor Laws, please see [www.dli.state.pa.us](http://www.dli.state.pa.us). For examples of program models that are in compliance with both Child Labor Laws and HIPPA regulations, please see the Philadelphia Youth Network's website at [www.pyninc.org](http://www.pyninc.org).

## **B) Numbers of Youth Served:**

The proposal should include services to at least fifty (50) youth participants.

## **C) Target Population:**

In this Healthcare Model, successful applicants should target School District of Philadelphia (SDP) students who:

- a) Are between the ages of 14-18 *at the time of enrollment*,
- b) Desire to attain a high school diploma,
- c) Have elected a health related program, and
- d) Seek placement in a post-secondary institution, advance training program or viable employment *at the point a youth has formally withdrawn or completed program services.*

## **D) Program Services:**

The goal is to link a hospital, health care agency or consortia thereof, with one high school that has a School District of Philadelphia approved Health Program/ Academy to provide mentoring, job shadowing opportunities and internships. The plan is to offer different experiences to students at the various grade levels. All applicants are expected to clearly demonstrate **how** they will successfully implement this program model and achieve the stated goals and outcomes.

The following describes a sample program activity design:

<b>MONTH</b>	<b>Grade 9 2004-2005</b>	<b>Grade 10 2005-2006</b>	<b>Grade 11 2006-2007</b>	<b>Grade 12 2007-2008</b>
<b>SEPTEMBER</b>		Visit Health Academy Programs – talk with students		<ul style="list-style-type: none"> <li>• Competency Assessment.</li> <li>• Create Development Plan based on assessed needs</li> <li>• Select worksite</li> </ul>
<b>OCTOBER</b>		Tour of a hospital site.	Begin departmental rotations <ul style="list-style-type: none"> <li>• Monthly rotations working one day a week.</li> <li>• Paid for 6.5 hours @ \$6.00/hr -</li> </ul>	Worksite experiences begin: <ul style="list-style-type: none"> <li>• 2 days/week</li> <li>• 5 hours/day</li> <li>• Experience will be departmental and academic</li> <li>• Paid for 10 hrs/week</li> <li>• \$6.00/ hrs.</li> </ul>
<b>NOVEMBER</b>		Back to school night – Meet with parents of students interested in applying for program. Get signature for contract to participate.	Continue departmental rotations.  Student can opt to dual enroll. SDP pays tuition and books	<ul style="list-style-type: none"> <li>• Student can opt to dual enroll. SDP pays tuition and books.</li> </ul>
<b>DECEMBER</b>	Program In-service (Internal)			
<b>JANUARY</b>			2 weeks clinical rotation	
<b>FEBRUARY</b>		Shadow Hospital based	2 weeks clinical rotations	Mentor 10 <sup>th</sup> Grade Shadowing experiences
<b>MARCH</b>	Information Sessions	Shadow Hospital based		Mentor 10 <sup>th</sup> Grade Shadowing experiences
<b>APRIL</b>		Shadow Classroom based	2 weeks clinical rotation	

MONTH	Grade 9 2004-2005	Grade 10 2005-2006	Grade 11 2006-2007	Grade 12 2007-2008
MAY		Shadow Hospital based	2 weeks clinical rotations	Mentor 10 <sup>th</sup> Grade Shadowing experiences
JUNE	<u>Academic Enrichment</u> 3 weeks of attendance Math Clinic Science Clinic Language Arts Clinic			
JULY	Teacher in the Workplace	<u>Work Experience</u> <u>Mon - Thurs</u> Project Health Hx. Research Report  <u>Part 1 Academic Enrichment</u> College of Physicians (Friday)	Summer Job/Internship  <u>Part 2 Academic Enrichment</u> Meetings with health career admission and financial –aid officers.	Summer Job/Internship
AUGUST			Summer Job/Internship	Summer Job/Internship

**The School District of Philadelphia, Office of Secondary Education, Department of Career and Technical Education** has restructured and developed a more holistic approach to academics; emphasizing Academic and Technical Education Integration, increased Health Career Industry and Post Secondary Education Partnerships and the development of National Health Standards Competency-Based Industry Approved Curriculum.

**Academic and Technical Education Integration:**

The City-Wide Health Advisory Council is comprised of health care and post secondary education administrators who counsel and advise the School District of Philadelphia on best practices, current trends in health care as well as other development and changes that will benefit our students, programs and academies. The City-Wide Health Advisory Council has developed a Professional Development/ Teacher Trek Manual which provides a structured series of in-services to the Health Occupation, Math, Science, and English Teachers. These in-service trainings are located in health care industry and academic settings that offer “teachers in the workplace” experiences. In addition, the in-service training emphasizes the importance of equipping students with necessary employability and soft skills as well as academic preparation that is essential for any career in the health industry.

**Health Career Industry and Post Secondary Education Partnerships:**

The SDP has partnered with several hospitals, nursing facilities, and corporations to provide mentoring, job shadowing opportunities and work-based experiences to students in health programs or academies. Professionals in the health career industry have made significant contributions to the health curriculum that is currently being taught to our students. Local colleges/ universities work closely with the SDP to provide Dual Enrollment options to juniors and seniors in health programs/ academies, which offer the

students opportunities to take college level courses and earn credits toward college degrees while in high school.

**National Health Standards Competency-Based Industry Approved Curriculum:**

Community College of Philadelphia and tech prep program consultants worked with industry, SDP teachers, and post secondary education instructors utilizing the National Health Standards to develop a core set of health care competencies within the curriculum that will best prepare students academically and technically. This industry-approved curriculum integrates the academics and technical skills that are essential for employment.

**E) Goal Setting:**

Youth must establish minimally one (1) basic skills and one (1) work-readiness goal per program year for skill attainment. While not required, establishing an occupational skill goal is encouraged, as deemed appropriate.

**Please note:** A maximum of three (3) goals per category may be established per program year.

Each of the basic and work-readiness skill goals should be set and appropriately interpreted at the point of assessment, and must be selected from the acceptable related goals, as outlined in *Appendix E*. Additional skill goals may be established after assessment as dictated by the youth's ISS or when initial goals have been attained.

**F) On-Site Supervision:**

Youth must be supervised by a trained employer mentor who works on-site. Supervisors will be offered training in youth development principles, effective strategies for working with youth, and other topics to help ensure a positive work experience. When more than one youth is placed at a single worksite, the youth-to-staff ratio may not exceed **3:1**.

**G) Funding Availability:**

The budget allocated for this model is between \$75,000 and \$100,000 per partnership. The utilization of funding may vary by hospital and partnership. **The proposal should include services to at least fifty (50) youth participants.**

**H) Outcomes:**

- 1) To increase the number of youth exposed to the health care industry,
- 2) To support graduation and entrance into post-secondary education through experiential learning opportunities and work-based mentoring.

