Request for Proposals
Philadelphia Council for College and Career Success Year-Round WIA-Funded Programs

Important Dates:
Bidders’ Conference: Wednesday, October 22, 2014 3:30 p.m.
Deadline to Submit Questions for Response: Monday, November 3, 2014 by 5:00 p.m.
Deadline for Proposal Submissions: Monday, November 10, 2014 at 12:00 noon
Request for Proposals:  
Philadelphia Council for College and Career Success  
Year-Round WIA-Funded Programs

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I. **Project Description**

A. **Purpose**

Philadelphia Works and the Philadelphia Youth Network (PYN), on behalf of the Philadelphia Council for College and Career Success (the Council), seek proposals from high-performing youth-serving organizations to provide diverse, evidence-based and demand-driven career pathways for youth ages 16-21. Specifically, all pathway strategies will include a three-phase framework which includes:

- enhanced preparation;
- bridges to post-secondary education and employment; and
- structured transition supports to ensure persistence beyond the first year of placement.

Additionally, providers will establish and maintain robust multi-sector partnerships with employers, supportive service agencies and placement services, as well as institutions of higher education, where appropriate. Finally, all pathways will also include work-based learning opportunities for all participants.

B. **Who is Eligible to Apply**

Philadelphia Works and the Philadelphia Youth Network (PYN), on behalf of the Council, are seeking proposals from schools, for-profit and non-profit organizations with demonstrable capacity, experience and history of success providing evidence-based career pathways for youth. All respondents will be required to demonstrate that they have the fiscal and administrative capacity to manage a program at whatever scale they propose.

In soliciting proposals, Philadelphia Works and PYN, on behalf of the Council, shall not discriminate against any person or organization submitting a proposal pursuant to this Request for Proposal because of race, color, creed, religion, sex, sexual orientation, age, disability, ethnic group, national origin or other basis prohibited by law.

C. **Background Information**

**Philadelphia Works**

Philadelphia Works is the workforce investment board for Philadelphia and is charged by the Mayor to lead the city’s broadly-defined workforce development system. Philadelphia Works’ Board of Directors and Chief Executive Officer are appointed by the Mayor.

Philadelphia Works’ mission is to connect employers to a skilled workforce and to help individuals develop the skills needed to thrive in the workplace. Strategic priorities align with the
Mayor’s workforce agenda. Philadelphia Works is supported by federal and state workforce development funds, as well as privately-raised funds to support our mission.

Philadelphia Works’ customers are both the local and regional employers who seek a qualified workforce and the job seekers looking to find their next job or advance in their careers. Philadelphia Works serves these customers largely through contracting with service delivery partners. Our other stakeholders include economic development, education, employment, training, and human service agencies throughout the city.

What we do:

- Set policy for the workforce development system and strategic investment of workforce development funds.
- Fund and provide technical assistance on career guidance, job training, and job placement services offered by educational institutions, PA CareerLink® Philadelphia, EARN Centers and youth service providers working through the Youth Administrator.
- We offer employers wage subsidies, employee training and re-training assistance, and work with them to help employees who have been laid off.
- Conduct research on employment and workforce trends and provide our findings to businesses, policy makers, service providers and the media.
- Promote public policy that meets the needs of jobseekers and employers.
- Create innovative partnerships and services to upgrade the skills of Philadelphians and meet employers’ needs.

Philadelphia Council for College and Career Success

The Philadelphia Council for College and Career Success (the Council) is a standing committee of the Philadelphia Works board, and oversees a wide variety of youth-focused workforce development and education initiatives. The Council’s work addresses a number of critically important issues, which are influenced by the City of Philadelphia’s goals to:

- Increase the City’s high school graduation rate to 80 percent (cut the dropout rate in half)
- Double the baccalaureate attainment rate (increase to 36 percent) of Philadelphians over the age of 25

Specifically, the Council is charged with envisioning and developing citywide partnerships, strategies and infrastructures to support youth attainment of 21st century skills and post-secondary education. This is accomplished through the alignment of priorities and resources across various youth development, education and youth social-services efforts. Some key areas of Council focus include:

- Creating a citywide system for dropout prevention and re-engagement of disconnected students;
- Aligning and monitoring the city’s diverse youth-related funding streams, including youth funds and activities authorized by the Workforce Investment Act;
• Aligning the various resources that support a college-going culture, specifically enhancing the connections and transitions between high school and college;
• Expanding and improving youth workforce-development efforts in the city; and
• Influencing the design of an enhanced career and technical-education system.

Philadelphia Youth Network

The Philadelphia Youth Network (PYN) is an intermediary organization dedicated to improving the economic and education outcomes of Philadelphia’s youth. PYN’s vision is that all of Philadelphia’s young people will take their rightful places as full and contributing members of a world-class workforce for the region. To pursue this vision, PYN organizes its work around five core functions:

• Leveraging, coordinating and managing public and private investments directed at youth education and workforce development in the Philadelphia region;
• Convening and leading cross-sector partnerships and initiatives that enhance opportunities available to Philadelphia youth;
• Designing, overseeing and replicating program models that prepare youth for higher education and the workforce;
• Managing a service-delivery system created to ensure citywide coordination of youth career-connected educational services; and
• Building the capacity of youth-serving providers.

Specifically, PYN coordinates and supports large-scale, cross-sector initiatives while developing targeted programs to expand access to services for underserved youth. Currently, PYN serves as the managing partner for two of the city’s most comprehensive campaigns focused on improving the educational and economic outcomes of the city’s youth:

• Project U-Turn, a campaign designed to improve the high school graduation rates of the city’s youth; and
• WorkReady Philadelphia, a cross-sector partnership dedicated to sustaining and enhancing local, youth-workforce-development strategies.

PYN works to advance these campaigns and improve outcome for Philadelphia’s youth by guiding vision and strategy, supporting aligned activities, establishing shared metrics, building public will, mobilizing funding, and advancing policy.

Additionally, as the competitively procured youth administrator, PYN administers citywide youth investments via the Workforce Investment Act (WIA) and Temporary Assistance for Needy Families (TANF). Additionally, PYN provides convening and management support for the Council, its subcommittees and initiatives.

D. Availability and Awarding of Funding

Funding for this project will be provided under Title 1 of the Workforce Investment Act (WIA) and is contingent upon the availability of funds (a copy of the Workforce Investment Act is
available for review at the U.S. Department of Labor (DOL) Employment and Training Administration website at www.doleta.gov). Initial contracts will be awarded for the period of July 1, 2015 through June 30, 2017 with an optional one-year renewal. Program budgets submitted as part of the proposal are not final until contract execution. Philadelphia Works reserves the right to negotiate the costs of all programs upon award selection.

