

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



REQUEST FOR PROPOSALS
Out-of-School Youth Programs 2009
Federal Economic Stimulus Funds

IMPORTANT DATES:

Proposal Release Date	Monday, July 13, 2009
Bidders' Conference	Wednesday, July 22, 2009 <i>The Philadelphia Youth Network</i> <i>714 Market Street, Suite 304</i> <i>Philadelphia, PA 19106</i> <i>9:30a.m. to 11:30a.m.</i>
Letter of Intent to Apply (Attachment 1)	Friday, July 24, 2009 by 4:30p.m.
Proposal Due Date	Monday, August 10, 2009 by 4:30p.m. <i>The Council</i> <i>c/o The Philadelphia Youth Network</i> <i>714 Market Street, Suite 304</i> <i>Philadelphia, PA 19106</i>

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SECTION I: OVERVIEW

BACKGROUND

On February 17, 2009 President Obama signed into law the American Recovery and Reinvestment Act (ARRA) of 2009 (H.R.1), commonly referred to as the “stimulus package.” The bill provides additional funding to help reform, streamline and better coordinate the nation’s employment and training services. More specifically, the goals of this initiative are designed to improve the quality, productivity and competitiveness of the nation’s workforce system through services that enhance literacy and numeracy skills, support the attainment of educational and/or occupational skills credentials and provide access to and retention in employment and post-secondary training for its current and future workforce. Towards that end, the bill includes increased funding to states for youth Summer and Year-Round activities.

A stipulation of the American Recovery and Reinvestment Act (ARRA) is that at least 30% of all available funding is allocated to serve out-of-school youth. This provision is in line with the local drop-out prevention efforts being championed by the Project U-Turn Collaborative¹, and national and local research that documents the positive correlation between earning potentials and higher education levels. *For example, recent studies by the Center for Labor Market studies show that, on average, a Philadelphia high school graduate earns twice as much over a working lifetime than a high school dropout, and that a four-year degree recipient’s income is double that of a high school graduate.* This disparity becomes more alarming considering the current economic landscape, in which greater competition exists at the entry level where youth and seasoned adults are vying for similar employment opportunities.

Given the value of higher levels of educational attainment and the technical demands of a 21st century global economy, the stimulus funding will focus squarely on helping youth and young adults to achieve:

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

Funds are meant to avert economic distress and dependency, by helping individuals attain the skills, qualifications, and credentials needed for self-sufficiency.

The job development and college-focused additions that are contained within this request enhance the current array of out-of-school youth services and programs in Philadelphia. The stimulus funding will help to broaden the scope of an existing Year-Round Out-of-School Youth network of programs that engages over 500 youth annually in educational, occupational and workforce development activities. The goal is to build an infrastructure that can be sustained beyond the stimulus funds.

It is within this context that the Council for College and Career Success is issuing a special Request for Proposals (RFP) to seek high performing youth-serving organizations to develop and fully implement high-support, high-achievement, educational and occupational training programs for out-of-school youth and young adults.

¹ Project U-Turn is a citywide campaign to elevate the visibility of Philadelphia’s dropout crisis and begin a drive to create more high-quality learning options that will re-engage youth who have left school or are close to doing so.

SECTION II: COUNCIL PRIORITIES

Per federal guidelines from the US Department of Labor Employment and Training Administration, the stimulus funds received by local areas must be expended by June 30, 2011. Consequently, the Council is seeking proposals from organizations with proven capacity for serving out-of-school youth and young adults in attaining self- and family-sustaining wages as well as the intermediate benchmarks marked by:

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

Priority will be given to respondents that:

- Are diverse in their funding to manage operating expenses;
- Are capable of offering continuous and relevant programming from October 1, 2009 to June 30, 2011.
- Employ proven recruitment and service strategies to actively engage and retain out-of-school youth and young adults;
- Demonstrate meaningful partnerships with accredited institutions, employers in high-growth industries, and other relevant organizations and service providers;
- Provide integrated occupational and educational programming through curriculum and activities);
- Implement evidence-based models promoting 21st century work-readiness skills and post-secondary preparedness;
- Provide multidisciplinary case management with comprehensive social supports connections; and
- Maintain sound youth tracking and program performance management systems.

SECTION III: REQUIRED PROGRAM ELEMENTS

A) WIA ELIGIBILITY REQUIREMENTS:

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

- Are between ages of 17 and 24 (i.e., at least 17 and not older than 24 at the time of enrollment);
- Meet specific 2009 income guidelines (see chart below);
- Are legally permitted to work in the United States;
- Are not enrolled in a credential bearing institution, have not received a secondary school diploma or its equivalent and are basic skills deficient, unemployed, or underemployed;
- Are registered with Selective Service, if a male 18 years old and older at time of enrollment and;
- Meet one or more of the following barriers with supporting documentation:
 - 1) Basic skills deficient – (*Tests at or below 8th grade level in reading or math*)
 - 2) Homeless or runaway;
 - 3) Foster care;
 - 4) Pregnant or parenting teen;
 - 5) Youth offender;
 - 6) Verifiable disability; and
 - 7) Needs assistance to complete an educational program or to secure and hold employment.

B) INCOME GUIDELINES:

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

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

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

C) PERFORMANCE REQUIREMENTS:

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

↳ Common Measures:

In 2005, the Office of Management and Budget instituted a set of Common Measures to gauge the performance of Workforce Investment Act funded programs. It is expected that all WIA-funded programs will meet and/or contribute to the achievement of the negotiated state performance levels for each of the three (3) Common Measures during the current contract period.

