



The Youth Council of the Philadelphia
Workforce Investment Board



REQUEST FOR PROPOSALS

WorkReady Philadelphia
Summer Programs 2008

IMPORTANT DATES:

- RFP Release:* Friday, December 21, 2007
- Bidders' Conference:* Tuesday, January 8, 2008
1:00 pm to 4:00 pm
United Way of Southeastern Pennsylvania
Seven Benjamin Franklin Parkway
Philadelphia, PA 19103
- Notice of Intent to Apply
(Attachment 1) Due:* Tuesday, January 15, 2008 by 4:30 pm
Fax number: (267) 502-3847
- Proposals Due:* Friday, February 1, 2008 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

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Section I: Overview and Background

Background. In 2003, the Youth Council of the Philadelphia Workforce Investment Board (PWIB) established WorkReady Philadelphia as the City's comprehensive approach to youth workforce preparation. Since that time, the Council's system-building efforts have 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 enrichment and work readiness training for youth ages 14-21, offered through year-round and summer-only programs. During the summer of 2007, WorkReady Philadelphia programs provided more than 8,000 young people with six weeks of high quality paid experiences. The Philadelphia Youth Network (PYN) provides administrative support, coordination of effort and oversight to WorkReady Philadelphia on behalf of the PWIB Youth Council and other partners.

The 2008 Request for Proposal will focus on enhancing WorkReady Philadelphia by incorporating all of the traditional program models into a comprehensive 3-part design. WorkReady Philadelphia 2008 summer program categories are as follows:

- 1) Academic Support Programs**
(formerly YouthWorks Experience-Based College Exposure)
- 2) Service Learning Programs**
(formerly YouthWorks Summer Youth Service Corps and Summer Development Institutes)
 - a) community-based programs; and
 - b) programs connected to summer school.
- 3) Employment-focused Programs**
(formerly YouthWorks Work Experience and Summer Career Exploration Program)
 - a) subsidized work experiences; and
 - b) partially subsidized internships

Organizations applying for more than one program must submit a separate application for each program. Within the application, organizations will also be asked to identify whether the program is a summer only program or serving youth who are engaged year-round. Applicants will also be asked to identify their target population with a specific emphasis on youth in TANF households. Other priority populations include youth in and aging out of foster care, youth involved in the juvenile justice system and youth with special needs. In addition, the following zip codes will be targeted 19121, 19124, 19132, 19133, 19134, 19137, 19139, 19140, 19143, 19145, 19146, 19149, 19151, 19153.

Important Features of the 2008 Request for Proposals

- As indicated above, the 2008 summer program incorporates several program strands that will be combined and incorporated fully into WorkReady Philadelphia. This change is designed to promote increased efficiency and program flexibility for youth and providers.
- As in the 2007 summer program, increasing emphasis will be placed on providing opportunities for teens in TANF households.
- Applications will differentiate between summer only experiences and summer programming for year-round programs.
- Youth will be paid through the use of electronic debit cards. This new initiative will include financial literacy training for the providers and youth to assist with the implementation of this new system.
- In order to improve participation levels and ensure greater city-wide access for youth, successful applicants for stand-alone summer programs will be required to provide services to a designated percentage of youth who enroll at the central site.

Period of Performance: This request for proposals covers the period from March 15, 2008 through September 30, 2008. Contracts may be renewed for up to two additional years based on the availability of funding and successful achievement of negotiated performance measures. The Philadelphia Youth Council reserves the right to extend contracts and/or re-bid this RFP. Negotiated program requirements and performance measures may change from year to year.

The PWIB Youth Council is seeking organizations with the demonstrated experience and expertise to continue WorkReady Philadelphia's progress towards a comprehensive youth workforce development system.

Program Goals: Research suggests that young people experience learning losses when they do not engage in educational activities during the summer. Therefore, the Youth Council seeks providers with the ability to deliver youth activities and services that are comprehensive, far-reaching, and grounded in effective practices that will enable young people to succeed in school and prepare themselves for success as students, employees/employers and citizens. With these factors in mind, 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 and employer satisfaction.

Workforce Development Continuum: The WorkReady Philadelphia continuum is designed to serve the developmental needs of youth at various ages and stages and to provide appropriate opportunities that meet the varying levels of experience, skills, and proficiencies of youth. Younger youth (ages 14-15), with limited college exposure and little or no work experience, will benefit most from the academic support, service learning and subsidized work experience components. Older youth (ages 16-21), who are closer to entering the labor market and developmentally prepared for internships, are appropriate for placement in employment programs, in particular through partially subsidized internships. A detailed description of these programs by targeted age groups is provided below. While these categories suggest recommended age levels, programs should also be designed to serve the developmental needs of youth (e.g., 16-21 year olds may also benefit from an appropriately designed service learning project).

