



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



REQUEST FOR PROPOSALS

WorkReady Philadelphia Summer Programs 2010

IMPORTANT DATES:

<i>RFP Release:</i>	Friday, January 15, 2010
<i>Bidders' Conference:</i>	Wednesday, January 20, 2010, 1:00PM Philadelphia Youth Network
<i>Letter of Intent to Apply (Attachment 1) Due:</i>	Friday, January 22, 2010 by 4:30 pm Fax number: 267-502-3868
<i>Proposals Due:</i>	Friday, February 12, 2010 by <u>12:00 PM</u> The 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: Introduction

Background. This is the 12th year in which academically-enriched summer employment programming has been offered to young people in the City of Philadelphia. Beginning in 1999 and continuing to the present time, Philadelphia’s approach to summer youth employment has focused increasingly on building coordinated strategies that promote work readiness, career preparation, academic enrichment and postsecondary exposure for increasing numbers of young people. During these dozen years, the City’s youth workforce development efforts – now incorporated and managed through the WorkReady Philadelphia system – have expanded the numbers of investors, stakeholders and participating youth. In all, since 1999 the City has allocated \$60,000,000 in funding from government, foundations and employers to dozens of high-quality youth providers that have overseen programming for over 53,000 youth from low-income families.

Today, these investments and partnerships are overseen by the Philadelphia Council for College and Career Success (The Council), which serves as Philadelphia’s Workforce Investment Act Youth Council, and leads efforts to achieve the City’s ambitious education goals. The Philadelphia Youth Network staffs the Council and manages youth funds available to the City through a contract with the Workforce Investment Board.

Building on a Foundation of Success. During the summer of 2009, the WorkReady Philadelphia system of programs provided more than 8,500 young people with six weeks of high quality, paid experiences, including over 2,600 young people who benefitted from employment opportunities through the American Recovery and Reinvestment Act (the Recovery Act). WorkReady Philadelphia 2010 summer programs will build on these successes, funding and challenging partner organizations to offer the highest quality programs and opportunities for Philadelphia youth.

Summary and Overview of the WorkReady 2010 Summer Program. For the 2010 summer, the Council will recommend funding and support to applicants that demonstrate the ability to manage high-quality workforce development programming for youth, ages 14-21. Except as noted below, all programs will offer 20 hours/week of paid experience, and will operate for six weeks during the period July 6 and August 13, 2010. The Council requests proposals for three models:

- **Service Learning** – Service learning programs organize young people, ages 14-21, into teams that perform work and service in their communities, and result in visible and/or tangible benefits to the local, regional, national or global community. All participants in service learning programs will complete a service learning project that reflects their service experiences, and also provides opportunities to hone academic skills.
- **Work Experience** – In general, Work Experience programs are targeted for youth and young adults, ages 14-21, with limited or no work experience. Activities will blend work experience with work-readiness training in ways that expand knowledge of workplace competencies and careers, and also underscore the importance of academic achievement and its link to career advancement. All participating youth will develop work-based learning projects during their summer programs that demonstrate knowledge

of their worksite placement and also provide opportunities to enhance academic and career preparation skills.

- **Internships** – Internships offer more sophisticated work-related experiences for youth ages 16-21. To the extent possible, internships will involve placements in high-skill/high-demand industries (see Council goals, pg. 5), and will feature weekly trainings that promote student acquisition of workplace competencies and specific 21st Century Skills. All youth placed in internships will participate in a series of professional development workshops which will focus on career exploration and aptitude assessment, work-readiness, and college-preparation. Youth will be expected to complete a contextual learning project which may be a work-based learning project or portfolio.

An Important Note on Funding. As of this writing, it is impossible to predict the exact level of funding that will be available locally for summer youth employment in 2010. Based on resources currently in hand or anticipated, the City would experience a decline of approximately \$2.8 million in available funding, which could translate into a loss of more than 1,800 jobs. However, the Congress is currently considering job creation legislation that might restore or even substantially increase funding and opportunities for summer jobs in 2010. We hope that the situation will be clarified in advance of contract negotiations with successful applicants. As of the date of this Request for Proposal, the other likely sources of funding may include TANF, William Penn Foundation and other Foundations, School District of Philadelphia, City of Philadelphia and employers. All awards are contingent upon the availability of funding.

Section II: Goals of the Philadelphia Council of College and Career Success

Council Goals for WorkReady Philadelphia Summer 2010. The Council is seeking proposals from organizations with proven capacity to deliver youth activities and services that are comprehensive 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. Specifically, the Council believes that successful 2010 WorkReady Philadelphia programs should:

- Promote skill acquisition (academic and work readiness) through project-based instruction
- Promote mastery of work readiness competencies and 21st Century skills, as demonstrated through workplace portfolios and other assessments.
- Increase exposure to high-priority growth sectors in the Greater Philadelphia economy, including:
 - green jobs;
 - creative economy jobs;
 - computer and data services;
 - health services and life sciences;
 - transportation, communications and utilities;
 - hospitality;
 - education; and
 - financial services.
- Provide access to programs for high-risk youth, e.g. those who are out-of-school and/or involved in the foster care and juvenile justice systems; residing in TANF households; and residing in high-crime zip codes; and
- Increase the development of high quality worksites and overall participant and employer satisfaction.

Section III: Description of WorkReady Summer Models for 2010

As noted, the Council will support three program models. Please note that applicants seeking support for more than one model must submit a separate application for each program model

MODEL #1: SERVICE LEARNING

Service Learning positively impacts young people -- helping them understand that they can contribute to their local, regional, national or global communities, and in turn receiving recognition by community members for their contribution. Service Learning is also associated with increased civic engagement, and can have positive impacts on high school graduation and college-going.