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

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

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

(1) Placement in Employment or Education

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

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

(2) Attainment of a Degree or Certificate

- Attainment of a degree or certificate is met when participating youth have attained a high school diploma, GED, or occupational skills certificate within the 3rd quarter of program exit. The educational or occupational skills credential must be approved by one of the following:
 - State educational or vocational and technical educational agencies;
 - Institutions of higher education;

- Professional, industry or employer organizations;
- Registered apprenticeship programs;
- Public regulatory agencies;
- Programs approved by the Department of Veterans Affairs;
- Office of Job Corp and Tribal Colleges.

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

(3) Literacy and Numeracy Gains

- From the State perspective, the literacy and numeracy gains measure is only applicable to out-of-school youth who score at or below an 8th grade level at time of program entry. Locally, however the expectation has been set to advance all youth by at least two grade levels for all participants scoring beneath 11th grade at the point of enrollment. The literacy/numeracy goal is met when a youth increases his functioning level by at least two grade levels – one Educational Functional Level (EFL) on the Test of Adult Basic Education (TABE) -- within one year of program participation.
- This measure evaluates gains in educational levels, as assessed via pre and post-tests using TABE (Most Current).
- The same assessment tool must be used for pre and post assessment testing.
- Each TABE level describes a set of skills and competencies that youth entering at that level demonstrate in the areas of:
 - Reading;
 - Writing;
 - Numeracy; and
 - Language.

Please note: In order for the attainment of skills or a credential to be validated:

- Neither the skills or credential can be achieved or possessed prior to program enrollment;
- The achievement of either must have occurred within a specified time span and/or by the point of program completion;
- Attainment of the credential and/or skills must be documented; and

↳ **Benchmark and Process Measures:**

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

D) CONTRACT REQUIREMENTS:

The Philadelphia Youth Network will enter into a one-year, hybrid, cost reimbursement and performance-based contract with all successful respondents. Under this contract, performance measures are based on 100% enrollment. To that end, the successful respondent will receive 40% to 70% of its contract award via cost-

reimbursement invoicing and fulfillment of its enrollment targets. The balance of the funds will be accessible upon the achievement of compensated outcomes including education or employment placement, credential attainment, retention, and academic skills gains. The proposed structure for performance-based contracts appears in attachment 5.

Please note: the amount reimbursed per successful outcome can be determined by the total allocation within a performance area divided by the total number of youth eligible that meet that particular outcome.

E) REPORTING REQUIREMENTS:

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

On a monthly basis, successful respondents will be required to input data into PYRAMID, PYN's youth centered case management system that logs individual services, outcomes and needs. This system will support the performance-based contracting structure.

F) SCHOOL STATUS VERIFICATION PROCESS:

To meet the WIA eligibility requirements, successful respondents must document the school status of participating youth and young adults prior to enrollment in the program. This information must be authenticated by the School District of Philadelphia or an equivalent LEA..

In an effort to facilitate the verification process, services have been aligned with the Re-Engagement Center located at 440 N. Broad Street to provide access to student records. The Re-Engagement Center is designed as a "one stop" access point for youth seeking to re-enroll in a secondary education program that culminates in a high school diploma or GED.

To the extent possible, successful respondents will have a designated point of contact at the Re-Engagement Center to properly verify the school status of all prospective program participants. All supporting documentation that verifies the youth's school status must be submitted with the enrollment application.

G) PAYMENT OPTIONS TO PARTICIPATING YOUTH:

Where applicable, respondents may designate a youth wage allocation in the form of incentive payments or wages. The single form of payment (wage or incentive) must be broken down for all youth participants from the periods of October 1, 2009 through June 30, 2010 and July 1, 2010 through June 30, 2011. PYN will negotiate the type and frequency of youth payment at the point of the contract award.

a. Incentives:

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

b. Wage:

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

SECTION IV: PROGRAM DESCRIPTIONS

The program models presented below are designed to strengthen connections across and among various youth serving systems while facilitating participants' transitions among secondary education, post-secondary education and viable employment opportunities. The programs are designed to facilitate progress around the City's workforce and education agenda, as well as to broaden the range of program options for Philadelphia's out-of-school youth and young adult populations.

The Out-of-School Youth and Young Adult program models are:

➤ **GED To College (Pilot)**

The GED to College pilot will successfully blend skill building, remediation and test preparation with post-secondary preparation and enrollment. Program participants are expected to be prepared to take and pass the GED exam; place into credit bearing course work at the college level; and effectively matriculate into an accredited college or university.

➤ **Urban Corps Replication (Pilot)**

The Urban Corps model is a replication of youth corps as they exist in other cities; see www.corpsnetwork.org. The program will use the context of work as a strategy for providing education remediation services and helping participants to acquire industry specific skills. The work students engage in should address a civic need in Philadelphia.

➤ **Job Placement (Pilot)**

The Job Placement model will exist as a collaborative that works in partnership with other out-of-school youth serving programs to place qualified young people in long-term, unsubsidized employment. The Provider will fulfill a centralized job placement function for programs within the City's out-of-school youth workforce system. Specifically, providers will identify and cultivate employment opportunities for youth, facilitate their placement, provide follow-up services to youth and employers, and assist referral sources in delivering effective job readiness training and preparation.

➤ **Occupational Skills Training**

Occupational Skills Training models in areas of green jobs and creative economy will offer industry-specific skills training leading to three combined outcomes for all participants: GED attainment; an employer-recognized industry credential coupled with work experience or apprenticeship; and post-secondary transition support for employment or continued education.

Goal:

The GED to College model is designed to strengthen the connections that GED aspirants experience between preparation for the GED, successful transition into college, and subsequent employment. The focus of the model is on helping students to acquire the GED and simultaneously build the necessary capacity for college and career success. Much like the model in place at CUNY Prep, quality partnerships with post-secondary institution(s) and additional stakeholders are integral to the success of this program.