Category	Description	Age / Grade	Workforce Competencies
Academic Support	Academic Support programs offer a mixture of academic skill building, college exposure, career exploration, and work readiness training. Programs should take place on college or university campuses.	14 & 15 (9 th -10 th)	Readiness for Post Secondary Education Mastery of Job Seeking Skills Mastery of Technology Skills
Service Learning	Service Learning Programs involve youth in team-based projects that identify community needs and provide visible, active service to address them.	14 - 16	Readiness for Post Secondary Education Mastery of Job Seeking and Keeping Skills Demonstration of Personal & Social Development Skills
Employment Programs	Employment Programs offer youth career exposure and connections to public and private sector employers via entry level jobs or internships. Employment programs offer a strong focus on building workplace skills, academic achievement, career exploration, and post secondary readiness. All placements should be of high quality and related to youth career interests.	14-21 Subsidized Work Experiences	Readiness for Post Secondary Education Mastery of Job Seeking, Keeping & Career Advancement Skills
		16-21 Partially Subsidized Internships	Demonstration of Personal & Social Development Skills Mastery of Technology Skills

In order to ensure mastery of these competencies, 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

A. Recruitment of High Quality Placement Sites

Placement sites will be judged based on the richness of the experience that they provide to youth. Placement sites are defined as anywhere that a youth is engaged over the course of the summer and apply to all categories. High quality sites are those that:

- ✓ Provide a properly supervised and safe experience that adheres to child labor laws, including adult-to-youth ratios;
- ✓ Provide an experience guided by a mentor or caring adult;
- ✓ Promote academic achievement, acquisition of workplace and career preparation skills and prepare youth to be productive citizens;
- ✓ Build on Youth Workforce Development Competencies; and
- ✓ Expose and prepare youth for careers in identified priority/growth industries (*see list below*).

Contractors are responsible for recruiting employers to serve as placement sites for WorkReady participants. Sites must be identified and submitted for approval to PYN between the months of March and

May 2008. The names and locations of all worksites must be provided as a part of this application. If the contractor is selected as a WorkReady contractor, all worksites will have to be approved by PYN prior to the start of the program.

Once the site has received an approval from PYN staff, contractors will have to submit a worksite agreement. Worksite agreements are required for all worksites. Contracted agencies must ensure worksite compliance with all applicable Child Labor Law. You can access the complete listing of Pennsylvania's Child Labor Laws by downloading them from the Department of Labor and Industry website www.dli.state.pa.us.

In partnership with the Philadelphia Youth Network, successful applicants will train employers and worksite supervisors to ensure that they can effectively mentor youth. Contracted agencies will also be responsible for providing the monitoring and supervision necessary to ensure that youth and employer-mentors are supported throughout the six week duration of the program. This monitoring will include periodic visits, formalized communication, and other types of trouble-shooting and assistance.

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

- ✓ *Computer and Data Services;*
- ✓ *Health Services and Life Sciences;*

- ✓ *Social Services*
- ✓ *Hospitality;*
- ✓ *Applied Engineering / Manufacturing*
- ✓ *Education; and*
- ✓ *Financial Services.*

The Philadelphia WIB Youth Council encourages providers to generate 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.

B. Youth Recruitment & Program Types

As in past years, PYN will operate a full service central enrollment center (CEC) that will offer employment verification services. Contracted organizations are strongly encouraged to utilize the services of the CEC for recruitment, enrollment and employment verification. Regardless of participant entry-point, youth recruitment, completion of enrollment paperwork and employment verification will proceed in a coordinated manner with shared responsibility between PYN and the contracted organizations.

Research shows that the duration and intensity of programs affect participant outcomes and those populations of youth who could most benefit from these types of experiences tend to have the least access to them. As a result, the Youth Council has established several requirements and priorities for enrollment of youth in summer programs.

All applicants will be required to identify their programs as one of the following:

Type 1: Stand-Alone Programs- A stand alone summer program is defined as a 6 week summer experience which is not formally or directly connected to any year-round programmatic experience. Contracted organizations operating Type 1 programs must reserve a specified number of slots for youth who enroll via the CEC (i.e. “General Pool”) and recruit a specific number of youth who reside in TANF households. The remaining number of youth may be recruited by the contracted organization. The populations are described below:

General Pool At least 30% of budgeted slots will be placed from the “general pool” (a.k.a. the waiting list). These youth will be recruited, enrolled and matched through the CEC.

TANF Youth

At least 30% of budgeted slots must be recruited from TANF households. Successful applicants for Type 1 (stand-alone) programs will demonstrate an ability and capacity to serve TANF teens and will develop a working relationship with the network of EARN Centers and the County Assistance office (CAO). PYN will also support the facilitation of these connections

Type 2: Connection to Year-Round Programs- A contractor choosing this category will utilize WorkReady funding to supplement/enhance an existing program through which youth have been receiving services during the year. Contracted organizations must:

- Provide evidence that youth are connected to a year-round program;
- Describe expected program gains for the 12 month period; and
- Show an ability to enroll the targeted number of youth.

