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

REQUEST FOR PROPOSALS
Out-of-School Youth Programs 2011

Important Dates

Proposal Release Date   April 8, 2011

Bidders' Conference   April 15, 2011 3:00 – 5:00pm
714 Market Street
Wade Blank Conference Room, 5th floor
Philadelphia, PA 19106

Letter of Intent to Apply   April 21, 2011 4:30PM

Proposal Due Date   May 10, 2011, 12:00PM
The Philadelphia Council for College and Career Success
c/o Philadelphia Youth Network
714 Market Street, Suite 304
Philadelphia, PA 19106

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I.   OVERVIEW and BACKGROUND

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

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

It is within this context that the Council for College and Career Success is issuing a Request for Proposals (RFP) to seek high performing youth-serving organizations to develop and fully implement high-support, high-achievement, year-round education and training programs for <u>out-of-school youth (OSY).</u>

This RFP consists of three program models: Youth Placement, Occupational Skills Training, and GED to College. The Youth Placement provider will work together with Occupational Skills and GED to College providers, and as well as the City's five E3 Center providers, to ensure that each youth is placed in a job with family-sustaining wages, advanced training, or post-secondary education.

II.   COUNCIL PRIORITIES

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

• High School Diploma, GED, and Industry-Recognized Credential
• Post-Secondary Preparedness, Enrollment and Retention
• Proficiency in Core Workplace Competencies for a 21st Century Global Economy

Priority will be given to respondents that:

• Have a proven track record of meeting state and/or federal performance requirements
• Have diverse funding sources supporting their operating expenses
• Are capable of offering continuous and relevant programming from September 1, 2011 to August 31, 2012 with two optional one-year extensions based on performance and funding availability
• Employ proven recruitment and service strategies to actively engage, enroll, and retain out-of-school youth
• Demonstrate meaningful partnerships with accredited higher education institutions, employers in high-growth industries, and other relevant organizations and service providers
• As appropriate by model, provide integrated educational, occupational and placement programming through curriculum design and accompanying activities
• Implement evidence-based models promoting work-readiness skills and post-secondary preparedness
• Provide multi-disciplinary case management with comprehensive social support connections
• Maintain sound youth tracking and program performance management systems.

III. REQUIRED PROGRAM ELEMENTS

A) WIA ELIGIBILITY REQUIREMENTS

Eligible youth for these WIA-funded services must provide documentation to verify that they:

- Are between ages of 17 and 21 (i.e., at least 17 and not older than 21 at the time of enrollment)
- Meet specific 2011 income guidelines (see chart on next page)
- Are legally permitted to work in the United States
- Are not enrolled in a credential bearing institution, are basic skills deficient, have not received a secondary school diploma or its equivalent, are 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 at the time of registration with supporting documentation:

    1) Basic skills deficient – (Tests below 9th grade level in reading or math)
    2) Homeless or runaway
    3) Foster care
    4) Pregnant or parenting youth
    5) Youth offender
    6) Requires assistance to complete an educational program or to secure and hold employment (including youth with disabilities)
    7) Has dropped out of school

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.

<u>Please note</u>: annual income limits are adjusted annually.

HOUSEHOLD SIZE	ANNUAL INCOME LIMIT	The income and family size requirement is MET if proof of the following is obtained by the contractor:
1	$ 9,771	• Income at or below the annual income limits for corresponding family size
2	$16,014	
3	$21,978	• Youth has a disability
4	$27,131	• Family receives public assistance benefits or TANF
5	$32,020	
6	$37,444	• Family receives Social Security benefits
7	$42,868	• Youth is in foster care
8	$48,292	• Youth is homeless

C)   WIA ELEMENTS

The Workforce Investment Act requires that the following elements are available to all students:

1. Tutoring, assistance with study skills, dropout prevention strategies
2. Alternative secondary school offerings
3. Summer employment opportunities linked to academic and occupational learning
4. Paid and unpaid work experience
5. Occupational skill training
6. Leadership development
7. Supportive services
8. Mentoring for at least 12 months
9. Comprehensive guidance and counseling
10. Follow-up activities for no less than 12 months after completion of participation

*__Note:__ Follow-up activities must be provided to **all** students on at least a monthly basis, for those who have successfully and unsuccessfully exited the program, for one calendar year. The purposes of follow-up services include monitoring youth success, re-engaging disconnected youth, mentoring and support. Activities may include contact with student's employers and academic advisors, as applicable.*

D)   PERFORMANCE REQUIREMENTS

The performance of Year-Round Out-of-School Youth (OSY) programs will be assessed by the YouthWorks Administrator on a monthly basis in consideration of contract compliance, WIA Common Measures, and against benchmarks and administrative efficiencies.

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, at a minimum, the negotiated WIA 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	APPLICABILITY
Placement in employment, advanced training, or post-secondary education	In and Out-of-School Youth
Attainment of a degree or industry-recognized credential	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, Advanced Training, or Post-Secondary Education

Placement in employment or education is met when youth are engaged in an accredited post-secondary training program or institution, or attached to employment with an employer that pays Unemployment Insurance, in the first quarter following the exit quarter.

Positive outcomes include placement in:
- Military service
- Post-secondary education
- Advanced training and additional occupational skills training
- Employment with an employer that pays Unemployment Insurance
- Qualified apprenticeship

Note: Individuals participating in either post-secondary education or employment at the date of enrollment 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 industry-recognized credential within the 3rd quarter after

program exit. The educational or industry recognized 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 Industry recognized. OSHA and CPR certifications are 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 below a 9th grade level at the time of program entry. The literacy/numeracy goal is met when a youth increases his functioning level by 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 TABE tests (most current version).

The same assessment tool must be used for pre and post assessment testing. However, a different form must be used for each test (i.e., if form 9 is used for pre-testing, form 10 must be used for post-testing). Assessment must be completed every 12 weeks.

Each TABE level describes a set of skills and competencies that youth entering at that level demonstrate in the following areas:

a. Reading
b. Writing
c. Numeracy
d. Language

Although (b) is also measurable by the TABE, State tracking solely focuses on (a), (c), and (d).

Note: *In order for the attainment of skills, placement or a credential to be validated:*

- *The skills, placement or credential cannot be achieved or possessed prior to program enrollment*

- *The achievement must have occurred by the point of program completion or within the specified time span after completion*
- *Attainment of the placement, credential and/or skills must be documented*

Benchmarks and Administrative Efficiencies

The benchmark and process measures are designed to assess the progress of program efforts toward short- and long-term outcomes (WIA Common Measures, as outlined above, as well as administrative and programmatic goals) by way of data entry into the PYRAMID system. They include enrollment, initiation of an Individual Service Strategy (ISS) and fulfillment of goals, attendance, participant retention and other administrative functions reflecting effective program implementation. Benchmark and process measures will be monitored on a monthly basis and the results will be communicated to program staff along with areas requiring corrective action, as needed.

Note: Official WIA performance outcomes will be measured based on the input of data into the Commonwealth Workforce Development System (CWDS). CWDS is the system of record into which PYN inputs data. Providers are responsible for inputting all data into PYRAMID as required by PYN.

E)   CONTRACT REQUIREMENTS

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, successful respondents will receive a percentage of their contract operating award via cost-reimbursement invoicing, fulfillment of its enrollment targets, and monthly data entry. (Note that PYN strongly encourages providers to enter data on a weekly basis.) The balance of the funds will be accessible upon the achievement of outcomes including credential attainment, education or employment placement, placement retention, and literacy/numeracy skills gains. Youth wage allocations, if any, are excluded from the performance-based contract. Those dollars are administered directly to youth by PYN. The structure of the hybrid cost-reimbursement/performance-based contracts appears in Attachment 6.