The rigor of GED preparation is an area of emphasis for this model. A principal goal is for successful participants to place into credit bearing, non-remedial, non-developmental college level courses upon attainment of the GED credential. The expectations for post-secondary planning, assistance throughout the college application process, comprehensive transition services and supports including work and life skills development are distinct features of this model. This model is proposed to improve the access and retention of GED graduates in post-secondary education and their preparedness for gainful employment.

A) Target Population

Participants must meet the following requirements at the time of enrollment;

- Not be connected to or graduated from a secondary education institution or other educational program;
- Be between the ages of 17 and 24
- Test at or above the 7th grade equivalent in literacy and numeracy;
- Desire the GED as their secondary education credential;
- Want to enroll in college upon attainment of the GED.

B) Youth Served

Respondents must serve between 25 and 50 youth. *Respondents 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) Program Model Structure:

The GED to College model is intended to build upon the achievements of **existing programs** through restructuring and enhancement of services and the leverage of high quality partnerships and other critical resources. This model consists of three components or phases: a) a skills development period focused on GED attainment as well as college preparation, b) a transitional period that involves services being provided around the college application and entrance process, and c) follow-up providing students with the necessary support to navigate the financial, academic and bureaucratic challenges they may encounter once matriculated.

Research suggests that in addition to solid academic preparation, college readiness is also based on emotional and psychological readiness as well as the development of higher order thinking skills. Two areas of emphasis for the model are: (1) case management and (2) rigorous instruction (with the understanding that to build students academic skills, one must address non-academic needs).

Anticipated Credential: GED; employer and/or state recognized certifications; benchmark credentials

leading to an Associate's Degree, ultimately an Associate or Bachelor degree.

Program Services:

Successful respondents are expected to demonstrate an understanding of the target student population; core college readiness standards, and best practices strategies for teaching young adults. Successful respondents will describe **how** the program design will:

1. Perform intake and orientation processes that:
 - a. Screen for student fit on measures including but not limited to academic preparedness and motivation
 - b. Utilize diagnostic assessment to identify appropriate instructional strategies for students at all levels
 - c. Initiate and maintain the development of individual service plans including the priorities of case management
 - d. Increase the likelihood that youth will attain a GED and transition into a post-secondary education institution with attention to the skills necessary for higher level thinking, self direction and post-secondary success
2. Promote pre-college academic preparation and work-oriented skills development through:
 - a. The creation and maintenance of a college-going program culture and climate
 - b. Rigorous GED instruction and curriculum aligned with college-readiness standards
 - c. High quality instruction
3. Promote skills development beyond academics through:
 - a. Comprehensive, student centered career exploration, planning, and development
 - b. The provision of work experience, internship and training opportunities
 - c. Varied enrichment offerings that connect academics and work
 - d. Inclusion of work-oriented skills instruction integral to career success such as financial literacy, interview skills, resume writing, and time management
4. Provide college access and transition services by:
 - a. Building preparation for postsecondary entrance exams
 - b. Assisting with the phases of the college application process including FAFSA and financial aid
 - c. Coordinating introductory experiences for youth to college including interaction with faculty and staff, course offerings, immersion programs, and exposure to the general college culture, campus, and system, etc.
 - d. Aiding students in seeking and applying for scholarships and income generating opportunities such as work study or part time employment
 - e. Providing ongoing comprehensive student supports (social service, life skills, financial literacy and engagement activities)
5. Provide follow-up support services post-GED attainment extending into college matriculation by:
 - a. Providing mentoring and tutoring support
 - b. Instituting a plan for retaining students upon GED attainment and matriculation.
 - c. Connecting with college staff who can assist with course selection and other advisements
 - d. Utilizing communication technologies to remain in touch with matriculants
 - e. Maintaining communication among program staff and staff at the postsecondary institution regarding service needs and referrals

6. Develop and maintain effective partnerships among stakeholders by:
 - a. Aligning efforts around data and information sharing
 - b. Participating in joint planning, professional development, project management, and project reporting
 - c. Developing effective feeder patterns and referral processes for students entering and exiting the program
 - d. Confirming partnerships that ensure resource sharing and coordination
 - e. Developing aligned systems of support for students among institutions and organizations

Program Reporting and Measurement: Program performance will be assessed through the use of monthly performance reviews conducted by PYN using the following data elements:

1. Recuperation of off-track students as defined by the following:
 - Enrollment
 - Daily attendance
 - Participant retention
 - Creation and execution of individualized social service plans, academic development plans, and portfolios
 - Student growth in Education Functioning Level according to the TABE
 - Student attainment of the GED credential
2. Post secondary transition as defined by the following:
 - GED recipients' completion of FAFSA application
 - Student placement above developmental level courses at a postsecondary institution
 - Student attainment of intermediate industry credentials
 - College faculty confirmation of adequate levels of student preparation
 - Student GPA
 - Student persistence for a minimum of two successive semesters
 - Students participate in support and advisory sessions through first year of college
3. A partnership framework of high quality as defined by the following:
 - Effective coordination between phases of program and active partners
 - Program staff reporting/demonstrating the utilization of new skills and content from the provision of T/A and PD
 - Program staff reporting partnership experiences of high quality
 - College faculty/staff reporting partnership experiences of high quality

D) Applicable Performance Measures and Outcomes:

Outcomes	Negotiated Performance Level
▪ Program Retention	85%
▪ Attainment of GED prior to program completion	80%
▪ Placement in Post-Secondary Institution	70%
▪ Literacy and/or Numeracy Skill Gain	60%

E) Cost Per Slot:

Respondents may apply for operating costs up to \$6,000 per slot to support this program service model.