Characteristics of Council-Funded Service Learning Projects

Participant Ages:	14 - 21 years of age
Supervision Ratio:	1:15 adult to student ratio
Minimum participants:	45
Duration of program:	Six weeks @ 120 hrs (average 20 hrs per week)
Youth Payment:	\$7.25 per hour = \$870 total wages
Operating cost per Slot:	\$350 per slot

Description of Service Learning Program Model. Service learning is a teaching and learning strategy in which students address real-world issues, problems and needs within the local, regional, national or global community. They explore these issues through research, reflection, and development of service learning projects, as well as through direct service and/or advocacy. During the projects, students should acquire the necessary knowledge for active and effective citizenship and develop targeted work-readiness skills. (*Source: STC Contexts for Connected Learning, 2000 SDP Office of Education for Employment*)

Core Program Components. A strong service learning program should integrate the following components, adapted from the National Youth Leadership Council, into a meaningful project designed to address a local, regional, national or global community need. The components are:

1. **Meaningful service** – Activities that engage youth in service projects that are meaningful both to themselves and to the targeted beneficiaries (e.g. neighborhoods and residents where the service takes place).
2. **Link to learning** – Service learning is designed to teach specific goals and/or content – e.g. citizenship, academics, teamwork and problem-solving, etc.
3. **Reflection** – Service learning activities create opportunities for youth to reflect on their service experiences, including their value to the community and what it means to the young people who are performing the service.
4. **Diversity** – Projects help participating youth to gain an understanding, appreciation and respect for individuals of diverse backgrounds.

5. **Youth Voice** – Service Learning Projects provide youth opportunities to plan, implement and evaluate the overall service experience to determine impact and effectiveness.
6. **Partnerships** - Students work in partnership with community organizations and individual residents (if project is locally focused) in framing and carrying out the service activity.
7. **Progress monitoring** - Students have opportunities throughout the service project to assess the quality of implementation and the progress towards the targeted goals.
8. **Duration and Intensity** – The project is appropriate to the time available, so that the activity can be completed and assessed by the end of the summer program.

Contextual Learning Strategy – Service Learning Projects. All service learning programs must implement a service learning project, delivered as a project-based learning experience. Projects must be connected directly to the work that is being conducted throughout the six weeks of the program and should demonstrate the research that went into selecting and designing the project; the competencies required to complete the project and the solution that addresses the identified community need. In short, the service learning experience should include *both* meaningful service *and* the intentional development of work readiness and career preparation skills.

All providers are expected to develop a project that addresses the program elements described above as well as teach the targeted 21st Century work readiness skills. The project should be designed to teach youth the targeted skills as well as provide an environment where the skills may be practiced and potentially mastered over the course of the six-week program. All projects will be assessed by a PYN Facilitator (formerly academic advisor) for content, completion, quality and rigor. Youth may be selected to participate in the culminating WorkReady Closing Ceremony. Please refer to Section IV for additional detail about the Contextual Learning Strategy.

NOTE: PYN only has the ability to **recommend** the receipt of credit if the youth has successfully met all of the performance criteria. PYN does not have the ability to apply the credit to an individual student profile. Only youth attending a Philadelphia public school are eligible to receive a service learning credit and/ or a work readiness elective credit under the Service Learning Model.

Service Learning Setting: Projects may be implemented in one of two types:

- A community-based service learning program in a specific neighborhood or community that is available to the general population of participants; or
- A school-linked service learning program that serves a population of School District of Philadelphia students who are attending summer school, and is situated near the school where participating students attend class.

MODEL 2: WORK EXPERIENCE

Research suggests that many low-income students have aspirations for college and careers, but do not have a clear idea of how these goals can be attained. Furthermore, low-income youth often have less access to employment opportunities during their teen years, contributing to slower wage gains as adults when compared to more affluent youth. To begin to address these issues, the Work Experience model will provide an early work experience combined with learning opportunities that will help youth and young adults, ages 14-21, to understand how best to prepare themselves to become active and productive citizens. As a result, the Work Experience model can help young people to imagine new possibilities for themselves, and to understand more fully how to realize their goals.

Characteristics of Council-Funded Work Experience Models

Participant Ages:	14 - 21
Supervision Ratio:	1:3 adult to student ratio
Minimum Participants:	50
Duration of program:	Six weeks @ 120 hrs (average 20 hrs per week)
Youth Payment:	\$7.25 per hour = \$870 total wages
Operating cost per Slot:	\$340 per slot

Description of Work Experience. The Work Experience model is designed to provide a structured work experience to youth who have no prior work experience. This experience is intended to introduce participants to the world of work by exposing them to a specific career area with structured support to develop the work readiness skills necessary to succeed in the work place. Keys to a successful Work Experience are (1) intentional skill development and (2) ongoing interaction with an adult mentor supervisor.

Core Program Components:

- Pre-employment training prior to the start of the job
- Placement in a structured, professional work environment
- Assignment to a trained adult supervisor
- Team-structured training throughout the program.
- Attendance at required professional development training for the provider and the worksite supervisor, who will provide direct oversight to the youth throughout the duration of the program.

Contextual Learning Strategy – Work-based Learning Project

All providers are expected to develop a work-based learning project with participants. A work-based learning project connects the work experience with the instruction of work readiness skills. The project should be designed to teach the youth the targeted skills as well as provide an environment where the skills may be practiced and potentially mastered over the course of the six-week program. The subject of the project should be connected to the worksite or career area of the worksite.

