



The Youth Council of the Philadelphia
Workforce Investment Board



REQUEST FOR PROPOSALS
Summer-only Programs 2006

IMPORTANT DATES:

- RFP Release:*** Tuesday, December 20, 2005
- Bidders' Conference:*** Thursday, January 5, 2006
1:00 pm to 4:00 pm
Philadelphia Youth Network
Training Center
714 Market Street, 3rd Floor
Philadelphia, PA 19106
- Notice of Intent To Apply
(Attachment 1) Due:*** Thursday, January 12, 2006 by 4:30 pm
Fax number: (215) 502-3848
- Proposals Due:*** Friday, February 3, 2006 by 4:30 pm
The Philadelphia WIB Youth Council
c/o The Philadelphia Youth Network
714 Market Street, Suite 304
Philadelphia, PA 19106

ABSOLUTELY NO LATE APPLICATIONS WILL BE ACCEPTED

TABLE OF CONTENTS

	Page
I. Overview and Background	3
II. Required Program Elements	5
III. Program Descriptions	10
<u>1. YouthWorks</u>	
a. Experience-Based College Exposure Program	10
b. Summer Youth Service Corps	11
c. Work Experience	12
d. Special Populations Pilot.....	13
<u>2. Summer Career Exploration Program</u>	
a. Private Sector Internships.....	14
b. Place-Based Services	16
<u>3. SDP Summer Employment Programs</u>	
a. Summer Development Institute	18
b. Phila-Works/Operation Clean Schools	19
IV. Participant Eligibility.....	20
V. Application Information.....	21
VI. Application Narrative.....	24
VII. Budget Information.....	26
VIII. Proposal Review Process.....	30
IX. Attachments and Appendices.....	30

ATTACHMENTS

Attachment 1: Notification of Intent to Apply	31
Attachment 2: Proposal Checklist.....	32
The following must be submitted with proposal:	
Attachment 3: Proposal Cover Sheets	33
Attachment 4: Preliminary List of Field-Based Learning Sites/ Worksites	36
Attachment 5: Accessibility Survey Checklist.....	37
Attachment 6: Contractor’s Certification and Budget Information	40

APPENDICES

Appendix A: Excerpts from the Core Standards... ..	41
Appendix B: Information Regarding Projects	44
Appendix C: Information Regarding Work Portfolios.....	48

Section I: Overview and Background

Since its inception in 2003, WorkReady Philadelphia has focused its efforts on building a high quality workforce development system for the young people of Philadelphia. Over the last three years, the Youth Council of the Philadelphia Workforce Investment Board's (PWIB) system-building efforts has leveraged funds from a variety of sources to expand available opportunities for Philadelphia's youth. This coordinated system aligns the efforts of the private sector, government, the School District of Philadelphia (SDP), foundations and community-based organizations to provide career preparation, academic achievement and work readiness training for youth ages 14-21, offered through year-round and summer-only programs. During the summer of 2005, WorkReady Philadelphia programs provided more than 6,000 young people with six weeks of high quality paid experiences. Program highlights from last summer include:

- Approximately 3,000 youth who participated in the YouthWorks program strand received academic credit and developed projects that reflected their work-site experiences and demonstrated mastery of School District of Philadelphia standards;
- Over 500 youth who participated in the Summer Career Exploration Program received elective credit for the completion of work-readiness portfolios, the first year such credit was available;
- More than 1,000 youth participating in the SCEP and Employer-Paid Internship components compiled workplace portfolios, designed to develop and demonstrate mastery of work readiness and career preparation skills;
- Nearly 300 students attending summer school were employed with support from the School District's Summer Development Institute; and
- More than 300 young people were hired through Employer-Paid Internships.

WorkReady Philadelphia's 2006 summer programs will build on these successes and will include:

1. **Youth Works** – *a federally funded set of programs that provides economically disadvantaged Philadelphia youth between the ages 14-21 with opportunities for academic enhancement, job readiness training, and work experience.*
2. **Summer Career Exploration Program** - *a foundation-funded set of programs that provides: (a) 11th and 12th grade youth with well-supervised career-related summer employment experiences primarily in the private sector or (b) place-based services for youth in accordance with community developed plans.*
3. **SDP Summer Employment Programs** – *a School District of Philadelphia-supported initiative administered through the Office of Secondary Education that provides coordinated programming for high-school youth ages 14-18; and*
4. **Employer Paid Internships** – *unsubsidized internships with area employers that provide enriched summer employment opportunities for youth ages 16 through 24.*

Period of Performance: This request for proposals covers the period from March 15, 2006 through September 30, 2006. **PLEASE NOTE:** For the first time with its summer programs, the Philadelphia Youth Council has approved renewals of contracts for up to two additional based on the availability of funding and outcomes of providers. The Philadelphia Youth Council reserves the right to extend contracts and/or re-bid this RFP.

The PWIB Youth Council is seeking organizations with the experience and expertise to continue its commitment towards creating a comprehensive workforce development system.

Application Categories: Organizations are invited to apply for funding to provide the following summer-only programs. Organizations applying for more than one summer-only program must submit a separate application for each program.

1) YouthWorks

- a) Experience-Based College Exposure
- b) Summer Youth Service Corps
- c) Special Populations (Pilot)
- d) Work Experience Program

2) Summer Career Exploration Program (SCEP)

- a) Private Sector Internships
- b) Place-Based Services

3) School District of Philadelphia (SDP) Summer Employment Programs

- a) Summer Development Institute/ Service Learning Projects
- b) Phila-Works/ Operation Clean School Summer Youth Service Corps Projects

Program Goals: The Youth Council seeks to develop youth activities and services that are comprehensive, far-reaching, and grounded in effective practices that help young people succeed in school and in the workplace as prepared, effective citizens. The goals for the summer workforce development programs are to:

- (1) Promote mastery of academic standards through project-based learning;
- (2) Support and promote mastery of work readiness competencies;
- (3) Increase exposure to the following industry growth sectors in the Philadelphia region: Computer and Data Services, Health Services and Life Sciences, Transportation, Communications and Utilities, Hospitality, Education and Financial Services;
- (4) Increase the development of high quality worksites and overall participant satisfaction.

Workforce Development Continuum: As noted, WorkReady Philadelphia incorporates many year-round and summer initiatives. Combining the efforts of YouthWorks, SCEP, and SDP models such as SDI and Phila-Works/Operation Clean School helps to create a comprehensive continuum of summer workforce development opportunities that meet the varying levels of experience, skills, and proficiencies for youth. **Younger youth** (ages 14-16) with limited college exposure and little or no work experience will benefit most from the YouthWorks, SDI, and Phila-Works/Operation Clean Schools categories. **Older youth** (ages 17-21) that are closer to entering the labor market and developmentally prepared for a private sector placement are appropriate for placement under the SCEP and the Employer Paid Internship programs.

In order to accomplish this, there are several program elements that will be REQUIRED of all providers regardless of the application category or program model. These are detailed in the following section: II. Required Program Elements.

II. Required Program Elements

High Quality Worksites: Worksites will be judged based on the richness of the experience that they provide to youth. High quality worksites are those that:

- ✓ Provide a properly supervised and substantial work experience;
- ✓ Comply with the Accessibility Survey Checklist (*Attachment 5*);
- ✓ Promote academic achievement and citizenship;
- ✓ Adhere to youth child labor laws, including adult-to-youth ratios; and
- ✓ Expose or prepare youth for careers in identified priority/growth industries (*see list below*).

The following industry sectors have been identified by the Youth Council as priorities in terms of economic growth and career-ladder labor market opportunity for youth in the Philadelphia region:

- ✓ *Computer and Data Services;*
- ✓ *Health Services and Life Sciences;*
- ✓ *Transportation, Communications and Utilities;*
- ✓ *Hospitality;*
- ✓ *Education; and*
- ✓ *Financial Services.*

The Youth Council encourages providers to generate worksite experiences and career exploration activities that expose youth to these growth industries. Additional criteria will be shared with successful applicants as part of the contract development process. All funded programs will be required to meet these criteria.

Youth Recruitment & Eligibility: PYN will operate a full service enrollment center that will offer registration, work-readiness orientations, and access to work permits for all WorkReady participants and contracted agencies. **New this year: Contracted agencies will forward all youth applications to the central enrollment center to be processed.** Youth recruitment and eligibility determination will proceed in a coordinated manner with shared responsibility between PYN and successful applicant organizations. In addition to their independent recruitment efforts, organizations will also be able to select youth from a general pool of applicants obtained through PYN's outreach.