URBAN CORPS REPLICATION (Pilot)

Goal: Philadelphia is one of the only major cities in the country that does not have a youth corp focused on job readiness and workforce development. The goal of this RFP is to identify a provider who will – in partnership with PYN -- develop, document, and fund a corp for the city. A successful corp model will cost \$15,000 - \$25,000 per slot. Therefore, applicants will need to have access to AmeriCorp or other funding streams and be prepared to establish fee-for-service arrangements for the work of the Corp where appropriate and possible. The vision for this model comes from The Corps Network, which applicants can access at www.corpsnetwork.org.

The intention is to fill a current job readiness and skill building gap in services for Philadelphia out-of-school and disconnected youth by creating a program model that provides a sheltered job experience, job readiness training, skill development and educational recuperation for out-of-school youth in Philadelphia. The model would serve youth not readily served by traditional occupational skills credentialing programs and those who might benefit more from a protected work environment.

A secondary goal of the program is to fill a civic need in Philadelphia such as weatherization, recycling, graffiti removal, urban tree planting, or Fairmount Park maintenance, etc. These should not be “make work” jobs.

Please note: *Respondent must specify the employer-recognized credential(s) that youth will attain.*

A) **Target Population:**

Participants must meet the following requirements:

- a) Youth who are not currently tied to a secondary institution;
- b) Youth between the ages of 18-24 **at the time of enrollment**;
- c) Youth who test at or above the 6th grade in literacy and/or numeracy;
- d) Youth seeking a GED **and** Occupational Skills Training Credential; and
- e) Youth seeking placement in employment in the occupation(s) targeted by the respondent or in another growth industry sector, or in a post-secondary institution, **at the point a youth has formally withdrawn or completed program services.**

B) **Youth Served:**

Respondents must serve no less than 15 and no more than 25 youth per Urban Corps Cohort.

C) **Program Services:**

Successful respondents will:

- Develop and run a youth corps that employs a team model (at least 5 participants per team) operating full time;
- Ensure teams are assigned to appropriate jobs in areas that teach transferable skills such as weatherization, urban forestry, park revitalization, etc;
- Provide job readiness skill development curriculum and reflection to all participants;
- Provide student-centered academic offerings that prepare students to take and pass the GED exam;
- Utilize diagnostic assessment to identify appropriate instructional strategies to remediate students deemed basic skills deficient;
- Provide comprehensive student supports (social service, life skills and engagement activities) that

increase the likelihood that youth will attain an employer recognized credential and/or GED and transition into a UI paying job (with employers that pay Unemployment Insurance) or post-secondary institution;

- Administer pre- and post Work Readiness Assessments² -- at time of program entry and exit -- to determine students' needs and subsequent readiness to enter the workforce;
- Establish a tight working relationship with the Job Placement provider – which PYN will select via this RFP process. Help Job Placement staffers build relationships with Corps youth four to six weeks prior to program exit. Transfer youth relationships to Job placement at time of exit so that Job placement can take primary responsibility for job placement; and
- Strengthen program services by leveraging industry, educational, employment and social service partnerships. Demonstration of vested mutual interests and level of commitments.

Respondents are expected to clearly demonstrate **how** the program design will provide the following:

- Clearly articulated recruitment, orientation and intake process;
- A year-long experience focused on accomplishing a team work project such as weatherization, recycling, renovations, etc.;
- Facilitated reflection activities to teach job readiness and life skills to corp members;
- Experiential and contextualized academic curriculum preparing youth to take and pass the GED exam;
- Development of core 21st century competencies in desired training pathway;
- Career exploration, planning and development.;
- Appropriate education and post-secondary counseling;
- Job placement via partnership with the Job Placement provider, and/or post-secondary placement;
- Multidisciplinary case management with comprehensive social supports connections; and
- Comprehensive transitional support services.
- A plan to sustain the model through fee-for-service or other funding structures.

D) Youth Measurable Outcomes:

Performance Outcomes	Negotiated Performance Level
▪ Program Retention	85%
▪ Attainment of a GED or Occupational Skills Training credential prior to program completion	70%
▪ Placement in Full-Time Employment (via partnership with Job placement) and/or Post-Secondary Training	70%
▪ Literacy and/or Numeracy Skill Gain	60%

E) Cost Per Slot:

Respondents may apply for operating costs up to \$6,000 per slot to support this program model. (See Attachment 5 for description of performance-based contracting.)

² PYN will provide this assessment tool.

JOB PLACEMENT (Pilot)

Goal: In an effort to improve youth employment placement and retention, the job placement provider will serve as the central job placement unit of the out-of-school youth workforce system:

- Place out-of-school youth in UI paying jobs (with employers that pay Unemployment Insurance);
- Coordinate local employers, business and community based organizations (that pay UI wages) to increase job opportunities for WIA eligible out-of-school youth; and
- Establish tight partnerships with the other OSY workforce development providers to position Job placement as the central job placement unit in the system.

A) **Target Population:**

Participants must meet the following requirements:

- a) Youth between the ages of 17-24 *at the time of enrollment*;
- b) Attached to a current OSY Year-Round Provider, E³ Center, or other WIA eligible youth in the OSY pipeline;

B) **Youth Served:**

Respondents must serve no less than 145 youth.

C) **Program Services:**

Successful respondents will:

- Place youth in long-term UI paying jobs;
- Provide job transition and retention support;
- Provide youth with remedial work readiness training when necessary (as determined by Work Readiness Assessment score and other intake information);
- Recruit employers and establish linkages to unsubsidized job placements within current occupational pathways or other growth industries;
- Establish a tight working relationship with OSY providers. Build relationships with job-seeking youth four to six weeks prior to OSY program exit, acquiring necessary information from provider so that Job Placement is prepared to take primary responsibility for job placement;
- Have the capacity to provide work readiness programming technical assistance for other OSY workforce development providers; and
- Strengthen program services by leveraging industry, educational, employment and social service partnerships.
- Provide follow-up services to support career mobility.