All projects will be assessed by a PYN Facilitator (formerly academic advisor) for content, completion, quality and rigor. Youth may be selected to participate in the culminating WorkReady Closing Ceremonies. Please refer to Section IV for additional detail about the Contextual Learning Strategy.

NOTE: PYN only has the ability to ***recommend*** the receipt of credit if the youth has successfully met all of the performance criteria. PYN does not have the ability to apply the credit to an individual student profile. Only youth attending a Philadelphia public school are eligible to receive a service learning credit and/ or an work readiness elective credit under the Service Learning model.

MODEL 3: INTERNSHIPS

Research documents what we know intuitively to be true: high quality internships have the potential to boost academic achievement, promote college-going and increase long-term earnings. This Internship Model, which is designed primarily for 16-21 year-old youth with some work experience and understanding of workplace competencies, promotes these outcomes by helping participants to build additional work history, gain connections to workplace mentors, and learn how additional education can enhance career and earnings prospects. In short, carefully-constructed internships can help participating youth learn and incorporate invaluable lessons that will benefit them individually and also bolster the long-term economic well-being of the City and its residents.

Characteristics of Council-Funded Internship Programs

Participant Ages:	16 - 21 years of age (Rising high school junior and no older than a rising college freshmen)
Supervision Ratio:	1:3 adult to student ratio
Minimum Participants:	25
Duration of Program:	Six weeks @ 120 hrs (average 20 hrs per week)
Youth Payment:	\$7.25 per hour = \$870 total wages
Operating cost per Slot:	\$340 per slot

Description of Internship Model. Internships are designed to provide exposure to professional careers and develop an opportunity to refine targeted work-ready skills for the participant. In addition, an internship provides the opportunity for a youth to be exposed to a adult mentor supervisor to serve in an instructional and mentor role throughout the duration of the experience.

Core Program Components:

- Participants must have a resume at the time of application
- Participants must be interviewed and selected by the employer
- The provider is responsible for designing and conducting pre-employment training prior to the interview and before the start of the internship
- Placement must be in a structured, professional work environment (profit or non-profit)
- Participants must be assigned to a trained adult supervisor

- Youth are required to participate in a professional development series of seminars throughout the six weeks of the internships. The topics covered will be career development and exploration; post-secondary readiness and work-readiness skills. The end result of the seminars will be a project or portfolio that connects to their individual worksite and provides an opportunity for reflection and critical analysis.
- Provider must attend several required professional development trainings for the provider and the worksite supervisor, who will provide direct oversight to the youth throughout the duration of the program.

Contextual Learning Strategy: Providers must deliver a series of professional development workshops that will expose and teach youth skills in the following areas: career exploration and assessment; 21st century work-readiness skills and post-secondary readiness. In addition, youth will be expected to complete either a work-based learning project or work portfolio. Additional details will be provided at the point of contract award.

Section IV: Program Requirements for All Models

Successful applicants will be required to adhere to the following required program elements across all models under the WorkReady Philadelphia 2010 summer program.

A. Recruitment and Enrollment of Eligible Participants

The WorkReady summer program is funded through multiple sources, each of which has unique program eligibility requirements. For the summer 2010, youth will be required to complete a web-based on-line application in order to apply for WorkReady, and will have to provide documentation in the following areas:

- Are between the ages of 14 – 21 years of age by the July 6, 2010;
- Meet specific income guidelines as determined by annual income and family size (see TANF and WIA guidelines below);
- Are eligible to work in the United States;
- Are registered with the Selective Service, if a male 18 years or older at time of enrollment; and
- Have a documented barrier Basic Skills Deficit, homeless or runaway; foster care; pregnant or parenting teen; youth offender; disabled; or needs additional assistance with education or employment). This eligibility criterion is only applicable for youth who will be qualified under WIA guidelines.

WIA 2009 Income Guidelines

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

PLEASE NOTE: The 2010 WIA Guidelines have not been released as of the time of this award.

TANF 2009 Youth Development Programs Income Guidelines

Household Size	<u>Annual Income Limit</u>	Youth who qualify under the TANF guidelines do not have to provide proof of income or a barrier.
1	\$25,451	
2	\$34,240	
3	\$43,029	
4	\$51,818	
5	\$60,607	
6	\$69,396	
7	\$78,185	
8	\$86,974	

PLEASE NOTE: The 2010 TANF Guidelines have not been released as of the time of this award.

During the youth application process, eligibility will be determined during the assessment phase of the on-line application. A limited number of paper applications will be made available through PYN to accommodate youth who do not have access to technology. Details about on-line application will be shared at the Bidders conference. Based on the pre-eligibility screen youth will be directed to register either under the Workforce Investment Act guidelines or the TANF income guidelines. Income guidelines are subject to change.

Providers will have the option of utilizing the Central Enrollment Center (CEC), which 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 the point of entry, PYN and the contracted organizations will share the responsibility of youth recruitment, completion and enrollment paperwork. At the time of contract award, providers must inform PYN if they are planning to utilize the CEC. In order to accommodate the high volume of youth enrolling, walk in traffic is highly discouraged.