Work-Readiness Orientations: As a part of the enrollment process, all youth enrolled in WorkReady Philadelphia programs will be required to participate in scheduled Work-Readiness Orientations. These orientations are designed to prepare participants for their upcoming work experience. Participating youth will receive a WorkReady toolkit & overview that includes:

- ✓ *WorkReady Essentials (participant handbook)*
- ✓ *Employer Expectations*
- ✓ *Understanding your Summer Project (YouthWorks)*
- ✓ *Your Individualized Portfolio (SCEP)*
- ✓ *Workplace Cultures & Norms*

Work-Readiness Orientations will take place during the months of May & June and will cover basic employability skills. In addition, contracted agencies are required to offer an orientation specific to their program design and organizational policies.

Coordinated Job Development: Employers often comment on the level of frustration they experience when numerous providers send letters or request placements for their program participants. In order to respond to this feedback, providers will be required to coordinate their job development efforts centrally. This coordinated job development system will require providers to: 1) Report their employer contacts through a data collection system; and 2) Ensure that employers understand their participation as a component of a larger youth development system (i.e. WorkReady Philadelphia). Contracted agencies will receive marketing and resource materials designed to promote this initiative.

Appropriate Mentoring: Working with the Philadelphia Youth Network, successful applicants will train worksite supervisors to ensure they can effectively mentor youth. Funded organizations will also be responsible for providing the monitoring and supervision necessary to ensure that youth and employer-mentors are supported throughout the program's six weeks. This monitoring includes periodic visits, formalized communication, and other types of trouble-shooting assistance.

Academic Enhancement through Projects or Work Portfolios: A key expectation of the system is that every participating youth will complete a project (for YouthWorks & SDOP Summer Programs) or work portfolio (for SCEP programs). Providers will work with youth to identify appropriate educational and employment goals for the six-week summer program, which will be reflected in the project or portfolio.

Summer Projects - All YouthWorks and SDP summer employment programs will incorporate projects based on learning plans developed by providers that must be approved by the Philadelphia Youth Network and aligned with the academic standards and crosscutting competencies detailed in Appendix B. The learning plan will enable youth to be eligible to receive school credit. In addition, providers will coordinate activities with PYN Academic Advisors providing opportunities for them to review individual participant folders and projects, as well as to meet with participants and staff. Providers will be required to attend trainings on designing, writing, and implementing project-based learning plans.

Work Portfolios - All SCEP participants will develop **work portfolios** that must address core employability competencies as explained in Appendix B. **All 11th & 12th grade SCEP participants** are required to implement the WorkReady Six-Week Summer Seminar Curriculum and Portfolio. Portfolios will be assessed in accordance with a competency-based rubric and will offer a SDP approved elective credit for eligible participants.

Coordination with existing systems, schools and services to build a year-round continuum of services: Special consideration will be given to programs that align the summer program with existing systems, school-based programs, and youth development initiatives including: Project 720 (the state's high school reform initiative), approved Career and Technical Education programs, Student Success Centers, WIA-funded year-round programs, the Children's Investment Strategy's Beacon Schools and After-School Programs, and other systems serving youth (e.g., Department of Human Services, Family Court, etc.). Special consideration will therefore be given to providers that attach their summer jobs programs to year-round experiences and align with larger citywide service strategies.

Some examples of the ways in which providers might meet this expectation include:

- (1) Recruiting participants from the Beacon Schools into the summer programs;
- (2) Establishing community collaborations of youth-service providers for participants for the school year; and
- (3) Leveraging dollars to encourage employers to hire students year-round.

Compliance with Core Standards for Philadelphia Youth Programs: All providers will minimally be required to meet the Core Standards for Philadelphia Youth Programs outlined in Appendix A.

Based on the design of the *Core Standards Document*, the duration of summer-only programs, and the priorities of the Youth Council, these standards are considered critical to effective summer programs. A successful contractor will explicitly address the incorporation of the Core Standards into program planning and service delivery, and training will be available to potential applicants interested in learning more about these Core Standards. A complete list of the *Core Standards for Philadelphia's Youth Programs* is available on the Philadelphia Youth Network website: www.pyninc.org.

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

Worksite Agreements: Worksite agreements are required for all field-based learning sites. Contractors must ensure worksite compliance with all applicable Child Labor Laws. For a complete listing of Pennsylvania's Child Labor Laws, please see www.dli.state.pa.us.

Payments to Youth: In most cases, the Philadelphia Youth Network will centrally administer all payments to youth. Organizations will be required to submit weekly electronic payroll to the Philadelphia Youth Network. PYN will coordinate payment. Exceptions to this system will be worked out on a case-by-case basis and predominately involve partial payments made by employers directly to youth and unsubsidized job placements.

Assessment of Youth Progress: For YouthWorks, certified teachers (Academic Advisors) hired by PYN will assess overall youth performance during the six-week period based on journals, exhibitions, and other demonstrations of mastery of standards and competencies. As noted, YouthWorks participants will be required to complete a project as part of their experience. Youth who receive credit for their projects are considered to have successfully met their basic skills goal.

For the SCEP programs, all youth will be required to complete a work portfolio as part of their experience. Academic Advisors will assess student portfolios consistent with the standards and competencies included in the WorkReady Six-Week Summer Curriculum, and will make recommendations for credit based on demonstration of mastery by SCEP participants.

Worksite Monitoring & Safety- Contractors must comply with Philadelphia Youth Network's worksite monitoring as well as administration of the Youth Satisfaction Survey. A trained PYN employee will schedule all monitoring visits in advance.

Data Collection and Reporting: All contractors will be required to submit a final report and appropriate project documentation to publicize the program and inform the Youth Council, the SCEP Funders' Collaborative, and the general public on the use of the grant dollars. Specifically, all YouthWorks and SDP Summer Employment contractors will be required to submit a full project description delineating the standards and academic competencies addressed through the project, and other related information as requested by the Youth Council and its staff. Similarly, SCEP contractors will be required to document the strategies and successes of youth who complete work readiness portfolios. ***Successful bidders must submit a final report by September 15, 2006 and coordinate with PYN Academic Advisors regarding youth progress and documentation for awarding of credit.***

Outcomes: Providers will be evaluated based on the following measures as appropriate to the program model:

- Number of Participants Enrolled
- Number of Participants Served
- Number of Participants Retained
- Participant Attendance
- Participants Meeting Academic Goal

- Participants Meeting Work Readiness Goal
- Youth Satisfaction
- Employer Satisfaction
- Worksite Quality & Safety
- Administrative Capacity
- Youth Interests Matched to Placements
- Connection to Year-Round Activities

Culminating Activity and Michael J. Walker Awards: Selected youth will be invited to display their work in a closing celebration that will be held at the Convention Center during the final week of the program. SCEP's annual "Michael J. Walker Awards" will be presented at this event. The Michael J. Walker awards are given to high school students from each SCEP agency based on their perseverance, positive attitude, compassion for others, and dedication to self-improvement. Agencies will be asked to name outstanding students for recognition.

III. Program Descriptions

Category 1: YouthWorks

Model (a) Experience-Based College Exposure

Program Structure: This model provides participants with a mixture of academic skill building, college exposure, career exploration, and work readiness training. The program takes place on college or university campuses and may be day programs or residential.

Duration and Term: Services should be provided for 120 hours over a maximum of six weeks beginning no sooner than **July 5, 2006** and finishing by **August 11, 2006**. Applicants requesting start dates different from those listed above must identify their requested dates and provide a justification in the Narrative Section.

Minimum Youth Served: Providers must serve a minimum of **150** youth.

Geographic Scope: Programs must benefit youth residing in Philadelphia.

Youth Orientation: All youth must participate in college preparatory training. Agencies must provide appropriate orientation to youth outlining the expectations of the program. In addition, youth should be provided with career exploration as part of their six-week experience.

Youth Project Requirement: Participating youth will produce a summer project approved by PYN and aligned with the academic standards and crosscutting competencies detailed in Appendix A. Providers will work with each participant to develop a summer Learning Plan as part of the project so youth can receive school credit. In addition, providers should coordinate activities with Academic Advisors so they can work with youth and staff.