Respondents are expected to clearly demonstrate **how** the program design will provide the following:

- Clearly articulated recruitment, orientation and intake process;
- An array of employment-related services to youth, including: job placement, transition, and retention services, remedial work readiness training for youth when necessary, employer recruitment, tight partnerships with OSY providers, and work readiness technical assistance for providers when necessary;
- Youth placement within 30 days and retention for additional 90 days of sustained employment;
- Creation of an Employment Development Plan that assesses participant's employability level –

strengths and barriers to employment (e.g. Work Readiness Assessment score, literacy and numeracy level, transportation, child care, etc.), and the most appropriate positions;

- Job readiness training focusing on the soft skills and basic knowledge that employers value³;
- Job placement with tiered employment opportunities commensurate with youth employability skills and aptitudes;
- Job Retention strategies based on best practice serving OSY with established benchmarks and incentives to measure retention, employability gains over a period of 6 months; and
- Career and well-defined pathways to career advancement within recruited employer pool.

D) Youth Measurable Outcomes:

Performance Outcomes	Negotiated Performance Level
▪ Number of youth placed in Full-Time U.I. Wage position	70%
▪ Number of youth retained in Full-Time U.I Wage position 90 days after program exit quarter	60%
▪ Number of youth that demonstrate career progress at 12- month follow-up	\$100 cash incentive per youth

E) Cost Per Slot:

Up to \$3000 per slot (exclusive of potential incentive payments). (See Attachment 5 for description of performance-based contracting.)

OCCUPATIONAL SKILLS TRAINING MODELS

Goal: Provide occupational and contextualized learning experiences in high growth industries leading to an industry-recognized credential, GED or its equivalent and employment.

Targeted industry growth sectors are in the following areas: GREEN JOBS and CREATIVE ECONOMY.

Sample occupations include:

- **GREEN JOBS** (useful resources: www.greenforall.org, www.americangreenjobs.net, www.sbnphiladelphia.org/events/greencollarjobs)
 - Sustainable manufacturing
 - Green construction including building retrofits
 - Deconstruction and materials use
 - Sustainable landscaping and agriculture
 - Energy efficiency

³ 2006:Cavanaugh, R.; Kay, K.; Klein, D.; Meisinger, S.; “Are They Really Ready To Work: Employees Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21Century U.S. Workforce”

- Renewable energy
 - Alternative energy - including solar, wind, biofuels
 - Waste reduction and recycling
- **CREATIVE ECONOMY**
 - Advertisement;
 - Architecture;
 - Arts (music, visual and performing arts);
 - Fashion Design;
 - Film and Photography;
 - Software, Computer Games and Electronic Publishing; and
 - Public Relations

Please note: Respondent must specify the employer-recognized credential(s) that youth will attain.

A) Target Population:

Participants must meet the following requirements (unless otherwise noted by pathway):

- a) Youth who are not currently tied to a secondary institution;
- b) Youth between the ages of 17-24 **at the time of enrollment**;
- c) Youth who test at or above the 6th grade in literacy and numeracy;
- d) Youth seeking a GED and/or Occupational Skills Training Credential in one of the recognized occupations; and
- e) Youth seeking placement in a post-secondary institution or employment in the targeted occupation(s) **at the point a youth has formally withdrawn or completed program services**.

B) Youth Served:

Respondents must serve a minimum of 30 youth.

C) Program Services:

Occupational Skills models focus on both occupational training and academic instruction.

Successful respondents will:

- Provide student-centered academic offerings that prepare students to pass the GED exam;
- Utilize diagnostic assessment to identify appropriate instructional strategies to remediate students deemed basic skills deficient;
- Offer research-based occupational programming that is closely aligned with the knowledge, skills and competencies necessary to obtain industry certification and succeed in the workplace;
- Provide comprehensive social supports (social service, life skills and engagement activities) that increase the likelihood that youth will attain an employer recognized credential and/or GED and transition into a post-secondary institution;
- Administer pre- and post Work Readiness Assessments⁴ -- at time of program entry and exit -- to determine students' needs and subsequent readiness to enter the workforce;

⁴ PYN will provide this assessment tool.

- Ensure that occupation training is employer-driven and connected to employment opportunities; and
- Strengthen program services by leveraging industry, educational, employment and social service partnerships.

Respondents are expected to clearly demonstrate **how** the program design will provide the following:

- Clearly articulated recruitment, orientation and intake process;
- Blended academic and industry-specific training leading to a credential;
- Experiential and holistic academic curriculum that is industry informed;
- Development of core 21st century competencies in desired training pathway;
- (Un)subsidized work internships/apprenticeships within industry pathway;
- Career exploration, planning and development;
- Education and post-secondary counseling;
- Life skills assessment and training;
- Post-secondary placement and/or job placement via partnership with the Job Placement provider;
- Multidisciplinary case management with comprehensive social supports connections; and
- Comprehensive transitional support services.

D) Youth Measurable Outcomes:

Performance Outcomes	Negotiated Performance Level
▪ Program Retention	85%
▪ Attainment of a GED and/or Occupational Skills Training Credential prior to program completion	70%
▪ Placement in Full-Term Employment 30 days after program exit and/or Post-Secondary Training	70%
▪ Number of youth retained in Full-Time U.I Wage position 90 days after program exit quarter	60%
▪ Literacy and/or Numeracy Skill Gains	60%

E) Cost Per Slot:

Respondents may apply for operating costs up to \$6,000 per slot to support this program service model. (See Attachment 5 for description of performance-based contracting.)

SECTION V: APPLICATION PROCESS

A) Period of Performance:

This request for proposal is intended to cover an initial period of 12 months. The contract involves funding over 2 federal fiscal years, beginning October 1, 2009 and concluding September 31, 2010. Contracts are renewable up to nine (9) months through June 30, 2011.