Due to the large number of youth who go un-served each year, each provider will be required to reserve a total of 20% of their total slot allocation to serve youth who enroll in the Work Ready program through the Central Enrollment Center. These youth will complete their application and enrollment process through the CEC and will be available for placement by the contracted organizations. ***Every applicant must adhere to this requirement in 2010.***

The Council has identified the following populations as high priority to obtain service: youth in TANF households, as well as youth who are in and aging out of foster care, involved in the juvenile justice system, pregnant and/or parenting, and those with special needs. In addition, youth who are residing in high crime districts as designated by the City of Philadelphia. These zip codes are: 19121, 19124, 19132, 19133, 19134, 19137, 19139, 19140, 19143, 19145, 19146, 19149, 19151, 19153. Applicants targeting any one of these populations shall receive priority consideration during the scoring of this proposal.

B. Recruitment of high-quality worksites.

Worksites will be judged based on the richness of the experience that they provide to youth. Worksites are defined as the primary location where a youth is engaged in an activity 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;
- Promote academic achievement, acquisition of workplace and career preparation skills and prepare youth to be productive citizens;
- Build on 21st Century Work Readiness Skills and
- For Internship and Work Experience models -- prepare youth for careers in identified priority/growth industries (*see list above*).

Providers are responsible for recruiting high quality worksites. Sites must be identified and submitted for approval to PYN between the months of April and May 2010. Once a site has been identified, providers are responsible for the following:

- Submit an executed WorkReady Worksite Agreement to PYN for approval;
- Ensure that all worksite supervisors are required to have a criminal background check and child abuse clearance;
- Conduct periodic monitoring visits and document results utilizing the WorkReady Monitoring Tool;
- Confirm that the site has been cleared for safety and ADA compliance; and
- Ensure that all supervisors have attended an official WorkReady Worksite Supervisors training. In an effort to accommodate schedules, we are going to investigate several modes of delivery (i.e. seminars, webinars and printed materials).

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.

C. Contextual Learning Component

Research provides evidence that youth learn more effectively when they understand the “real world” context to an academic concept. The goal of the WorkReady Philadelphia 2010 program is to provide opportunities for youth to explore a career area while also learning 21st Century

Work Readiness Skills as well as honing their academic skills. This component must be linked directly to the work experience of the youth (i.e. service learning projects must meet the criteria via a service learning project and work-based learning projects must be connected directly back to the worksite experience). The goal is to structure a learning experience that will intentionally teach targeted work readiness skills and the skills targeted within the program. Contextual learning experiences allow for youth to learn, apply, practice and then master a skill within a real world setting.

To that end, this summer all providers are expected to implement a contextual learning component. In order to implement this component of WorkReady summer, providers must comply with the following conditions:

- Worksite supervisors must complete a pre & post assessment for each youth at the worksites. The assessment must be complete the 1st and 6th week of the program. Providers must ensure that all pre & post assessments are administered and the scores forwarded to PYN. The pre & post assessment will measure the following four 21st Century Skills:
 1. **Teamwork/ Collaboration:** The student is an active listener, respects others, understands multiple viewpoints, appreciates diversity and as a member of a team makes a positive contribution to group projects and presentations.
 2. **Professionalism / Work Ethic:** Maintains good attendance and punctuality, adheres to dress and other workplace rules. Demonstrates good attitude and respect for others. Completes tasks assigned in a timely manner.
 3. **Openness to Feedback/Supervision:** Accepts constructive feedback and can incorporate feedback to improve job performance and/or alter behavior
 4. **Oral Communication:** Articulates thoughts and ideas effectively using oral, non-verbal communication skills in a variety of settings. The student uses workplace vocabulary successfully at the program site while making positive contributions to conversations and discussion.
- All providers will be responsible for the development of an appropriate project, based on the program model. PYN strongly encourages providers to design a project that is directly related back to the work experience. In addition, projects should be designed to teach the four 21st Century skills listed above. The goal of this component is to have youth learn these skills and advance in each area. The skill gain will be assessed at the conclusion of the program via the post-assessment. Youth who attend Philadelphia public schools will have the ability to earn an elective and/or a service learning credit. While the credit may be earned, the individual schools reserve the right to apply the credit based on the needs of the individual student.

During the 2009 Closing Ceremony, projects will compete within thematic categories. In order to prepare, in advance, for the 2010 Closing Ceremony, we are asking that you design a project with the following thematic categories in mind. Providers will be

expected to share their project design and themes at the point of contract award. The theme areas are as follows:

1. Health and Wellness
2. 21st Century Technology and Career Exploration
3. Education and Mentoring
4. Beautification, Culture and the Arts
5. Social Action
6. Going Green / Environmental Project

Projects may be added under additional themes not listed.

- All providers will be assigned a WorkReady facilitator (formerly academic advisor) at the beginning of the contract period, which will be available to assist with the development of the project. The role of the facilitator is to assist with the development of the project design, provide technical support through the program, assess the final project and award the grade. It is expected that the provider will work collaboratively with their WorkReady facilitator.
- Providers must schedule time for youth to come together to work on their projects during the course of the program.

Providers implementing programs under the internship category will be responsible for administering contextual learning strategies. The first component will be the professional development workshops which will be designed to provide the youth with information about careers, work-readiness and college readiness/preparation. The provider will have the option of designing these workshops or requesting workshop information from PYN.

The second component will be the requirement of the youth to design a work-based learning project or portfolio. Providers may select which contextual learning strategy fits the needs of your program design. The projects must follow the guidelines listed above. Additional details on the content of the portfolio will be provided at the point of contract award.