On-Site Supervision: The youth-to-instructor ratio will be no greater than 25:1. Supervisors will be offered training in youth development principles and effective strategies for working with teenagers.

Payments to Youth: Participating youth will receive a stipend of \$360 (120 hours at \$3 per hour) from the Philadelphia Youth Network for their participation in the program. **Summer youth cannot be paid for more than 120 hours during the six-week period, and students in residential programs cannot receive stipends for more than forty-hours (40) during each week they are in the program (up to a maximum of 120 hours).**

Program Funding: College Exposure has a maximum cost-per-participant for program operations of \$340. *(This amount does not include payments to youth.)*

(Note: Specialized costs to accommodate youth with special needs may be considered separately from the funding cap on a case-by-case basis.)

Category 1: YouthWorks (continued)

Model (b) Summer Youth Service Corps (SYSC)

Program Structure: Youth in SYSC participate in teams that develop service-learning projects that provide active service to organizations or individuals, and reflect and reinforce academic standards and crosscutting competencies. In addition, youth should be provided with career exploration as part of their six-week experience. Service learning projects must utilize methods of instruction that emphasize both the service and the learning goals in an integrated, comprehensive way. SYSC projects should be highly visible to the public and must address a legitimate community need. If outdoor activities are being proposed, applicants must identify alternative activities in case of inclement weather.

Duration and Term: Services should be provided for up to 120 hours over a maximum of six weeks beginning no sooner than **July 5, 2006** and finishing by **August 11, 2006**. Applicants requesting different start dates must identify their requested dates and provide a justification in the Narrative Section of the application.

Minimum Youth Served: Providers must serve a minimum of **150** youth.

Geographic Scope: Programs must benefit youth residing in Philadelphia.

Youth Orientation: All youth must participate in pre-employment training. Agencies must provide appropriate orientation to youth outlining the expectations of the program.

Youth Project Requirement: Participating youth will produce a summer project approved by PYN and aligned with the academic standards and crosscutting competencies detailed in Appendix A. Providers will work with youth to develop a summer Learning Plan as part of the project so youth can receive school credit. In addition, providers should coordinate activities with Academic Advisors so they can work with youth and staff.

On-Site Supervision: Youth will work in teams (i.e. “crews”) of 12-15 persons, supervised by crew leaders of at least 21 years of age. The youth-to-supervisor ratio cannot exceed **15:1**. Crew leaders will be offered training in youth development principles and effective strategies for working with youth.

Payments to Youth: Participating youth will receive a payment of \$5.15 an hour for 120 hours (up to \$618 total) from the Philadelphia Youth Network for their participation in the program. Summer youth cannot be paid for more than 120 hours during the six-week period. Youth must obtain working papers.

Program Funding: The maximum cost-per-participant for SYSC program operations is \$350. (*This amount does not include payments to youth.*)

(Note: Specialized costs to accommodate youth with special needs may be considered separately from the funding cap on a case-by-case basis.)

Category 1: YouthWorks (continued)***Model (c) Work Experience***

Program Structure: Youth will participate in a 20-hour/week program combining (1) employment at a non-profit or public sector organization that is supervised by a trained employer mentor, and (2) academic enrichment and reflection that enables youth to demonstrate their understanding and mastery of standards and competencies. Work Experience must include a strong focus on academic achievement, career exploration, and postsecondary readiness.

Duration and Term: Services should be provided for up to 120 hours over a maximum of six weeks beginning no sooner than **July 5, 2006** and finishing by **August 11, 2006**. Applicants requesting start dates different from those listed above must identify the requested dates and provide a justification in the Narrative Section.

Minimum Youth Served: Providers must serve a minimum of **150** youth.

Geographic Scope: Programs must benefit youth residing in Philadelphia.

Youth Orientation: All youth must participate in pre-employment training. Agencies must provide appropriate orientation to youth outlining the expectations of the program.

Youth Project Requirement: Participating youth will produce a summer project approved by PYN and aligned with the academic standards and crosscutting competencies detailed in Appendix A. Providers will work with youth to develop a summer Learning Plan as part of the project so youth can receive school credit. In addition, providers should coordinate activities with Academic Advisors so they can work with youth and staff.

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

Payments to Youth: Participating youth will receive a payment of \$5.15 an hour for 120 hours (up to \$618 total) from the Philadelphia Youth Network for their participation in the program. Summer youth cannot be paid for more than 120 hours during the six-week period. Youth must obtain working papers.

Program Funding: Work Experience has a maximum cost-per-participant for program operations of \$200. (*This amount does not include payments to youth.*)

(Note: Specialized costs to accommodate youth with special needs may be considered separately from the funding cap on a case-by-case basis.)

Category 1: YouthWorks (continued)***Model (d) Special Populations (Pilot)***

Program Structure: Traditionally, priority has been given to organizations that apply to serve underserved populations of youth. This year, the goal is to offer these special populations specific support structures such as interagency collaboration and prevention, and post program services. Special populations are defined as youth who experience barriers to employment and or receive services from large systems such as the Department of Human Services, Family Court, Achieving Independence Center (AIC), and the Youth Violence Reduction Program (YVRP). Special populations also include youth who have dropped out of school or who are currently placed in SDP accelerated schools such as Fairhill Academy, Camelot and OIC. To this end, priority will be given to organizations that have established partnerships with the above-mentioned systems and employers that provide mentorship and flexible work schedules. Youth will participate in a 20-hour/week program based on either the experience-based college exposure, work experience or summer youth service corps model described above.

Duration and Term: Services should be provided for up to 120 hours over a maximum of six weeks beginning no sooner than **July 5, 2006** and finishing by **August 11, 2006**. Applicants requesting start dates different from those listed above must identify the requested dates and provide a justification in the Narrative Section.

Minimum Youth Served: Providers must serve a minimum of **50** youth.

Geographic Scope: Programs must benefit youth residing in Philadelphia.

Youth Orientation: All youth must participate in Work-Readiness Orientations. Agencies must provide appropriate orientation to youth outlining the expectations of the program.

Youth Project Requirement: Participating youth will produce a summer project approved by PYN and aligned with the academic standards and crosscutting competencies detailed in Appendix B. Providers will work with youth to develop a summer Learning Plan as part of the project so youth can receive school credit. In addition, providers should coordinate activities with Academic Advisors so they can work with youth and staff.

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

Payments to Youth: Participating youth will receive a payment of \$5.15 an hour for 120 hours (up to \$618 total) from the Philadelphia Youth Network for their participation in the program. Summer youth cannot be paid for more than 120 hours during the six-week period. Youth must obtain working papers.

Program Funding: See *Experience-Based College Exposure, Work Experience or Summer Youth Service Corps Models*

Category 2: Summer Career Exploration Program (SCEP)

Model (a) Private Sector Internships

Program Structure: Youth will participate in a 25-hour/week program (including 5 hours/week at the employer's expense) that combines: (1) on-site private sector employment, (2) additional opportunities for career and vocational exploration, and (3) exposure to post-secondary educational opportunities. All placements should be of a high quality and related to youth career interests. Agencies must coordinate their job development centrally and worksite quality will be evaluated. Any non-profit or public sector placements require a waiver.

Duration and Term: Services should be provided for up to 150 hours over a maximum of six weeks beginning no sooner than ***July 5, 2006*** and finishing by ***August 11, 2005***. Applicants requesting different start dates must identify their requested dates and provide a justification in the Narrative Section. Applicants must be 501(c)(3) organizations.

Minimum Youth Served: Providers must serve a minimum of **25** youth.

Geographic Scope: Programs may operate in the cities of Philadelphia and Chester.

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

Youth Orientation: Participating youth must: (1) attend a Work-Readiness Orientation and (2) have at least one pre-employment interview with the worksite supervisor. Youth will participate in periodic workshops that build career awareness and deliver career preparation strategies. They will also learn about post-secondary opportunities by visiting campuses and/or spending time with knowledgeable counselors.

Portfolio Requirement: Participating youth will produce a summer work portfolio approved by PYN as described in Appendix C. The scope and criteria of the work portfolio will be provided to successful applicants in early spring.

Monitors: Agencies must employ monitors to serve as advisors, mentors, and advocates for youth throughout the program. One monitor should serve no more than 12 participating youth.