**Important note regarding the Workforce Innovation and Opportunity Act:**
On July 22, 2014, the Workforce Investment Act of 1998 was reauthorized as the Workforce Innovation and Opportunity Act (WIOA). WIOA will be implemented as of July 1, 2015. Policy and regulations for WIOA have not yet been finalized. Organizations that are awarded contracts will be expected to support the youth-related goals and objectives of Philadelphia Works and the Council.

E. **Program Elements**

**Philadelphia’s Youth Workforce Development System**

The youth of Philadelphia have the potential to contribute to the growth of our city’s economy. The Philadelphia Council for College and Career Success (the Council) develops cross-sector, city-wide strategies to prepare youth ages 12-24 for successful futures. There are more than 300,000 youth in Philadelphia between the ages of 12-24 with the potential to learn and contribute to our local economy. With appropriate workforce preparation we are building the skilled workforce of tomorrow.

Philadelphia’s youth workforce development system consists of aligned year-round and summer pathways to college and career which primarily target participants who are struggling to complete secondary educational requirements, have disengaged from traditional secondary schools and/or have completed secondary education requirements but are struggling to connect to their post-secondary option of choice. The design of the system is driven by three overarching priorities: (1) ensure the vitality of Philadelphia’s workforce, (2) address systemic barriers to workforce preparation and (3) provide opportunities to acquire, apply, and achieve workplace competencies. Using the promising practices identified in workforce development research, a thorough program evaluation of existing strategies, and the guidance of the Workforce Investment Act (WIA), the Year-Round WIA-Funded Programs Request for Proposals will enhance the youth workforce development system in Philadelphia through implementation of the following core elements:

- Three-phase service delivery framework
- Multi-sector partnerships
- Work-based learning opportunities

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1 Further information on WIOA policy and regulations can be found at http://www.doleta.gov/wioa/eta_default.cfm.
Three-Phase Service Delivery Framework

A review of local and national literature on successful models for youth workforce development identified a need for a multi-phased approach to pathway design and service delivery to improve post-program placement retention. In particular, many national evidence-based models have found that it is no longer sufficient to focus on access to post-secondary opportunities. Instead, there is a need to focus on persistence in post-secondary placement to ensure young adults are equipped with the proper skills and credentials to succeed in the labor market. Research suggests post-secondary bridging and comprehensive supports throughout the first year of placement positively impact post-secondary persistence and success and several studies have highlighted the importance of nonacademic support programs. Models serving in-school and out-of-school youth should integrate academic, social-emotional and other supports to meet their developmental needs as they earn a secondary credential and make the transition to and through post-secondary education and/or employment.

To strengthen education and employment outcomes for youth in Philadelphia, a three-phase framework is proposed. The three phases (Enhanced Preparation, Postsecondary Bridging and Placement Retention Supports) each have distinct strategies intended to help participants achieve their post-secondary goals, but also overlap in terms of timing, resources and staffing. The proposed three-phase approach has the potential to harness the expertise of youth development providers to deliver academic and work-based training in the creation of career pathways that include connections to high-quality skills training and career ladders.

1. **Enhanced Preparation.** Enhanced preparation “integrates high-quality college- and career-ready instruction with strong academic and social supports” aligned with youth instructional needs, as well as career counseling and comprehensive case management. Specifically, instructional activities and materials should be aligned with competency profiles required by the regional labor market and reflective of the rigor of advanced training and education environments. The enhanced preparation phase is marked by an intentional focus on a college-going and career-ready culture, the use of technology and assessment to customize and accelerate learning and personalized guidance and support to meet the needs of individual youth. Positive, youth-centered learning environments must be fostered through partnerships between educational providers, community-based organizations and agencies equipped to support youth development. Additionally, it is expected that programs will prepare participants to take ownership of their own development and planning for the future through life skills and leadership development activities as relevant.

2. **Post-Secondary Bridging.** During the post-secondary bridging phase, participants develop skills and habits essential for success in future education and gainful employment. This phase assists participants in developing college and career knowledge and success strategies. Additionally, participants will receive personalized transition counseling as they are encouraged to consider which post-secondary programs offer the best chance to enter and succeed in family-sustaining careers, as well as which post-program opportunities are the best fit for them. This form of individualized counseling not only requires program staff who know participants well, but who also have access to high-quality information about a range of post-secondary and technical training...
programs and/or employment opportunities. Dual enrollment opportunities may enable participants to take college courses and earn college credits while completing a high school credential. Research has demonstrated the positive impacts of summer bridge programs on passage of college-level introductory math and writing courses, as well as on persistence in post-secondary education. Similarly, employment bridging activities, such as individual counseling and mentoring (coupled with follow-up supports) and/or participation in workshops and services provided by PA Career Link, may lead to longer-term success for participants entering the workforce. Additionally, it is expected that programs will coach participants in taking ownership of their own development and planning for the future through life skills and leadership development activities as relevant.

3. **Placement Retention Support.** The placement retention support phase offers supports in the first year to ensure persistence and success in post-program placement. Personalized guidance and support are designed to help participants connect with networks and supports on campus or in the workplace, as well as in their community. Connecting participants with necessary social or other supports may enable them to overcome academic and non-academic barriers that might otherwise impact their persistence. Similar to the research on bridging programs, placement retention support activities have been associated with higher rates of persistence into the second year of education or employment. Additionally, it is expected that programs will support participants as they take ownership of their own development and planning for the future through life skills and leadership development activities as relevant.

*Examples* of activities associated with each phase are further outlined in the graphic on the following page.
Individualized case management
Instruction and support for secondary credential attainment
Contextualized curriculum tied to college readiness standards and competency profiles of high-priority occupations
College and career exposure, counseling, planning and preparation
Assessment and exploration of career interests, emphasizing relevant educational pathways
Engagement of and capacity-building for guardians/family members

Exposure to college-level or advanced training coursework and early credit attainment
Individualized, real-world exposure to careers aligned with youth interests
Develop awareness of and strategies for navigating institutional structures (college and employer departments and resources)
Support for youth to evaluate and access relevant long-term post-secondary options that best fit their personality, learning style and needs
Assistance in obtaining financial supports for college or advanced training programs (e.g., FAFSA completion, scholarship applications)

Connection to education or long-term employment with opportunities for advancement
Support for persistence and advancement within education or career choice; reassessing decisions and options as relevant
Connection to institutional structures in higher education and employment to support advancement and achievement
Opportunities to address and reflect upon topics of academic, cultural and extra-curricular interest
Engagement as peer mentors to youth in the enhanced preparation and post-secondary bridging phases

- Instructional activities focused on mastery of 21st century skills
- Work-readiness training, including resume writing, interview preparation and job search skills
- Paid work-based learning activities