D. Payments to Youth

The Philadelphia Youth Network will centrally administer all payments to youth via a web-based student tracking system. All providers will be required to record the hours worked for each participant on an official WorkReady timesheet and submit bi-weekly payroll files electronically. All payments will be issued in the form of an Electronic Debit Card. Providers will be responsible the distribution of the debit cards to youth at the beginning of the program as well as the bi-weekly distribution of pay-stubs. Providers serving youth with special needs may negotiate an alternative form of payment at the time of contract award.

Respondents will allocate wages to youth as compensation for their summer experience. Wages must be broken down for all youth participants for the period of the contract. Wages must be commensurate with work performed and with salaries paid to others doing similar work. Youth participants will earn the Federal Minimum Wage for services rendered, \$7.25 per hour. Youth may earn up to but not exceed a total of \$870 over a six-week period.

E. Compliance to WorkReady Operating Procedures

Providers will be responsible for compliance with the operating procedures of WorkReady and operating procedures as outlined at the time of award. These procedures are designed to enhance the quality of the program as well as ensure the safety of all youth and adults throughout the six week experience. Examples of WorkReady policies are as follows:

- Enrollment & Eligibility procedures
- PA and Federal Child Labor Laws
- Procedures for Reporting Incidents
- Workman’s Compensation Procedures; and
- Other procedures as applicable

All operating procedures will be shared at the professional development trainings prior to the start of the program.

F. Attendance at Required Professional Development Workshops

All providers and the appropriate staff will be required to attend the WorkReady Professional Development Series of Workshops. The goal of these workshops is to give the provider and worksite supervisor with the necessary overview of the policy and procedures of the WorkReady summer system. The workshops will begin in April and conclude in June, prior to the start of the program.

G. Reporting & Program Performance Metrics

Each program funded under the WorkReady 2010 summer system will be required to collect data about the overall performance of each program, as well as documenting individual student achievement. The performance goals for 2010 programs are as follows:

# of Youth Enrolled	110%
#of Youth Served	100%
Attendance	85%
Retention	85%
Project Completion	75%
Work Readiness Skill Attainment	75%
Satisfaction Survey	
1. Youth	90%
2. Employers/ Worksites	

In addition, providers will be required to submit a final report to the Philadelphia Youth Network at the conclusion of the program. As a part of this report, providers will be required to provide information on the status of the “transition of youth” at the conclusion of the program. The final report format will be provided at the time of contract award.

The final reporting and performance guidelines have not been released by the US Department of Labor or the PA Department of Labor and Industry. Therefore, the performance metrics are subject to change any time during the course of this competitive bidding process as well as the contract period.

Section V: Application Narrative

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

Respondents that want to apply for multiple program models need to submit a separate application for each model.

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

- a) Formatted using 1" margins and no smaller than a 12-point font
- b) Include table of contents
- c) Cannot exceed 10 single-sided, single spaced pages
- d) Pages should be numbered and include a header and footer identifying the respondent's name and program model
- e) Label each section and subsection

SERVICE LEARNING MODEL NARRATIVE

1. Organizational Capacity and Relevant Experience

- a) Provide a profile of the applicant organization (including brief history, mission, programs and services, populations served, major funding sources).
- b) Provide information on your organization's experience providing quality services to youth, experience in operating youth workforce development programs, capacity to serve the proposed number of youth, and specific quantitative outcomes from youth workforce development programs over the last five years. How have these outcomes been used to improve program performance?
- c) Describe the staffing plan for this program. Include each staff position, the responsibilities of that position, and the characteristics you will look for in the staff to fulfill those roles. How does this program and staffing structure fit within the overarching structure of the organization?

2. Program Components

- a) Describe your youth recruitment plan including methods and, to the extent possible, specific dates and locations. Describe how you will assess youth interests prior to enrollment to ensure that they are a good match for the program. What is the program's target population; who do you plan to serve?
- b) Detail your enrollment and orientation process. How will you prepare youth for participation in the program?

- c) Describe the program's retention strategy. Beyond wages, what strategies will the program use to keep youth engaged in the program?
- d) Describe in detail the proposed six-week program. Be sure to consider the Core Components listed in the model description on pg. 9, and include:
 - i. *Central Issue.* What is the real-world issue that youth will address?
 - ii. *Research and Development.* Describe the process youth will follow to research and develop the service and project that they will deliver.
 - iii. *Service.* What is the intended direct service or advocacy effort? Will youth have a role in determining this? If so, what will their role be and what process will they follow? What product will youth produce to document their service/advocacy action and the process they engaged in to arrive at that action?
 - iv. *Progress monitoring and reflection.* How will youth monitor the quality of service project implementation and progress toward project goals? How will the program provide opportunities for youth to reflect on their service activities?
 - v. *Learning goals.* How will the program teach and help youth practice the core Work Readiness skills? What other specific learning goals, if any, does the program hold for participants and how will these be delivered?
- e) Present a schedule for a typical week in the program, as well as a six-week schedule that includes major program milestones (schedule document does not count toward page limit; include as attachment).

3. Partnerships

- a) Please list the partnerships, if any, you have developed to deliver the program. If your program requires a worksite and you have yet to identify potential sites, please explain how you plan to identify and secure a proper site. (*Include a list of any potential worksites; see Attachment 4*). If you have already identified a potential site/s, what process did you use?
- b) Please describe the roles, responsibilities, and commitments of each partner. (*Include a letter of commitment from each organization that has already committed to the program, on organization letterhead, identifying roles, responsibilities, and commitments.*)
- c) List any other funders – public or private – who are supporting this program or to whom you have applied for support. (*Include letters from committed funders documenting their support*).