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 required to meet that particular outcome.

F)   REPORTING REQUIREMENTS

WIA requires extensive data collection to validate eligibility, provision of services, and performance. The documentation of efforts and outcomes is critically important. Philadelphia Youth Network will be responsible for 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 the contract period.

On a bi-weekly basis, contracted providers 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 -- capturing student demographic, service, progress, and outcome information. Note that PYN strongly encourages providers to enter data on a weekly basis.

Because of how the Workforce Investment Act works – particularly in these challenging budgetary times – timely data entry is essential not only to the success of individual programs and performance-based contracts, but to the success of the youth workforce development system in Philadelphia and the safeguarding of these funds for young people in our city.

On a quarterly basis, contracted providers will be required to complete a narrative report outlining the programmatic, administrative and fiscal accomplishments, challenges, attempts to resolve challenges, and activities. These reports will also provide opportunities for technical assistance requests.

G)   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 the completion of a telephone verification form.

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 a youth's school status must be submitted with the enrollment application.

H)   PAYMENT OPTIONS TO PARTICIPATING YOUTH

If applicable to the proposed program, respondents may designate a youth payment allocation in the form of wages or incentive payments. Youth may only receive one form of payment during any period; they may not receive wages and incentives concurrently. 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 successful attainment of benchmark measures for each youth participant. Incentives must go beyond payment for attendance or participation in the program. A program incentive plan must be submitted for approval, and an individual incentive plan must be submitted for each youth participant to substantiate payment.

b. **Wage**

For applicable programs, youth participants will earn the Federal Minimum Wage of $7.25 per hour for services rendered.

IV. MODEL DESCRIPTIONS

This request for proposals consists of three program models: Youth Placement, Occupational Skills, and GED to College. Bidders may respond to one, two, or all three of these models. If applying to multiple models bidders must submit a <u>separate proposal for each model</u>.

The Youth Placement provider is intended to work with youth in Occupational Skills and GED to College programs as well as the City's five E3 Centers. Providers will work together to ensure that each youth is placed in a job with family-sustaining wages, advanced training, or post-secondary education.

<u>YOUTH PLACEMENT</u>

Goal:

In an effort to improve outcomes for out-of-school youth as they transition out of training programs, the Youth Placement provider will serve as a central placement unit for Occupational Skills and GED to College participants, as well as WIA-eligible youth in the E3 Centers:

- Place out-of-school youth in UI paying jobs (with employers that pay Unemployment Insurance), advanced training, or post-secondary education;
- Coordinate local employers, business and community-based organizations (that pay UI wages) and post-secondary institutions to increase job opportunities and successful educational transitions for WIA eligible out-of-school youth
- <u>Establish tight partnerships with </u>Occupational Skills, GED to College and E3 Center <u>providers</u> to position the Youth Placement provider as a central placement unit in the system.
- Train other Occupational Skills, GED to College, and E3 Center providers to deliver high-quality work readiness programming

A)   TARGET POPULATION

Youth participants must meet the following requirements:

- Between the ages of 17 and 21 at the time of enrollment
- Attached to a current WIA-funded OSY Year-Round provider or E^3 Center

B)   YOUTH SERVED

Respondents must serve at least 150 youth. The total budget currently available for this contract is $435,000. (Note that slot and budget figures may change after final slot levels and funding across the OSY system are determined.)

C)   PROGRAM SERVICES

Successful respondents will:

- Place youth in long-term UI paying jobs, advanced occupational skills training, or post-secondary education
- Provide job and educational transition and retention support
- Train Occupational Skills, GED to College, and E3 Center providers to deliver high-quality work readiness programming
- Provide youth with remedial work readiness training when necessary
- Have an understanding of appropriate employment tracks relative to occupational skills training pathways
- Recruit employers and establish linkages to unsubsidized job placements within current occupational pathways or other growth industries
- Understand post-secondary/financial aid application process
- Establish a tight working relationship with Occupational Skills, GED to College, and E3 Center providers. Begin to build relationships with placement-seeking youth three months prior to OSY program exit, acquiring necessary information from provider so that the Youth Placement provider is prepared to take primary responsibility for placement
- Provide technology/computer-based job search and education placement training
- Strengthen program services by leveraging industry, educational, employment and social service partnerships
- Provide follow-up services to support career mobility and post-secondary educational matriculation

Respondents are expected to clearly demonstrate **how** the program will provide the following:
- Recruitment, orientation, intake and case management
- Review and evaluation of the objective assessment of the academic levels, skill levels, and service needs of each participant (including by obtaining as much information as possible from the Occupational Skills, GED to College, and E3 Centers that are serving the participants)
- Development and continuous progress reviews of an Individual Service Strategy that identifies the employment goal, appropriate achievement objects, and appropriate services for the participant taking into account the assessment conducted
- An array of employment-related services to youth, including:
  – job placement, transition, and retention services
  – remedial work readiness training for youth when necessary
  – career and post-secondary education and training counseling
- Employer recruitment
- Tight partnerships with Occupational Skills, GED to College, and E3 Center providers
- Work readiness technical assistance for providers when necessary
- Youth placement within 30 days of the completion of the referral program and retention for additional 90 days of employment/placement

- Work with referring Occupational Skills, GED to College, and E3 Center providers
- in the creation of an Employment/Training/Education Development Plan that assesses participants' strengths and barriers to employment, training, or post-secondary placement (e.g. work readiness, literacy and numeracy level, academic status, interests, transportation, child care, financial need, etc.), and the most appropriate positions for each youth
- Job placement with tiered employment opportunities commensurate with youth employability skills and aptitudes
- Job retention strategies based on best practices for serving OSY with established benchmarks and incentives; and
- Advanced training and post-secondary education opportunities commensurate with youth interests, status, and skills

D)   PERFORMANCE

OUTCOME	PERFORMANCE LEVEL)
Placement: Initial Placement in UI wage jobs, advanced training, or post-secondary education	65%
Retention: WIA-validated Placement in UI wage position, advanced training, or post-secondary education in the first quarter after program exit quarter	60%

E)   COST PER SLOT

Up to $2900 per slot. (See Attachment 5 for structure of hybrid cost reimbursement/performance-based contract.)

OCCUPATIONAL SKILLS TRAINING MODEL

Goal:
- Provide occupational skills training in high growth industries **leading to an industry-recognized credential**, GED or high school diploma, and employment or advanced training.

- Train young people to be **work-ready** – so that they are able to seek and retain a job. Skills such as timeliness and reliability; accountability; respect for supervisors, co-workers, and customers; ability to manage emotions on the job; ability to accept supervision and feedback; and appropriate attire; as well as the nuts and bolts of resume writing, interviewing, and job searching are *imperative* to success. This is an essential component of the program.

- These programs must train young people for employment in a **specific industry and for a specific job or range of jobs**. The industry of focus must employ a substantial number of people in the Philadelphia region in jobs that pay a family-sustaining wage.

These dollars are not meant to support general youth development or career exposure programming.