The following is a self-assessment tool for partnerships to utilize when applying for this model:

**ASSESSMENT OF HOSPITAL SITES FOR  
HEALTH CAREERS MODEL BUILDING**

HOSPITAL NAME \_\_\_\_\_

EVALUATION DATE \_\_\_\_\_

VARIABLE	YES 3	UNSURE 2	NO 1
<p><b>Work Experience is Varied</b></p> <ul style="list-style-type: none"> <li>• Has the capacity to recruit sites and mentors for multiple shadowing and work experiences</li> <li>• Agrees to provide hands on experiences.</li> <li>• Agrees to offer a variety of experiences.</li> <li>• Has the structure for building and supporting experiences that over time provide appropriately increasing levels of responsibility.</li> </ul>			
<p><b>Experiential Learning Is Accompanied by Discussion with Professional</b></p> <ul style="list-style-type: none"> <li>• Agrees to designate professional staff and periodic meeting times to debrief experiences.</li> </ul>			
<p><b>Employers Inform Curriculum Decisions</b></p> <ul style="list-style-type: none"> <li>• Agrees to make professional staff available to collaborate on designing a curriculum to support the acquisition of a health care careers knowledge base.</li> <li>• Agrees to give professional staff time to collaborate on integrating the classroom learning into workplace experiences over a period of time.</li> </ul>			
<p><b>The Program Continues for Multiple Years</b></p> <ul style="list-style-type: none"> <li>• Has the capacity to have experiences build on one another, ninth grade –or earlier-and and continue until graduation.</li> <li>• Agrees to offer intense experiences over a shorter period of time for high performing students with the goal of informing their career decisions and connecting them to post-secondary education.</li> </ul>			

VARIABLE	YES 3	UNSURE 2	NO 1
<p><b>Students Have Access to Mentors</b></p> <ul style="list-style-type: none"> <li>• Agrees to provide training opportunities for staff interested in becoming mentors for students.</li> <li>• Is open to establishing a mentor forum for the exchange of experiences, ideas and materials.</li> <li>• Agrees to give students the opportunity to serve as mentors to other students in the program.</li> </ul>			
<p><b>The Schools and Employers Work in Partnerships.</b></p> <ul style="list-style-type: none"> <li>• Agrees to designate a point person for forging and maintaining an effective collaborative relationships between the hospital and schools.</li> </ul>			
<p><b>Teachers are Experienced in the Industry for Which They Are Preparing Students</b></p> <ul style="list-style-type: none"> <li>• Agrees to collaborate in designing and implementing summer “Teacher in the Workplace” experiences.</li> <li>• Agrees to periodically provide professional staff to speak with, or provide health care content to, students in the classroom.</li> </ul>			
<p><b>The Program Invests In Assessment</b></p> <ul style="list-style-type: none"> <li>• Agrees to collaborate on the development of measures that will allow the assessment of outcomes against the goals of the program.</li> <li>• The site views the program as a long-term investment and is prepared to seek funding for support over time.</li> </ul>			

## MODEL DESCRIPTIONS OUT-OF-SCHOOL YOUTH PROGRAMMING

*PROGRAMMATIC FOCUS: Build an integrated and comprehensive system for out-of-school youth that provides structured opportunities for educational achievement, occupational skill attainment and employment.*

To this end, The Council proposes six (6) program models aimed to expand the scope and accessibility of out-of-school programming. Descriptions of the six OSY models begin on the next page.

The following requirements apply to all OSY program models:

### **A) Logic Model:**

A logic model is designed to provide a graphic representation of your program or mode of intervention. More specifically, it provides a common framework for your work that is outcome driven. All applicants are required to submit a logic model justifying the proposed program design for the purpose of achieving the set programmatic goals and youth outcomes. (See page 66-67\*\*)

### **B) Goal Setting:**

Goals established for youth should involve participation in a program activity that increases literacy and numeracy skills and results in a recognized educational or occupational training credential **and** viable employment *at the point a youth has formally withdrawn or completed planned program services*. In an effort to promote self-sufficiency, *successful* employment involves entry level employment in a high career growth industry with the potential for wage increase and benefits. A level of employment should be retained minimally for six (6) months after program exit.

Occupational skills goals should be set and appropriately interpreted at the point of assessment, and must be selected from the acceptable related goals. Additional basic skills and work-readiness goals may be established after assessment as dictated by the youth's ISS or when initial goals have been attained.

### **C) GED Tiered-Level Programming:**

Guided by assessment results administered at point of enrollment, GED placement should be organized within three levels of classes to ensure that participants are appropriately placed, and best positioned to gain the expected level of proficiency in core areas. The three-tiered GED programming is structured into 10-week cycles, at which time academic instruction is provided and skill gains are measured. Youth must successfully pass through each corresponding level prior to taking the GED examination. The three levels are described below:

- **GED 101:**
  - Designed for youth reading between a 4<sup>th</sup> and 6<sup>th</sup> grade level
  - Academic studies over a course of 50-60 weeks
- **GED 201:**
  - Designed for youth reading between a 7<sup>th</sup> and 9<sup>th</sup> grade level
  - Academic studies over a course of 40-50 weeks
- **GED 301:**
  - Designed as a refresher course for youth with a reading level of 10<sup>th</sup> grade and above
  - Academic studies over a course of 10-30 weeks

The GED courses should be fluid and rely on innovative instructional pedagogies to deliver core content in **reading, mathematics, science and social studies**. Successful applicants will be required to monitor youth's proficiency and academic gains in these core content areas.

## **I. Transition Program: Pre-Education Program Model (Pilot)**

**Goal:** Create topic-based, experiential, and intensive Job Readiness Training (JRT) and literacy-rich models that promote basic work readiness and work ethic, builds self-esteem, and improved literacy and numeracy level gains. Upon successful completion of the experiential learning experience, participating youth should be placed in viable employment **and** GED or diploma programs, with an enhanced skill set. The program model must include the attainment of a credential approved by the Philadelphia Youth Council. This program is designed for youth who need additional support before they can enter into other services designed for out-of-school youth.

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

- **Develop working partnerships with providers of alternative education programs** leading to a high school diploma or its equivalent that support academic success by providing access to other programs and services that encourage successful completion, including models that prepare low-skilled youth to enter or re-enter educational programming and/or that provide coursework complementary to available programming but not otherwise available.
  - Successful applicants will attach youth to appropriate wrap-around service supports aiding their completion of education programs. Wraparound services should include, but are not limited to, tutoring, academic and career counseling, mentoring, mental health services, health care and access to employment opportunities.
  - Successful applicants should illustrate how their proposed approaches will help low-literate, and/or overage, under-credentialed youth to build skills and accelerate learning to the point that they obtain a GED or high school diploma in an alternative educational setting within a specific timeframe.
  - Selected providers will work with PYN and the School District of Philadelphia to offer credit bearing activities attached to schools with the possibility of cross school offerings.  
**Please note:** As with applications for in-school youth, joint applications of youth-serving organizations, employers, relevant social service agencies and alternative education entities will be required.
- **Work with employers to develop internship and job opportunities** for youth while they are participating in educational programming.
  - Successful applicants will provide past outcomes of successful partnership arrangements with employers that demonstrate the ability to work together effectively in order to develop and monitor job opportunities appropriate for lower-skilled young adults
- **Coordinate with educational partners and occupational skills training programs** to provide structured experiential learning opportunities resulting in a recognized credential.
  - Programming should be designed in such a way that a recognized occupational credential can

be attained by program exit.

- **Perform or otherwise ensure the provision of comprehensive service assessments and case management**, including ongoing communication between and among key stakeholders.
  - Successful applicants will demonstrate their intent to administer **and** interpret the findings of a comprehensive service assessment(s) to appropriately address the following:
    - Identify the needs and barriers to educational success
    - Provide the appropriate level of intervention, and
    - Facilitate access to education, employment and other needed services on an on-going basis.
- **Utilize and coordinate referrals for vulnerable youth** between and among the Department of Human Services, Family Court, Schools, CareerLink, and others.
  - Successful applicants will demonstrate how they will work in partnership with these and other systems, and specifically, how they will coordinate referrals from these entities to ensure that young people are provided with the services needed.
- **Promote cooperative professional development** and skill-building opportunities between and among employers, postsecondary education and training institutions and schoolteachers and administrators.
  - Successful applicants will develop opportunities for representatives of relevant stakeholders to meet; to plan together; and to design shared goals and mutually beneficial strategies that lead to agreed-upon outcomes for young people.
- **Commit to active participation in and the provision of technical assistance** designed to promote effective practices.
  - The Philadelphia Youth Network will offer a series of technical assistance and capacity-building workshops that build on the expertise of various youth-serving organizations in the City. Successful applicants will plan to participate in these efforts and to offer support and technical assistance to others.