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;
- (3) Leveraging dollars to encourage employers to hire students year-round;
- (4) Supporting youth in Career and Technical Education programs during the school year with summer jobs;
- (5) Adding a summer jobs component to a year-round program that would not otherwise have an employment component, etc.

In addition to the TANF population, providers are encouraged to target youth in an and aging out of foster care, who are court-involved, have special needs or live in the following zip codes: 19151, 19139, 19143, 19153, 19145, 19146, 19140, 19132, 19121, 19134,19137,19124,19149,19133.

C. Youth Preparation

As a part of the employment verification process, all youth enrolled in WorkReady Philadelphia programs will receive a WorkReady toolkit. The toolkit is designed to prepare participants for their upcoming work experience and will be issued to all youth enrolled in the WorkReady program.

Every participant will receive a *WorkReady Toolkit* will include the following topics:

- ✓ *Employer Expectations*
- ✓ *Understanding your Summer Project (Academic Support, Service Learning & Subsidized Work Experiences)*
- ✓ *Your Individualized Portfolio (Partially Subsidized Internships)*
- ✓ *Workplace Cultures & Norms*
- ✓ *Understanding Your Paycheck and Using Your Debit Card*
- ✓ *Work place rights & Grievance Procedures*

Work-Readiness Orientations will take place during the months of May & June and will cover basic employability skills. Contracted organizations must be prepared to deliver the WorkReady orientation as well as to provide information specific to their program design and organizational policies.

D. Coordinated Job Development

Employers often comment on the level of frustration they experience when multiple providers send letters or request placements for their program participants. To address these concerns, providers will be required to coordinate their job development efforts centrally with PYN. 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 part of a larger youth development system (i.e. WorkReady Philadelphia). Contracted agencies will receive marketing and resource materials designed to promote employer participation in WorkReady Philadelphia. This effort is not intended to supplant existing organizational relationships with employers, but rather to foster a more coordinated and systemic approach citywide.

E. Academic Enhancement through Projects or Work Place Portfolios

A key expectation of WorkReady Philadelphia is that every participating youth will complete a project (for Academic Support, Service Learning Programs and Subsidized Work Experiences) or workplace portfolio (for Partially Subsidized Internships). 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. Both projects and portfolios will be required to align with the Youth Workforce Development System Competencies and the School District of Philadelphia's Academic Standards.

Summer Projects - All programs developed under the Academic Support, Service Learning and Subsidized Work Experience programs will incorporate project-based learning plans developed by contracted agencies that must be approved by the Philadelphia Youth Network and aligned with academic standards and crosscutting competencies detailed in [Appendix B](#). The learning plan will enable youth to be eligible for 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.

Career-Theme Based Portfolios – All programs developed under the Partially Subsidized Internships will be required to complete a career-themed portfolio. Through the portfolio, participants will focus on developing skills in six main workforce development competency areas. Each of the competencies will be taught during the required 6-week seminar to be facilitated by the contractor. Portfolios will be assessed in accordance with a competency-based rubric and will offer the opportunity for students to earn a School District approved elective credit.

Certified teachers hired by PYN will assess these projects and portfolios and make assessments regarding academic progress of youth and eligibility of projects and portfolios for credit.

F. 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.

G. Payments to Youth

The Philadelphia Youth Network will centrally administer all payments to youth via a web-based student tracking system. All contractors will be required to record the hours worked for each participant on a PYN issued timesheet and submit weekly payroll files electronically via this system. This year payment shall be issued to youth via an electronic debit card. Selected providers will receive training regarding this system.

In most cases, the Philadelphia Youth Network will centrally administer all payments to youth. 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 or for New Jersey based programs.

In an effort to maximize the funding available, the WorkReady Philadelphia 2008 program will implement a tiered payment system which will pay younger youth (14 – 15 year old) a training wage of \$6.55 per hour and older youth (16 – 21 years old) the minimum wage of \$7.15 per hour.

H. Data Collection and Reporting

At the conclusion of the program, each provider will receive a performance report based on negotiated performance measures. Additional programmatic information will be solicited from contracted agencies to supplement the program narrative presented to the Philadelphia WIB Youth Council and the various funding agencies. Specifically, all Academic Support, Service Learning and Subsidized Work Experiences 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, Partially Subsidized Internship contractors will be required to document the strategies and successes of youth who compile work readiness portfolios. ***Successful bidders must submit a final report by September 30, 2008 and coordinate with 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 Placed
- 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
- # of Worksites recruited

If the program is a stand-alone summer program, the following additional outcome measures will apply:

- Number of youth recruited from the General Pool
- Number of youth served from the General Pool
- Number of youth recruited from TANF households
- Number of youth served from TANF households

If the program is connected to year-round activities, the following additional outcome measures will apply:

- Number of youth connected to year-around activities
- Number of youth served during year-round activities
- Demonstration of gains achieved over the 12 month period

I. WorkReady Closing Ceremony

Selected youth will be invited to display their work at the WorkReady Closing Celebration that will be held at the Convention Center during the final week of the program. The Closing Celebration will invite youth who have demonstrated academic excellence to compete in the final project and portfolio competition. Awards will be presented to youth in a variety of categories.