Targeted industry growth sectors are in the following areas:
- Healthcare (*i.e., nurse/home health aide, dental assistants, clinical/administrative medical assistants*)
- Information Technology (*i.e., computer software/hardware training, programming languages*)
- Sustainable Manufacturing (*i.e., green construction, renewable energy, energy efficiency, weatherization[1]*)
- Hospitality (*i.e., food/beverage/maintenance services, hotel administration*)
- Transportation/Warehousing (*i.e., trucking/CDL, automotive mechanics/inspections*)

Note: *Respondents must specify the industry-recognized credential that youth will attain and substantiate the availability of jobs that pay a family sustaining wage. Additional job categories not listed above may be included if this information is provided.*

A) TARGET POPULATION

Youth participants must meet the following requirements (unless otherwise noted by pathway):
a) Not currently tied to a secondary institution
b) Between the ages of 17and 21 at the time of enrollment
c) Test at or above the 6th grade in literacy and numeracy
d) Seeking a GED and/or Occupational Skills Training Credential in one of the targeted industry growth sectors
e) Seeking placement in employment or advanced training in the targeted occupation(s), or in a post-secondary institution, upon program completion

B) YOUTH SERVED

Respondents must serve a minimum of 30 youth.

C) PROGRAM SERVICES

The Occupational Skills model focuses on occupational training, work readiness preparation, and academic instruction.

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[1] Sustainable Manufacturing as defined by the National Council for Advanced Manufacturing as supported the Dept. of Commerce.

Successful respondents will:

- Offer occupational skills training that is closely aligned with the knowledge, skills and competencies necessary to obtain an industry credential and succeed in the workplace
- Prepare participants for a specific job or range of jobs within a specific industry. The industry of focus should employ a substantial number of people in the Philadelphia region in jobs that pay a family sustaining wage
- Provide work readiness training so that young people are prepared to succeed when they obtain a job
- Utilize diagnostic assessment to identify appropriate instructional strategies to remediate students deemed basic skills deficient in literacy and/or numeracy (below 9th grade level in literacy and/or numeracy, as measured by the TABE)
- Prepare students to obtain an industry-recognized credential. If the target credential requires <u>more than one month to obtain</u>, providers must also prepare students for an "<u>intermediate</u>" <u>credential</u> (one that requires less than one-month to acquire, such as OSHA 10, First Aid, or CPR)
- Prepare students to pass the GED exam
- Provide comprehensive social supports
- Collaborate with Youth Placement provider in placing appropriate participants in UI-paying jobs upon program completion and placing those participants that are interested in advanced training or post-secondary education
- Strengthen program services by leveraging industry, educational, employment and social service partnerships

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

- Recruitment, orientation, intake and case management
- Provide an objective assessment of the academic levels, skill levels, and service needs of each participant
- Development and continuous progress reviews of an Individual Service Strategy that identifies the employment goal, appropriate achievement objects, and appropriate services for the participant taking into account the assessment conducted
- Training leading to preparation for a specific job or range of jobs in a specific industry
- Training leading to an industry-recognized credential(s)
- Work readiness training that will prepare young people for success when they obtain a job
- Academic preparation leading to the GED
- Academic supports to remediate students that are basic skills deficient in literary and/or numeracy

- If appropriate for program model, internships or apprenticeships within industry pathway;
- Career planning and counseling, including advanced training and education counseling if appropriate
- Case management with comprehensive social supports
- In collaboration with the Youth Placement provider, placement upon program completion in UI paying jobs and/or placement in advanced training or post-secondary education programs
- Comprehensive transition and follow-up support services

Note: Effective collaboration with the Youth Placement provider includes the ability to:
- Connect participants with Youth Placement provider within 1 month of developing Individual Service Strategy via PYN prescribed referral process
- Forward relevant skills documentation to Youth Placement provider as obtained (i.e., ISS, resume, industry-recognized certification)
- Maintain weekly communication with Youth Placement provider to monitor and support progress toward placement

D) PERFORMANCE

OUTCOME	PERFORMANCE LEVEL
Program Retention	85%
Attainment of a GED and/or Industry Recognized Credential prior to program completion	75%
Placement: Initial Placement in • UI wage job 30 days after program exit and/or • Advanced training or post-secondary education program	65%
Retention: WIA-validated in UI wage position, advanced training, or post-secondary education program in the first quarter after program exit quarter	60%
Literacy and/or Numeracy Skill Gains	60% of Basic Skills Deficient participants

E) COST PER SLOT

Respondents may apply for up to $6,000 per slot to support operating and wages for this model. (See Attachment 5 for structure of hybrid cost-reimbursement/performance-based contract.)

GED-TO-COLLEGE

Goal:

The GED-to-College model is intended to build upon the achievements and strengths of existing programs through restructuring and the leveraging of high quality partnerships and resources. As such, the model is designed to strengthen the connections that GED aspirants experience between preparation for the GED, successful transition into college, and subsequent employment. While pursuing the GED, the focus of the model is on facilitating student development of the necessary skills, knowledge and abilities for college and career success. The rigor of GED preparation is an area of special importance given the aim for program participants to place into credit bearing college courses upon attainment of the GED. To this end, quality partnerships with post-secondary institution(s) and other key stakeholders will be integral to the success of this program.

Successful respondents are expected to demonstrate an understanding of the target student population, core college readiness standards, and evidence based strategies for teaching young adults. Knowledge of effective pedagogy, content and relevant technologies will be essential. The strategies that program staff employ must include the development of academic and non-academic skills related to college matriculation and completion. Successful respondents will describe **how** the program design will satisfy the requirements of the model.

A)   YOUTH ENROLLMENT

Experience with this program model has shown that small cohorts are most effective and therefore it is recommended that **respondents serve 25 youth**. *Respondents with specialized programs that cannot meet the minimum number, or intend to exceed, may request a waiver of this requirement by providing sufficient justification, e.g. documenting the absence or presence of a large enough cohort or other unique factors.*

In addition to completion of the PYN enrollment process that includes the Workforce Investment Act eligibility requirements for out of school youth, participants must meet the following requirements at the time of enrollment:
*   Meet age restrictions of 17 and 21
*   Test at or above the 7th grade equivalent in literacy or numeracy on the Test of Adult Basic Education (TABE) or other state recognized assessment
*   Identify the GED as their secondary education credential of choice
*   Aspire to enroll in an accredited institution of higher education upon completion.

Per WIA funding guidelines, successful enrollees may not be replaced upon exit from program. Therefore, the establishment of additional entrance requirements, as well as rigorous orientation and assessment processes prior to enrollment will be necessary in order to identify those applicants most likely to engage, persist and succeed. These processes must also include

a strategy for diversion of unsuccessful applicants to other suitable programs.

Programs must have discrete start and endpoints with managed enrollment, however, processes will be necessary to manage issues associated with students enrolling at a variety of levels, with a variety of needs, and progressing at a variety of speeds. Therefore, it will be necessary for programs to include a process for differentiated service offerings and multiple points for successful transition to accommodate student advancement and maintain cohort integrity.

B) **PROGRAM COMPONENTS AND CONTENT**

This model consists of three components for which holistic student development is a primary focus. It should be noted that the provision of these services may span the program life cycle and should be integrated throughout.