#### **A) Numbers of Youth Served:**

**Applicants must serve a minimum of 25 youth.** Applicants with specialized programs that cannot meet the minimum number may request a waiver of this requirement by providing sufficient justification, e.g. documenting the absence of a large enough available cohort or other unique factors.

#### **B) Target Population:**

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

- a) Are between the ages of 17 and 21 *at the time of enrollment*,
- b) Seek High School Diploma or its equivalent, **and**
- c) Seek placement in an alternative education program or advanced occupational training program **and** viable employment *at the close of the experiential learning experience*.

#### **C) Program Services:**

All proposals are expected to clearly demonstrate **how** the program design will address elements of the following scope of services:

**Program Design:** The program must provide an experiential and contextualized learning experience and incorporate the following elements:

- Hands-on Job Readiness Training (JRT)/literacy experience for **a minimum of 30 hours per week for a minimum of ten weeks.**
- The JRT topic areas should lead to a recognized credential, and be taught by an industry area/topic credentialed professional or expert **in partnership** with a qualified educational instructor, degree preferred. This collaboration is expected to lead to noted improvement in basic skills, namely literacy and numeracy gains, and occupational skill attainment for participating youth. (An example of a hands-on JRT experience is a computer refurbishing project resulting in A+ credential.);
- Applicants must present rationale for choosing type of JRT **and** clearly identify credential to be attained;
- Programs must have qualified staff for low literacy programming;
- Full literacy/numeracy, psychosocial, and work readiness assessments must be completed during the intensive JRT;
- In addition to a recognized credential, JRT should result in a culminating project to evaluate application of enhanced literacy and numeracy proficiency, and occupational skills;
- During their program participation, OSY will receive academic tutoring, remediation, and other social and employment services aligned with their ISS.  
***Please note:** Applicants will clearly define how these services will be implemented, and appropriately assessed.*

The program must be designed to increase the literacy and numeracy grade levels of participating youth and to enable the attainment of a meaningful occupational skills credential. At the close of the experiential learning experience, the out-of-school youth must be connected to viable career-driven employment **and** one of the following alternative education programs:

- Alternative School Model
- Charter School
- GED program (on or off-site)
- Educational Options Program
- Standard Evening High School
- Return to comprehensive high school

<b>OSY YOUTH PATHWAY (Transition Program: Pre-Education Program Model)</b>			
			
<p><b>Enrollment/Recruitment:</b></p> <ul style="list-style-type: none"> <li>▪ OSY</li> <li>▪ (17-21 yrs. old)</li> <li>▪ Low-literate (0-4 grade level)</li> <li>▪ Under-credential (0-3 credits)</li> <li>▪ Seek the following alternative educational options:               <ul style="list-style-type: none"> <li>▪ Alternative School Model</li> <li>▪ Charter School</li> <li>▪ * GED Tiered program (on or off-site) (see pg. 39)</li> <li>▪ Educational Options Program</li> <li>▪ Standard Evening High School</li> <li>▪ Return to comprehensive high school</li> </ul> </li> <li>▪ Seek Advanced Occupational Skills Training</li> </ul>	<p><b>Youth receives:</b></p> <ul style="list-style-type: none"> <li>▪ Orientation</li> <li>▪ Assessment</li> <li>▪ ISS developed</li> <li>▪ Literacy and Numeracy</li> <li>▪ Work-readiness Training &amp; JRT</li> <li>▪ Life Skills Training</li> <li>▪ Occupational Skills Training</li> <li>▪ Case Management (multi-disciplinary)</li> </ul>	<p><b>Youth participates in:</b></p> <ul style="list-style-type: none"> <li>▪ Intensive contextualized JRT</li> <li>▪ Final presentation of project</li> </ul>	<p><b>Youth Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ Literacy &amp; Numeracy gains</li> <li>▪ Occupational Skills Attainment</li> <li>▪ Youth Development</li> <li>▪ <b>Placed in:</b> <ul style="list-style-type: none"> <li>▪ Employment &amp;</li> </ul> </li> <li>▪ <b>Either:</b> <ul style="list-style-type: none"> <li>▪ Alternative School Model</li> <li>▪ Charter School</li> <li>▪ GED program (on or off-site)</li> <li>▪ Educational Options Program</li> <li>▪ Standard Evening High School</li> <li>▪ Return to comprehensive high school</li> <li>▪ Advanced Occupational Skills Training Program</li> </ul> </li> </ul>

**D) Cost Cap**

Programs may apply for operating costs between \$5,000 to \$6,500 per slot to support this service model.

**II. Alternative School Expansion Model**

**Goal:** To support School District of Philadelphia (SDP) accelerated programs, charter schools and Educational Options Programs in order to ensure availability of quality educational and wrap-around services to out-of-school youth.

Successful applicants will:

- Increase the number of OSY re-connected to appropriate educational pathways resulting in a high school diploma and entrance into college, occupational skills **and** meaningful employment, and
- Provide wrap-around services, in addition to the comprehensive services provided in the accelerated programs, to increase the likelihood of graduation and transition into college, occupational skills **and** meaningful employment.

### **A) Numbers of Youth Served:**

**Applicants must serve a minimum of 30 youth.** Applicants with specialized programs that cannot meet the minimum number may request a waiver of this requirement by providing sufficient justification, e.g. documenting the absence of a large enough available cohort or other unique factors.

### **B) Target Population:**

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

- Are between the ages of 17-21 *at the time of enrollment*;
- Seek placement in alternative education program, **and**
- Seek a high school diploma **and** viable employment *at the point in time when the youth has formally withdrawn or completed program services*

**Please note:** Assessment results and individual youth goal plans must be reflective of these desired goals.

### **C) Program Services:**

All Out-of-School Youth programs are expected to clearly demonstrate **how** the program design will address elements of the following scope of services:

**Program Design:** Provide wrap-around services including work-readiness and occupational skills training to OSY enrolled in charter schools, alternative schools, and/or Educational Options programs:

- Academic support, as needed,
- Hands-on Job Readiness Training (JRT)/literacy experience for **a minimum of 20 hours per week for a minimum of ten weeks**,
- Work-readiness training including career development,  
(Describe components of work-readiness training)
- Life skills assessment and training,  
(Describe components of life skills training) and,
- Multidisciplinary Case management with psycho-social support

OSY PATHWAY (Alternative School Expansion Model)			
⇒	⇒	⇒	⇒
<b>Enrollment/Recruitment:</b> <ul style="list-style-type: none"> <li>▪ OSY</li> <li>▪ (17 - 21 yrs. Old)</li> <li>▪ Under-credential</li> <li>▪ Seek Attainment of High Diploma</li> <li>▪ Refer to:               <ul style="list-style-type: none"> <li>▪ Alternative School</li> <li>▪ Charter School</li> <li>▪ Education Options Program</li> </ul> </li> </ul>	<b>Youth receives:</b> <ul style="list-style-type: none"> <li>▪ Orientation</li> <li>▪ Assessment</li> <li>▪ ISS developed</li> <li>▪ Academic Support</li> <li>▪ Work-readiness Training</li> <li>▪ Life Skills Training</li> <li>▪ Occupational Skills</li> <li>▪ Case Management (multi-disciplinary)</li> </ul>	<b>Youth participates in:</b> <ul style="list-style-type: none"> <li>▪ Accelerated program</li> <li>▪ Charter School</li> <li>▪ Education Options Program</li> </ul>	<b>Youth Outcomes:</b> <ul style="list-style-type: none"> <li>▪ Literacy &amp; Numeracy gains</li> <li>▪ Occupational Skills Attainment</li> <li>▪ <b>Placed in:</b> <ul style="list-style-type: none"> <li>▪ Employment &amp;</li> </ul> </li> <li>▪ <b>Diploma track from:</b> <ul style="list-style-type: none"> <li>▪ Alternative School</li> <li>▪ Charter School</li> <li>▪ Educational Options Program</li> </ul> </li> </ul>

**D) Cost Cap:**

Programs may apply for operating costs between \$3,500 to \$5,000 per slot to support this service model.