III. Program Descriptions

Category 1: Academic Support Programs

<i>Program Structure:</i>	<p>This model provides participants with a mixture of academic skill building, college exposure, career exploration, and work readiness training. The program should take place on college or university campuses and may be day programs or residential.</p> <p>All youth must participate in college preparatory training. In addition, youth should be provided with career exploration as part of their six-week experience.</p>
<i>Duration and Term:</i>	<p>Services should be provided for 120 hours (20 hrs per week) over a maximum of six weeks beginning no sooner than <i>June 30, 2008</i> and finishing by <i>August 8, 2008</i>. Applicants requesting start dates different from those listed above must identify their requested dates and provide a justification in the Narrative Section. Participants work an average of 20 hours per week.</p>
<i>Minimum Youth Served:</i>	<p>Providers must serve a minimum of 75 youth.</p>
<i>Geographic Scope</i>	<p>Programs must benefit youth residing in Philadelphia.</p>
<i>Youth Orientation</i>	<p>Agencies must provide appropriate orientation to youth outlining the expectations of the program and distribute the WorkReady Toolkit.</p>
<i>Academic Project Requirement:</i>	<p>Participating youth will produce a summer project approved by PYN and aligned with the academic standards and crosscutting competencies detailed in <i>Appendix A and Appendix B</i>. Providers will work with each participant to develop a summer Learning Plan as part of the project so that youth can receive school credit. In addition, providers should coordinate activities with Academic Advisors so they can work with youth and staff.</p>
<i>On-Site Supervision:</i>	<p>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.</p>
<i>Payments to Youth:</i>	<p>Participating youth will receive a stipend of up to \$ 360. All earnings will be issued by the Philadelphia Youth Network directly to the participant. Summer youth cannot work 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).</p>
<i>Cost Per Slot:</i>	<p>Academic Support programs have a maximum cost-per participant for program operations of \$340 per youth. This payment will be paid directly to the contracted organization and does not include the payments to youth.</p>

(Note: Additional, specific costs to accommodate youth with special needs may be considered separately from the funding cap on a case-by-case basis. A strong rationale for the additional payment must be provided in the budget narrative and match the program description presented in the narrative.)

Category 2: Service Learning Programs

Model (a): Community-based Service Learning Programs

Program Structure:	<p>Youth will participate in teams to develop projects that provide active service to communities 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. Projects should be highly visible to the public and must address a legitimate community need. In addition, youth should be provided with career exploration as part of their six-week experience.</p> <p>If outdoor activities are being proposed, applicants must identify alternative activities in case of inclement weather.</p>
Duration and Term:	<p>Services should be provided for 120 hours (20 hrs per week) over a maximum of six weeks beginning no sooner than June 30, 2008 and finishing by August 8, 2008. Applicants requesting start dates different from those listed above must identify their requested dates and provide a justification in the Narrative Section. Participants work an average of 20 hours per week.</p>
Minimum Youth Served:	<p>Providers must serve a minimum of 75 youth.</p>
Geographic Scope	<p>Programs must benefit youth residing in Philadelphia.</p>
Youth Orientation	<p>Agencies must provide appropriate orientation to youth outlining the expectations of the program and distribute the WorkReady Toolkit.</p>
Academic Project Requirement:	<p>Participating youth will produce a summer project approved by PYN and aligned with the academic standards and crosscutting competencies detailed in <i>Appendix A and Appendix B</i>. 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.</p>
On-Site Supervision:	<p>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.</p>
Payments to Youth:	<p>Participating youth will be paid based on their age at the time of the start of the program. Younger youth will receive a training wage of \$786 (120 hours at \$ 6.55 per hour). Older youth will receive the minimum wage payment of \$858 (120 hours at \$ 7.15). Summer youth cannot be paid for more than 120 hours during the six-week period.</p>
Cost Per Slot:	<p>The maximum cost per-participant for Service Learning Programs is \$350 per youth. This payment does not include the payments to youth and will be paid directly to the contracted organization.</p>

(Note: Additional, specific costs to accommodate youth with special needs may be considered separately from the funding cap on a case-by-case basis. A strong rationale for the additional payment must be provided in the budget narrative and match the program description presented in the narrative.)