B) Who is Eligible to Apply?

The PWIB Council for College and Career Success 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.

C) Application Process:

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

PROPOSAL TIMELINE

Proposal Release Date	Monday, July 13, 2009
Bidders' Conference	Wednesday, July 22, 2009
Letter of Intent to Apply	Friday, July 24, 2009
Proposal Due Date	Monday, August 10, 2009
Review and Selection Period	August 18 – August 28, 2009
Notification	September 24, 2009
Contract Start Date	October 1, 2009

Please Note: Questions regarding development and submission of this RFP **MUST BE SUBMITTED IN WRITING** to the Philadelphia Youth Network by fax (267) 502-3814 or emailed to PYNRFP@pyninc.org. Questions and answers from the RFP process and Bidders' Conference will be updated and posted on the following websites: www.pwib.org, www.philadelphiacouncil.org, and www.pyninc.org.

D) Notification of Intent to Apply:

Prospective respondents are requested to submit the attached "Notification of Intent to Apply" form (**Attachment 1**) to inform the Council of their intent to submit an application. The form may be faxed to the Philadelphia Youth Network at (267) 502-3814 and is due no later than 4:30 p.m on July 17. While failure to notify the Council will not disqualify you from submitting a proposal, this notification is for planning purposes to assist in securing the necessary number of reviewers.

E) Bidders' Conference:

The Bidders' Conference will be held on **Wednesday, July 22, 9:30AM at the Philadelphia Youth Network**. Attendance is **STRONGLY ENCOURAGED**. Please RSVP your attendance via e-mail to solson@pyninc.org. Be sure to include your name(s), organization and number of people attending.

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

Application Submission: One original, five copies and one electronic copy (CD or flashdrive) must be submitted. Each copy must include: the Narrative and Attachments. **Proposals should not be placed in binders or stapled.** Please use binder clips only. The Proposal Cover Sheets (see Attachment 3) must be completed (with no items left blank) and attached to the front of each copy of the proposal. Agencies must also supply two original copies of the most recent year's independent auditors' reports and accompanying financial statements. **All applications must be received by 4:30 pm on August 10, 2009.** Applications mailed in advance must be sent via certified mail and received by 4:30 on the due date.

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

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

No incomplete, faxed, e-mailed or late applications will be considered. Proposals that do not follow the required format will not be reviewed. Accepting one late proposal for any reason could invalidate the entire competitive process and poses a disadvantage for respondents who did meet the scheduled deadline.

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

Equal Opportunity: The Council, in soliciting proposals and carrying out youth programming, shall not discriminate against any person or organization submitting a proposal pursuant to this Request for Projects because of race, color, creed, religion, sex, sexual orientation, age, disability, ethnic group, national origin, or other basis prohibited by law.

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

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

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

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

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

VI. APPLICATION NARRATIVE

The narrative should provide reviewers with a clear understanding of the agency's capacity to deliver the services as outlined in the Request for Proposal. The narrative should be completed in two parts:

- The first part addresses organizational capacity and relevant experience serving out-of-school youth and young adults.
- The second part of the narrative addresses questions specific to the program model for which support is being requested.

Respondents are eligible to apply for multiple program models but a separate proposal must be submitted for each program model.

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

- a) Formatted using a 1" margin and no smaller than a 12-pt. font;
- b) Include a table of contents;
- c) Typed and cannot exceed 12 single-sided, 1.5 spaced or larger pages; and
- d) Pages should be numbered and include a header and footer identifying the respondent's name, program model
- e) Identify each section and subsection.

Project Narrative

1. **Organizational Capacity and Relevant Experience (20 points):**

- a) Describe the relevant experience of the organization and subcontractors -- if any -- within the past five years in providing comparable services to out-of-school youth and young adults as identified in the program description section. Please document relevant outcomes during this same time period.
- b) Describe your organization's internal monitoring processes and their effectiveness at identifying and resolving program, staff and fiscal concerns.
- c) Describe your organization's ability to integrate the proposed program into its current array of services through the alignment and leveraging of staff, physical, financial, and other resources. Please attach an organizational chart that illustrates how the proposed program and key staff fit into the organization's general operation.
- d) Document any relevant experience with administering performance-based contracts. Please demonstrate your organization's capacity to manage financial risk due to poor performance.

2. **Project Design (40 points):** Please address the following questions specific to the program model for which support is being requested.

Scope of program. Describe your proposed program with specific attention to the following:

- a) Describe in detail how your organization will develop and deliver the services outlined in the Request for Proposals for the intended model (see pgs. 11 – 19). Describe the services you will provide.

- b) Strategies for (1) recruitment, (2) orientation, and (3) retention of the out-of-school youth that will participate in this program -- in accordance with WIA eligibility requirements;
- c) Describe how, for relevant models:
- i. Academic instruction will ensure that participants attain the necessary literacy and/or numeracy skills;
 - ii. Workforce development training will build participants' 21st century competencies consistent with employer expectations and needs;
 - iii. Education and career counseling and planning will support participants' awareness of, entry into, and persistence regarding post-secondary education and training options;
 - iv. Supportive services will remove barriers to credential attainment, employment, and post-secondary preparation and matriculation;
 - v. Follow-up services will support retention in employment and post-secondary placement.
- d) Provide a daily and weekly program schedule of participant activities, including the location of these activities. Describe the participants experience from intake to exit.
- e) Please be sure to include the following information, per model:

- GED to College Program Model (Pilot)

Describe:

- How participants will be prepared to pass the GED test during program participation;
- How collaboration between GED instructors and college partners will be facilitated;
- Where the program will be housed and how facilities are conducive to college going;
- How technology will be incorporated into the program;
- What curriculum will be used and if/how it will be enhanced; and
- The qualifications of an effective teacher candidate for this program.