4. Assessment and Evaluation

- a) How will you evaluate the effectiveness of the program? (Will you collect information beyond PYN mandated outcomes?) Describe the specific outcomes to be achieved by the proposed project and the measures that will be used to determine the degree to which the outcomes are being accomplished.
- b) How will you ensure that all data is submitted to PYN in an accurate and timely manner? Who in the program will be responsible for data and reporting?

WORK EXPERIENCE MODEL NARRATIVE

1. Organizational Capacity and Relevant Experience

- a) Provide a profile of the applicant organization (including brief history, mission, programs and services, populations served, major funding sources).
- b) Provide information on your organization's experience providing quality services to youth, experience in operating youth workforce development programs, capacity to serve the proposed number of youth, and specific quantitative outcomes from youth workforce development programs over the last five years. How have these outcomes been used to improve program performance?
- c) Describe the staffing plan for this program. Include each staff position, the responsibilities of that position, and the characteristics you will look for in the staff to fulfill those roles. How does this program and staffing structure fit within the overarching structure of the organization?

2. Program Components

- a) Describe your youth recruitment plan including methods and, to the extent possible, specific dates and locations. Describe how you will assess youth interests and level of work experience prior to enrollment to ensure that they are a good match for the program. What is the program's target population; who do you plan to serve?
- b) Detail your enrollment and orientation process. How will you prepare youth for participation in the program?
- c) Describe the program's retention strategy. Beyond wages, what strategies will the program use to keep youth engaged in the program?
- d) Describe in detail the proposed six-week program. Be sure to consider the Core Components listed in the model description on pg. 10, and include:
 - i. *Target industry*. What is the program's target industry area?
 - ii. *Pre-employment training*. How will the program prepare participants for their experience prior to the start of the job?

- iii. *Assignment to a trained adult supervisor.* How will the program ensure that participants work with an appropriately trained supervisor who understands the program and the messages that they should reinforce? Explain how the program hopes to structure participants' interaction with their supervisor?
 - iv. *Learning goals and training.* How will the program teach and help youth practice the core Work Readiness skills? What other specific learning goals, if any, does the program hold for participants and how will these be delivered? Describe in detail the team-structured training that the program will provide to participants.
 - v. *Contextual Learning Strategy.* Describe in detail the type of work-based-learning project that participants will produce. Give a concrete example of a project and the process participants will go through to create it.
- e) Present a schedule for a typical week in the program, as well as a six-week schedule that includes major program milestones (schedule document does not count toward page limit; include as attachment).

3. Partnerships

- a) Please list the partnerships, if any, you have developed to deliver the program.
- b) If the program has already identified potential worksites, what process did you undergo to ensure that you identified appropriate sites that will be able to deliver high-quality experiences for youth? What criteria do you use to determine an appropriate site? If you have yet to identify sites, what process will you use to accomplish the same? (*Include a list of any potential worksites; see Attachment 4.*)
- c) Please describe the roles, responsibilities, and commitments of each partner. (*Include a letter of commitment from each organization that has already committed to the program, on organization letterhead, identifying roles, responsibilities, and commitments.*)
- d) List any other funders – public or private – who are supporting this program or to whom you have applied for support. (*Include letters from committed funders documenting their support.*)

4. Assessment and Evaluation

- a) How will you evaluate the effectiveness of the program? (Will you collect information beyond PYN mandated outcomes?) Describe the specific outcomes to be achieved by the proposed project and the measures that will be used to determine the degree to which the outcomes are being accomplished.

- b) How will you ensure that all data is submitted to PYN in an accurate and timely manner? Who in the program will be responsible for data and reporting?

INTERNSHIP MODEL NARRATIVE

1. Organizational Capacity and Relevant Experience

- a) Provide a profile of the applicant organization (including brief history, mission, programs and services, populations served, major funding sources).
- b) Provide information on your organization's experience providing quality services to youth, experience in operating youth workforce development programs, capacity to serve the proposed number of youth, and specific quantitative outcomes from youth workforce development programs over the last five years. How have these outcomes been used to improve program performance?
- c) Describe the staffing plan for this program. Include each staff position, the responsibilities of that position, and the characteristics you will look for in the staff to fulfill those roles. How does this program and staffing structure fit within the overarching structure of the organization?

2. Program Components

- a) Describe your youth recruitment plan including methods and, to the extent possible, specific dates and locations. Describe how you will assess youth interests, level of work experience, and preparation prior to enrollment to ensure that they are a good match for the program. What is the program's target population; who do you plan to serve?
- b) Detail your enrollment and orientation process. How will you prepare youth for participation in the program?
- c) Describe the program's retention strategy. Beyond wages, what strategies will the program use to keep youth engaged in the program?
- d) Describe in detail the proposed six-week program. Be sure to consider the Core Components listed in the model description on pg. 10, and include:
 - i. *Target industry.* What is the program's target industry area?
 - ii. *Pre-interview and employment training.* How will the program prepare participants for their experience prior to the interview and start of the job?
 - iii. *Assignment to a trained adult supervisor.* How will the program ensure that participants work with an appropriately trained supervisor who understands the program and the messages that they should reinforce? Explain how the program hopes to structure the participants' interaction with the supervisor?

- iv. *Learning goals and professional development.* What types of workshops will you deliver to address the three required content areas: career exploration and assessment, post-secondary readiness, and work-readiness skills? What specific content will the workshops deliver and what methods will be used to deliver them? What are the workshop's specific learning goals? *(Please provide a detailed answer even if you would prefer to receive workshop information from PYN).*
 - v. *Contextual Learning Strategy.* Describe a potential work-based project or work portfolio that students could complete and the process that they would follow to produce it.
- e) Present a schedule for a typical week in the program, as well as a six-week schedule that includes major program milestones (schedule document does not count toward page limit; include as attachment).