Model (b): School-Connected Service Learning Programs

Program Structure:	Youth will participate in a 16-hr per week experience that complements morning summer school classes the targeted high schools. Service Learning projects must be organized within the 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 80 hours (16 hrs per week) over a maximum of five weeks beginning no sooner than June 30, 2008 and finishing by August 8, 2008 . Applicants requesting start dates different from those listed above must identify their requested dates and provide a justification in the Narrative Section. Participants work an average of 16 hours per week and be enrolled in an approved School District of Philadelphia summer school program.
Minimum Youth Served:	Providers must serve a minimum of 75 youth.
Geographic Scope	Programs must benefit youth residing in Philadelphia.
Youth Orientation	Agencies must provide appropriate orientation to youth outlining the expectations of the program and distribute the WorkReady Toolkit. In addition, youth should be provided with career exploration as part of their six-week experience.
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 be paid based on their age at the time of the start of the program. Younger youth will receive a training wage of \$786 (80 hours at \$ 6.55 per hour). Older youth will receive the minimum wage payment of \$858 (80 hours at \$ 7.15). Youth in this model cannot be paid for more than 116 hours during a five-week period.
Cost Per Slot:	The maximum cost per-participant for Service Learning Programs is \$350 per youth. This payment does not include the payments to youth and will be paid directly to the contracted organization.

(Note: Specialized costs to accommodate youth with special needs may be considered separately from the funding cap on a case-by-case basis. A strong rationale for the additional payment must be provided in the budget narrative and match the program description presented in the narrative.)

Category 3: Employment Programs

Model (a): Work experience (fully-subsidized)

Program Structure:	Subsidized Work Experience Programs are designed to combine (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 post-secondary readiness. Youth must participate in periodic workshops that build career awareness and deliver career preparation strategies.
Duration and Term:	Services should be provided for 120 hours (20 hrs per week) over a maximum of six weeks beginning no sooner than June 30, 2008 and finishing by August 8, 2008 . 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 75 youth.
Geographic Scope	Programs must benefit youth residing in Philadelphia.
Youth Orientation	Agencies must provide appropriate orientation to youth outlining the expectations of the program and distribute the WorkReady Toolkit.
Academic Project Requirement:	Participating youth will produce a summer project approved by PYN and aligned with the academic standards and crosscutting competencies detailed in <i>Appendix A and Appendix B</i> . 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:	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-supervisor staff ratio may not exceed 3:1.
Payments to Youth:	Participating youth will be paid based on their age at the time of the start of the program. Younger youth will receive a training wage of \$786 (120 hours at \$ 6.55 per hour). Older youth will receive the minimum wage payment of \$858 (120 hours at \$ 7.15). Summer youth cannot be paid for more than 120 hours during the six-week period.
Cost Per Slot:	The maximum cost per-participant for is \$340 per youth. This payment does not include the payments to youth and will be paid directly to the contracted organization.

(Note: Additional, specific costs to accommodate youth with special needs may be considered separately from the funding cap on a case-by-case basis. A strong rationale for the additional payment must be provided in the budget narrative and match the program description presented in the narrative.)

Model (b) Partially Subsidized Internships

Program Structure:	Partially subsidized internships are designed to provide youth with a 25-hour/week internship experience (including at least 5 hours/week at the employer’s expense) that combines: (1) on-site private sector employment in businesses eligible for subsidy (see proposed criteria listed below), (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 with PYN. Any non-profit or public sector placements require a waiver. Applicants must be 501(c) (3) organizations.
Duration and Term:	Services must be provided for up to 25-hours per week over a maximum of six weeks beginning no sooner than June 30, 2008 and finishing by August 8, 2008 . 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 25 youth.
Eligible Youth	Youth in this program should be at least 16 years of age
Geographic Scope	Programs serving youth in Philadelphia, Chester and Camden are eligible to apply.
Youth Orientation	Participating youth must: (1) attend a Work-Readiness Orientation and (2) have at least one pre-employment interview with the worksite supervisor. Contractor must also distribute the WorkReady Toolkit.
Academic Project Requirement:	All youth are required to complete the career-theme based portfolio. Contractors are required to facilitate Friday seminars which promote completion of the portfolio. Portfolios will be assessed in accordance with a competency-based rubric and will offer a SDP approved elective credit for eligible participants. Academic credits are only available for youth attending the school in Philadelphia.
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-supervisor ratio may not exceed 3:1 .