- Prepare participants to take ownership of their own development and planning for the future by fostering skills in goal setting, time management, study habits, financial literacy, critical thinking and self-regulation
- Support youth in removing a range of potential barriers (e.g., behavioral and mental health needs, childcare assistance, navigating the juvenile justice system, housing and/or transportation challenges)
- Support in securing career-oriented full-time employment
Multi-Sector Partnerships

Research suggests that in order to increase participant engagement and retention, there is a need to understand youth needs and the academic and non-academic barriers that may impede them from meeting their educational goals.\textsuperscript{xxv} Strong multi-sector partnerships have the ability to leverage additional networks to better serve a more diverse population of youth, align systems, add resources and increase scale. Although well-designed and comprehensive programs to support participants up to and through post-secondary education may be costly, the costs of coordinated service delivery are less than the direct costs programs experience when attempting to deliver services in isolation.\textsuperscript{xvi}

Multi-sector partnerships are credited with enhancing the success of programs targeting a variety of youth.\textsuperscript{xxvii} For example, case studies of the three-phase approach to ensuring pathways through post-secondary education suggest services are delivered most efficiently and effectively when secondary and post-secondary institutions and community-based organizations commit to collaborative action.\textsuperscript{xxviii} The Right Turn Career-Focused Transition Initiative (Right Turn), led by the Institute for Educational Leadership, has gained recognition for its success in drawing upon cross-sector partners to provide individualized education, training and workforce development opportunities to juvenile offenders.\textsuperscript{xxix} Finally, research documenting educational and workforce development programs for youth highlights the importance of “comprehensive, youth-centered, flexible and pragmatic” approaches that involve strategic services across multiple sectors, including social services, mental health services, employment and job training.\textsuperscript{xx} Components of comprehensive participant support may include academic advising, nonacademic advising, career services, financial services, social services and counseling. Community-based organizations can be tapped to provide services including assistance with housing, child care, transportation and mental health counseling.\textsuperscript{xxi}

Work-Based Learning

Research demonstrates the valuable role work experience and work-based learning can play in supporting opportunity youth to obtain college- and career-readiness skills, as well as improved lifetime employment and earning outcomes.\textsuperscript{xxii} The Cowen Institute highlights the importance of “the incorporation of work experience or career exposure into secondary and post-secondary academic curricula to reinforce the relevance of learning and skill development to the job market.”\textsuperscript{xxiii} Work-based learning can build job-readiness skills, knowledge and confidence amongst youth.\textsuperscript{xxiv} All programs will be required to provide substantive work-based learning experiences in local high-priority industries throughout the enhanced preparation and post-secondary bridging phases.

F. Pathway Strategies

Philadelphia’s youth workforce development system is designed to provide aligned pathways to careers for three distinct populations of youth to ensure that those youth in most need of support have access to workforce preparation activities. As identified nationally, service to youth who face significant barriers and services to Opportunity Youth are among the priorities outlined by the Department of Labor. Additionally, driven by the local needs and the strategic
priorities of the Council, Philadelphia’s youth workforce development system will enhance our strategic efforts by creating distinct pathways that serve eligible youth ages 16-21\(^2\) who:

- are enrolled in 11th or 12th grade and are at risk for dropping out of high school;
- have disconnected from learning opportunities that lead to a secondary credential; or
- have obtained a secondary credential but are struggling to connect to career-oriented education or employment.

Three pathway strategies will be created.

**At-Risk Youth Enrolled In High School**

This pathway is designed to offer a multi-year progressively deepening engagement with high school youth enrolled in 11\(^{th}\) or 12\(^{th}\) grades and are at risk of dropping out and those in need of additional support transitioning to and persisting in post-secondary education or sustainable employment. Upon program completion, successful participants will graduate high school, connect with an appropriate post-secondary option and complete one year of college coursework or retain and advance to employment. Key to the pathway’s success is the integration of career-connected learning and experiences with school-day curriculum and activities.

**Opportunity Youth Without A Secondary Credential**

This pathway is designed to reengage high school dropouts in education to obtain a GED and continue to build their competencies and skills beyond the secondary level. Because the employment opportunities of GED recipients are not much improved over the prospects of high school dropouts, it is imperative that GED attainment be the first step on a path to accessing and persisting in post-secondary education. Key to the pathway’s success is barrier removal, curriculum tied to college-readiness standards and the GED, and a continuum of services moving participants through college exploration, exposure and preparation to access and persist in post-secondary education.

**Opportunity Youth With A Secondary Credential**

This pathway will target opportunity youth who have obtained a secondary credential, but who are disconnected from both school and work. Programs will offer industry-recognized credentials that prepare participants for positions in industries with high-growth potential in Philadelphia. Key to this pathway’s success is the development of relationships with youth-serving organizations, employers and advanced training institutions to recruit eligible participants interested in the identified industry, and to account for participants’ interests in creating a pipeline of varying options for additional training or education and employment opportunities within the identified industry.

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\(^2\) Subject to change based upon WIOA policy and regulations. Further information can be found at http://www.doleta.gov/wioa/eta_default.cfm.
<table>
<thead>
<tr>
<th>Pathway</th>
<th>At-Risk Youth Enrolled In School</th>
<th>Opportunity Youth Without Secondary Credential</th>
<th>Opportunity Youth With A Secondary Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WIA Eligibility</strong></td>
<td>Meets WIA eligibility for in-school youth</td>
<td>Meets WIA eligibility for out-of-school youth</td>
<td>Meets WIA eligibility for out-of-school youth</td>
</tr>
<tr>
<td><strong>School/Employment Status</strong></td>
<td>Enrolled in 11th or 12th grade AND at-risk of dropping out</td>
<td>Without a secondary credential AND not enrolled in school or full-time employment</td>
<td>Possesses a secondary credential, but not enrolled in school or full-time employment</td>
</tr>
<tr>
<td><strong>Target Credential</strong></td>
<td>High School Diploma</td>
<td>GED</td>
<td>Industry-recognized credential(s)</td>
</tr>
<tr>
<td><strong>Post-Secondary Interest</strong></td>
<td>Post-Secondary Education</td>
<td>Post-Secondary Education</td>
<td>Post-Secondary Education or Employment</td>
</tr>
<tr>
<td><strong>Minimum Slot Level</strong></td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

G. Scope/Service Requirements for WIA-Funded Youth Programs

The following section outlines current guidelines and requirements for WIA-funded youth programs. Information below is subject to change based upon WIOA policy and regulations. Further information can be found at [http://www.doleta.gov/wioa/eta_default.cfm](http://www.doleta.gov/wioa/eta_default.cfm).