Requirements: SCEP monitors should possess: 1) high maturity levels, 2) the experience and skills to appropriately monitor worksites and make recommendations to employers on worksite quality issues, and 3) the ability to effectively teach appropriate work readiness skills to youth. The use of college students monitors is not precluded; however, the applicant

must show how appropriate screening will be conducted to ensure a successful match. Agencies are encouraged to recruit **college graduates and graduate students as monitors in an effort to promote solid mentorship opportunities for participants.** Those choosing to use college students as monitors should recruit only college students who have completed a minimum of two full years of study. **No rising freshmen or sophomores should be employed as monitors.**

Training: There will be one centralized training session for monitors. Agencies are also required to provide agency-specific training to their monitors.

Wages for Monitors: Agencies will be responsible for paying the monitors out of their program-operating budget and should propose a payment system in the budget.

Payments to Youth: Participating youth will receive a payment of \$6.00 an hour for 120 hours (up to \$720 total) from the Philadelphia Youth Network for their participation in the program. Youth employed through SCEP may not receive subsidized wages for more than 120 hours during the six-week period.

Employer Match: Organizations must place youth with employers who will hire the youth for at least five additional hours per week at the employers expense over the six-week program. Waivers for this request will only be granted in exceptional circumstances.

Program Funding: SCEP has a maximum cost-per-participant for program operations of \$340. *(This amount does not include payments to youth.)*

(Note: Specialized costs to accommodate youth with special needs or varying minimum wage state laws may be considered separately from the funding cap on a case by case basis.)

Category 2: Summer Career Exploration Program (continued)***Model (b) Place-Based Services***

Purpose: The purpose of the place-based youth development strategy is to saturate targeted communities with resources and opportunities that support youth, ages 14-18, to develop positive skills in many relevant domains, thereby avoiding high-risk behaviors and preparing for success as adults. Targeted areas are challenged to develop a community-based and youth-focused agenda that will enhance collective decision-making among neighborhood stakeholders and promote the creation of a tightly coordinated network of youth development opportunities in neighborhoods. Examples of effective place-based efforts are those operating in *Southeast Philadelphia* and *Haddington* (in West Philadelphia). This particular category promotes the incorporation of youth workforce development as a critical component within a comprehensive youth development agenda in targeted communities.

Program Structure: Younger youth that **have not completed the tenth grade** would benefit from a service learning experience (similar to YouthWorks – SYSC) that reflects academic standards, crosscutting competencies or more supported internships in public and non-profit settings (such as those in YouthWorks-WE). In addition, youth should be provided with career exploration as part of their six-week experience. Applicants should apply project-based learning, portfolio development and workforce preparation strategies as appropriate. Guidance for these strategies appears in other sections of the RFP.

Youth entering the 11th or 12th grades should be geared towards private sector internships (as in the SCEP – private sector internship model) that provide additional opportunities for career and vocational exploration, and exposure to post-secondary educational opportunities. All placements should be of a high quality and related to youth career interests.

Geographic Preference: Only programs involved in the William Penn Foundation-supported neighborhood based youth-development collaborative are eligible to apply .

Neighborhood Partners: Applicant organizations must apply in concert with neighborhood partners located in the areas mentioned above. One partner should apply on behalf of the entire collaborative. Applicants should demonstrate how these partners, including local businesses, would augment and ensure consistent delivery of required services in a comprehensive way that is integrated within the broader neighborhood strategy.

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

Youth Orientation: Participating youth must: (1) attend a Work-Readiness Orientation and (2) have at least one pre-employment interview with the worksite supervisor. Youth will participate in

periodic workshops that build career awareness and deliver career preparation strategies. They will also learn about post-secondary opportunities by visiting campuses and/or spending time with knowledgeable counselors.

Portfolio/Projects Requirement: Applicants should apply project-based learning, portfolio development and workforce preparation strategies as appropriate. Guidance for these strategies appears in other sections of the RFP.

Monitors: Agencies must employ monitors to serve as advisors, mentors, and advocates for youth throughout the program. One monitor should serve no more than 12 participating youth. (*See requirements on pages 15 and 16*)

Payments to Youth: Participating youth will receive a payments depending upon the program model and grade level. Youth who haven't finished 10th grade (participating in SYSC and WE-type program models) will receive \$5.15/hour and youth entering 11th and 12th grades (in private sector internships) will receive \$6.00 per hour for 120 hours from the Philadelphia Youth Network for their participation in the program. Summer youth cannot receive subsidized wages for more than 120 hours during the six-week period.

Employer Match: For internship programs (youth entering 11th and 12th grades), organizations must place youth with employers who will hire the youth for at least five additional hours per week at the employer's expense over the six-week program. Waivers for this request will only be granted in a small number of cases.

Program Funding: SCEP has a maximum cost-per-participant for program operations of \$340. (*This amount does not include payments to youth.*)

(**Note:** Specialized costs to accommodate youth with special needs or varying minimum wage state laws may be considered separately from the funding cap on a case by case basis.)

Category 3: The School District of Philadelphia (SDP) Summer Employment Program

Model (a) Summer Development Institute

Program Structure: Youth will participate in a 16-hr per week experience that complements morning summer classes in specific high schools with service learning projects within targeted communities where summer school sites are located. Activities should include occupational skill building through service learning, self-discovery, and academic support. Youth will work three hours per day Monday through Thursday and four hours on Friday.

Duration and Term: services should be provided for up to 16 hours each week over a maximum of five weeks beginning the 2nd week of summer school. Applicants requesting different start dates must identify their requested dates and provide a justification in the Narrative Section.

Minimum Youth Served: Providers must serve a minimum of **65** youth.

Geographic Scope: Programs must benefit youth residing in Philadelphia.

Youth Orientation: All youth must participate in Work-Readiness Orientations. Agencies must provide appropriate orientation to youth outlining the expectations of the program. In addition youth should be provided with career exploration activities as part of their five-week experience.

Youth Project Requirement: Applicants should apply project-based learning, portfolio development and workforce preparation strategies as appropriate. Guidance for these strategies appears in previous sections of the RFP. To the extent possible, projects should be aligned with Summer School offerings.

On-Site Supervision: Youth will work in teams (i.e. “crews”) of 12-15 persons, supervised by crew leaders of at least 21 years of age. The youth-to-supervisor ratio cannot exceed **15:1**. Crew leaders will be offered training in youth development principles and effective strategies for working with youth.

Payments to Youth: Participating youth will receive a payment of \$5.15 an hour for 80 hours (\$412 total) from the Philadelphia Youth Network for their participation in the program. Youth participating in SDI cannot be paid for more than 80 hours during the five-week period. Youth must obtain working papers.

Program Funding: Service Learning has a maximum cost-per-participant for program operations of \$295. (*This amount does not include payments to youth.*)

(**Note:** Specialized costs to accommodate youth with special needs or varying minimum wage state laws may be considered separately from the funding cap on a case by case basis.)

Category 3: SDP Summer Employment Program (continued)***Model (b) Phila-Works/Operation Clean Schools***

Program Structure: Youth participating in Phila-Works/ Operation Clean Schools will participate in teams to develop service-learning projects that beautify and transform targeted SDP high schools throughout the city. All service learning projects should reflect and reinforce academic standards and crosscutting competencies. In addition, youth should be provided with career exploration as part of their six-week experience. Service learning projects must utilize methods of instruction that emphasize both the service and the learning goals in an integrated, comprehensive way. Phila-Works/ Operation Clean School projects must align with the District's Operation Clean Schools Campaign, target high schools and address a legitimate need. If outdoor activities are being proposed, applicants must identify alternative activities in case of inclement weather.

Duration and Term: Services should be provided for up to 120 hours over a maximum of six weeks beginning no sooner than **July 5, 2006** and finishing by **August 11, 2006**. Applicants requesting different start dates must identify their requested dates and provide a justification in the Narrative Section of the application.

Minimum Youth Served: Providers must serve a minimum of 100 youth.

Geographic Scope: Programs must benefit youth residing in Philadelphia.

Youth Orientation: All youth must participate in Work-Readiness Orientations. Agencies must provide an additional orientation to youth outlining the expectations of the program.