<p>Monitors:</p>	<p>Applicants must employ monitors to serve as advisors, mentors, and advocates for youth throughout the program. <u>One monitor should serve no more than 12 participating youth.</u></p> <p><u>Requirements:</u> Program 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. <u>No rising freshmen or sophomores should be employed as monitors.</u></p> <p><u>Training:</u> There will be one centralized training session for monitors. Agencies are also required to provide agency-specific training to their monitors.</p> <p><u>Wages for Monitors:</u> Agencies will be responsible for paying the monitors out of their program-operating budget and should propose a payment system in the budget.</p>
<p>Payments to Youth:</p>	<p>Participating youth will receive a total payment of \$858 (120 hours at \$7.15 per hour) from the Philadelphia Youth Network for their participation in the program. Youth may not receive subsidized wages for more than 120 hours during the six-week period.</p> <p>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. Employers may elect to issue the payment for the additional hours through the Philadelphia Youth Network. Additional instructions about payment will be shared with contracts at the point of contract award. Waivers for this request will only be granted in exceptional circumstances.</p>
<p>Eligibility for Proposed Subsidy (To be finalized with selected contractors and the PWIB Youth Council)</p>	<p>Companies eligible for subsidy may include the following:</p> <ul style="list-style-type: none"> • More than 3 and less than 50 employees • Is a non-profit organization, sole proprietorship, partnership, or LLC • Has a net income less than \$15 million • Is not a publicly traded company • Is not located in someone’s home
<p>Cost Per Slot:</p>	<p>The maximum cost per-participant for Service Learning Programs is \$340 per youth. This payment does not include the payments to youth and will be paid directly to the contracted organization.</p>

(Note: Additional, specific costs to accommodate youth with special needs may be considered separately from the funding cap on a case-by-case basis. A strong rationale for the additional payment must be provided in the budget narrative and match the program description presented in the narrative.)

Participant Eligibility

General Eligibility: To participate in Academic Support, Service Learning and Work Experience Programs, 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:
 - Academic Support - priority will be placed on serving younger youth (14-15).
 - Service Learning Model (a) Community-based Service Learning Programs – priority will be placed on serving youth between the ages of 14 – 21.
 - Service Learning Model (b) School-Connected Service Learning Programs - youth must be in ninth or tenth grade and required to attend summer school.
 - Employment Programs Fully Subsidized Work Experiences – priority will be placed on serving youth between the ages of 14 – 21.
 - Employment Programs Partially Subsidized Internships - youth must be at least 16 years old or entering 11th grade.

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

Family Size	Family Income
1	\$23,993
2	\$32,171
3	\$40,349
4	\$48,527
5	\$56,705
6	\$64,883
7	\$73,061
8	\$81,239

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: **2008 TANF guidelines** will be released in March 2008.

Section V. Application Information

Period of Performance: The Contract start date will be March 15, 2008. Contracts will end September 30, 2008. Contracts **will be based on the availability of funding and contractor performance from prior periods. 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 2008 and initial awards are subject to change based on the availability of funding.**

Who is Eligible to Apply? The Philadelphia WIB Youth Council is seeking non-profit and for-profit applicants to provide services for the Academic Support, Service Learning and Work Experience subsidized internship program categories.

For the Work Experience Partially Subsidized Internships, 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 program **MUST SUBMIT A SEPARATE APPLICATION FOR EACH PROGRAM.** Applicants will be required to identify whether they are applying as a stand-alone summer program or to serve youth involved in year-round programs through one of the summer models.

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 21,2008
Bidders Conference	January 8, 2008
Letter of Intent to Apply	January 15, 2008
Proposal Due Date	February 1, 2008 4:30 pm
Review and Selection Period	February 4, 2008 – February 18,2008
PWIB Youth Council Approval of Recommendations	February 27, 2008
PWIB Approval Confirmed	March 5, 2008
Contract Start Date	March 15, 2008

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 15, 2008 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 8, 2008 from 1 pm to 4 pm at the United Way of Southeastern PA, Seven Ben Franklin Parkway, 1st Floor, Philadelphia, PA 19103. Attendance is **STRONGLY ENCOURAGED**. Please RSVP your attendance via e-mail to jecheverri@pyninc.org. Be sure to include your name(s), organization and number of people attending.

Application Submission: One original, five copies and 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 received by 4:30 pm on February 1, 2008.** Applications mailed in advance must be sent via certified mail and received by 4:30 on the due date.

Where: Philadelphia PWIB Youth Council
C/o Philadelphia Youth Network
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 1, 2008

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 emailed to 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 worksites and activities will achieve these goals (i.e., why did you choose the learning/worksites that you will utilize?). How are you connecting to the growth industries listed in Section I? Please attach a list of 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 for youth. In particular, what criteria do you use as an organization to determine an appropriate worksite or learning site for youth in your program? How would you handle a work or learning site that you found to be underperforming during the summer?
 - d. Describe how the career and academic interests of each youth will be assessed prior to enrolling youth to make sure that they are a good match for your program and for their placement. What do you look for in the recruitment process to ensure a good match?
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?

Section B: Project Implementation (75 pts.)

1. Recruitment (6 points)

- a. 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.
- b. If this is a stand alone summer program, describe how you will: recruit youth, integrate youth from the CEC and meet the requirement for youth living in TANF families.
- c. If this is a year-round program, how will you ensure that youth stay connected between the summer and year-round components of your program?