**WIA Eligibility Requirements for Youth Participants**

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

- Are between the ages of 14 and 21
- Are a citizen or eligible to work in the United States
- Are registered with Selective Service, if a male 18 years old or older
- Meet one or more of the following barriers at the time of registration:
  - Basic Skills Deficient – (Tests below 9th grade level in reading, math and/or language);
  - High school dropout;
  - Homeless, runaway or foster child;
  - Pregnant or parenting;
  - Offender; or
  - Requires assistance to complete an educational program or to secure and hold employment (including participants with disabilities).
- Meet the income guidelines for the household size threshold

**WIA Income Guidelines for Fiscal Year 2015**

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

**Please Note:** Income limits are adjusted annually and will be updated at time of contract execution.

<table>
<thead>
<tr>
<th>HOUSEHOLD SIZE</th>
<th>ANNUAL INCOME LIMIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$10,534</td>
</tr>
<tr>
<td>2</td>
<td>$17,265</td>
</tr>
<tr>
<td>3</td>
<td>$23,695</td>
</tr>
<tr>
<td>4</td>
<td>$29,251</td>
</tr>
<tr>
<td>5</td>
<td>$34,522</td>
</tr>
<tr>
<td>6</td>
<td>$40,369</td>
</tr>
<tr>
<td>7</td>
<td>$46,216</td>
</tr>
<tr>
<td>8*</td>
<td>$52,063</td>
</tr>
</tbody>
</table>

*For a household more than eight, add $5,847 for each person.

**Ten Required WIA Program Elements**

The Workforce Investment Act (WIA) requires that the following program elements be made available to all participants served. While regulations do not require that every participant receive services from all program elements, participants must have access to all of these services. Programs can provide these services directly or through referrals to other agencies:

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

**WIA Reporting Requirements**

If selected, respondents will be required to designate and manage staff to perform the following functions in accordance with WIA funding regulations:

*Participant Data Collection and Data Entry*

1. Ensure participants have completed the eligibility, assessment and enrollment process and all required documentation is included in the participant file.
2. Record in the Commonwealth Workforce Development System (CWDS) all eligibility, assessments, service activities, case notes, outcomes, exit information and follow-up services (during and after exit) for eligible participants who have completed the enrollment process.

3. Report all information into participant tracking system(s), including but not limited to CWDS.

4. Adhere to all required CWDS data entry regulations, specifically, that participant records are to be updated *no less than bi-weekly*; that data entry occurs within 30 days of the service(s) offered to the participant(s); that data entry includes services provided to all participants (active and exited) for at least 12 months after exit.

*Administrative Responsibilities*

1. **File Maintenance.** Respondent is responsible to maintain all program related files accurately and completely. Such maintenance includes retaining a hard copy file of all documents pertaining to program enrollment, eligibility, participation, services provided or other participant activities during program participation.

2. **Confidentiality.** Respondent will secure participant information in a location that is accessible only to authorized employees of the respondent and ensure that all participant information is kept confidential at all times, as required under HIPPA. The Philadelphia Youth Network has established a SFTP (Secure File Transfer Protocol) site to ensure a secure data transfer of participant information and will make this site available to respondents upon contract execution.

3. **Archiving of Files.** Respondent will maintain a list of all exiter’s files and turn over the original exiter’s files to the Philadelphia Youth Network. Respondent will maintain a copy of exiter’s files for its records for seven years.

4. **Performance Reviews.** Respondent understands that the Philadelphia Youth Network and Philadelphia Works maintain the right to conduct random and scheduled programmatic and fiscal performance reviews.

5. **Trainings and Meetings.** Respondent is responsible for attending relevant trainings offered by the Philadelphia Youth Network and Philadelphia Works, as well as those required by the Commonwealth and the Department of Health and Human Services, as part of the continuous improvement strategy for professional development around CWDS data entry. Professional development will minimally include Philadelphia Works’ mandatory HIPPA training.

6. **Communication.** Respondent is responsible for maintaining regular communication and informing the Philadelphia Youth Network of any issues that arise that might impact the respondent’s ability to successfully meet the requirements of the scope of work.
7. **Federal, State and Local Regulations and Guidance.** Respondent will maintain current knowledge of all regulations and guidance pertaining to the use of WIA funding, as outlined and provided by the Philadelphia Youth Network and Philadelphia Works via relevant communications and postings.

II. **Program Outcomes**

The following section outlines current performance expectations for WIA-funded youth programs. Information below is subject to change based upon WIOA policy and regulations. Further information can be found at [http://www.doleta.gov/wioa/eta_default.cfm](http://www.doleta.gov/wioa/eta_default.cfm).

A. **Performance Measures**

The performance of year-round respondents will be assessed by the Philadelphia Youth Network on a monthly basis in consideration of contract compliance, WIA Common Measures and against benchmarks and administrative efficiencies.

**Common Measures**

In 2005, the Office of Management and Budget instituted a set of Common Measures to gauge the performance of WIA-funded programs. It is expected that all WIA-funded programs will meet, at a minimum, the negotiated WIA performance levels for each of the three Common Measures.

Common Measures for WIA-funded programs during the 2014-15 program year are outlined below. As performance levels are renegotiated by the Commonwealth on an annual basis, these measures are subject to change prior to contract execution.

<table>
<thead>
<tr>
<th>COMMON MEASURES FOR PY 2015 (Note: Subject to Change on an Annual Basis)</th>
<th>APPLICABILITY</th>
<th>State Level of Performance (negotiated annually)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement in employment, advanced training, post-secondary education or the military</td>
<td>In and Out-of-School Youth</td>
<td>56%</td>
</tr>
<tr>
<td>Attainment of a degree or certificate (state/industry recognized)</td>
<td>In and Out-of-School Youth</td>
<td>78%</td>
</tr>
<tr>
<td>Literacy, numeracy and language gains</td>
<td>Out-of-School Youth Only</td>
<td>60%</td>
</tr>
</tbody>
</table>

B. **Definitions**

**Placement in Employment, Post-Secondary Education or the Military**

Placement in employment or education is obtained when participants are enrolled in post-secondary education; advanced training/occupational skills training; and/or employment that pays Unemployment Insurance (UI). Placement in education or the military can occur during the
program or until the end of the first quarter after the exit quarter (see the explanation of Common Measure Quarters on the next page). Placement in employment must occur in the second quarter after the participants exit quarter and the participants must contribute to the UI wages in the quarter following the program exit quarter.