- **Academic and social development,** understanding that post-secondary success depends on both. This component is marked by:

a. An objective assessment of the academic levels, skill levels, and service needs of each participant
b. Development and continuous progress reviews of an Individual Service Strategy that identifies the employment goal, appropriate achievement objects, and appropriate services for the participant taking into account the assessment conducted
c. The creation and maintenance of a college-going program culture and climate
d. Rigorous GED curriculum and instructional practices aligned with college readiness standards
e. Varied enrichment offerings that connect academics and work
f. Comprehensive, student-centered career planning and exploration
g. The provision of work experience, internship and training opportunities
h. Inclusion of work-oriented skills instruction integral to career success such as financial literacy, interview skills, resume writing, and time management
i. Elective and extra-curricular opportunities that align with student interests and promotes retention and develops program culture

- A **post-secondary transition component** that involves services being provided around the college application and entrance process to be marked by:

a. Assistance with the process of acquiring financial aid, scholarships and income generating opportunities such as work study or part time employment
b. Preparation for post-secondary entrance exams
c. Coordination of 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
d. Provision of comprehensive student supports (social service, life skills, financial literacy and engagement activities)

- Ongoing support through completion of post-secondary program, providing students with the necessary support to navigate the social, financial, academic, and bureaucratic challenges they may encounter once matriculated.

C) ANTICIPATED CREDENTIALS

GED is the primary credential of this program. In addition, students should be eligible to obtain employer and/or state-recognized certifications and credit-bearing benchmark credentials (such as course certifications) leading to an Associate's or Baccalaureate degree. These certifications must be integrated into the curriculum and scaffold student achievement toward identified outcomes relevant to student learning and post-secondary aspirations.

D) PARTNERSHIP

The success of this program will be based in part on the quality of partnerships with an accredited institution of higher education that must be developed prior to the launch of the contract. A partnership framework of high-quality is defined by clear roles and responsibilities, ongoing development of support for students and staff through joint planning, and opportunities tailored to the needs of staff and students (including but not limited to professional development, advance credit opportunities, placement testing, and specialized services).

As income is often a barrier to student retention, collaboration with the Youth Placement provider will be necessary in placing participants in UI-paying jobs.

E) PROGRAM REPORTING AND MEASUREMENT

PYN will conduct a three pronged monitoring process that will cover program compliance, program quality, and fiscal standing on a monthly basis in order to ensure program performance. This will require the following of successful applicants:

A commitment to program development including:
   a. Weekly data entry and monthly analysis
   b. Use of data to inform decision-making
   c. Collaborative planning with PYN, informed by monitoring results

F) PERFORMANCE

OUTCOME	PERFORMANCE LEVEL
Program Retention	85%
Attainment of a GED	80%
WIA-validated Placement in advanced	80%[2]

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[2] Up to 10% of this performance level can be obtained by placing participants into UI wage employment.

training or post-secondary education	
Literacy and/or Numeracy Skill Gains	60% of Basic Skills Deficient participants

F) **COST PER SLOT**

Respondents may apply for up to $6,000 per slot to support operating and wages for this model. (See Attachment 5 for structure of hybrid cost-reimbursement/performance-based contract.)

V. APPLICATION PROCESS

A)   Period of Performance:

This request for proposals is intended to cover a twelve-month period beginning September 1, 2011 and concluding August 31, 2012. At the discretion of the Philadelphia Council for College and Career Success (the Council) and the Philadelphia Workforce Investment Board (PWIB), two optional one-year extensions may be granted based on performance and the availability of funding.

B)   Who is Eligible to Apply?

The PWIB and Council for College and Career Success are seeking non-profit and for-profit youth serving organizations with significant capacity and demonstrable out-of-school youth service 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 is available on the Philadelphia Workforce Investment Board (PWIB) website: www.pwib.org, the 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.

PROPOSAL TIMELINE

Proposal Release Date	April 8, 2011
Bidders' Conference	April 15, 2011, 3:00-5:00 pm 714 Market Street Wade Blank Conference Room, 5th flr Philadelphia, PA 19106
Letter of Intent to Apply	April 21, 2011
Proposal Due Date	May 10, 2011
Applicant Notification	June 24, 2011
Contract Start Date	September 1, 2011

The Philadelphia Council for College and Career Success will meet on June 14, 2011 to vote on award recommendations. The Philadelphia Workforce Investment Board will vote on the Council's award recommendations on June 22, 2011.

Please Note: Questions regarding development and submission of this RFP **should be submitted via e-mail** to pynrfp@pyninc.org. Questions and answers from the Bidders' Conference will be posted on the following websites: www.pwib.org, www.philadelphiacouncil.org, and www.pyninc.org.

D) Notification of Intent to Apply:

Prospective applicants should 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) 502-3841 and is due no later than 4:30 p.m. on **April 21, 2011**, 2011. 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, April 15 2011, 3:00-5:00 pm at 714 Market Street, 5th Floor. Attendance is <u>STRONGLY ENCOURAGED</u>. Please RSVP your attendance by completing the form on Philadelphia Youth Network's website (www.pyninc.org).

Application Process: Respondents must follow the procedures outlined in this RFP.

Application Submission: One original and <u>one electronic copy</u> (flash drive or CD) must be submitted. The electronic copy *must include* all cover sheets; narrative; Attachments 3, 4, and 5; budget document (both tabs); budget narrative; letters of support and memorandums of understanding; and program schedules. The electronic submission must include:

- A complete PDF version with *all* documents listed above
- In <u>Word</u> – the cover sheets, narrative, and attachments
- In <u>Excel</u> – the budget form

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

- The Proposal Cover Sheets (see Attachment 3) <u>must</u> be completed (with no items left blank) and attached to the front of the proposal.

- Agencies must also supply two copies of the most recent year's independent auditors' reports and accompanying financial statements

- Two copies of the most recent IRS Form 990

- IRS Letter of Determination or other proof of legal status, and proof of insurance

- Note that audit and 990 are not required if your organization is currently funded by PYN.

All applications must be received by 12:00PM on May 10, 2011. Applications mailed in advance must be sent via certified mail and received by 12:00PM on the due date.

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

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

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

Review Process: A review committee will read proposals and evaluate them with a formal scoring rubric.

- **Interview**. Applicants will be invited to the PYN offices for a **proposal interview**, which will account for 30 points of the application score.

- **Past Performance**. If you are a current PYN provider applying to operate a like program model, 2010 performance Past will be calculated into your final proposal score. Past performance will account for five points of the application score. (Applicants with past performance included will be scored out of 135 points. Applicants without past performance will be scored out of 130. The final application score will be calculated as a <u>percentage of total possible points.</u>)

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

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)
- Full-time chief executive officer (documented in IRS form 990)
- Proven fiscal capacity for fund accounting (copy of audit submitted with RFP must be within the last year and satisfactorily address all findings)
  - o Most recent 990
  - o Audited financial statements
    - Supplemental schedules
    - Management letter
- Has (or is able to obtain) appropriate insurance with contract

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

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

VI. APPLICATION NARRATIVE

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

Respondents that are eligible and want to apply for more than one program model will need to submit a separate application for each model.

The submitted narrative <u>must</u> address **all** sections **and** meet the following specifications:

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

1. Organizational Capacity and Relevant Experience (20 points)

a) Provide a profile of the organization, including the mission and vision statements

b) Describe the relevant experience of the organization and subcontractors -- if any -- within the past five years providing comparable services to out-of-school youth, employers, and other youth serving organizations, as described in the program description section. Please detail specific relevant quantitative outcomes for comparable services to youth during this same time period.

c) Describe how the organization will integrate the proposed program into its current structure and services through the alignment of staff, physical, and financial resources. Please attach an organizational chart that illustrates how the proposed program and staff fit into the organization (include this chart as an attachment; it does not count towards the 12 page limit).

d) Document relevant experience, if any, with administering performance-based contracts. Please demonstrate the organization's capacity to manage financial risk due to poor performance.