3. Partnerships

- a) Please list the partnerships, if any, you have developed to deliver the program.
- b) If the program has already identified potential worksites, what process did you undergo to ensure that you identified appropriate sites that will be able to deliver high-quality experiences for youth? What criteria do you use to determine an appropriate site? If you have yet to identify sites, what process will you use to accomplish the same? *(Include a list of any potential worksites; see Attachment 4).*
- c) Please describe the roles, responsibilities, and commitments of each partner. *(Include a letter of commitment from each organization that has already committed to the program, on organization letterhead, identifying roles, responsibilities, and commitments.)*
- d) List any other funders – public or private – who are supporting this program or to whom you have applied for support *(Include letters from committed funders documenting their support).*

4. Assessment and Evaluation

- a) How will you evaluate the effectiveness of the program? (Will you collect information beyond PYN mandated outcomes?) Describe the specific outcomes to be achieved by the proposed project and the measures that will be used to determine the degree to which the outcomes are being accomplished.
- b) How will you ensure that all data is submitted to PYN in an accurate and timely manner? Who in the program will be responsible for data and reporting?

Section IV: 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 two worksheets (each with a separate tab at the bottom of the open file/workbook). You must complete both worksheets to provide required budget information. Successful respondents will be required to give further budget information at the time of contract negotiations.

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

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

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

SUMMER MODELS	OPERATING COST PER PARTICIPANT	WAGES PER PARTICIPANT
SERVICE LEARNING	\$350	\$870
WORK EXPOSURE	\$340	\$870
INTERNSHIP	\$340	\$870

Total PYN Budget Amount: This amount is equal to the component cost-per-participant (c/p/p) cap multiplied by the number of participants. For example, if submitting for the Service Learning Model for 25 participants, the maximum contract budget is \$30,500 (25 participants x \$350 = \$8750 + 25 x \$870 = \$21,750)

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

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

Respondents should complete the wage line for the amount requested in wages for participating youth.

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

Administrative Cap: Administrative costs are not to exceed 10% of the total budget. All dollars must be allocated as either Administration or Training. All costs associated with direct delivery of services to young people, including site monitoring, payroll, training, etc. are considered training costs.

Administrative costs are those costs not directly associated with service delivery (e.g., a percentage of the Executive Director's salary).

OR

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

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

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

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

(a) Using Formulas:

- The budget form has two worksheets (each with a labeled tab at the bottom). Respondents should only fill in applicable cells. The formulas will automatically calculate the totals.
- The first worksheet is the Budget Summary page (Budget). Information on this page includes provider name, program name, contract dates, and budget expense information.
- The second worksheet is the revenue worksheet. Complete only the applicable items.
- Administrative costs cannot exceed 10%.

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

- Complete all applicable sections of the budget and revenue worksheets for your organization.
- Ensure all calculations are properly made.

- Administrative costs cannot exceed 10%.

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

If you have any questions with filling out the budget document, please contact Joanne Sabasino, Senior budget Analyst, at 267-502-3709 /email contracts@pyninc.org.

Section VII: Application Information

B) Period of Performance:

This request for proposals is intended to cover a six-month period beginning April 5, 2010 and concluding September 30, 2010. At the discretion of the Council and PWIB, two optional one year extensions may be granted based on performance and the availability of funding.

B) Who is Eligible to Apply?

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

C) Application Process:

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

PROPOSAL TIMELINE

RFP Release Date	Friday, January 15, 2010
Bidders' Conference	Wednesday, January 20, 2010 Time: 1:00PM Philadelphia Youth Network 714 Market Street Philadelphia, PA 19106
Letter of Intent to Apply	Friday, January 22, 2010, 4:30 PM
Proposal Due Date	Friday, February 12, 2010, 12:00 PM
Review and Selection Period	February 12, 2010 – March 18, 2010
Notification	Wednesday, March 24, 2010
Contract Start Date	April 5, 2010

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

D) Notification of Intent to Apply:

Prospective respondents are requested to submit the attached "Notification of Intent to Apply" form (**Attachment 1**) to inform the Council of their intent to submit an application. The form may be faxed to the Philadelphia Youth Network at (267) 502-3868 and is due no later than 4:30 p.m on January 22. While failure to notify the Council will not disqualify you from submitting a proposal, this notification is for planning purposes to assist in securing the necessary number of reviewers.

E) Bidders' Conference:

The Bidders' Conference will be held on **Wednesday, January 20, 2010 at the offices of the Philadelphia Youth Network located at 714 Market Street – Suite 320**. Attendance is **STRONGLY ENCOURAGED**. Please RSVP your attendance by logging onto the www.pyninc.org and completing the RSVP form. This will be available under the section labeled WorkReady 2010 Summer Request for Proposal. Be sure to include your name(s), organization and number of people attending.

F) Application Submission: One original and one electronic copy (flashdrive or CD) must be submitted. The electronic copy ***must include*** all cover sheets, narrative, budget summary (both tabs), budget narrative, and any letters of commitment from program partners or other funders. **Proposals should not be placed in binders or stapled.** Please use binder clips only. The Proposal Cover Sheets (see Attachment 3) **must** be completed (with no items left blank) and attached to the front of the proposal. Agencies must also supply two copies of the most recent year's independent auditors' reports and accompanying financial statements. **All applications must be received by 12:00 PM on Friday February 12.** Applications mailed in advance must be sent via certified mail and received by 12:00PM on the due date.