Youth Project Requirement: Participating youth will produce a summer project approved by PYN and aligned with the academic standards and crosscutting competencies detailed in Appendix A. Providers will work with youth to develop a summer Learning Plan as part of the project so youth can receive school credit. In addition, providers should coordinate activities with Academic Advisors so they can work with youth and staff.

On-Site Supervision: Youth will work in teams (i.e. "crews") of 12-15 persons, supervised by crew leaders of at least 21 years of age. The youth-to-supervisor ratio cannot exceed **15:1**. Crew leaders will be offered training in youth development principles and effective strategies for working with youth.

Payments to Youth: Participating youth will receive a payment of \$5.15 an hour for 120 hours (up to \$618 total) from the Philadelphia Youth Network for their participation in the program. Summer youth cannot be paid for more than 120 hours during the six-week period. Youth must obtain working papers.

Program Funding: The maximum cost-per-participant for SYSC program operations is \$350. .
(This amount does not include payments to youth.)

(Note: Specialized costs to accommodate youth with special needs or varying minimum wage state laws may be considered separately from the funding cap on a case by case basis.)

IV. Participation Eligibility

General Eligibility: To participate in YouthWorks, SDP Summer Employment Programs, and SCEP, youth must be:

1. Age 14 through 21 (youth must fall within this age range at the time of registration for the program). Specific age and grade recommendations or requirements by program include:
 - YouthWorks (all four models) - priority will be placed on serving younger youth (14-16).
 - SDI - youth must be in ninth or tenth grade and required to attend summer school.
 - Phila-Works/ Operation Clean School - youth must be high-school students (14-18).
 - SCEP private-sector internships - youth must be entering the 11th or 12th grade
 - SCEP placed-based models - able to recruit 9th-12th grade

2. Low-income individuals meeting the following income guidelines (235% of poverty):

Family Size	Family Income
1	\$21,879
2	\$29,352
3	\$36,825
4	\$44,298
5	\$51,771
6	\$59,244
7	\$66,717
8	\$74,190

For all programs, youth may self-certify their income. Youth will need to provide additional documentation for work eligibility. Each year annual adjustments are made regarding TANF income eligibility guidelines. Please note: **2006 TANF guidelines** will be released in February 2006.

Section V. Application Information

Period of Performance: The Contract start date will be March 15, 2006. Contracts will end September 30, 2006. **These contracts will be based on the availability of funding and contractor performance. The PWIB Youth Council reserves the right to re-issue this request for proposals at its discretion. PLEASE NOTE: As of the release of this RFP, funding commitments have not been finalized for summer 2006.**

Who is Eligible to Apply? The Philadelphia WIB Youth Council is seeking non-profit and for-profit applicants for the *YouthWorks*, *Summer Development Institute*, and *SDP Summer Employment Program* categories. For the *Summer Career Exploration Program*, eligible applicants must be non-profit, 501(c)(3) organizations. All applicants with significant capacity and demonstrable youth development experience are encouraged to apply.

Submitting more than one application: Organizations applying to administer more than one summer program MUST SUBMIT A SEPARATE APPLICATION FOR EACH PROGRAM

Application Process: Applicants 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 Youth Network website: www.pyninc.org, or by calling Jenny Echeverri at 267-502-3800.

Proposal Timeline:

Proposal Release Date	December 20, 2005
Bidders Conference	January 5, 2006
Letter of Intent to Apply	January 12, 2006
Proposal Due Date	February 3, 2006
Review and Selection Period	February 7th - February 21st 2006
PWIB Youth Council Approval of Recommendations	March 6, 2006
PWIB Approval Confirmed	March 10, 2006
Contract Start Date	March 15, 2006

Notification of Intent to Apply: Prospective applicants are requested to submit the attached "Notification of Intent to Apply" forms (Attachment 1) to inform the Youth Council of their intent to submit an application. The form may be faxed to the Philadelphia Youth Network at (267) 502-

3848, and is due by January 12, 2006 no later than 4:30 p.m. This notification is for planning purposes to assist the Youth Council in securing the necessary number of reviewers.

Bidders Conference: The Bidders Conference will be held on January 5, 2006 from 1 pm to 4 pm at the Philadelphia Youth Network, Training Center, 714 Market Street, 3rd Floor, Philadelphia, PA 19106. Attendance is STRONGLY ENCOURAGED. Please RSVP your attendance by fax to the Philadelphia Youth Network (267) 502-3848. Be sure to include your name(s), organization and number of people attending.

Application Submission: One original + five copies + one electronic copy (disk or CD) must be submitted. Each copy must include: the Narrative, Attachments 3 through 6, resumes and insurance certification. **Proposals should not be placed in binders or stapled.** Please use binder clips only. The Cover Sheet (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 hand delivered on February 3, 2006. Please do not mail or drop off applications prior to February 3, 2006.**

Where: Philadelphia PWIB Youth Council
c/o Philadelphia Youth Network
Training Center
714 Market Street, Suite 320
Philadelphia, PA 19106

When: Applications must be received in PYN's offices no later than 4:30 p.m. on Friday February 3, 2006

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

Applications with Sub-Contractors/Partnerships: All proposal categories have a minimum requirement for the number of youth to be served. Applicant organizations are encouraged to coordinate with smaller community-based organizations as sub-contractors and worksites for the summer program in order to meet this minimum number and to streamline administrative procedures.

Availability and Awarding of Funds: The Youth 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.

All allocations and slot levels outlined in this Request for Proposals are based on the availability of funding and are subject to change.

Questions about the RFP: Questions regarding development and submission of this RFP **MUST BE SUBMITTED IN WRITING** to the Philadelphia Youth Network by fax (267) 502-3847 or email mdarbymadison@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.pyninc.org and www.pwib.org.

Vendor Qualifications and Responsibilities: Bidders receiving notification of awards will be required 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 given selection notification will be asked to provide the following documentation of qualifications. Failure to provide the following documentation could result in disqualification of proposed award:

- ❑ Legal entity (must submit documentation proving status as a legal entity)
- ❑ Written personnel policies (must submit table of contents of personnel policies)
- ❑ Written grievance procedure for participants (must submit copy of grievance procedures)
- ❑ Summer Budget (full)
- ❑ Proven fiscal capacity for fund accounting (copy of audit submitted with summer RFP must be within the last year and satisfactorily address all findings) *Not applicable for Year-round providers with a current audit on file.*
- ❑ Has (or is able to obtain) appropriate insurance with contract
- ❑ Internet connectivity appropriate for requirements in this contract
- ❑ Demonstrated ability to collect outcome data that measures performance
- ❑ 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 for which support is being requested. The submitted narrative must address **all** sections. **The complete narrative must be typed and cannot exceed 12 single-sided, single spaced pages.** The proposal should be formatted using a 1” margin and no smaller than a 12 pt font. Please focus the narrative on specific responses to the information requested. Use the headings provided to identify each section and subsection. **An unlocked, electronic version of the narrative format can be downloaded at www.pyninc.org. Applicants can use it as a template so the headings do not have to be re-typed.**

Section A: Organizational Capacity, Program Goals, And Target Population (25 points)

1. **Organizational Capacity (5 points):** Describe your organization and its history. Provide information on your (a) experience providing quality services to youth; (b) experience in operating youth workforce development programs; (c) capacity to serve the proposed number of youth; and (d) outcomes from prior programs if previously funded.
2. **Program Goals (10 points)**
 - a. Include a brief overview of your proposed program and in particular, the specific goals of the program.
 - b. Give specific information about how the selection of field-based learning sites and activities will achieve these goals (i.e., why did you choose the learning/worksites that you will utilize?). Please attach a list of your proposed field-based learning sites (*See Attachment 4*).
 - c. Describe how your organization will perform site development (i.e. identification and recruitment) and ensure sites provide high-quality experiences in high-growth careers and fields.
 - d. For **SCEP** internship programs, describe how the career and academic interests of each youth will be assessed **prior** to placement and how youth will be matched with employers as per their career interests.
 - e. For the **SDI** model, describe your plan to monitor summer class attendance and coordinate with schools to determine employment eligibility for participating youth.
3. **Target Population (10 points)**
 - a. Describe the population your program will target for service.
 - b. How does the program design effectively address the needs of the target population, and how will the program prioritize among the needs of the target population?

Section B: Project Implementation (75 pts.)

1. Recruitment (6 points)

Describe your recruitment plan including recruitment dates, locations, geographic area, and how you will ensure sufficient numbers of youth will be enrolled in your program in a timely manner.