**III. Immersion College Bound Program for Out-of-School Youth (Pilot)**

**Goal:** To support youth who are pursuing or have obtained a GED in successfully transitioning to college. Research indicates that earnings potentials are positively correlated with higher education levels. However, too few programs exist that promote college for out-of-school youth and the need for a facilitated transition, comparable to programs for in-school youth. While many youth that are non-traditional students do not experience or perceive of college as an option for continued education, the expectation for post-secondary education, training and/or gainful employment should equitably be extended to out-of-school youth.

**A) Numbers of Youth Served:**

**Applicants must serve a minimum of 25 youth.** Applicants with specialized programs that cannot meet the minimum number may request a waiver of this requirement by providing sufficient justification, e.g. documenting the absence of a large enough available cohort or other unique factors.

**B) Target Population:**

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

- a) Are between the ages of 18-21\* *at the time of enrollment,*
- b) Are pursuing or have obtained a GED, and
- c) Seek placement in post-secondary institution, **and** viable employment *at the point in time when a youth has formally withdrawn or completed program services*

**Please note:** Assessment results and individual youth goal plans must be reflective of these desired goals.

### **C) Program Services:**

All Out-of-School Youth programs are expected to clearly demonstrate **how** the program design will address elements of the following scope of services:

**Program Design:** An experiential-based college preparatory program for OSY providing elements of the following scope of services:

- Demonstrated partnership with GED preparation program and post-secondary institutions
- Experiential-based residential college experience, e.g. summer academic program (encouraged, but not required)
- Education and Career Counseling
- College bound workshops, including tours and visits:
  - Study Skills
  - Life Skills
  - Financial Aid counseling
  - Assistance in completing college entrance applications
  - Goal Setting
  - Time Management
  - Research Skills
- Academic tutoring, including:
  - Computer basics
  - Reading and writing support
  - Science fundamentals
  - Math/Algebra review
- Exposure to cultural enrichments
- Supportive Services
- Mentoring
- SAT preparation

<b>OSY PATHWAY</b> ( <i>Immersion College Bound Program for OSY</i> )			
			
<b>Enrollment/Recruitment:</b> <ul style="list-style-type: none"> <li>▪ OSY</li> <li>▪ (18-21 yrs. old)</li> <li>▪ Obtained GED</li> <li>▪ Seek enrollment into GED Program</li> <li>▪ Minimum 10 credits, if referred into an accelerated program</li> <li>▪ Seek post secondary pursuits</li> </ul>	<b>Youth receives:</b> <ul style="list-style-type: none"> <li>▪ Orientation</li> <li>▪ Assessment conducted</li> <li>▪ ISS developed</li> <li>▪ Academic support</li> <li>▪ College counseling</li> <li>▪ Life skills training</li> <li>▪ Occupational skills</li> <li>▪ Intensive JRT</li> <li>▪ Case management</li> </ul>	<b>Youth participates in:</b> <ul style="list-style-type: none"> <li>▪ GED preparatory program</li> <li>▪ Accelerated program</li> </ul>	<b>Youth Outcomes:</b> <ul style="list-style-type: none"> <li>▪ Literacy &amp; Numeracy gains</li> <li>▪ Occupational Skills Attainment</li> <li>▪ Receive H.S. Diploma or GED</li> <li>▪ <b>Placed in:</b> <ul style="list-style-type: none"> <li>▪ Employment &amp;</li> <li>▪ Post-Secondary Institution</li> </ul> </li> </ul>

**D) Cost Cap:**

Programs may apply for operating costs between \$3,500 to \$5,000 per slot to support this service model.

## IV. Experiential Job Readiness Training: Integrated GED Model

**Goal:** Create topic-based, experiential, and intensive Job Readiness Training (JRT) and literacy-rich models that promote basic work readiness and work ethic, builds self-esteem with a fully integrated GED program to prepare out-of-school youth to pass the GED **and** enter viable employment.

### A) Numbers of Youth Served:

**Applicants must serve a minimum of 30 youth.** Applicants with specialized programs that cannot meet the minimum number may request a waiver of this requirement by providing sufficient justification, e.g. documenting the absence of a large enough available cohort or other unique factors.

### B) Target Population:

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

- a) Are between the ages of 18-21 *at the time of enrollment*;
- b) Seek a GED **and**
- c) Seek placement in post-secondary institution **and** viable employment *at the point a youth has formally withdrawn or completed program services*

### C) Program Services:

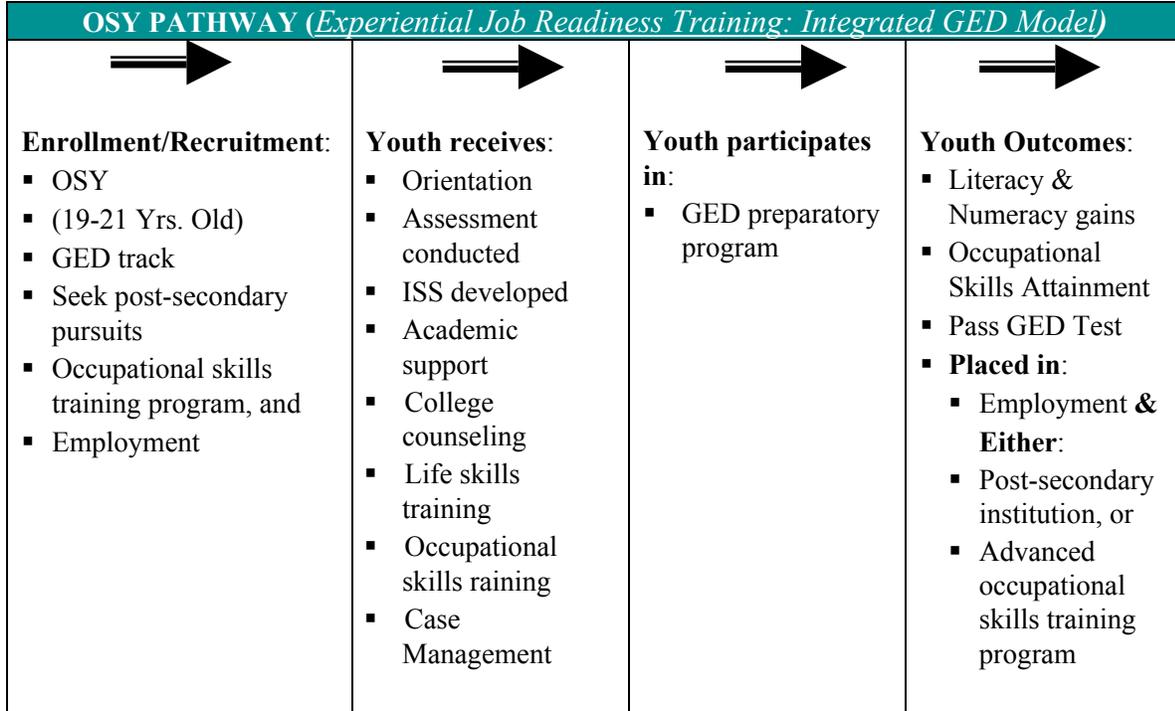
All Out-School Youth programs are expected to clearly demonstrate **how** the program design will address elements of the following scope of services:

**Program Design:** An experiential-based JRT preparatory program for OSY currently enrolled in GED programs that incorporates the following elements:

- Hands-on JRT experience for **20 hours per week**,
- GED program will run for a minimum of **ten (10) + hours per week**. GED program should be in existence with qualified staff, credential preferred, and may be co-located with JRT experience. **Please note:** New GED programs with new staff may not be part of this model,
- Participants receive wages or stipend for both JRT and GED preparatory work, Please be prepared to submit incentive plan for stipend allowances.
- GED and JRT are team taught by a credential industry area/topic professional or expert and qualified GED instructor(s). Lesson plans and curriculum should be co-designed,
- GED programs serving 8<sup>th</sup> grade level or higher must include one course level, plus test taking instruction,
- GED programs serving 5<sup>th</sup> grade level or higher must have an ABE and GED level course, plus test taking instruction,
- Programs without qualified staff for low literacy programming must have a documented referral plan,
- Previously funded experiential JRT are presented below. However, similar JRT topical areas will

only be considered if resulting in a recognized occupational skill credential:

- Construction
- Creative Arts-Based (e.g. mural arts)
- Culinary Arts
- Digital Media
- Service Learning
- General Technology (e.g. refurbishing computer for sale)



**D) Cost Cap:**

Programs may apply for operating costs between \$3,000 to \$5,000 per slot to support this service model.