- Urban Corps Replication (Pilot) and Occupational Skills Training Program Models

Describe:

- How occupational training will lead to employer-recognized certification during program participation;
- The rationale/relevance for the employer-recognized credential(s) to be offered;
- How project-based learning will increase youth literacy and/or numeracy gains by at least 1 EFL or 2 grade levels within one year of participation;
- What the job experiences will be;
- How the Urban Corps program will collaborate with the Job Placement provider for maximum effectiveness;
- How career counseling will increase job placement and/or enrollment and retention in post-secondary training.

- Job Placement (Pilot)

Describe How:

- Full-time job placements will be developed and managed during contract period;
 - ✓ No less than 145 full-time placements must be solidified with a portion of the positions coming from the creative economy and green jobs industries;
- Recent labor market analysis/trends will be used to target job development efforts;
- The program will collaborate with other WIA funded Out-of-School Youth providers and the referral process will be streamlined across those OSY providers:
- Out-of-school youth will be matched with unsubsidized full-time employment opportunities;
- Job retention strategies will be employed to meet the established youth benchmarks regarding measure placement, retention, and employability gains over a period of 9 months; and
- How employer satisfaction is defined and measured.

Challenges

- a) What challenges do you anticipate in developing and delivering this program and what are your plans to resolve them?
- b) What support will you need from PYN to help resolve these challenges?

Staffing

- c) Provide a staffing plan, including positions, areas of responsibility, and selection criteria that will be used to hire staff. *Attach resumes for identified staff.*
- d) Describe how professional development will be delivered to increase staff competencies around best practices in youth workforce development.

Assessment and evaluation

- a) Describe how the TABE and other assessment tools will be used to develop appropriate individual service strategies and goal plans for participants;
 - b) Describe the organization's youth data tracking system. How will participant progress be tracked, and how will the achievement of outcomes be documented and reported in a timely manner to PYN in compliance with the Common Measures and Performance-based Contract guidelines?
3. **Partnerships (20 points):** Identify proposed partners assisting with the implementation of the program. For each partner, describe:
- a) The types of services to be delivered
 - b) Time period of delivery
 - c) How services will lead to desired outcomes
 - d) How the partnership will be managed. *Include a letter of commitment from each partner identifying roles and responsibilities.*

VII. BUDGET INFORMATION (20 Points)

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

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

Contractor Certification: An authorized representative of the applicant organization must sign the Contractor Certification form provided in Attachment 5. The signed form should be included in the application in front of the budget summary page.

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

OUT-OF-YOUTH PROGRAM CATEGORIES	COST PER PARTICIPANT
GED TO COLLEGE (PILOT)	Up to \$6,000.00
URBAN CORP REPLICATION (PILOT)	Up to \$6,000.00
JOB PLACEMENT (PILOT)	Up to \$3,000.00
OCCUPATIONAL SKILLS TRAINING	Up to \$6,000.00

Total PYN Budget Amount: This amount is equal to the component cost-per-participant (c/p/p) cap multiplied by the number of participants. For example, if submitting for the GED to College (Pilot) program for 25 participants, the total contract budget is \$150,000.00 (25 participants x \$6,000.00 c/p/p).

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

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

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

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

Administrative Cap: Administrative costs are not to exceed 10% of the total budget. All dollars must be allocated as either Administration or Training. All costs associated with direct delivery of services to young people, including site monitoring, payroll, training, etc. are considered training costs. Administrative costs are those costs not directly associated with service delivery (e.g., a percentage of the Executive Director's salary).

OR

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

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

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

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

(a) Using Formulas:

- The budget form has three different worksheets (each with a labeled tab at the bottom). Respondents should only fill in applicable cells. The formulas will automatically calculate the totals.
- The first worksheet is the Budget Summary page (Budget). The only information to be completed on this page is the provider name, program name, contract dates, and budget information. The PYN portion of the expense should be broken down into two categories- Admin and Program. The Other Expense column should be the total of expenses not being charged to PYN.
- The second worksheet is the detail revenue worksheet. Complete only the applicable items. The third worksheet is the revenue summary. The revenue summary worksheet will automatically calculate the totals from the detail revenue worksheet. You will only need to add revenue from 'other sources'.
- Administrative costs cannot exceed 10%.

- b) Without Formulas (Hard copies of the budget only.) This is for organizations that will not complete the budget form through the Excel format
- Complete all applicable sections of the budget and revenue worksheets for your organization.
 - Ensure all calculations are properly made.
 - Administrative costs cannot exceed 10%.

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

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

VIII. ATTACHMENTS

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

Attachments that are separate Excel spreadsheets (budget summary and worksite list) can be downloaded at www.pwib.org; www.philadelphiacouncil.org; or www.pyninc.org.

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

ATTACHMENT 1

NOTIFICATION OF INTENT TO APPLY

*****THIS PAGE IS DUE ON OR BEFORE July 24*****

SEND BY FAX TO: 267-502-3714

Name of organization:
Address of organization:
Street address:
City, State, Zip:

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

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

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

OUT-OF-YOUTH PROGRAM CATEGORIES	PROPOALS WE INTEND TO SUBMITTED
GED TO COLLEGE (PILOT)	<input type="checkbox"/>
URBAN CORP REPLICATION (PILOT)	<input type="checkbox"/>
JOB PLACEMENT (PILOT)	<input type="checkbox"/>
OCCUPATIONAL SKILLS TRAINING	Please identify which occupation: <input type="checkbox"/> Creative Economy <input type="checkbox"/> Green Jobs

TOTAL PROPOSALS TO BE SUBMITTED: _____

PROPOSAL CHECKLIST

Since proposals with incomplete or missing sections will be considered ineligible, and will not be considered, please take the time to complete this checklist to ensure that all of the following information is included in your proposal package. Include a copy of the checklist with your package.