2. Program Components (50 points)

Connections with:

a) *Occupational Skills, GED to College, and E3 Center providers*. Describe how the organization will establish, implement, and manage relationships with the other Occupational Skills,GED to College, *and E3 Center* providers to operate as a central placement unit in the system.

b) *Youth*. Describe how the organization will establish relationships with youth from other Occupational Skills,GED to College, *and E3 Center* providers and process and intake of those youth.

    i. How will the program orient youth to the service? In what timeframe?

    ii. How will the program develop each young person's Employment/Training/Education plan?

- What information will the program collect about the youth from the referring program?

- What information will the program collect, and how will the program collect, information directly from the youth?

- How will the program determine what are appropriate placements to seek for the youth and what other supports they might need?

c) *Employers and Training Organizations*. Describe how the organization will build and manage relationships with a broad range of employers -- including employers in the industries for which young people are being trained in the occupational skills programs – as well as appropriate advanced training providers.

d) *Partners.* Describe relationships – if any -- with employers, training and educational institutions, and/or social service organizations that will benefit your placement service. If any, detail these relationships and what role each will serve. If the partner will provide a specific service, detail the service that will be offered, how those services will lead to desired outcomes, and how the partnership will be managed (Please provide a letter of support from each partner listed. If a partner will provide a specific service to the program, please provide a memorandum of understanding detailing the service(s) rather than a letter of support).

Direct Services

a) Describe the services the program plans to provide to youth and the schedule on which you anticipate providing them. Please include:

- *Engagement*. After the initial intake process, how will the program keep each young person engaged with the organization across the necessary life of the relationship?

- *Case Management*.
    - Describe how you will review and evaluate the objective assessment of the academic levels, skill levels, and service needs of each participant

    - Describe how you will develop and review Individual Service Strategies that identify the employment goals, appropriate achievement objects, and appropriate services for the participants taking into account the assessment conducted

- *Remedial Work Readiness*. Describe the remedial work readiness programming the organization will provide to those young people that need it. What will the remediation include? How will it be delivered?

- *Placement*. Through what process will the program help youth find placements in jobs, advanced training or post-secondary education?

    - How will the program train youth to conduct computer-based employment and training searches? Other searches?

    - How will the program connect youth with employers? (For youth referred from Occupational Skills Training programs, how will the program prioritize connecting them to opportunities relevant to the occupational training they received)?

- How will the program connect youth with appropriate training institutions?

- *Retention*. How will the program work with youth to help them transition into and retain the jobs and placements that they attain? How will the program engage employers to increase the likelihood of successful retention?

- *Calendar and Schedule*. Please provide a typical one-month calendar of the services the program proposes to provide <u>and</u> a typical weekly schedule. (Include these as attachments; they do not count towards the 12-page limit).

- *Follow-up*. How will the organization provide the mandatory 12 months of follow-up to the young people served? What methods will the program use to contact, collect information from, and support youth?

b) *Training*. Describe the training the program will offer to help other providers offer high-quality work readiness training. What will the training include? What methods will the program use to deliver the training? Describe the experience the organization has, if any, delivering training in this area.

3. Evaluation and Data (10 points)

a) Does the organization currently use data to monitor, evaluate, and improve programs? If so, please describe this process. Provide a concrete example of how your organization has used program data to make decisions about a program or programs.

b) How will the organization evaluate the effectiveness of the placement program on an ongoing basis? And how will you use this information to adjust practice if necessary? For example,

i. Will the program collect information beyond PYN mandated outcomes? If so, what and how?

ii. Will the program collect information on employer satisfaction? If so, what and how?

iii. Is there qualitative information the program will collect to inform your practice? If so, what and how?

c) How will the program ensure that all <u>service and outcome</u> data is submitted to PYN in an accurate and timely manner? Who in the program will be responsible for data entry? *Because of requirements of the Workforce Investment Act – particularly in these challenging budgetary times – timely data entry is essential not only to the success of your program and your performance-based contract but to the success of the youth workforce development system in Philadelphia and the safeguarding of these funds for young people in our city*.

4. Staffing (10 points)

a) Provide a staffing plan including positions and areas of responsibility. Be sure to include the position or positions responsible for 12-month follow-up of youth. (Please include a job description for each position as attachments; these will not be counted towards the 12 page limit.)

b) Describe the election criteria you use to hire or place staff in each role.

c) Describe how your organization orients and trains new staff members. How specifically will you orient and train staff to operate this program? What ongoing professional development will staff receive?

d) Describe your organization's staff retention program. What methods and processes does your organization have in place to retain staff? How successful are these efforts? What is the average staff tenure at your organization? What is the annual staff turnover rate?

5. Challenges and Model Development

a) What are the greatest challenges that you anticipate in delivering this program? How do you hope to resolve them? What support can PYN provide to help address these challenges?

b) Does the organization have experience in participating in a community of practice among related programs? What benefits or challenges does the organization anticipate in being involved in such a group?

c) How will youth be included in the ongoing development of the program?

OCCUPATIONAL SKILLS MODEL NARRATIVE

1. Organizational Capacity and Relevant Experience (20 points)

a) Provide a profile of your organization, including the mission and vision statements

b) Describe the relevant experience of the organization and subcontractors -- if any -- within the past five years providing comparable services to out-of-school youth as described in the program description section. Please describe specific relevant quantitative outcomes for comparable services to youth during this same time period.

c) Describe how the organization will integrate the proposed program into its current structure and services through the alignment of staff, physical, and financial resources. Please attach an organizational chart that illustrates how the proposed program and staff fit into the organization (include this chart as an attachment; it does not count towards the 12 page limit).

d) Document relevant experience, if any, with administering performance-based contracts. Please demonstrate the organization's capacity to manage financial risk due to poor performance.

2. Program Components (50 points)

Focus

a) *Specific Job*. For what <u>specific industry and job or range of jobs</u> will the program train young people? (Jobs and industry should be from <u>the high priority occupation list</u> or another high priority occupation).

 i. Approximately how many jobs of this nature are available in the greater metropolitan area?

 ii. What is an average starting wage for this type of job?

b) *Credential*. What industry-recognized credential(s) will youth obtain? If the primary credential takes more than one month to acquire, for the questions below describe the <u>intermediate credential</u> the program will deliver, as well as the primary credential. Please include:

 i. Name and type of credential

 ii. Length of time needed to obtain credential

 iii. All requirements to qualify for the credential (e.g. does a person need a GED in-hand to sit for the examination?)

 iv. The rationale for the credential(s) to be offered.

Direct Service

a) Describe the services the program plans to provide to youth and the schedule on which the program anticipates providing them. Please include:

    i. *Recruitment*. Describe the strategy for recruiting youth into the program. How will the program engage youth? Where will the organization look for youth? What criteria will the program look for beyond WIA eligibility requirements?

    ii. *Case Management*. Describe how you will evaluate the objective assessment of academic levels, skill levels, and service needs of each participant.

    iii. *Intake and Orientation*. Describe the intake and orientation process.

- What information will you collect from the young people in your program, and what tools will you use to collect it (including the TABE to assess literacy and numeracy status)?
- How will you develop an individual service strategy (ISS) that identifies the employment goals, appropriate achievement objectives, and appropriate services for the participants taking into account the assessment conducted and plan for each youth? What will this plan include?

- How will you orient youth to the program? Please give a detailed description of your orientation process.

    iv. *Skills Training*. Describe in detail the occupational skills training young people will receive and the methods that the program will use to deliver the training. (*Please cite any standard curricula that the program will use*). Be sure to include:

- What is the course of study?