2. Enrollment & Orientation (6 points)

Explain how you will enroll and orient youth in your program. Include dates and times when program orientation will take place. If you are requesting program dates other than those outlined in the relevant RFP section, please include the dates and justification for those dates.

All participating youth must be enrolled prior to the start of the summer program

3. Retention (6 points)

Aside from monetary incentives, what strategies will you use to ensure that youth attend and complete the program?

4. Scope of Program (23 points)

- a. Describe, in a schedule format, a typical week of a participant enrolled in your program. Also, describe any special events/activities planned during the six weeks.
- b. For the **YouthWorks, and SDP Summer Employment Program** categories, describe at least one of the required projects that youth will complete during the summer. Identify the specific crosscutting competencies and academic standards targeted through this project (*See Appendix B*).

For **SCEP internship** programs, describe the integration of work portfolios into your program.
- c. How will you integrate exposure to high-growth industries into your program design?
- d. For SCEP place-based programs, how will this program fit into your overall neighborhood youth development strategy.

5. Staffing and Program Administration (10 points)

- a. Describe the staffing for your program. Specifically how will the following functions be filled: **project oversight, recruitment, enrollment and orientation of youth, selection and coordination of sites, monitoring of sites, collection of timesheets and delivery of paychecks, and execution of payroll?**
- b. How will your organization ensure timely submission of all required documentation, reports, and compliance with all administrative requirements?
- c. For **SCEP internship applicants only**, describe how monitors will be recruited, trained, and supervised to ensure they are completing their work effectively. How will you engage monitors as appropriate role models for youth?

6. Collaborations/Partnerships (14 points)

- a. Describe how you will link with schools and/or educational programs. Identify specific school partners. Explain why you selected those particular schools
- b. Clearly identify resources from other entities that your organization will utilize to support and to enhance the program. How will these partnerships add value to your program?
- c. Describe your organization's links with existing youth development initiatives and systems, such as Beacon Schools, year-round programs, and School District initiatives.
- d. For the Special Populations Pilot, describe your program's links with Family Court, AIC, YVRP and Department of Human Services.
- e. Identify any sub-contractors, specifying their role in your program.
- f. Detail your expectations and plans for connecting and/or providing participating youth with year-round services.
- g. *For Place-Based **SCEP** applicants only*, please indicate how this program fits into your overall neighborhood strategy.

7. Quality Assurance and Outcomes (10 points)

- a. Describe how your organization will measure the quality of youth workforce development services, including any performance indicators, standards or other internal program expectations. If you have previously run a YouthWorks, SCEP, or SDI program, identify the extent to which you met the outcomes for those programs.
- b. How will you monitor field-based learning sites for your program and ensure their compliance with program requirements and child labor laws?

VII. Budget Information

Budget Forms: The budget format (*provided in a separate Excel spreadsheet*) is a summary for use in the proposal process and must be included in the application. Please note that the Excel file contains 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 applicants will be required to give detailed budget information at the time of contract negotiations.

Budget Narrative: In addition to the Budget Summary, applicants 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 cost per participant for program operations (which does not include youth wages). Cost caps in each category are as follows:

YouthWorks

Experience-Based College Exposure: \$340 per participant

Summer Youth Service Corps: \$350 per participant

Work Experience: \$200 per participant

Special Populations: Consistent with model proposed

Summer Career Exploration Program

Private Sector Internships: \$340 per participant

Place-Based Services: \$340 per participant

SDOP Summer Employment Program

Summer Development Institute: \$ 295 per participant

Phila-Works/ Operation Clean School: \$ 350 per participant

Total Budget Amount: This amount is equal to the component cost-per-participant (cpp) cap multiplied by the number of participants. For example, if submitting for the Work Experience component to serve 150 participants, the Total Contract Budget is \$30,000 (150 participants x \$200 cpp).

Youth Payments: Participating youth will be paid a wage or stipend through PYN for their participation in the summer portion of the program. Participating youth cannot be paid for more than 120 hours during the six-week period during the summer. Education Based College Exposure youth will receive stipends (up to \$360 per youth), and all youth in SYSC, Work Experience, SDP Summer Employment Programs, and SCEP will receive wages. Summer wages for YouthWorks and SDP Summer Employment Programs will equal up to \$618 per youth. Summer wages for SCEP will equal up to \$720 per youth.

Youth Payment Summary:

<i>Program strand</i>	YouthWorks	YouthWorks	SDP Summer Employment Programs		SCEP		SCEP
<i>Model</i>	Experience-Based College Exposure	SYSC & Work-Experience	SDI	Phila- Works/ OCS	Placed-Based 9 th & 10 th 11 th & 12 th		Private Sector Internships
<i>Total payment</i>	\$360	\$618	\$412	\$618	\$618	\$ 720	\$ 720
<i>Total hours</i>	120 hrs	120 hrs	80 hrs	120 hrs	120 hrs	120 hrs	120 hrs
<i>Pay per hour</i>	\$3.00/hr	\$5.15/hr	\$5.15/hr		\$5.15/hr	\$6.00/hr	\$6.00/hr

Applicants should complete the wage/stipend line for the amount requested in summer wages/stipends for participating youth.

Administrative or Indirect Costs: Applicants 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.

Agencies that pay youth directly are considered the employer of record and must provide Workers Compensation for all participants.

Instructions for Completing the Budget Forms: The format for the required Cost Reimbursement 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 nine different worksheets (each with a labeled tab at the bottom). Applicants should only fill in applicable cells that appear in yellow. The formulas will automatically calculate and populate the un-shaded cells.
- The first worksheet (A) is the Budget Summary page. The only information to be completed on this page is the provider name, program name, budget and contract dates as well as the fiscal year breakdown. All financial information on this sheet is linked to the other sheets (B through I) and will automatically be completed once the other sheets are completed.
- Please complete worksheets B through I where applicable incurred expenses are expected. All of the subtotal and total areas have formulas, therefore, please enter the information in the respective areas and the subtotals and the totals along with Sheet A will automatically calculate. You will not be able to enter any information in the subtotal and total sections since they are password protected.
- Sheets B through E are for administrative costs. Sheets F through I are for Program Service costs.
- Administrative costs cannot exceed 10%.

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

- Complete all applicable pages of the budget that your organization expects to have expenses in.
- Ensure all calculations are properly made.
- The first page, Budget Summary, must reconcile to all of the applicable detail pages.
- Administrative costs cannot exceed 10%.

Please ensure that you complete sheet/page K (Cost Allocation Plan) that will explain the way your organization will allocate non-direct costs. If the description of your organization's cost allocation plan is not one of the four options, please provide a brief description. Please note that non-direct costs 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 at 267 502 3708 /email acalicat@pyninc.org or Tony Marzolino at 267-502-3703 / e-mail tmarzolino@pyninc.org.

VIII. Proposal Review Process

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

Review Process: A review committee will rate proposals. The review committee reserves the right to request additional information and schedule interviews or site visits as appropriate. Scoring will be based on the standards, priorities, and examples of best practices as outlined in this RFP.

Past Performance: Providers who were awarded YouthWorks, SCEP, and SDI contracts in 2004 will also be scored based on past performance. Past performance will be a factor in provider selection. Specific measures – as appropriate to each program – that may be considered include:

- On time enrollment
- Total enrollment vs. projected enrollment
- Number of youth retained
- Attendance
- Number of participants meeting academic goal
- Number of participants meeting work readiness goal
- Youth satisfaction
- Employer satisfaction
- Worksite quality
- Administrative capacity
- Youth interests matched with worksite placements

IX. Attachments and Appendices

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

Attachments that are separate Excel spreadsheets (budget summary and worksite list) can be downloaded at 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 January 12, 2006***
SEND BY FAX TO: 267-502-3848**

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 program and application categories:

Program Category	Application Category	# of Proposals Intended
Youth Works	Experience-Based College Exposure	
	Summer Youth Service Corps	
	Work Experience	
	Special Populations	
SDP Summer Employment Programs	Summer Development Institute	
	Phila-Works/ Operation Clean School	
Summer Career Exploration Program	Private Sector Internships	
	Place-based Services	
Total # of proposals your organization intends to submit:		

ATTACHMENT 2

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:

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, single-spaced pages; formatted using 1” margins and no smaller font than 12 pt.), that addresses all sub-sections listed in Section VI. Application Narrative.
- Field-Based Learning Site / Worksite List** (Complete separate Excel spreadsheet as described in Attachment 4)
- Accessibility Checklist** (Attachment 5, signed by authorized agency representative.)
- 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)
- Resumes/Job Descriptions**
Include resumes of key staff that are responsible for program oversight or implementation. Job descriptions should be attached for any positions that will be developed specifically for this project.
- Certificates of Insurance**
(Proof of General Liability Insurance, Fidelity Bonding Insurance, and Worker’s Compensation Insurance for the contract period is required. All certificates of insurance must exhibit dates for coverage that comply with the contract period and list the Philadelphia Youth Network as an “ADDITIONAL INSURED.”)