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

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

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

Section VIII: Proposal Review Process

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

A review committee will rate proposals based on a scoring rubric. The scoring rubric shall be shared at the Bidders Conference for all interested applicants. The review committee reserves the right to request additional information and schedule interviews or site visits as appropriate.

Section IX: Attachments & 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.pwib.org; www.philadelphiacouncil.org; or www.pyninc.org. Please use **Attachment 2: Proposal Checklist** to ensure that you have included all required documentation in the order specified.

ATTACHMENT 1

NOTIFICATION OF INTENT TO APPLY

*****THIS PAGE IS DUE ON OR BEFORE January 22, 2010, 4:30PM***
SEND BY FAX TO: 267-502-3868**

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 which program model, and how many proposals, you intend to submit under:

SUMMER YOUTH PROGRAM MODEL CATEGORIES	PROPOSALS WE INTEND TO SUBMIT
SERVICE LEARNING	<input type="checkbox"/> # of proposals ____
WORK EXPERIENCE	<input type="checkbox"/> # of proposals ____
INTERNSHIP	<input type="checkbox"/> # of proposals ____

TOTAL PROPOSALS TO BE SUBMITTED: _____

ATTACHMENT 2

PROPOSAL CHECKLIST

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

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

- Cover Sheets:** Attachment 3, all three pages, fully completed and signed by the authorized agency representative.
- Narrative:** Maximum of 10 single-sided, single-spaced pages; formatted using 1” margins and no smaller font than 12 pt; addressing all sub-sections listed in Section VI Application Narrative.
- Program Schedules:** Typical weekly schedule; and six-week program schedule.
- Budget Forms:** Complete separate Excel spreadsheet as explained in Attachment 4.
- Budget Narrative:** A detailed description of costs associated with each budget line, not to exceed three pages.
- Letters from collaborating organizations:** If applicable, describing their specific role(s) and/or commitments for the activities for which PYN support is requested.
- Letters from other funders:** If applicable, documenting their commitment to support the proposed activities

Package includes:

- Hard copy:** One Original
- Electronic copy:** One CD or flash drive with electronic copies of all materials other than Audit and 990, IRS letter, and proof of insurance. INCLUDE: cover sheets, narrative, Attachment 4, budget summary (both tabs), budget narrative, letters of commitment, letters from other funders (if any), program schedule. Proposal should be saved as a single PDF file.
- Audit and 990:** Two copies of the past year’s organizational audit, including the accompanying financial statements and management letter. Two copies of most recent IRS Form 990. (This is only applicable to new applicants. If your organization is currently funded by the Philadelphia Youth Network, you are not required to submit an audit or 990.)
- Proof of Legal Status:** IRS Letter of Determination or other.
- Proof of Insurance (Commercial Package Only)**

ATTACHMENT 3

PROPOSAL COVER SHEETS

Page 1 – Program Summary

Name of organization (applicant): _____

Title of Proposed Program: _____

Application category (choose one):

SERVICE LEARNING:

WORK EXPERIENCE

INTERNSHIP

Please indicate if the program is a:

Stand-alone summer program

Component of a year-round program

Number of slots: _____

Primary zip codes: _____

Budget Overview:

Operating		Wages		Grand Totals: Operating + Wages	
All revenue sources	Requested from PYN	All revenue sources	Requested from PYN	All revenue sources	Requested from PYN

Cost Per Slot					
All Operating	PYN Operating	All Wages	PYN Wages	Total	PYN Total

Days of Operation: Mon Tue Wed Thu Fri Sat Sun

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

Executive Summary of Program - 2,000 characters maximum. *Please include:* (1) brief description of program, (2) specific/special populations served, (3) geographic focus, if any, (4) industry sectors targeted, if relevant, and (5) any other special features of your program. If funded, this description will be used to provide a description of your program to the general public.

PROPOSAL COVER SHEETS

Page 2 - Contact Information

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

*Authorized Representative

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

Name:

Title:

Phone:

Fax:

E-mail:

Organization Contact

(for questions about agency or application in general)

Name:

Title:

Phone:

Fax:

E-mail:

Fiscal Contact

(for questions about the budget)

Name:

Title:

Phone:

Fax:

E-mail:

Program Contact

(for questions about the proposed program during its operation)

Name:

Title:

Phone:

Fax:

E-mail:

Technology/Computer Contact

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

Name:

Title:

Phone:

Fax:

E-mail:

Signature of Authorized Representative* (required):

x _____

PROPOSAL COVER SHEETS

Page 3 – Additional Applicant Information

Organization Information

1. Is your organization incorporated as: non-profit or for-profit?
2. Federal tax ID number or name and Fed. Tax ID number of legal entity that will act on behalf of the org:

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

Conflict of Interest/Union Concurrence

8. Does the applicant have any connection with the Philadelphia Workforce Investment Board, Philadelphia Council for College and Career Success, Philadelphia Youth Network or its Board of Directors?
Yes No *(If yes, please explain on separate sheet)*
9. List all unions that may be associated with this project:
10. If necessary, does your agency have union approval of the proposed project? Yes No

Union approval was not requested *(If yes, please attach a copy of written proof)*

Computer Capabilities

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

ATTACHMENT 4

Preliminary List of Worksites

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 can be downloaded at: www.pyninc.org.

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

Preliminary List of Worksites								
	Name of Site	Contact Person	Phone #	Street Address	Zip Code	# of Youth	Activities	Job Title (if applicable)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
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sample