**Attainment of a Degree or Certificate (State/Industry Recognized)**

Attainment of a degree or certificate (state/industry recognized) is met when participants attain a high school diploma, GED or certificate at any point during participation or by the third quarter after the program exit quarter. According to this measure, a certificate is only approved if it is State and/or industry recognized, and increases a participant’s opportunity to document measureable technical or occupational skills necessary to gain employment or advance within an occupation. The degree or state/industry recognized credential must be issued by one of the following:

- State educational OR State administered vocational/technical education agency
- Institution of Higher Education - Federal
- Professional, Industry or Employer Organization
- Registered Apprenticeship Program
- Public Regulatory Agency
- Dept. of Veterans Affairs Approved Programs
- Job Corps Centers
- Institutions of Higher Education – Tribal Colleges

**Literacy, Numeracy and Language Gains (Out-of-School Youth Only)**

The literacy, numeracy and language gains measure is only applicable to out-of school youth who score below a 9th grade level in literacy, numeracy and/or language at the time of program entry. The literacy, numeracy and language goal is met when a participant increases their functioning level by one Educational Functional Level (EFL) on the Test of Adult Basic Education (TABE) -- within one year of program participation.

**Common Measure Quarters**

The Commonwealth counts outcomes for Youth Attainment and Placement based on which quarter a participant exits the program. The program exit quarters are:

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>October – December</td>
<td>January – March</td>
<td>April – June</td>
<td>July - September</td>
</tr>
</tbody>
</table>

Degree or credential attainment can occur during program participation or up to three quarters after the exit quarter. Therefore, if a participant completes the program in August without a high school degree, he/she has up to June the following year to obtain the degree in order for the Commonwealth to count it as a successful outcome. Similarly, the participant has up to the first quarter after his or her program exit to attain employment or post-secondary placement. Therefore, if he/she exits the program in August, he/she has up to the end of December to be
placed in employment or post-secondary education. Exit quarters influence when outcomes are counted by the Commonwealth and should be considered when dismissing participants from the program.

The Commonwealth counts outcomes for Youth Skill Gain in literacy, numeracy or language for out-of-school youth based on which quarter a student enters the program; skill gain is not exit based. The program enrollment quarters are:

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>July - September</td>
<td>October – December</td>
<td>January – March</td>
<td>April – June</td>
</tr>
</tbody>
</table>

Skill gains can only occur between program enrollment and end date. Skill gains obtained after participant exit date do not count towards common measures.

C. Payment Structure
The payment structure will be a hybrid of cost-reimbursement and performance based. Specific terms will be finalized at the point of contracting.

III. Application Process

A. Responding to the RFP

Notification of Intent to Apply
Prospective respondents are required to submit the attached “Notification of Intent to Apply” form to inform Philadelphia Works, the Philadelphia Youth Network (PYN) and the Council of their intent to submit an application. The form must be emailed to PYN at PYNRFP@pyninc.org and is due no later than 4:30 p.m. on October 24, 2014. Failure to notify Philadelphia Works, PYN and the Council will disqualify you from submitting a proposal. This notification is for planning purposes to assist in securing the necessary number of proposal reviewers.

Bidders’ Conference
The Bidders’ Conference will be held on October 22, 2014 at 3:30 p.m. at the offices of Philadelphia Youth Network, located at 714 Market Street – Suite 320. Attendance is STRONGLY ENCOURAGED. Please RSVP your attendance to http://www.pyninc.org/forms/bidders_conference.php. You will be required to include the number of persons attending and the name of your organization. Questions MUST be submitted by October 17, 2014 at 5:00 p.m. in order to be addressed at the Bidders’ Conference. In the event that there are additional questions introduced at or after the Bidders’ Conference, those questions and answers will be posted within four business days. All questions and answers will be posted on the following websites: www.philaworks.org, www.philadelphiacouncil.org, and www.pyninc.org. The final deadline for all questions is November 3, 2014 by 5:00 p.m.
How to Respond

Respondents must follow the procedures outlined in this Request for Proposals (RFP). The RFP is available on the Philadelphia Works website: [www.philaworks.org](http://www.philaworks.org), the Philadelphia Council for College and Career Success website: [www.philadelphiacouncil.org](http://www.philadelphiacouncil.org), the Philadelphia Youth Network website [www.pyninc.org/provider/rfps.php](http://www.pyninc.org/provider/rfps.php). Respondents who want to apply for multiple pathway strategies need to submit a separate proposal for each pathway they propose to operate: **At-Risk Youth Enrolled In High School; Opportunity Youth Without A Secondary Credential** or **Opportunity Youth With A Secondary Credential**.

Respondents must answer all of the questions in the Program Narrative section of this RFP and submit all of the following attachments in the exact formats specified (one original paper copy and one electronic copy stored on a flash drive). **PROPOSAL REVIEWERS WILL RECEIVE THE EXACT VERSION SUBMITTED ON THE FLASH DRIVE.** Please ensure that the version you submit is complete and appropriate for review.

Step I: Notification of Intent to Apply

This form is required to be submitted via email to [PYNRFP@pyninc.org](mailto:PYNRFP@pyninc.org) or by fax 267-502-3859 by 4:30 p.m. on October 24, 2014.

- One PDF containing completed version of the following:
  - Attachment 1 – NOTIFICATION OF INTENT TO APPLY

Step II: Electronic Proposal Submission

Must be submitted via flash drive by 12:00 noon on November 10, 2014.

- One PDF containing completed versions of the following:
  - Attachment 2 - PROPOSAL CHECKLIST
  - Attachment 3 - PROPOSAL COVER SHEET
  - Attachment 4 - RESPONDENT INFORMATION
  - Attachment 5 - RESPONDENT’S CERTIFICATION OF BUDGET INFORMATION

- One PDF Containing a completed version of the following:
  - Attachment 6 - PROGRAM NARRATIVE
    - Submit your answers to all Program Narrative questions using the following specifications:
      a. Must include a table of contents (this does not count toward page limit)
      b. Label each section
      c. Number each answer to correspond to narrative question
      d. 1” margins and no smaller than 11-point font
      e. Cannot exceed 20 single spaced pages
      f. Pages must be numbered and include a header and/or footer identifying the respondent’s name and pathway strategy selected
Step III: Hardcopy Proposal Submission

Must be submitted by 12:00 noon on November 10, 2014.

- One hardcopy paper proposal must also be submitted containing completed versions of all documents described in Step II.

Note on incomplete proposals: Following the submission deadline, completeness of proposals and consistency with guidelines set forth in this RFP will be verified. Proposals that are incomplete or do not follow the required format will not be considered for review.

Please refer to the Proposal Checklist (Attachment 2) at the end of this RFP to ensure the proposal submission is complete.

Proposal Submission

Where to Respond

Applications must be received by the office of the Philadelphia Youth Network no later than 12:00 noon on November 10, 2014. Late applications will not be accepted.