Package includes:

- Hard copies:** One Original + Five (5) Copies of Proposal (including all sections listed above)
- Disk copy:** One disk with electronic copies of the narrative, budget summary, budget narrative, and field-based/worksite list
- Audit:** Two copies of the past year’s Organizational Audit, including the accompanying financial statements

ATTACHMENT 3

Proposal Cover Sheets

Page 1 – Program Summary

Name of organization (applicant):

Title of Proposed Program:

Application category (choose one):

YouthWorks

SDP Summer Employment Programs

Summer Career Exploration Prog.

Exp.-Based College Exposure

Summer Development Institute

Private Sector Internship

Summer Youth Service Corps

Phila-Works/ O. C. S

Place-Based

Work Experience

Special Populations (Pilot)

a. Operating budget request: \$	b. Number of slots requested:
c. Cost per slot (a/b): \$ per slot	d. Primary zip codes targeted:

Days of Operation: Mon Tue Wed Thu Fri Sat Sun

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

Executive Summary of Program - 2,000 characters (approx 300 words) maximum.

Please include all of the following information: (1) brief description of program, (2) specific/special populations served, (3) geographic focus, if any, (4) types of projects to be developed by youth, (5) industry sectors targeted, and (6) any other special features of your program.

Proposal Cover Sheets

Page 2 - Contact Information

Name of organization (applicant):

Street address:

City, State, Zip:

Title of Proposed Program:

Program Category and Model:

<p><u>*Authorized Representative</u> <i>(person who can legally sign contracts for organization – signature required, below)</i></p> <p>Name:</p> <p>Title:</p> <p>Phone:</p> <p>Fax:</p> <p>E-mail:</p>	
<p><u>Organization Contact</u> <i>(for questions about agency or application in general)</i></p> <p>Name:</p> <p>Title:</p> <p>Phone:</p> <p>Fax:</p> <p>E-mail:</p>	<p><u>Fiscal Contact</u> <i>(for questions about the budget)</i></p> <p>Name:</p> <p>Title:</p> <p>Phone:</p> <p>Fax:</p> <p>E-mail:</p>
<p><u>Program Contact</u> <i>(for questions about the proposed program during its operation)</i></p> <p>Name:</p> <p>Title:</p> <p>Phone:</p> <p>Fax:</p> <p>E-mail:</p>	<p><u>Technology/Computer Contact</u> <i>(for questions about electronic transfer of information, e.g. student payroll)</i></p> <p>Name:</p> <p>Title:</p> <p>Phone:</p> <p>Fax:</p> <p>E-mail:</p>

Signature of Authorized Representative* *(required)*: x _____

Proposal Cover Sheets

Page 3 – Additional Applicant Information

Organization Information

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

*(*If YES, please explain on separate sheet)*

Conflict of Interest/Union Concurrence

9. Does the Training Provider have any connection with the Philadelphia Workforce Investment Board, Philadelphia Youth Council, Philadelphia Youth Network or its Board of Directors?
Yes* No
10. List all unions that may be associated with this project:
11. Does your agency have union approval of the proposed project?
Yes* No Union approval was not requested

*(*If YES, please explain on separate sheet)*

Computer Capabilities

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

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

ATTACHMENT 4

Preliminary List Of Field-Based Learning Sites / Worksites

If you are proposing to utilize field-based learning sites (including work sites) as part of your project, please complete the Preliminary List Of Field-Based Learning Sites / Worksites Form, which is provided as a separate Excel Spreadsheet. A sample of the form is provided below. The form is a separate Excel Spreadsheet that can be downloaded at: www.pyninc.org.

Remember to include this electronic file on disk when submitting the proposal.

Preliminary List of Field-Based Learning Sites / Worksites								
	Name of Site	Contact Person	Phone #	Street Address	Zip Code	# of Youth	Activities	Job Title
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
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20								
21								
22								
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26								
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28								

sample

ATTACHMENT 5

Accessibility Survey Checklist - page 1 of 3

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

Accessibility Survey Checklist - page 2 of 3

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

Accessibility Survey Checklist - page 3 of 3

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

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

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

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

Authorized Representative Signature: x _____

Name:

Title:

Date:

ATTACHMENT 6

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 negotiations.

CONTRACTOR'S BUDGET CERTIFICATION

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

Authorized Representative Signature: x _____

Name:

Title:

Date:

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

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

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

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

APPENDIX A

Excerpts from The Core Standards for Philadelphia Youth Programs

The following standards are applicable for Summer 2006 WorkReady Programs and should be addressed in the Application Narrative. The full document *The Core Standards for Philadelphia Youth Programs* is available at www.pyninc.org.

Human Relationships

- A-2** (c) Staff is sensitive to and respects a youth's culture, religion, home language, and the values of the family.
- A-3** (c) Staff helps youth make informed and responsible choices.
- A-4** (d) Staff shares skills and resources to help youth gain information and solve problems.
- A-5** (d) Staff sets appropriate limits for youth.

Program Planning

- B-1** (c) Staff documents activity planning and keeps the documentation on file.
- B-2** (b) Program assessments and activities are designed to engage youth through their skills and talents and identify their strengths as well as their needs.
- B-3** (e) Administrators assist with ongoing evaluation. They aim for improvement in all areas of the program.
 - (f) An appeal process is defined for youth wanting to file a complaint or resolve conflict with fellow participants and program staff.

Program Implementation

- C-2** (a) Materials are complete, current and in good condition.
 - (b) There are enough materials for the number of youth in the program.
 - (c) Materials are developmentally appropriate for the age range of youth in the program.
- C-3** (c) Programs have a plan in place to conduct an initial assessment of participants' skill levels.
 - (d) Programs measure, document, communicate, and celebrate participating youths' mastery of skills and competencies.
 - (e) Programs promote and reinforce the connection between hard work, high expectations for oneself, and productive citizenship.

APPENDIX A - Core Standards *continued*

Program Activities

- D-2** (a) Academic and other program materials relate to individual participants' interests, e.g., career options, hobbies, and/or sports.
- (c) Programs engage youth in project-based experiences that promote application of academic knowledge and critical thinking skills to real world and community problems and situations.
- D-3** (c) Youth work in teams, sharing responsibilities and roles for accomplishing tasks and solving problems.
- (d) Staff facilitates youth leadership without assuming control, consistent with appropriate supervision.
- (g) Youth learn the importance of both their individual contribution and the importance of being part of a team via peer leadership opportunities and positive expressions of individuality.
- D-4** (a) Youth have opportunities to establish and regularly revisit personal goals with measurable objectives and timelines.
- (b) Youth participate in activities that promote a positive sense of self, as evidenced in behaviors such as decision-making.
- D-5** (a) The program provides mentoring opportunities through internal and external resources (e.g., college students, volunteers).
- (c) Expectations are clear both for mentors and program participants.
- D-6** (a) Programs demonstrate clear and defined mechanisms for employer engagement, e.g. commitments to work-based learning, participation as mentors and tutor, and through participation as board and/or advisory group members.
- (b) Activities and competencies are relevant to workforce opportunities and to the needs of employers.
- (c) Employment-focused programs will emphasize work-based learning, and will provide continuing support and follow-up to help youth succeed in the workplace.
- (d) Program providers will arrange for training and coaching of partner employers in dealing with youth.
- (e) Older youth participate in co-op type experiences to gain an authentic sense of real world contexts.
- (f) Programs provide paid opportunities for youth employment.
- (g) Youth receive regular performance evaluations that are kept on file at the program.
- (h) Programs track subsidized and unsubsidized job placement and retention.
- (i) All work activities are in full compliance with Child Labor Laws.