2. Enrollment & Orientation (6 points)

Explain how you will enroll and orient youth in your program. 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)

- a. Aside from monetary incentives, what strategies will you use to ensure that youth attend and complete the program?
- b. What is your procedure for terminating a young person from 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 program categories requiring a project, 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 programs requiring a portfolio, describe the integration of work portfolios into your program (*See Appendix C*).
- c. How will you integrate exposure to high-growth industries into your program design?
- d. For year-round programs, describe how the summer component is designed to integrate into your year-round efforts.

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, 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. How will staff be recruited, trained, and supervised to ensure they are completing their work effectively? How will feedback be given to supervisors within your organization regarding any problems or challenges that they might be finding in the field that require intervention on the part of the contractor?

6. Collaborations/Partnerships (14 points)

- a. Identify the partnerships that will be part of your program.
- 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. If you are recruiting one of the targeted populations, 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. How will you monitor these sub-contracts over the course of the program?
- f. For year-round programs, detail your expectations and plans for connecting and/or providing participating youth with year-round services.

7. Quality Assurance and Outcomes (10 points)

- a. What are your anticipated outcomes for youth in your program?
- b. 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. If you did not meet performance outcomes, what will you do differently to ensure that these outcomes are met?
- c. For year-round programs, what are your 12 month goals for youth and how does this program help you to achieve those goals?

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:

WorkReady Philadelphia Categories	Cost Per Participant
Academic Support Programs	\$340
Service Learning Programs 1. Community-based 2. School-Connected	\$350
Employment Programs 1. Subsidized Work Experiences 2. Partially Subsidized Experiences	\$340 \$340

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 \$25,500 (75 participants x \$340 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. Academic Support Programs youth will receive stipends (up to \$360 per youth), and all youth in Service Learning and Employment Programs will receive wages. Summer wages for

Service Learning and Employment Programs will equal up to \$858 per youth depending on the age of the participant.

Youth Payment Summary:

<i>Program category</i>	Academic Support Programs	Service Learning Programs		Employment Programs	
<i>Program model</i>	Education Based College Exposure (EBCE)	General Programs	School Connected Programs	Subsidized Work Experiences	Partially Subsidized Internships
<i>Total Youth Payment</i>	\$360	14 – 15 yrs = \$786 16 and older = \$858	14 – 15 yrs = \$786 16 and older = \$858	14 – 15 yrs = \$786 16 and older = \$858	14 – 15 yrs = \$786 16 and older = \$858
<i>Total hours</i>	120 hrs	120 hrs	80 hrs	120 hrs	120 hrs
<i>Pay per hour</i>	\$3.00/hr	Younger Youth = \$6.55 Older Youth = \$7.15/hr		Younger Youth = \$6.55 Older Youth = \$7.15/hr	Younger Youth = \$6.55 Older Youth = \$7.15/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 unshaded 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 that 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 contracts in 2005, 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 15, 2008***
SEND BY FAX TO: 267-502-3847**

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	Program Models	Program Type <u>Please write in Stand alone Summer or Connected to Year Round for each application category</u>	# of Proposals Intended
Academic Support Programs			
Service Learning Programs	Community-Based		
	Connected to Summer School		
Employment Programs	Subsidized Work Experiences		
	Partially Subsidized Internships		
Total # of proposals your organization intends to submit:			

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.
- Preliminary Employer / 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) **ATTACHMENT 2**
- 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)
- Electronic copy:** One CD or 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):

Academic Support	Service Learning Programs	Employment Programs
Stand-Alone Summer <input type="checkbox"/>	1. Community-Based <input type="checkbox"/>	1. Subsidized Work Experiences <input type="checkbox"/>
Connected to Year-Round <input type="checkbox"/>	2. Connected to Summer School <input type="checkbox"/>	2. Partially Subsidized Internships <input type="checkbox"/>
	Stand-Alone Summer <input type="checkbox"/>	Stand-Alone Summer <input type="checkbox"/>
	Connected to Year-Round <input type="checkbox"/>	Connected to Year-Round <input type="checkbox"/>

Operating budget request: \$	Number of slots requested:
Cost per slot (a/b): \$ per slot	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:

*Authorized Representative

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

Name:

Title:

Phone:

Fax:

E-mail:

Organization Contact

(for questions about agency or application in general)

Name:

Title:

Phone:

Fax:

E-mail:

Fiscal Contact

(for questions about the budget)

Name:

Title:

Phone:

Fax:

E-mail:

Program Contact

(for questions about the proposed program during its operation)

Name:

Title:

Phone:

Fax:

E-mail:

Technology/Computer Contact

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

Name:

Title:

Phone:

Fax:

E-mail:

Signature of Authorized Representative* *(required)*: x_____

Proposal Cover Sheets

Page 3 – Additional Applicant Information

Organization Information

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

Conflict of Interest/Union Concurrence

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

Computer Capabilities

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

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

ATTACHMENT 4

Preliminary List Of Employers / Worksites

If you are proposing to utilize employer based worksites as part of your project, please complete the Preliminary List Of 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 CD or disk when submitting the proposal.