One original paper and one electronic copy (flash drive) must be submitted at:

The Philadelphia Council for College and Career Success
Where to Submit Questions

Questions regarding development and submission of this RFP MUST BE SUBMITTED IN WRITING to PYNRFP@pyninc.org. Questions MUST be submitted by October 17, 2014 at 5:00 p.m. in order to be addressed at the Bidders’ Conference. In the event that there are additional questions introduced at or after the Bidders’ Conference, those questions and answers will be posted within four business days. All questions and answers will be posted on the following websites: www.philaworks.org, www.philadelphiacouncil.org, and www.pyninc.org/provider/rfps.php. The final deadline for all questions is November 3, 2014 by 5:00 p.m.

General Timeline of Activities

The following table provides a detailed overview of the timelines for the procurement process.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>RFP Released</td>
<td>October 10, 2014</td>
</tr>
<tr>
<td>Bidder’s Conference</td>
<td>October 22, 2014</td>
</tr>
<tr>
<td>Deadline to submit Notification of Intent to Apply*</td>
<td>October 24, 2014</td>
</tr>
<tr>
<td>Deadline to submit questions about the RFP</td>
<td>November 3, 2014</td>
</tr>
<tr>
<td>Deadline to submit proposals</td>
<td>November 10, 2014</td>
</tr>
<tr>
<td>Proposals distributed to reviewers</td>
<td>November 17, 2014</td>
</tr>
<tr>
<td>Reviewers submit final scores</td>
<td>December 5, 2014</td>
</tr>
<tr>
<td>Reviewers conduct interviews with respondents (if applicable)</td>
<td>December 8 – 19, 2014</td>
</tr>
<tr>
<td>Final scores are analyzed</td>
<td>December 2014</td>
</tr>
<tr>
<td>Cross-functional team of Council sub-committee members propose selection strategies</td>
<td>January 2015</td>
</tr>
<tr>
<td>Council recommends selection strategy and respondents</td>
<td>February 2015</td>
</tr>
<tr>
<td>Philadelphia Works Board approves recommended respondents</td>
<td>March 2015</td>
</tr>
<tr>
<td>Successful Respondents Notified of Selection</td>
<td>April 2015</td>
</tr>
</tbody>
</table>

*All respondents who intend to submit a proposal are required to submit a Notification of Intent to Apply by the identified deadline.

B. Evaluation of Proposals

An independent panel of experts (external to PYN) will be recruited and provided comprehensive training on the evaluation rubric that will be utilized to score all proposals. Proposals will be evaluated by pathway (At-Risk Youth Enrolled in High School; Opportunity Youth without a Secondary Credential; or Opportunity Youth with a Secondary Credential). Each proposal will be scored by independent reviewers whose scores will be averaged to
calculate an overall proposal score. In the event that an individual reviewer’s score is more than 10 points higher or lower than the average score, that score will be excluded as an outlier and a new proposal average will be calculated using the remaining scores. In the event that more than two individual scores require exclusion, a new panel of reviewers will be enlisted for said proposal. The following table provides an overview of the domains in which proposals will be evaluated and the weight for each domain.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization capacity, experience and history of performance</td>
<td>15</td>
</tr>
<tr>
<td>Evidence-based program design</td>
<td>30</td>
</tr>
<tr>
<td>Engagement of multi-sector partners</td>
<td>20</td>
</tr>
<tr>
<td>Program staffing</td>
<td>15</td>
</tr>
<tr>
<td>Strategy and tools for data-driven decision-making</td>
<td>15</td>
</tr>
<tr>
<td>Appropriateness of budget</td>
<td>5</td>
</tr>
</tbody>
</table>

Proposals receiving an overall proposal score deeming them fundable may be requested to participate in an interview to further assess the engagement level of multi-sector partners and address any clarifying questions raised during the proposal scoring process.
Attachment 1 - NOTIFICATION OF INTENT TO APPLY

***THIS PAGE IS DUE ON OR BEFORE October 24, 2014 at 4:30 p.m.***
Submit by email to PYNRFP@pyninc.org or by fax to 267-502-3859

Name of organization:
Street address:
Street address (cont.):
City, State, Zip:

Contact Person: (Any information relating to this RFP will be sent to the person listed below)
Name:
Title:
Phone:
E-mail:

Please indicate which program pathway and how many proposals you intend to submit for each:

<table>
<thead>
<tr>
<th>PATHWAY STRATEGY</th>
<th>PROPOSALS WE INTEND TO SUBMIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>At-Risk Youth Enrolled In High School</td>
<td>☐ # of proposals _____</td>
</tr>
<tr>
<td>Opportunity Youth Without A Secondary Credential</td>
<td>☐ # of proposals _____</td>
</tr>
<tr>
<td>Opportunity Youth With A Secondary Credential</td>
<td>☐ # of proposals _____</td>
</tr>
</tbody>
</table>

TOTAL PROPOSALS TO BE SUBMITTED: _____
**Attachment 2 – PROPOSAL CHECKLIST**

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

Submit all of the following attachments in the exact formats specified (one original paper copy and one electronic copy stored on a flash drive) and in the order listed. PROPOSAL REVIEWERS WILL RECEIVE THE EXACT VERSION SUBMITTED ON THE FLASH DRIVE. Please ensure that both the paper and electronic versions you submit are complete and appropriate for review.

☐ **Step I: Notification of Intent to Apply**

This form is required to be submitted via email to PYNRFP@pyninc.org or by fax 267-502-3859 by 4:30 p.m. on October 24, 2014.

☐ **One PDF containing completed version of the following:**
  - Attachment 1 – NOTIFICATION OF INTENT TO APPLY

☐ **Step II: Electronic Proposal Submission – must be submitted via flash drive by 12:00 noon on November 10, 2014.**

Flash drive must include electronic versions of the following:

☐ **One PDF containing completed versions of the following:**
  - Attachment 2 - PROPOSAL CHECKLIST
  - Attachment 3 - PROPOSAL COVER SHEET
  - Attachment 4 - RESPONDENT INFORMATION
  - Attachment 5 - RESPONDENT’S CERTIFICATION OF BUDGET INFORMATION

☐ **One PDF Containing a completed version of the following:**
  - Attachment 6 - PROGRAM NARRATIVE
    - Submit your answers to all Program Narrative questions using the following specifications:
      - Must include a table of contents (this does not count toward page limit)
      - Label each section
      - Number each answer to correspond to narrative question
      - 1” margins and no smaller than 11-point font
      - Cannot exceed 20 single spaced pages
      - Pages must be numbered and include a header and/or footer identifying the respondent’s name and pathway strategy selected
      - May include letters of commitment from current or potential partners who will contribute to the proposed project (this does not count toward page limit)
• Must include an organizational chart that illustrates how the proposed program and staff fit into the organization (this does not count toward page limit)

☐ One Excel spreadsheet containing a completed version of the following:
  ▪ Attachment 7 - BUDGET, BUDGET NARRATIVE, AND FUNDING SOURCES
  ▪ Reference attachment for instructions for downloading and completing the Excel spreadsheet

☐ Supporting legal and financial documentation:
  ▪ Audit and 990:
    • Copy of the past two year’s organizational audit, including the accompanying financial statements and management letter.
    • Copy of the most recent IRS Form 990.
  ▪ Proof of Legal Status: IRS Letter of Determination or other
  ▪ Proof of Insurance (Commercial Package Only)

☐ **Step III: Hardcopy Proposal Submission – paper copy must be submitted** by 12:00 noon on November 10, 2014.