APPENDIX A - Core Standards *continued*

- D-7** (a) Participating youth are exposed to educational and career options.
- (b) Program activities and services promote attainment of work readiness competencies, including interviewing skills, resume preparation, job search, career exploration and planning, workplace expectations, and appropriate workplace behavior.
- (c) Activities and services promote the essential connections between and among academic success, ongoing training, and career advancement.
- (d) Curriculum includes basic preparation for seeking and keeping a job and for handling conflicts and difficult situations that are likely to come up on a job.
- D-8** (a) To the extent possible, programs use the most advanced technological tools available for participating youth.
- (b) Computers and related technology are employed to promote academic achievement.
- (d) Students will learn common software applications and basic computer skills.
- D-10** (a) An orientation process is conducted, focusing on engagement and clearly outlining program expectations with an emphasis on goal setting, overcoming obstacles, and team building.
- (b) A student handbook is provided including all the information about the program expectations/practices, rules, and objectives.
- (c) A plan is developed with the youth identifying goals and strategies for achieving goals.
- (d) The plan is owned by the member and kept on file at the organization and is revisited and updated regularly.

APPENDIX B

Information Regarding Projects

The following criteria should be utilized in the development of quality project-based and service learning opportunities for youth.

Guide A good project....	Core Standard	Questions to ask of your project
Begins with a youth's need or desire to know about a particular question concerning a community need, issue, or problem at the worksite	Contextual Learning	Does the project emanate from a problem or question that has meaning to the student? Is it a problem or question that might actually be tackled by an adult at work or in the community? Do students create or produce something that has personal and/or social value, beyond the school setting?
Addresses at least two academic subjects or crosscutting competencies	Connections to Schools	Does the project lead students to acquire and apply knowledge central to one or more discipline or content area? Does it challenge students to use methods of inquiry central to one or more disciplines? (e.g. to think like a scientist) Do students develop higher order thinking skills and habits of mind? (e.g. searching for evidence, taking different perspectives)
Develops strong writing skills	High Standards / Connections To School	Does the project provide ample opportunity for youth to practice their writing skills? Do participants have the opportunity to improve their writing skills throughout the project?
Addresses a crosscutting competency (i.e. citizenship)	Contextual Learning Teamwork Leadership	Are students solving a semi-structured problem (e.g. designing a product, improving a system, or organizing an event) that is grounded in a context of life and work beyond the school walls? Does the project lead students to acquire and use competencies expected in high performance work organizations (teamwork, problem solving)?
Provides opportunities for, and evidence of, youth reflection and self assessment	Holistic/ Asset-Based Approach Use of Technology	Does the work require students to develop organizational and self-management skills? Do students reflect regularly on their learning, using clear project criteria that they have helped set? Will there be opportunities for regular assessment of student work through a range of methods, including exhibitions and portfolios?
Results in youth exhibition of learning that can include written, visual and performance elements and might involve audiences	Technology Leadership Skills	Are students expected to communicate what they are learning through presentations? Do students spend significant amounts of time doing field-based work? Does the project require student to engage in real investigation, using a variety of methods, media, and sources?
Includes the participation of an expert partner who adds real world expertise to the experience	Adult Connections	Do adults help students develop a sense of the real world standards for this type of work? Do students meet and observe adults with relevant expertise and experience? Do students have an opportunity to work closely with at least one adult? Do adults collaborate on the design and assessment of student work?

APPENDIX B - Projects Information *continued*

Recommended Crosscutting Competencies

Simply knowing how to read and write at basic levels will no longer ensure that our students are prepared for the 21st Century. Employers and colleges want students who can also apply what they learn in school to solve problems found in work and community settings.

Crosscutting competencies are the thinking and reasoning abilities that require students to construct knowledge and meaning across all content areas, using real world applications. This “constructivist” approach builds on the knowledge and skills that all students bring to the learning process and allow them to develop the skills demanded by both colleges and high performance workplaces.

1. **Communication**- *Students who are competent in communication will.*
 - Listen actively, critically, and effectively for a variety of purposes in diverse settings.
 - Speak with confidence, power and purpose.
 - Read, comprehend, critically analyze, and interpret a variety of materials.
 - Write effectively for a variety of purposes and audiences.
 - Develop expressive abilities in the areas of listening, speaking, reading, writing, and nonverbal communication.
 - Recognize and acknowledge the variety of communication methods and styles among diverse groups in our global society.
 - Communicate in an additional language.

2. **Citizenship**- *Students who are competent in citizenship will.*
 - Develop personal responsibilities including self-discipline, fulfilling moral and legal obligations, honesty and compassion.
 - Develop civic and social responsibilities that lead to making rational, sensitive and informed choices including respect for the law, respect for the rights of all people, and service to the community.
 - Develop constructive and critical thinking skills to question and evaluate a position.
 - Employ conflict management and negotiation skills.

3. **Multicultural Competence**- *Students who are multi-culturally competent will.*
 - Understand what culture means and how it affects language, behavior, and thought.
 - Understand their cultural heritage and experience, as well as those of others.
 - Analyze and discuss the role and contributions that different cultures have made to all disciplines.
 - Identify, analyze, and critique the nature and sources of bias.
 - Recognize how language can influence thoughts and perceptions of different groups.
 - Examine the economic and social consequences of injustice caused by biased beliefs and actions.
 - Identify cultural resources, practices, and traditions that exist in their own group and how these are treated and/or reflected in the cultural mainstream.
 - Acquire language skills, knowledge, and social skills that allow them to work effectively in diverse cultural groups and settings.

APPENDIX B - Projects Information *continued*

4. **Problem Solving**- *Students who are competent in problem solving will:*
 - Make decisions based on information, data, and/or research collected.
 - Collect, review, summarize, and organize data.
 - Analyze and select appropriate data that expands knowledge and meaning.
 - Apply and represent data appropriately.
 - Compare and contrast information and knowledge.
 - Plan probable strategies for resolving an identified problem.
 - Use appropriate language, graphs, diagrams, and drawings to design a multimedia presentation for different audiences.
 - Acknowledge and respond to constructive criticism.

5. **School-to-Career**- *Students who exhibit school-to-career competencies will:*
 - Use resources effectively (such as time, money, people, facilities, and organizations) to complete a project, develop a product, or meet the needs of a client.
 - Work effectively with others and in teams to achieve a shared goal.
 - Take a variety of leadership roles including teaching others new skills.
 - Use various types of technology effectively to retrieve, exchange, and produce information (or a product).
 - Understand how different environments (e.g., the workplace) and systems are organized.
 - Evaluate the effectiveness of systems (in and out of the workplace) and develop and implement strategies to improve those systems.
 - Identify personal strengths, weaknesses, interests, aptitudes, and abilities.
 - Explore and examine career choices using businesses and other resources in the community (e.g. through job shadowing and mentoring programs).
 - Participate in community and/or workplace experiences that are linked to academic learning (e.g., service learning or work-based learning experiences).

6. **Technology**- *Students who are technologically competent will:*
 - Acquire and evaluate data in electronic and other formats.
 - Organize and maintain computer files.
 - Use technological devices to process information.
 - Change the form of information in order send, receive, store, or retrieve data.
 - Interpret manuals, specifications, diagrams, and designs.
 - Use technology as a tool to share and publish information and knowledge.
 - Access local, national and global resources via telecommunication systems.
 - Select and apply appropriate equipment/tools to accomplish specific tasks.
 - Design, maintain, and troubleshoot technology systems.

- Use software applications.
- Become information managers and critical thinkers.
- Use technological resources to solve problems.

APPENDIX C

Information Regarding Work Portfolios

What is a portfolio?

A portfolio is a collection of work samples that communicate and showcase youth talents and skills. An employment portfolio specifically includes documentation that will support youth in achieving key work readiness skills to support their ongoing employment.

Sample portfolio elements:

- Resume
- References
- Cover letter
- Interview thank you note sample
- Interview with a professional in the organization
- Department profile
- Description of a job/career they are interested in
- Goal documentation sheet
- Business card collection
- Company organizational chart
- Employee evaluations
- Self-evaluations on work readiness
- Work journal
- Career field web site reference list
- Samples of work they have done at your company

Training will be provided for all successful applicants regarding the development and implementation of portfolios.