- In what activities will the youth engage? Will they be engaged in classroom learning, hands-on activities, or both?

- In what facilities will the training occur? Do these facilities mimic the real environment in which someone would actually work?

- What does a typical day of training look like for a young person? How many hours of training will they receive per week, and across the program?

    v. *Work Readiness Training*. Please describe how the program will prepare young people for the workplace. Skills such as timeliness and reliability; accountability; respect for supervisors, co-workers, and customers; ability to manage emotions on the job; ability to accept supervision and feedback; and appropriate attire; as well as the nuts and bolts of resume writing, interviewing, and job searching, are _imperative_ to success. This is an essential component of the program. (*Please cite any standard curricula that the program will use*). Be sure to include:

- What topics will this training cover?

- How will the training be delivered? Will young people be engaged in classroom activities, hands-on activities, or both? Please describe.

- What does a typical day of training look like? How many hours of training will they receive per week and across the program?

vi. *Academic Instruction*. Describe how the program will increase literacy and numeracy skills and prepare young people to acquire their GED or high school diploma. (*Cite any standard curricula that the program will use*).

- *Literacy/Numeracy*. Please describe how the program will help young people acquire the necessary literacy and numeracy skills. If they enter as Basic Skills Deficient, how will the program ensure that they increase their literacy and/or numeracy levels (as measured by the TABE) by at least one Educational Functional Level within one year of program enrollment?

- *GED or High School Diploma*. Please describe how the program will prepare young people to acquire their GED or high school diploma.

vii. *Supportive Services*. Describe what supportive services the program will provide to remove barriers and facilitate success.

viii. *Career Training and Education Counseling and Transition Planning*. How will the program help young people plan for their next step after completion of the program – into a job, advanced occupational training, or post-secondary education? Will the program have internal capacity to place youth in jobs, training or education?

ix. *Calendar and Schedule*. Please provide a typical one-month calendar of the services you propose to provide and a typical weekly schedule. Also provide a monthly summary of the entire course of study for a group of young people. (Include these as attachments; they do not count towards the 12-page limit.)

x. *Follow-up*. How will the program provide the mandatory 12 months of follow-up to the young people served? What methods will you use to contact, collect information from, and support youth?

Connections

a) *Employers and Training Organizations.* Describe relationships – if any -- with employers, training institutions, and educational institutions that will facilitate finding youth proper placements upon completing the program. (Please provide a letter of support from each partner listed. If a partner will provide a specific service to the program, please provide a memorandum of understanding detailing the service(s) rather than a letter of support.)

b) *Youth Placement Provider.* Please describe how the organization will plan to collaborate with the Placement Provider (described earlier in the RFP) to maximize the likelihood that the youth in the program will receive a proper placement upon program completion. Even programs with strong internal placement capacity will likely benefit from a relationship with the placement provider.

c) *Others.* Describe any other relationships with organizations that will benefit or play a specific role in the program. If the partner will provide a specific role, explain the nature of the relationship, any services that will be offered, how those services will lead to desired outcomes, and how the partnership will be managed. (Please provide a letter of support from each partner listed. If a partner will provide a specific service to the program, please provide a memorandum of understanding detailing the service(s) rather than a letter of support.)

3. Evaluation and Data (10 points)

d) Does the organization currently use data to monitor, evaluate, and improve programs? If so, please describe this process. Provide a real example of how your organization has used program data to make decisions about a program or programs.

e) How will the organization evaluate the effectiveness of the program on an ongoing basis? And how will the program utilize this information to adjust practice if necessary? For example,

   i. Will you collect information beyond PYN mandated outcomes? If so, what and how?

   ii. Will you collect information on employer satisfaction? If so, what and how?

   iii. Is there qualitative information you will collect to inform your practice? If so, what and how?

f) How will the program ensure that all <u>service and outcome</u> data is submitted to PYN in an accurate and timely manner? Who in the program will be responsible for data entry? *Because of the requirements of the Workforce Investment Act – particularly in these challenging budgetary times – timely data entry is essential not only to the success of your program and your performance-based contract but to the success of the youth workforce development system in Philadelphia and the safeguarding of these funds for young people in our city*.

4. Staffing (10 points)

e) Provide a staffing plan including positions and areas of responsibility. (Please include a job description for each position as attachments; they do not count towards the 12-page limit.)

f) Describe the election criteria the organization will use to hire or place staff in each role.

g) Describe how your organization orients and trains new staff members. How specifically will you orient and train staff to operate this program? What ongoing professional development will staff receive?

h) Describe your organization's staff retention program. What methods and processes does your organization have in place to retain staff? How successful are these efforts? What is the average staff tenure at your organization? What is the annual staff turnover rate?

5. Challenges and Model Development

a) What are the greatest challenges that you anticipate in delivering this program? How do you hope to resolve them? What support can PYN provide to help address these challenges?

b) Does the organization have experience in participating in a community of practice among related programs? What benefits or challenges does the organization anticipate in being involved in such a group?

c) How will youth be included in the ongoing development of the program?

1. Organizational Capacity and Relevant Experience (15 points)

a) Provide a profile of your organization, including the mission and vision statements

b) Describe the relevant experience of the organization and subcontractors -- if any -- within the past five years providing comparable services to out-of-school youth as described in the program description section. Please describe specific relevant quantitative outcomes for comparable services to youth during this same time period. *Note that the organization must already deliver successful GED programming to be considered for funding in this model. Organizations that do not currently operate a program will not be considered for funding.*

c) Describe the your organization will integrate the proposed program into its current structure and services through the alignment of staff, physical, and financial resources. Please attach an organizational chart that illustrates how the proposed program and staff fit into the organization (include this chart as an attachment; it does not count towards the 12 page limit).

d) Document relevant experience, if any, with administering performance-based contracts. Please demonstrate the organization's capacity to manage financial risk due to poor performance.

2. Program Components (60 points)

Partnerships

a) *Post-Secondary Education*. The GED to College program *must have* a formal relationship established with an accredited institution of higher education. Proposals submitted without a documented partnership will not be considered for funding. Please detail the program's higher education partnership. Explain the nature of the relationship, any services that will be offered, how those services will lead to desired outcomes, and how the partnership will be managed. (*Provide a memorandum of understanding detailing the relationship and services that will be provided.*)

b) *Youth Placement Provider*. Income is often a barrier to student retention. For this reason, the program should collaborate with the Youth Placement provider to secure jobs for those young people who express the need or interest. Please describe how the organization plans to collaborate with the Placement provider.

c) *Others*. Describe any other partnerships with organizations that will benefit or play a specific role in the program. Explain the nature of the relationship, any services that will be offered, how those services will lead to desired outcomes, and how the partnership will be managed. (*Provide a memorandum of understanding detailing the relationship and services that will be provided*).

Direct Services

a) *Academic and Social Support*. Detail the academic and social supports the program will provide, recognizing that both are necessary for postsecondary success. Please include:

   i. *Case management.* Describe how you will review and evaluate the objective assessment of the academic levels, skill levels, and service needs of each participant. Describe how you will develop and review Individual Service Strategies that identify the employment goals, appropriate achievement objects, and appropriate services for the participants taking into account the assessment conducted

   ii. *College-going culture*. Please describe how the program will create and maintain a college-going culture and climate.

   iii. *Literacy and Numeracy.* Detail how the program will help young people acquire the necessary literacy and numeracy skills to be prepared for postsecondary success. Detail the curriculum and instructional practices that the program will implement. Explain how these align with college-readiness standards.