☐ One hardcopy paper proposal must also be submitted containing completed versions of all documents described in Step II.

**Note on incomplete proposals:** Following the submission deadline, completeness of proposals and consistency with guidelines set forth in this RFP will be verified. Proposals that are incomplete or do not follow the required format will not be considered for review.
Attachment 3 – PROPOSAL COVER SHEET

<table>
<thead>
<tr>
<th>Name of organization (respondent):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Street address:</td>
<td></td>
</tr>
<tr>
<td>City, State, Zip:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Authorized Representative*</th>
<th>Organization Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(person who can legally sign contracts for organization – signature required below)</em></td>
<td><em>(for questions about agency or application in general)</em></td>
</tr>
<tr>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>Title:</td>
<td>Title:</td>
</tr>
<tr>
<td>Phone:</td>
<td>Phone:</td>
</tr>
<tr>
<td>E-mail:</td>
<td>E-mail:</td>
</tr>
</tbody>
</table>

Pathway Strategy this Proposal is for *(select one):*

- [ ] At-Risk Youth Enrolled in High School
- [ ] Opportunity Youth Without A Secondary Credential
- [ ] Opportunity Youth With A Secondary Credential

Budget Overview:

<table>
<thead>
<tr>
<th>Operating cost-per-slot</th>
<th>$</th>
<th>x</th>
<th>Number of Slots Requested (minimum: 50)</th>
<th>$</th>
</tr>
</thead>
</table>

| Total Award Amount Requested | $ |

* Signature of Authorized Representative *(required)*:

X__________________________________________

FY16 Philadelphia Council for College and Career Success Year-Round WIA-Funded Programs Request for Proposals (RFP)  24
Attachment 4 – RESPONDENT INFORMATION

Organization Information

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

2. Is your organization (or the legal entity identified above) certified as a Minority ("MBE"), Women ("WBE") and/or Disabled ("DSBE") Owned Business Enterprise? Yes □ No □

3. Have any of the respondent’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 respondent in receivership or bankruptcy, or are any such proceedings pending?
   Yes □ No □ (If yes, please explain on separate sheet)

5. Has the respondent’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 respondent 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 respondent subcontract any of the training or work efforts?
   Yes □ No □ (If yes, please explain on separate sheet)

Conflict of Interest/Union Concurrence

8. Does the respondent have any connection with Philadelphia Works, 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 □ Not applicable □ (If yes, please attach a copy of written proof)
Attachment 5 – RESPONDENT’S CERTIFICATION OF BUDGET INFORMATION

In addition to the required Budget Form, an Authorized Representative of the respondent organization must sign this Respondent Certification form. Successful Bidders may be required to submit more detailed budget information at the time of contract award as well.

RESPONDENT’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 resubmitted at a later date should unforeseen cost factors necessitate changes. I also understand that if selected as a contractor, I may be required to submit further detailed budget information.

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

| Signature: | X________________________________________________________________________ |
| Name: | |
| Title: | |
| Date: | |
Attachment 6 – PROGRAM NARRATIVE

Please provide the following information in clear, concise language and in no more than twenty (20) pages excluding attachments. Organizations are strongly encouraged to provide details with specific program descriptions, numbers, citations, etc. that capture your organization’s approach and capacity to successfully accomplish the programming you propose.

Organizational Capacity, Experience and History of Performance (15 points)

1. (2 points) Provide a profile of your organization, including the mission and vision statements.
2. (9 points) What is your organization’s capacity and experience in offering the three phases of services (as described in this RFP on p. 6-8) to the proposed target population?
   a. Enhanced Preparation
   b. Post-Secondary Bridging
   c. Placement Retention Support

Relevant to each phase, describe how you have measured success. Include any quantitative outcome data from the experience discussed above, citing the source(s) of that data. If you have not worked with the proposed target population previously, please describe how your experience translates.

3. (4 points) Describe how the organization will integrate the proposed program into its current structure; include details regarding alignment of staff, physical, and financial resources.

Evidence-Based Program Design (30 points)

1. (6 points) Discuss how the program environment will foster a culture of high expectations and encourage a commitment to ongoing personal development among participants:
   a. How will your climate/culture support high retention? What retention challenges do you anticipate and how will you overcome them?
   b. Where/how will you recruit participants and how will you ensure that you are targeting the appropriate participants for the selected pathway, those whose needs and goals align with the services your program will provide?
   c. Describe how participants and families, when applicable, will be oriented to the proposed program.

2. (6 points) Describe how you will assess and address the individualized supportive service needs of participants during each of the three phases (enhanced preparation, post-secondary bridging and placement retention support)? Discuss how you will incorporate the following during each phase, as applicable. Be specific to the pathway you are applying to operate: At-Risk Youth Enrolled In High School; Opportunity Youth Without A Secondary Credential; or Opportunity Youth With A Secondary Credential.
a. Assessment of participants’ academic, employability and occupational interests, aptitudes and skill levels, personal development, and supportive service needs
b. Development and ongoing evaluation of an appropriate and individualized service strategy
c. Barrier removal (e.g., behavioral and mental health needs, childcare assistance, navigating the juvenile justice system, housing and/or transportation challenges)
d. Case management for participants ensuring they receive all planned services, make appropriate progress and reach planned goals
e. How often and at what points case managers will meet with participants
f. Engagement of family members and participants’ support networks

3. (6 points) What activities and service options will be made available to participants to address their academic and training needs and interests during each of the phases of enhanced preparation, post-secondary bridging and placement retention support? Discuss how you will provide the following during each phase, as applicable. Be specific to the pathway strategy you are applying to operate: At-Risk Youth Enrolled In High School; Opportunity Youth Without A Secondary Credential; or Opportunity Youth With A Secondary Credential.

d. Academic and training curricula that meet current college and industry standards
e. Instruction and support for secondary credential attainment
f. Instruction and support for basic skills deficient participants
g. Instruction and support for industry-recognized credential attainment informed by labor market demand (cite the source(s) of data)
h. Work-readiness training

4. (6 points) What activities and service options will be made available to participants to address college- and career-connected needs and interests during each of the phases of enhanced preparation, post-secondary bridging and placement retention support? Discuss how you will provide the following during each phase, as applicable. Be specific to the pathway strategy you are applying to operate: At-Risk Youth Enrolled In High School; Opportunity Youth Without A Secondary Credential; or Opportunity Youth With A Secondary Credential.

a. College and career exploration and exposure
b. Work-based learning with linkages to learning goals (paid and unpaid)
c. Individualized support for college and career planning and decision-making
d. Financial supports for college or advanced training programs
e. College coursework and credit attainment
f. Support for persistence and advancement within education or career choice
g. Paid on-the-job training
h. Unsubsidized employment

5. (6 points) What activities and service options will be made available to participants to address life skills and leadership development needs and interests during each of the phases of enhanced preparation, post-secondary bridging and placement retention support? Discuss how you will incorporate the following during each phase, as applicable. Be specific to the pathway strategy you are applying to operate: At-Risk Youth Enrolled In High School;
Opportunity Youth Without A Secondary Credential; or Opportunity Youth With A Secondary Credential.