Each copy of the proposal must include the following, *in the order listed*.

- Cover Sheets** (Attachment 3, all three pages, fully completed and signed by the authorized agency representative)
- Narrative** (maximum of 12 single-sided, 1.5 spaced pages; formatted using 1” margins and no smaller font than 12 pt.), that addresses all sub-sections listed in Section VI. Application Narrative.
- Contractor’s Budget Certification** (Attachment 6, signed by authorized agency representative)
- Budget Forms** (Complete separate Excel spreadsheet as explained in Attachment 6)
- Budget Narrative** (A brief description of costs associated with each budget line)
- Letters from collaborating organizations**, if applicable, describing their specific role(s) and/or commitments for the activities for which PYN support is requested
- Letters from other funders**, if applicable, documenting their commitment to support the proposed activities

Package includes:

- Hard copies:** One Original + Five (5) Copies of Proposal (including all sections listed above)
- Electronic copy:** One CD or flash drive with electronic copies of the narrative, budget summary, and budget narrative.
- Audit and 990:** Two copies of the past year’s organizational audit, including the accompanying financial statements and management letter. Two copies of most recent IRS Form 990. (This is only applicable to new applicants. If your organization is currently funded by the Philadelphia Youth Network, you are not required to submit an audit.)
- Proof of Legal Status:** IRS Letter of Determination or other
- Proof of Insurance:** Proof of insurance or ability to obtain appropriate insurance

PROPOSAL COVER SHEETS

Page 1 – Program Summary

Name of organization (applicant):

Title of Proposed Program:

Application category (choose one):

GED TO COLLEGE (PILOT)

URBAN CORP REPLICATION (PILOT)

JOB PLACEMENT (PILOT)

OCCUPATIONAL SKILLS TRAINING

Number of slots: _____

Total operating budget (all revenue sources): \$ _____

Operating cost/slot: \$ _____

Total operating request from PYN: \$ _____

PYN op cost/slot: \$ _____

Total student pay (wage or incentive): \$ _____

Pay cost/slot: \$ _____

Total student pay request from PYN: \$ _____

PYN pay cost/slot: \$ _____

Grand total (operating + wage budget): \$ _____

Total cost/slot: \$ _____

Grand total PYN (PYN op. + PYN wage): \$ _____

Total PYN cost/slot: \$ _____

Days of Operation: Mon Tue Wed Thu Fri Sat Sun

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

Executive Summary of Program - 2,000 characters maximum.

PROPOSAL COVER SHEETS

Page 2 - Contact Information

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

*Authorized Representative

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

Name:

Title:

Phone:

Fax:

E-mail:

Organization Contact

(for questions about agency or application in general)

Name:

Title:

Phone:

Fax:

E-mail:

Fiscal Contact

(for questions about the budget)

Name:

Title:

Phone:

Fax:

E-mail:

Program Contact

(for questions about the proposed program during its operation)

Name:

Title:

Phone:

Fax:

E-mail:

Technology/Computer Contact

(for questions about electronic transfer of information, e.g. student payroll)

Name:

Title:

Phone:

Fax:

E-mail:

Signature of Authorized Representative* (required): x _____

PROPOSAL COVER SHEETS

Page 3 – Additional Applicant Information

Organization Information

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

Conflict of Interest/Union Concurrence

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

Computer Capabilities

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

CONTRACTOR'S CERTIFICATION AND BUDGET INFORMATION

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

CONTRACTOR'S BUDGET CERTIFICATION

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

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

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

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

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

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

ATTACHMENT 5

PERFORMANCE-BASED CONTRACTING GRID

OSY PROGRAM MODELS	BASE FUNDING	ENROLLMENT	PERFORMANCE-BASED ALLOCATION			
			CREDENTIAL ATTAINMENT	PLACEMENT - EMPLOYMENT OR POST SECONDARY	PLACEMENT - RETENTION	LITERACY/ NUMERACY GAIN (1 EFL)
GED to College (Pilot)	50%	20%	10%	10%	–	10%
Urban Corp Replication (Pilot)	50%	20%	10%	10%	–	10%
Occupational Skills Training <i>Creative Economy</i> <i>Green Jobs</i>	40%	10%	15%	15%	10%	10%
Job Placement Transitional Services (Pilot)	40%	N/A	–	40%	20%	–

KEY PERFORMANCE-BASED CONTRACT TERMINOLOGY

BASE FUNDING:

Initial funding used to implement and operate the program. Providers will be able to draw down these funds based on their budgeted monthly expenses.

ENROLLMENT:

(1). Meets eligibility requirements; (2). Youth are entered into PYRAMID (Youth Data Tracking System); (3). Youth are assigned an educational or occupational position and tied to an active worksite; (4). Youth perform active participation for a period of 2 weeks consecutively.

ATTAINMENT:

Attained a state-approved diploma, GED, degree or employer-recognized certificate during program participation or by the end of the third (3rd) quarter after exit quarter.

PLACEMENT-EMPLOYMENT

Only youth whose employment lasts a minimum of 30 days with an employer paying unemployment insurance will qualify. Youth transitioning from occupational skills must be matched in the same industry pipeline as certification.

PLACEMENT - POST SECONDARY

Retained in placement activity in 1st (first) quarter after exit quarter.

PLACEMENT - RETENTION (90+ Days):

Retained in employment for a period of 90+ days after program exit.

LITERACY AND NUMERACY GAIN

Increase at least one educational functional level (EFL) in reading or math within one year of the program start date. This is only a one-time payment and applicable to participants.