      - Youth that enter the program as Basic Skills Deficient (below 9th grade level in reading or math as measured by the TABE) must minimally increase their literacy and/or numeracy levels by at least one Educational Functional Level within one year of program enrollment to meet WIA performance requirements.

   iv. *GED*. Describe how the program will prepare young people to acquire their GED. Detail the curriculum and instructional practices that the program will implement. Explain how these align with college-readiness standards.

      - If the program's Literacy/Numeracy and GED instruction represent a single course of study, feel free to present as such, but be certain to detail specifically how the program will address both of these goals.

   v. *Credentialing*. The GED is the primary credential for this model. However, students should also be eligible to earn credit-bearing credentials (such as course certifications) leading to an Associate's or Baccalaureate degree. How will the organization integrate these intermediate credentials into the program where appropriate, so that they build toward student achievement of learning and postsecondary goals?

      - There may also be industry-recognized credentials (such as CPR, OSHA 10, First Aid or others) that are relevant to a student's career aspirations or otherwise useful. If so, it is to the advantage of the program to make them available. Will the program integrate such opportunities, where appropriate, for youth? If so, how?

   vi. *Work readiness programming*. Please describe the career-connected instruction and opportunities that the program will provide. Be sure to include:

- Work readiness training. Please describe how the program will prepare young people for workplace success. Skills such as timeliness and reliability; accountability and time management; respect for supervisors, co-workers, and customers; ability to manage emotions on the job; and the ability to accept supervision and feedback; as well as the nuts and bolts of resume writing, interviewing, job searching, and financial literacy are important.

- Internship opportunities. *Note that this is an optional program component*. Does the program include internship opportunities for youth? If so, what is the internship model? When will internships take place, how many hours will they operate per week? How many weeks? How will the experience for the young person and employer be managed? Does the program have relationships with employers where they can place youth, or ideas for employers to approach? If so, please list employers. (*If there is a relationship in place, please include a memorandum of understanding if a specific arrangement has been agreed upon, or a letter of support if there is a relationship but no specific agreement*). Does the organization have experience managing internships? If yes, please describe.

- Enrichment activities. What other enrichment activities will the program offer that connect academics and work?

- Career planning. Describe how the program will deliver comprehensive career planning, helping youth to plot a career course.

vii. *Elective and extra-curricular opportunities*. Please describe how the program will provide elective and extra-curricular activities that align with student interests. These activities should be designed to promote student retention and build program culture.

b) *Post-secondary Transition*. Describe the services the program will provide to support the college application and entrance process. Please include:

i. *Post-secondary counseling and admissions*. Describe how the program will help students apply to and gain admissions to college.

ii. *Financial aid and planning*. Please detail how the program will help students acquire financial aid, scholarships and income generating opportunities such as work study or part-time employment.

iii. *Test preparation*. Describe how the program will prepare students to take and perform at an acceptable level on postsecondary entrance exams.

iv. *Introductory programming.* Describe what experiences the program will provide to introduce young people to college, including activities such as interaction with faculty and staff, introduction to course offerings, immersion programs, and exposure to the general college culture, campus, and system.

v. *Student supports*. Describe what other supports the program will provide and how it will provide them, including social services, barrier removal, financial literacy specific to the college process, or other.

c) *Ongoing Support*. Once students earn admission to a college, they will need help to succeed. What ongoing supports will the program provide to help students navigate the social, financial, academic, and bureaucratic challenges students may encounter once they matriculate.

i. *Note that the Workforce Investment Act requires follow up with students for at least one year*. The program must maintain contact and collect information on the status of the student, as well as deliver the supports detailed for the GED to College model.

d) *Calendar and Schedule*. Please provide a typical one-month calendar of the services the program proposes to provide <u>and</u> a typical weekly schedule. Also provide a monthly summary of the entire course of study for a group of young people (Include these as attachments; they do not count towards the 12 page limit.)

3. Evaluation and Data (10 points)

a) Does the organization currently use data to monitor, evaluate, and improve programs? If so, please describe this process. Provide a real example of how your organization has used program data to make decisions about a program or programs.

b) How will the organization evaluate the effectiveness of the program on an ongoing basis? And how will the program utilize this information to adjust practice if necessary? For example:

ii. Will you collect information beyond PYN mandated outcomes? If so, what and how?

iii. Will you collect information on employer satisfaction? If so, what and how?

iv. Is there qualitative information you will collect to inform your practice? If so, what and how?

c) How will the program ensure that all <u>service and outcome</u> data is submitted to PYN in an accurate and timely manner? Who in the program will be responsible for data entry? *Because of the requirements of the Workforce Investment Act – particularly in this challenging budge era – timely data entry is essential not only to the success of your program and your performance-based contract but to the success of the youth workforce development system in Philadelphia and the safeguarding of these funds for young people in our city*.

4. Staffing (5 points)

i) Provide a staffing plan including positions and areas of responsibility. (Please include a job description for each position as attachments; they do not count towards the 12 page limit.)

j) Describe the selection criteria you will use to hire or place staff in each role.

k) Describe how your organization orients and trains new staff members. How specifically will you orient and train staff to operate this program? What ongoing professional development will staff receive?

l) Describe your organization's staff retention program. What methods and processes does your organization have in place to retain staff? How successful are these efforts? What is the average staff tenure at your organization? What is the annual staff turnover rate?

5. Challenges and Model Development

a) What are the greatest challenges that you anticipate in delivering this program? How do you hope to resolve them? What support can PYN provide to help address these challenges?

b) Does the organization have experience in participating in a community of practice among related programs? What benefits or challenges does the organization anticipate in being involved in such a group?

c) How will youth be included in the ongoing development of the program?

VII. BUDGET INFORMATION (10 points)

Budget Forms: The budget form *(provided in a separate Excel spreadsheet)* must be included in the application. Please note that the Excel file contains two worksheets (each with a separate tab at the bottom of the open file/workbook). You must complete both worksheets to provide required budget information. <u>Successful respondents may be required to give further budget information at the time of contract negotiations</u>.

Budget Narrative: In addition to the Budget Summary, respondents must submit a Budget Narrative not exceeding three pages describing each of the costs included in the requested cost categories.

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

Cost per participant: Each model has a maximum PYN cost per participant. This cost includes <u>program operations</u> and <u>youth pay</u> (wages or incentives). Cost caps in each category are as follows:

PROGRAM MODEL	COST PER PARTICIPANT
YOUTH PLACEMENT	$**2900**
OCCUPATIONAL SKILLS	**$6000**
GED TO COLLEGE	**$6000**

Total Budget: This amount is equal to the cost-per-participant multiplied by the number of participants.

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

For programs that provide internships or work experiences, contractors will be required to record the hours worked for each participant on a PYN issued timesheet and submit weekly payroll files electronically via the web-based 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/incentive line for the amount requested in wages/incentives for participating youth.

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

<u>Administrative Cap</u>: 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).

<u>Indirect Costs</u>: Organizations that don't have an approved indirect cost rate must either apply for an indirect cost rate if they have more than once source of funding, where one is federal, or they must have the ability to appropriately allocate their administrative costs.

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.*

- The budget form has two worksheets (each with a labeled tab at the bottom). Respondents should only fill in applicable cells. The formulas will automatically calculate the totals.

- The first worksheet is the hybrid cost-reimbursement/performance-based budget and, for successful applicants, will serve as the basis for the contract budget. This form includes <u>performance-based allocations</u> as well as <u>itemized cost-reimbursement expenses</u>.