**V. Job Development Contractor (Pilot)**

**Goal:** In an effort to improve employment placement and retention, the successful applicant will support contractors in meeting this measure. This initiative is designed to build capacity in the youth workforce development system to support job development for out-of-school youth.

**A) Numbers of Youth Served:**

The number of youth served may vary depending upon of the number out-of-school youth (ages: 17-21) served among funded programs. At this time, it is expected that applicants will serve 50 to 75 youth.

## **B) Target Population:**

In this OSY program model, successful applicants are required to target youth who are:

- a) Currently tied to WIA funded programs,
- b) Are between the ages of 17-21, and
- c) Seek placement in viable employment.

## **C) Program Services:**

Applicants are expected to clearly demonstrate how the program design will address elements of the following scope of services:

- Proven job development strategy for targeted population,
- Demonstrated ability to partner and engage youth, contractor, and employer sites,
- Work with contractors to develop level of employability standard,
- Mechanisms to accurately screen applicants for successful employment,
- Established benchmarks to measure employability gains,
- Clear and well-defined pathways to career advancement,
- Tiered employment opportunities commensurate with youth employability skills and aptitude, (including assessment)
- Proven employment retention skills for minimal period of six (6) months, and
- Ability to track job development, placement, retention and follow-up of a period of 12 months post employment placement

## **D) Cost Cap:**

Will be performance-based and dependent on number of job placements

# **VI. Increase Capacity of Occupational Skills Training Programs**

**Goal:** In an effort to further support occupational skills training programs connected to employment opportunities, successful applicants will enhance their current level of services to more effectively serve OSY within the adult employment and training system.

## **A) Numbers of Youth Served:**

**Applicants must serve a minimum of 30 youth.** Applicants with specialized programs that cannot meet the minimum number may request a waiver of this requirement by providing sufficient justification, e.g. documenting the absence of a large enough available cohort or other unique factors.

## **B) Target Population:**

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

- a) Be between the ages of 17-21 *at the time of enrollment*,
- b) Seek High School Diploma or its equivalent, and
- c) Seek placement in post-secondary institution, **and** viable employment *at the point a youth has formally withdrawn or completed program services*

### C) Program Services:

Applicants are expected to clearly demonstrate **how** the program design will address elements of the following scope of services:

- Occupational skills training pathways in high growth areas,
- Development of job-related skills in desired training pathway
- Recognized occupational skills training and/or educational credential,
- Experiential and contextualized academic curriculum,
- Career exploration, planning and development,
- Education and college counseling,
- Work-readiness training (Describe components in application)
- Life skills assessment and training (Describe components in application),
- Job placement, and
- Multidisciplinary case management with psycho-social support (family, mental health and drug & alcohol)

### D) Cost Cap:

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

### E) Technical Requirements:

- Staff to student ratios as prescribed by the Core Standards must be attained, see [www.pyninc.org](http://www.pyninc.org),
- Child Abuse clearances and criminal records must be secured for all staff and volunteers working directly with youth participants,
- Liability insurance that satisfies the City of Philadelphia's requirements,
- Meet minimum information system requirements:
  - Windows 98
  - Microsoft Word, Excel, Adobe Acrobat Applications
  - Internet Explorer 5.1 or higher or
  - Present plan for acquiring informational systems

### F) Staff Requirements:

Successful applicants will demonstrate adequate staffing to provide the elevated level of program services. The desired staff to student ratio is 1:15 and staffing should reflect as appropriate:

- 3) At least one (1) full time staff person (Program Administrator) responsible for ensuring that the administrative obligations of this funding are satisfactorily met.
- 4) At least one (1) full time staff person (Program Coordinator) responsible for administering program activities

**Please note:** Ideally, the program administrator and program coordinator should not be the same person. If they are, a specific plan should be developed to ensure that the quality of service, both administratively and programmatically will not be compromised. These positions do not have to be fully funded or 100% allocated to this contract.

### Leveraging Additional Funds:

Applicants are encouraged to make employer and postsecondary connections to leverage resources in the form of staff; funds for training and wages; and operational needs related to training space, equipment, etc.

## Section IV: Application Process

### A. Application Contents

All applicants must submit the following:

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

#### **\*Program Narrative**

The narrative portion of the application is to provide reviewers with a clear understanding of the agency's capacity to deliver the services for which support is being requested.

To be considered the narrative must adhere to the following:

- **Cannot exceed 12 single-sided, single-spaced pages.**
- Formatted using a 1" margin and no smaller than a 12-point font.
- Include all section and subsection headings as presented in the following Narrative Format
- A footer on each page with the page number and organization's name.

The narrative should clearly and concisely describe how the organization plans, through its program design, to achieve the desired outcomes. The weighting of each section for proposal evaluation purposes is indicated with each section.

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

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

#### **All proposals should be sent to:**

**Where:** Philadelphia Youth Council  
c/o Philadelphia Youth Network (PYN)  
JFK Center, Room 580  
734 Schuylkill Avenue  
Philadelphia, PA 19146

**When:** Applications must be received in PYN's office by Wednesday, May 18, 2005 no later than 4:30p.m. **LATE PROPOSALS WILL NOT BE ACCEPTED UNDER ANY CIRCUMSTANCES.**

## **B) Narrative Format and Selection Criteria**

### **Section A: Organizational Capacity and Program Description (10 points)**

1. Provide a brief overview of the proposed project **clearly stating the goal of the program initiative.**
2. Describe the target population and primary geographic area(s) to be served.
3. Describe history of serving, organizing and developing local community partnerships (e.g. schools, social service agencies).
4. Describe the partners who will be collaborating in the initiative as well as respective roles, responsibilities and commitments of all parties.
5. Describe specific quantifiable outcomes of past youth workforce development programs.

### **Section B: Collaborative Arrangements (25 points)**

1. Provide a brief overview of the proposed collaborations outlining specific responsibilities and capacity of key partners.
2. Define collaboration for your program.
3. Describe, in clear terms, how your program will connect with schools/alternative education programs, post-secondary institutions, employers, etc.
4. Identify resources leveraged in the form of funds, operations, etc.
5. Include letters of commitment from key partners essential to delivering the services and achieving the proposed outcomes. Letters should:
  - Identify the prospective partner(s);
  - State the purpose of the proposed partnership (including services to be offered);
  - Specify the roles and responsibilities of the partner;
6. Identify the meeting schedule among partners.
7. Describe reporting tools to evaluate partner relations and effectiveness.
8. Describe how Council funding will be allocated among partners.
9. What other funding or in-kind resources will be generated and applied through the partnership?
10. Describe contingency plan(s) if any partner relation alters or unexpectedly dissolves.
11. Describe how your program will build in opportunities for ongoing dialogue and learning between and among partners.