- 21st century skill development
- Mentor and mentee opportunities
- Civic engagement
- Community service
- Leadership opportunities
- Preparing participants to take ownership of their own development and planning for the future by fostering skills in areas such as goal setting, time management, study habits, financial literacy, critical thinking and self-regulation
- Extracurricular activities

Engagement of Multi-Sector Partnerships (20 points)

1. (16 points) Describe how you will engage partners to support participants with the needs and interests listed below during the three phases of Enhanced Preparation, Post-Secondary Bridging and Placement Retention Support. Be specific to the pathway strategy you are applying to operate: At-Risk Youth Enrolled In High School; Opportunity Youth Without A Secondary Credential; or Opportunity Youth With A Secondary Credential.

In your discussion, please be sure to:

- Name the partner(s) implicated and indicate whether or not you have a formalized agreement with them in place for this project. If available, please include letters of commitment from current or potential partners who will contribute to this project. **Note:** Letters of commitment may be submitted as attachments to your narrative and do not count towards the page limit.
- Where possible, support your decision to work with the identified partners by describing past partnerships and measurable outcomes.
- As applicable, describe how the identified partners will specifically support your program in providing any of the following:
  a. **Supportive Service Needs:**
     - Assessment of participants’ needs
     - Support for participants in removing a range of potential barriers (e.g., behavioral and mental health needs, childcare assistance, navigating the juvenile justice system, housing and/or transportation challenges)
  b. **Academic and Training Needs and Interests:**
     - Academic and training curricula meeting current college and industry standards
     - Instruction and support for secondary credential attainment
     - Work-readiness training
  c. **College- and Career-connected Needs and Interests:**
     - College and career exploration and exposure
     - Work-based learning (paid and unpaid)
     - Financial supports for college or advanced training programs
- Early college credit attainment and remediation support
- Support for persistence and advancement within education or career choice
- Paid on-the-job training
- Unsubsidized employment

d. **Life Skills and Leadership Development Needs and Interests:**
   - 21st century skill development
   - Mentor and mentee opportunities
   - Civic engagement
   - Community service
   - Leadership opportunities
   - Preparing participants to take ownership of their own development and planning for the future by fostering skills in areas such as goal setting, time management, study habits, financial literacy, critical thinking and self-regulation
   - Extracurricular activities

2. (4 points) How will the program coordinate the roles of all partners discussed above? Discuss the program’s strategy for developing relationships and collaborating with partners.

**Program Staffing (15 points)**

1. (4 points) Attach your budget narrative using the template supplied, detailing all program staff members necessary for effective implementation of this project, describing their primary responsibilities for the proposed program. *Note: proposal reviewers will be directed to the budget narrative in awarding points for this question.*

2. (7 points) Discuss the positions that will be assigned to this project and provide the corresponding job description and the qualifications you will require, including any certifications or licenses.

3. (4 points) Please attach an organizational chart that illustrates how the proposed program and staff fit into the organization (include this chart as an attachment; it does not count towards the page limit). In the narrative, include a brief discussion on how the various positions within the staffing structure will function in relation to one another.

**Strategy and Tools for Data-Driven Decision-Making (15 points)**

1. (6 points) Describe the organization’s performance management strategies and tools. Detail program and participant level measures for success and data elements captured to evaluate performance. Include information regarding the use of data towards informing program design and improvement.

2. (6 points) Describe strategies for monitoring participant performance during the placement retention support phase. Detail specific data elements and the mechanisms that will be used to track performance.
3. (3 point) Provide information regarding data sharing agreements with relevant partners. Identify data elements that are (or will be) shared between partners to ensure appropriate wrap-around services and interventions for participants throughout the three program phases.
Attachment 7 – BUDGET AND BUDGET NARRATIVE

Appropriateness of Budget and Budget Narrative - (5 points)

Providing a complete fiscal picture is critical to understanding the comprehensive cost of service delivery. Respondents should submit a budget that reflects the total cost of running the proposed program for a period of 24 months, including a detailing of the total proposed expenses for each fiscal year of the contract period (fiscal years 2016 and 2017). This amount should include all proposed program and operating expenses, including all expenses associated with payments that would be made to participants, both those leveraged and those requested of the Philadelphia Youth Network.

Budget Form

The budget form is provided as a separate Excel spreadsheet. It can be downloaded at the same locations as the RFP: www.philaworks.org; www.philadelphiacouncil.org; www.pyninc.org. Respondents should submit an Excel version of the budget form (not PDF). The budget form also contains formulas that should not be modified.

Respondents must complete the full Budget Form including:
- Worksheet 2 - Budget Summary
- Worksheet 3 - Corresponding Budget Narrative
- Worksheet 4 - Funding Sources

Successful respondents may be required to provide further budget information at the time of contract negotiations.

Administrative and Programmatic Expenses

The budget contains line items for administrative and programmatic costs. All costs associated with direct delivery of services to young people are considered programmatic costs. Administrative costs are costs not directly associated with service delivery and cannot exceed 10% of the total budget. Organizations that have a federally approved indirect cost rate can include it on the budget as long as it doesn’t exceed 10%. Organizations using an indirect cost rate will be required to submit a Federally Approved Rate Agreement at the time of contract negotiation.

Consultants & Subcontractors

Scopes of work, cost allocation plan, and budgets will be required for all consultants and sub-contractors at the time of contract negotiation.

Any questions or concerns about the budget template should be submitted to PYNRFP@pyninc.org.

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Right Turn includes the following components: workforce development, education and training, case management, mentoring, restorative justice, community-wide violence reduction efforts, and post-program support and follow-up. See: http://rightturn.iel.org.


One Penn Center at Suburban Station
1617 JFK Boulevard, 13th Floor
Philadelphia, PA 19103
P: 215-963-2100
F: 215-567-7171
www.philaworks.org