- The second worksheet gives the applicant the opportunity to reflect the intended use of *all* revenue by itemizing the entire requested budget amount, allocating 100% of dollars to itemized budget categories (including those dollars the provider will access through <u>cost reimbursement</u> as well as those dollars the provider will access through <u>performance</u>).

- 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 **contracts@pyninc.org**.

VIII. ATTACHMENTS

ATTACHMENT 1

NOTIFICATION OF INTENT TO APPLY

THIS PAGE IS DUE ON OR BEFORE April 21, 2011, 4:30PM

SEND BY FAX TO: 267-502-3841

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

OUT-OF-SCHOOL YOUTH PROGRAM MODELS	PROPOSALS WE INTEND TO SUBMIT
YOUTH PLACEMENT	☐
OCCUPATIONAL SKILLS	☐
GED TO COLLEGE	☐

TOTAL PROPOSALS TO BE SUBMITTED: _____

—

PROPOSAL CHECKLIST

Since proposals with incomplete or missing sections will be considered ineligible, 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 point that addresses all sub-sections listed in Section VI.)

☐ **Contractor's Budget Certification** (Attachment 4, signed by authorized agency representative)

☐ **Budget Forms** (Complete separate Excel spreadsheet as explained on page 40)

☐ **Budget Narrative** (A description of costs associated with each budget line)

☐ **Letters or MOUs from collaborating organizations**, if applicable, describing their specific role(s) and/or commitments for the activities for which PYN support is requested

Package includes:

☐ **Hard copies:** One Original

☐ **Electronic copy:** One CD or flash drive with electronic copies of all materials other than Audit and 990, IRS letter, and proof of insurance. INCLUDE: cover sheets, narrative, Attachment 4, budget summary (both tabs), budget narrative, letters of commitment, program schedule, and organizational chart with new program integrated.

☐ **Audit and 990:** Two copies of the past year's organizational audit, including the accompanying financial statements and management letter. Two copies of most recent IRS Form 990. (This is only applicable to new applicants. If your organization is currently funded by the Philadelphia Youth Network, you are not required to submit an audit or 990.)

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

☐ **Proof of Insurance:** Proof of insurance or ability to obtain appropriate insurance

PROPOSAL COVER SHEETS

Page 1 – Program Summary

Name of organization (applicant): _____

Title of Proposed Program: _____

Application category (choose one):

YOUTH PLACEMENT   ☐

OCCUPATIONAL SKILLS   ☐

GED   ☐

Number of slots: _____

Budget overview

	FY 12 *9/1/11 – 6/30/12*	FY 13 *7/1/12- 8/31/12*	Total			
Operating expense					Operating cost *per slot*	

Student pay expense (wage or incentive)					Pay cost *per slot*	

Grand total (operating + student pay expense)					Total cost *per slot*	

Executive Summary of Program - 2,000 characters maximum.

Page 2 - Contact Information

Name of applicant organization: _____

Street address: _____

City, State, Zip: _____

*Authorized Representative
(person who can legally sign contracts for organization – signature required, below)
Name:

Title:

Phone:

Fax:

E-mail:

Organization Contact	Fiscal Contact
(for questions about agency or application in general)	*(for questions about the budget)*
Name:	Name:
Title:	Title:
Phone:	Phone:
Fax:	Fax:
E-mail:	E-mail:
Program Contact	Technology/Computer Contact
(for questions about the proposed program during its operation)	*(for questions about electronic transfer of information, e.g. student payroll)*
Name:	Name:
Title:	Title:
Phone:	Phone:
Fax:	Fax:
E-mail:	E-mail:

Signature of Authorized Representative* *(required)*

_____

PROPOSAL COVER SHEETS

Page 3 – Additional Applicant Information

Organization Information

1. The applicant organization incorporated as: ☐ non-profit ☐ for-profit

2. Federal tax ID number <u>or</u> name and Fed. Tax ID number of legal entity that will act on behalf of the org:

    Is the applicant 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 the applicant organization 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 organization subcontract any of the training or work efforts?   ☐ Yes   ☐ No

Conflict of Interest/Union Concurrence

8. Does the applicant organization 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*)

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.

Authorized Representative Signature: _____

Name: _____

Title: _____

Date: _____

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

Budget: The budget form is provided as a separate Excel spreadsheet. It can be downloaded at the same locations as the RFP: www.pwib.org; www.philadelphiacouncil.org; www.pyninc.org. *Remember to include this electronic file on the on your flash drive or when submitting the proposal.*

Budget Narrative The Budget Narrative should briefly explain the costs associated with each budget item.

Questions about the budget: If you have any questions about completing the budget document, please contact **contracts@pyninc.org**.

REQUIRED WIA SERVICES CHECKLIST

The Workforce Investment Act requires that we deliver or make available the ten services listed in the checklist below. Please complete the checklist to inform us how you will provide each service, indicating if you will deliver the service directly or refer to a partner to deliver, and how many hours of the service will be delivered.

If you check "Deliver" please briefly describe how. Feel free to simply site a page and section from your narrative if it is already described there.
If you check "Partner" please list at least one referral source. (*You need not provide letters of support for these partners if they are not already in your narrative*.)
_____

WIA Service	**Delivery Method or Referral Source**	**# hours**
1. **Tutoring, study skills, dropout prevention strategies** □ Deliver □ Partner	_____	_____
2. **Alternative secondary school offerings** □ Deliver □ Partner	_____	_____
3. **Summer employment linked to academic & occupational learning** □ Deliver □ Partner	_____	_____
4. **Paid and unpaid work experience** □ Deliver □ Partner	_____	_____
5. **Occupational skill training** □ Deliver □ Partner	_____	_____
6. **Leadership development** □ Deliver □ Partner	_____	_____
7. **Supportive services** □ Deliver □ Partner	_____	_____
8. **Adult mentoring for at least 12 months** □ Deliver □ Partner	_____	_____
9. **Comprehensive guidance and counseling** □ Deliver □ Partner	_____	_____
10. **Follow-up activities for at least 12 months after completion of participation**	_____	_____

HYBRID COST-REIMBURSEMENT/PERFORMANCE-BASED CONTRACT CHART

HYBRID CONTRACT STRUCTURE							
		Performance-Based Allocation					
Program Model	**Cost Reimbursement**	Enrollment	Data Entry	Credential Attainment	Initial Placement	Placement Retention	Lit/Num Gains
GED to College	50%	10%	10%	10%	10%	0%	10%
Occupational Skills	50%	10%	10%	10%	5%	5%	10%
Youth Placement	60%	-	10%	-	15%	15%	-

Example: Per the chart above, if a provider has an Occupational Skills contract with a $100,000 operating budget *

- $50,000   is available through cost-reimbursement invoicing   (50% of the total contract award)

- $10,000   is available by meeting the program enrollment goal   (10% of the total contract award)

- $10,000   is available by meeting the data entry requirement**   (10% of the total contract award)

- $10,000   is available by meeting the credential attainment goal   (10% of the total contract award)

- $5,000   is available by meeting the placement goal   (5% of the total contract award)

- $5,000   is available by meeting the placement retention goal   (5% of the total contract award)

- $10,000   is available by meeting the literacy/numeracy gains goal   (10% of the total contract award)

Note that youth wages, if any, are not part of the performance structure; youth wages are paid directly to youth by PYN.
**The data entry requirement is to enter services into PYRAMID for all enrolled youth on at least a monthly basis.*