### **Section C: Program Components (25 points)**

Identify how your program will address each of the following major program components:

1. *Enrollment and orientation* – based on program parameters, how will you recruit, enroll and orient youth in your program.
2. *Retention*:
  - a. Explain your strategy for retaining youth in your program.
  - b. Describe potential problems with youth retention and corrective action strategies

- in the event the initial retention strategies are unsuccessful.
- c. Discuss transportation and other supportive service needs of participants to ensure
    - i. Participation and retention.
3. Payment:
- a. What is your payment plan for youth (if applicable)?
  - b. How will this payment strategy support goal attainment?
4. Assessment and goal planning:
- a. Describe your organization's understanding of and approach to assessment. Include some discussion about setting the context for the assessment and the interpretation and presentation of results to youth. How will you ensure that the tools mandated for assessment will be administered uniformly and in a youth-friendly manner?
  - b. How will you interpret and utilize this assessment to develop appropriate goal plans and service strategies for participants?
  - c. Include descriptions of specific assessment tools, instruments and methods your
  - d. organization has used in the past to gather the necessary information and develop a service strategy.
5. Partnership and collaboration:
- a. How will you establish and maintain communication and information sharing among partners on issues that include program design, evaluation, modification, youth progress, etc.
  - b. Include meeting schedules and reporting tools to document information sharing
  - c. How will you structure learning opportunities between industry and educational partners?
6. Scope of program: Please describe your program model in detail with specific attention to the following:
- a. Curriculum tools and resources and appropriate activities.
  - b. Employer-defined skills and labor market information used to guide career development activities and career ladders.
  - c. Specific ways in which youth that are basic skills deficient will be assisted in increasing their skills.
  - d. Linkages between work-based learning, career development opportunities and specific learning objectives.
  - e. How internships, work-based learning experiences and/or jobs will be identified and monitored.
  - f. Schedule of activities - .Provide a detailed schedule of participant activities including the location of these activities
  - g. How follow-up services will be provided to each youth;
  - h. How youth will be supported in their next step following program completion (e.g., enrollment in secondary or post-secondary education, employment, etc.)
  - i. Obstacles to program implementation – Outline potential obstacles that you anticipate in delivering your proposed program and describe your strategy for overcoming those obstacles to ensure successful program implementation.

7. Tracking:

Describe your project's case management strategy for providing:

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

8. Staffing and program administration: Describe the following:

- a. Staffing plan, include positions
- b. Staff to student ratios, and staff areas of responsibility as related to the outlined
- c. program.

*If staff have been identified, attach resumes; if not identified, describe the selection criteria you will use.*

**Section D: Outcomes (30 points)**

1. Please describe your performance outcomes.
2. Specifically identify and describe how each outcome identified for your model will be achieved by youth in your program.
3. How will each outcome be measured?
4. Describe how your program design will ensure achievement of the goals.
5. In addition to the required program measures, what internal processes will you use to track progress of each youth toward his or her individual goals?
6. How will you ensure that all outcome data is submitted to PYN in an accurate and timely manner?
7. How will you evaluate the overall effectiveness of the program on an on-going basis?
8. What will your collaborative partnerships accomplish that is not currently happening?
9. How will you evaluate the overall effectiveness of the collaborative?

**Budget (10 pts)**

The following will be assessed:

- Is there evidence in the proposal of leveraging of resources and in-kind contributions that will assist in meeting proposal outcomes?
- Does the projected budget effectively support the proposed program?



**C) Attachment Overview:**

The following attachments must be submitted with each proposal:

- **Proposal Checklist** (*Attachment 1*)
- **Cover Sheet** (*Attachment 2*)
- **List of Field--Based Learning Sites** (*Attachment 3*)  
The proposed list of sites must be completed and attached directly behind the narrative. Note: Worksite Agreements will be required at the time of contract negotiations.
- **Budget Summary and Budget Narrative** (*Attachment 4*)  
The budget summary and a budget narrative must be completed and attached directly behind the proposed list of worksites. Please note that administrative costs cannot exceed 7%.
- **Resumes/Qualifications of Personnel Statement**
  - Include resumes of all key existing staff that will be responsible for program oversight or implementation.
  - Provide brief statements regarding the required qualifications and responsibilities of any staff positions to be filled for this project.
- **Two (2) Copies of the Organization's most recent Financial Audit**
- **Letters of Commitment**  
Please submit letters of commitment from partners as part of the application. Letters should demonstrate how collaborations will be implemented to leverage resources and expand service delivery. All partners identified must include a letter of support detailing their specific commitment.

## ATTACHMENT 1

### ➤ PROPOSAL CHECKLIST

**Since proposals with incomplete or missing sections will be considered ineligible, please take the time to ensure that all of the following information is included in your proposal package:**

- Cover Sheet (Attachment 2, both pages fully completed and signed by the authorized agency representative)**
- Narrative (maximum of 12 single-sided, single spaced, pages; formatted using 1” margins and no smaller font than 12 pt.), that addresses:**
  - **Organizational Capacity and Program Description**
  - **Collaborative Arrangements**
  - **Program Components**
  - **Outcomes**
- List of Work Based/Service Learning Sites (Attachment 3)**
- Budget Form (Attachment 4, signed by authorized agency representative)**
- Budget Narrative (A brief description of costs associated with each budget line)**
- Resumes/Staff Qualifications**
- Letters of Commitment**
- One original, four copies, and an electronic version on disk of all of the above**
- Two current copies of the Organizational Audit**

# ATTACHMENT 2

## Proposal Cover Sheets

### Page 1 – Program Summary

Name of organization (applicant):

Title of Proposed Program:

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

In-School Youth – Model:

In-School Youth – Model:

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

Primary zip codes targeted:

Days of Operation:  Mon  Tue  Wed  Thu  Fri  Sat  Sun

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

Executive Summary of Program – One paragraph, 2,000 characters (approx 300 words) maximum.  
*Please include all of the following information:* (1) brief description of program, (2) specific/special populations served, (3) geographic focus, if any, (4) types of youth experiences, (5) industry sectors targeted, and (6) any other special features of your program.

# Proposal Cover Sheets

## Page 2 - Contact Information

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

<u>*Authorized Representative</u> <i>(person who can legally sign contracts for organization – signature required, below)</i>	
Name:	
Title:	
Phone:	
Fax:	
E-mail:	
<u>Organization Contact</u> <i>(for questions about agency or application in general)</i>	<u>Fiscal Contact</u> <i>(for questions about the budget)</i>
Name:	Name:
Title:	Title:
Phone:	Phone:
Fax:	Fax:
E-mail:	E-mail:
<u>Program Contact</u> <i>(for questions about the proposed program during its operation)</i>	<u>Technology/Computer Contact</u> <i>(for questions about electronic transfer of information, e.g. student payroll)</i>
Name:	Name:
Title:	Title:
Phone:	Phone:
Fax:	Fax:
E-mail:	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 #:  
or name and Fed. Tax ID # of legal entity that will act on behalf of the org:
3. Is your organization (or the legal entity identified above) certified by the City's Minority Business Enterprise Council?  Yes  No
4. 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*)
5. Is applicant in receivership or bankruptcy, or are any such proceedings pending?  
 Yes\*  No (*\*If YES, please explain on separate sheet*)
6. 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*)
7. 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*)
8. Will the applicant subcontract any of the training or work efforts?  Yes  No

#### **Conflict of Interest/Union Concurrence**

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

#### **Computer Capabilities**

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

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

ATTACHMENT 3

**PRELIMINARY LIST OF FIELD-BASED LEARNING SITES**

*If you are proposing to utilize field-based learning sites as part of your project, please list them below. (Use additional sheets as necessary.)*

Organization Name:				
Program Title:				
Site	Contact Person/ Phone Number	Address	# of Youth	Activities

## ATTACHMENT 4

### *BUDGET SUMMARY AND BUDGET NARRATIVE*

*The budget information you provide will be used to determine the cost-effectiveness of the program you are proposing. This budget is a summary for use in the proposal process. Successful applicants will be required to give detailed budget information at the time of contract negotiations.*

*Please Note: The budget period covers two fiscal years. Allocation must be shown for the periods of 9/1/05 to 6/30/06 and 7/1/06 to 8/31/06.:*

A budget summary form should also be completed. All forms are attached as Excel spreadsheets.