Preliminary List of Employers / 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								
19								
20								
21								
22								
23								
24								
25								
26								
27								
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?
2. Is there parking within 200 feet of the building entrances?
3. Is any of the parking reserved for the disabled?
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?.....
5. Are the parking spaces on level ground?
6. Are there ramps or level spaces to allow people to enter the building without crossing a curb?

Walkways

1. Are walks at least 48 inches wide?
2. Is the gradient not greater than one-foot rise in 20 feet (5 percent)?
3. Are walks without interruption (i.e., steps or abrupt changes in level)?
4. If the walks cross a driveway, parking lot or other walks, do they blend into a common level surface?
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?.....
6. Do walks have non-slip surfaces?

Building Door and Doorways

1. Do doors have a clear opening at least 32 inches wide?
2. Can doors be opened with a single effort?
3. Is the floor of the doorway level within 5 feet of the door in the direction it swings?
4. Does this level space extend 1 foot beyond each side of the door?
5. Does it extend 3 feet in the direction opposite to the door swing?
6. Are sharp inclines and abrupt changes in levels avoided at doorsills?
7. Does the speed of the door closer allow the use of doors by physically disabled persons?

Accessibility Survey Checklist - page 2 of 3

YES NO

Building Stairs and Steps

- 1. Do the steps avoid protruding lips at the edge of each step?
- 2. Do stairs have handrails at least 30 inches above the step level?
- 3. Do stairs have at least one handrail that extends at least 18 inches beyond the top and bottom step?
- 4. Do steps have risers of 7 inches or less?

Building Floors

- 1. Do floors have non-slip surfaces?
- 2. Are floors on each story at a common level or connected by a ramp?

Building Restrooms

- 1. Can physically disabled persons, particularly those in wheelchairs, enter the restroom?
- 2. Do toilet rooms have turning spaces 60 x 60 inches to allow traffic of individuals in wheelchairs?

Building Water

- 1. Is there at least one drinking fountain for use by the physically disabled?
- 2. Can persons in wheelchairs wheel up to fountains?
- 3. Do water fountains or coolers have up-front spouts and controls?
- 4. Are they hand-operated?
- 5. If coolers are wall-mounted, are they hand-operated, with basins 36 inches or less from the floor?

Building Public Telephones

- 1. Is there at least one public telephone in each "bank" accessible to the physically disabled?
- 2. Is the height of the dial 48 inches or less from the floor?
- 3. Is the coin slot located 48 inches or less from the floor?
- 4. Are these telephones equipped for persons with hearing disabilities? Are those telephones identified as such?

Building Elevators

- 1. If more than one-story building, are there elevators available to the physically disabled?
- 2. Can physically disabled persons, particularly those in wheelchairs, enter the elevators?
- 3. Are outside call buttons 48 inches or less from the floor?

- 4. Are control buttons inside 48 inches or less from the floor?

Accessibility Survey Checklist - page 3 of 3

YES NO

Building Warning Signals

- 1. Are audible warning signals accompanied by simultaneous visual signals for the benefit of those with hearing and sight disabilities?

Building Hazards

- 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?.....
- 2. Are there no low-hanging door closers that remain within opening of doorways or that protrude hazardously into regular corridors or traffic ways?
- 3. Are there no low-hanging signs, ceiling lights, fixtures or similar objects that protrude into regular corridors or traffic ways?
- 4. Is lighting on ramps adequate?
- 5. Are exit signs easily identifiable to all disabled persons?

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 award.

CONTRACTOR'S BUDGET CERTIFICATION

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

Authorized Representative Signature: 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 2008 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?
Addresses at least two academic subjects or crosscutting competencies	Connections to Schools	Do students create or produce something that has personal and/or social value, beyond the school setting?
		Does the project lead students to acquire and apply knowledge central to one or more discipline or content area?
Develops strong writing skills	High Standards / Connections To School	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)
Addresses a crosscutting competency (i.e. citizenship)	Teamwork Leadership	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?
Provides opportunities for, and evidence of, youth reflection and self assessment	Contextual Learning	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?
		Teamwork Leadership
Results in youth exhibition of learning that can include written, visual and performance elements and might involve audiences	Holistic/ Asset-Based Approach	Does the project lead students to acquire and use competencies expected in high performance work organizations (teamwork, problem solving)?
		Does the work require students to develop organizational and self-management skills?
Includes the participation of an expert partner who adds real world expertise to the experience	Use of Technology	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?
	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?
	Adult Connections	Does the project require student to engage in real investigation, using a variety of methods, media, and sources?
		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:

- Résumé
- 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.