In addition to the Budget Summary, applicants must provide a brief Budget Narrative describing the costs to be included in the requested cost categories.

#### **Category 1: YEAR-ROUND IN-SCHOOL YOUTH**

\$2,000-\$3,000 per participant depending on intensity of services and special need accommodations.

\$75,000 to \$100,000 per partnership for Health Care Model

#### **Category 2: YEAR-ROUND OUT-OF-SCHOOL YOUTH**

\$3,000-\$6,500 per participant depending on program model, intensity of services and occupational skills training and apprenticeship program costs.

In addition to the above listed cost per participant operating costs, applicants should identify funding to be directed towards summer and year round payments, either wages or incentives, as outlined in the RFP.

Administrative Cap: Administrative costs are not to exceed 7% of the total budget. All dollars must be allocated as either Administration or Training. *Guidance on the allocation of Administration or Training costs will be available at the Bidders Conference.*

Indirect Costs: Only organizations with Federally approved indirect cost rates may budget indirect costs, not to exceed 7%. 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.

All applicants must complete a budget narrative, detailing the costs included in the budget as well as the Leveraged Resources Table identifying funding identified on the Budget Form.

\* An Authorized agency Representative must sign the *Contractor Certification* form. Successful Bidders will be required to submit detailed budget information at the time of contract negotiations.

**A budget page and a budget summary must be submitted with the application.**

## **Instructions for the Cost Reimbursement Budget**

- a. With Formulas (Posted on the WEBSITE)
  - The budget form has twelve different sheets (a through k and a transmittal sheet)
  - Sheet A is the Budget Summary page. The only information to be completed on this page is the provider name, program name, budget and contract dates as well as the fiscal year breakdown (FY06-9/1/05 to 6/30/06 and FY07-7/1/06 to 8/31/06). All financial information on this sheet is linked to the other sheets (B through K) and will automatically be completed once the other sheets are completed.
  - Please complete sheets B through J where applicable expenses are expected to be incurred. All of the subtotal and total areas have formulas, therefore, please enter the information in the respective areas and the subtotals and the totals along with Sheet A will automatically calculate. You will not be able to enter any information in the subtotal and total sections since they are password protected.
  - Sheets C through F are for administrative costs. Sheets G through J are for Program Service costs.
  - Administrative costs cannot exceed 7%.
  
- b. Without Formulas (Hard Copies of the Budget only.) This is for organizations who will not compete the budget form through the excel format
  - Complete all applicable pages of the budget that your organization expects to have expenses in.
  - Ensure all calculations are properly made.
  - The first page, Budget Summary, must reconcile to all of the applicable detail pages.
  - Administrative costs cannot exceed 7%.

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

If you have any questions with filling out the budget document, please contact John Foderaro at 215-875-3899 or e-mail at [jfoderaro@pyninc.org](mailto:jfoderaro@pyninc.org).

ATTACHMENT 5

**Contractor's Certification and Budget Information**

**In addition to the required Budget Forms 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 negotiations.**

**CONTRACTOR'S BUDGET CERTIFICATION**

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

Authorized Representative Signature: x \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

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

**Budget Forms:** The Budget forms are provided in a separate Excel Spreadsheet. It can be downloaded at: [www.pyninc.org](http://www.pyninc.org). Remember to include this electronic file on the disk when submitting the proposal.

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

**Questions about the budget:** If you have any questions with filling out the budget document, please contact John Foderaro at 215-875-3899 or e-mail [jfoderaro@pyninc.org](mailto:jfoderaro@pyninc.org).

PLEASE SIGN THIS FORM AND INCLUDE IN FRONT OF BUDGET PAGE

**- INSERT BUDGET SUMMARY HERE\*-**

**\* for hard copies**

**(include Excel spreadsheet document with electronic copy on disk)**

**BUDGET NARRATIVE**

**Please provide a brief explanation of the costs included in each budget line.**



# Attachment 7

## ACCESSIBILITY SURVEY CHECKLIST

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

– Accessibility Survey Checklist - pages 2 of 3

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

## Accessibility Survey Checklist - page 3 of 3

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

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

- the position of telephone jacks;
- desks and chairs in positions, which prevent an open pathway;
- wires lying across pathways;
- planters and other decorative items;
- counter heights;
- carpet or flooring irregularities; and
- objects that protrude from walls, including telephones, fire hoses, fire extinguishers etc.

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

Authorized Representative Signature: x \_\_\_\_\_

Name:

Title:

**APPENDIX A**

**LETTER OF INTENT TO RESPOND**

**FAX RESPONSE  
To 215-875-5740**

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

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

**Year-Round In-School Youth**

*Experiential College and Career Exposure (ECCE)*

*HealthCare Model (Pilot)*

**Year-Round Out-of-School Youth**

*Transition Program: Pre-Education Program (Pilot)*

*Alternative School Expansion/Support Model*

*Immersion College Bound Program for OSY*

*Experiential Job Readiness Training: Integrated GED Model*

*Job Development*

*Occupational Skills Training*

\*Please select the appropriate box above and be sure to return this fax to the Philadelphia Youth Network by **Wednesday, April 27, 2005.**

**APPENDIX B**

<p><b>10 REQUIRED WIA YOUTH PROGRAM ELEMENTS</b></p>	<p><b>CORE STANDARDS FOR PHILADELPHIA YOUTH PROGRAMS</b></p>
<p><b><u>Academic Achievement</u></b></p> <p>1) Tutoring and similar services, dropout prevention strategies, leading to high school diploma</p> <p>2) Alternative education services</p>	<ul style="list-style-type: none"> <li>• Academic enrichment activities focused on basic skills enhancement</li> <li>• Learning strategies that are varied and contextual</li> <li>• High-quality project-based instruction that has the potential to yield academic credit</li> <li>• Programming aligned with graduation and promotion requirements of participating youth’s school</li> <li>• Activities that engage families and promote academic achievement</li> </ul>
<p><b><u>Workforce Development</u></b></p> <p>3) Summer employment linked to academic and occupational learning</p> <p>4) Paid and unpaid work experience</p> <p>5) Occupational Skills training</p>	<ul style="list-style-type: none"> <li>• Career awareness and exploration</li> <li>• Career guidance and planning</li> <li>• Emphasis on work readiness skills</li> <li>• Provision of work-based and other experiential learning opportunities</li> <li>• Involvement of employers, and emphasis on the connections between school and work</li> <li>• Regular measurement of skill and competency gains</li> <li>• Active provision of post-placement and follow-up activities</li> </ul>
<p><b><u>Youth Development</u></b></p> <p>6) Leadership development, including community service</p> <p>7) Supportive Services</p> <p>8) Adult mentoring during program participation</p> <p>9) Follow-up services for at least 12 months</p> <p>10) Comprehensive guidance and counseling, including drug and alcohol abuse</p>	<ul style="list-style-type: none"> <li>• Nurture relationships between youth and caring adults</li> <li>• Involve family and peers in organized activities</li> <li>• Place high expectations on youth and program staff</li> <li>• Build youths’ responsibility and leadership skills</li> <li>• Develop a sense of group membership</li> <li>• Foster a sense of identity</li> </ul>

**APPENDIX C**

## WIA GLOSSARY OF TERMS

### **DEFINITIONS RELATED TO ELIGIBILITY AND ENROLLMENT:**

<b>Eligibility:</b>	<p>The process for determining that a youth meets the legislatively mandated criteria for acceptance into the program. According to the Workforce Investment Act, an eligible youth must be:</p> <ul style="list-style-type: none"> <li>▪ age 14 through 21 (must be at least 14 but not older than 21 at the time of registration for the program)</li> <li>▪ a low-income individual (defined below); <u>and</u></li> <li>▪ within one or more of the following categories:             <ol style="list-style-type: none"> <li>1. <i>deficient in basic literacy skills;</i></li> <li>2. <i>school dropout;</i></li> <li>3. <i>homeless, runaway, or foster child;</i></li> <li>4. <i>pregnant or parenting;</i></li> <li>5. <i>offender; or</i></li> <li>6. <i>an individual (including a youth with a disability) who requires additional assistance to complete an educational program, or to secure and hold employment.</i></li> </ol> </li> </ul>
<b>Low-income individual is defined as:</b>	<ul style="list-style-type: none"> <li>▪ someone who receives or is a member of a family that receives cash payments under the Federal, State or local income-based public assistance program;</li> <li>▪ someone who received an income, or is a member of a family that received a total family income, for the 6-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, payments described in paragraph (a) above), and old-age and survivors insurance benefits received under section 202 of the Social Security Act that, in relation to family size, does not exceed 70 percent of the lower living standard income level, for an equivalent period</li> <li>▪ someone who is a member of a household that receives (or has been determined within the 6-month period prior to the application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977;</li> <li>▪ someone who qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act;</li> </ul>
<b>Low-income individual is defined as:</b>	<ul style="list-style-type: none"> <li>▪ someone who is a foster child on behalf of whom State or local government payments are made; or (f) in cases</li> </ul>

	<p>permitted by regulations promulgated by the Secretary of Labor, someone who is an individual with a disability whose own income meets the requirements of a program described in subparagraph (a) or of subparagraph (b), but who is a member of a family whose income does not meet such requirements.</p> <ul style="list-style-type: none"> <li>▪ youth with documented disabilities do not need to provide proof of income but must complete form documenting disability.</li> </ul>
<b>Enrollment:</b>	The process through which youth receive an objective assessment, develop an individual goal plan and, based on the goal plan, are placed in appropriate activities and services.
<b>Objective Assessment</b>	A process that identifies service needs, academic levels, goals, interests, skill levels, abilities, aptitudes, and supportive service needs, and measures barriers and strengths. It includes a review of basic and occupational skills, prior work experience, employability potential, and developmental needs. The result of an assessment is a goal plan.
<b>Goal Plan:</b>	Identifies the employment goals, educational objectives, and prescribes appropriate services for the participant. The goal plan should provide for: <ul style="list-style-type: none"> <li>(a) preparation for post secondary educational opportunities;</li> <li>(b) strong links between academic and occupational learning;</li> <li>(c) preparation for unsubsidized employment opportunities in appropriate cases; and</li> <li>(d) effective connections to intermediaries with strong links to the job market and local and regional employers.</li> </ul>
<b>In-school youth:</b>	A young person currently enrolled in a public, private or charter school.
<b>Out-of-school youth:</b>	A youth person who is: (a) a school dropout; or (b) who has either graduated from high school or holds a GED, but is basic skills deficient, unemployed or underemployed. A school dropout is defined as an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. A youth attending an alternative school does not qualify under the definition of out-of-school youth.

**DEFINITIONS RELATED TO YOUTH GOALS:**

<p><b>Youth Goals:</b></p>	<p>Each participating youth must set two goals: A basic skills and a work-readiness goal. A maximum of three goals per year may be set for purposes of the youth skill attainment measure. Goals should be set at the point of assessment. Additional goals may be set after assessment when called for by the youth’s goal plan or when initial goals are attained, unless the three goal maximum for the year would be exceeded. Setting one basic skills goal is required if the youth is basic literacy skills deficient.  <i>[Workforce Investment Act Title I-B Standardized Record Data (WIASRD)]</i></p>
<p><b>Basic Skills Deficient:</b></p>	<p>Defined by federal regulation as computing, solving problems, reading, writing or speaking English at or below grade 8.0, or the inability to perform these functions at a level necessary to function on the job, in the individual’s family, or in society. For our purposes in Philadelphia, “deficient in basic literacy skills” will refer to youth who have scored Below Basic on their most recent SAT-9 or PSSA assessment, who show academic need based on a comparable standardized assessment, who are at-risk of not meeting School District of Philadelphia Promotion and Graduation Standards, or who meet other WIA eligibility criteria concerning basic skills.</p>
<p><b>Basic Skills Goal:</b></p>	<p>Measurable increase in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills. This may include an academic goal of grade promotion. All youth, 14-21 who meet the definition of “basic skills deficient” must have a basic skills goal.  <i>[TEGL No. 7-99, dated March 3, 2000]</i></p>

Year-Round RFP OSY Models

<p><b>Work Readiness Goal:</b></p>	<p>Work readiness skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival / daily living skills such as using the telephone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along with others, exhibiting good conduct, following instructions, and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effecting coping and problem-solving skills, and acquiring an improved self-image.</p>
<p><b>Occupational Skills Goal:</b></p>	<p>Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines. [TEGL No. 7-99, dated March 3, 2000]</p>
<p><b>Credential:</b></p>	<p>A nationally recognized degree or certificate or State/locally recognized credential. Credentials will include, but are not limited to, a high school diploma, GED or other recognized equivalents, postsecondary degrees, recognized skills standards, licensure, apprenticeship, or industry recognized credentials. [Workforce Investment Act Title I-B Standardized Record Data (WIASRD)]</p>
<p><b>Advanced Training:</b></p>	<p>Is an occupational skills employment/training program, not funded under WIA Title I, which does not duplicate training received under WIA Title I. Training that leads to an academic degree (e.g., AA, AS, BA, BS) should be categorized as postsecondary education and not reported as advanced training. An example of advanced training is a community college program that does not lead to an advanced degree. [Workforce Investment Act Title I-B Standardized Record Data (WIASRD)]</p>
<p><b>Postsecondary Education:</b></p>	<p>A post-secondary education program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). Do not include programs offered by degree-granting institutions that do not lead to an academic degree as postsecondary education.</p>

**DEFINITIONS RELATED TO PARTICIPANT STATUS:**

<p><b>Active:</b></p>	<p>A youth who is currently active and participating in WIA funded activities.</p>
<p><b>On-Hold:</b></p>	<p>Describes a youth who has a planned gap in service and will not fully participate in the program up through 90 days. This status may be used in the case of holding youth until the beginning of the next training component if the training needs had already been identified in the participant’s Goal Plan. If further training needs are identified and the participant’s Goal Plan is amended, prior to last receipt of the initially planned training, the participant should be put into “hold” status until the beginning of the next training component, rather than into “inactive” status, which would trigger the clock for the single period of up to 90 calendar days of inactive status permitted after last receipt of planned training.</p> <p>Once a participant has not received any WIA-funded or partner-funded services, except follow-up services, for 90 days, and there is no planned gap in service or the planned gap in service is for reasons other than those specified above, that participant has exited WIA.</p>
<p><b>Terminated:</b></p>	<p>A youth is discharged from the program by the contractor prior to the end of the program cycle. All goals attained during the time the youth was active must be reported to PYN at the time the youth is terminated.</p>
<p><b>Dropped:</b></p>	<p>A youth voluntarily leaves the program prior to the end of the program cycle. All goals attained during the time the youth was active must be reported to PYN when the youth dropped from the program.</p>
<p><b>Completion:</b></p>	<p>A youth who has been retained in services during the full program cycle. All goals attained during the time the youth was active must be reported to PYN at the time of completion. There are two categories of completion:</p> <ol style="list-style-type: none"> <li>1) Successful Completion: defined as a youth who has obtained the goals as outlined in their Individual Service Plan and has been retained throughout the duration of the program cycle; and</li> <li>2) Unsuccessful Completion: defined as a youth who has not obtained the goals as outlined in their Individual Service Plan, however, has been retained throughout the duration of the program.</li> </ol>