



REQUEST FOR PROPOSALS

E³ Power Centers

IMPORTANT DATES

RFP Release: July 28, 2016

Bidders' Conference: August 16, 2016 at 10:00 AM (Location: The Free Library of Philadelphia, Montgomery Auditorium, 1901 Vine Street, Ground Floor)

Letter of Intent to Apply Due: August 22, 2016 by 5:00 PM

Email to e3-rfp@pyninc.org

Proposals Due: September 16, 2016 by 12:00 PM

The Philadelphia Youth Network
400 Market Street, Suite 200
Philadelphia, PA 19106
(Flash drive required with hard copy)

PROPOSALS RECEIVED AFTER 12:00 PM ON SEPTEMBER 16 WILL NOT BE ACCEPTED

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I. Overview and Background

With the support of Philadelphia Works, Inc. (PWI) and the Philadelphia Department of Human Services, the Philadelphia Youth Network (PYN) seeks proposals from high-performing youth-serving organizations to implement neighborhood-based E³ Power Centers. The E³ Power Center model is a holistic approach designed to assist Opportunity Youth (out-of-school, out-of-work, and/or juvenile justice youth generally aged 16-21) to achieve long-term educational, career, and personal goals, including progress towards self-sufficiency.



E³ Power Centers

Initially established as part of the Department of Labor Youth Opportunity Grant initiative in 2000, Philadelphia's E³ Power Center has expanded to serve multiple communities across the city. After its initial investment, leaders in Philadelphia made a commitment through a blended investment approach to expand the E³ Power Center Model into a comprehensive, neighborhood-based Center that provided access to academic preparation, alternative secondary credentials, and wraparound supportive services. The E³ Power Center model provides critical academic skills and employment readiness services to youth who are out of school. These Centers function as a pivotal access point for re-engagement services in Philadelphia. By focusing squarely on the needs Opportunity Youth, E³ Power Centers continue to play vital roles in providing a community-based education and training intervention for the young people who most need them.

Since its inception in 2000, E³ Power Centers have reconnected 7,186 opportunity youth to education, employment and empowerment services. The E³ Power Centers are designed to help youth identify their employment, education and life goals. The E³ Power Centers have supported nearly 800 youth in attaining credentials (including GED, high school diploma, and industry-recognized credentials). In addition, over 900 youth have been connected to placements (including placement in continuing education programs and unsubsidized employment). Today, this network of community-based centers provides a wide variety of high-quality education and training programs and services for nearly 1,000 youth annually.

Model Pathways

Successful applicants will demonstrate their ability to operate E³ Power Centers that provide programs and supports along three interrelated pathways: Education, Employment, and Empowerment. The integration of the three pathways is a critical aspect of serving youth in a holistic manner that addresses both cognitive and non-cognitive barriers to achieving personal goals and self-sufficiency. This approach allows for host organizations to integrate services across pathways in a more fluid, Member-centered approach.

- The **Education Pathway** provides a broad array of educational services that support youth at varying academic levels, including: low-literacy supports; GED-prep classes; and post-secondary access and planning.
- The **Employment Pathway** provides intensive work-readiness programming that allows young people to acquire 21st Century skills and prepares participants for unsubsidized employment. Preparatory services include job-readiness training, subsidized internships, community-service and service-learning opportunities, as well as job search assistance.
- The **Empowerment Pathway** uses positive youth development principles as the cornerstone to support the development of life skills that help youth promote and sustain productive and healthy choices. Involving youth at each step of the empowerment process (i.e. defining their vision, focusing on their goals, planning for action, identifying help, and measuring their progress) is a critical part of their development. Empowerment, within the E³ Power Center Model, is viewed through a holistic approach to individualized support and case management for Members and will be addressed as such in the following section.

The goal of these pathways is for E³ Power Center youth, known as “Members,” to demonstrate positive outcomes in several different areas, including:

- increased literacy and numeracy skills
- 21st century and work-readiness skills development
- secondary credential attainment
- post-secondary placement in education and/or employment

Core Components

Integrated within the Education, Employment, and Empowerment Pathways, four Core Components emerge as vital to the performance of both E³ Members and E³ Power Centers alike. The four Core Components of the E³ Power Center Model are intended to address the holistic approach to service delivery throughout the lifespan of each E³ Member. A more detailed description of the Core Components, and the targeted indicators attached to each, will be presented in Section III: E³ Power Center – Program Elements. Below is an overview of each Core Component:

- Health and Wellness – Physical and mental health have a major impact on a Members ability to thrive and may pose lasting threats that go beyond their educational and employment endeavors.
- Social Networks and Personal Development – Members must better integrate their formal and informal networks—family, friends, neighbors, and institutions—to develop meaningful connections within the three Model Pathways. These networks, and the skills to develop, nurture, and sustain them, are critical to personal development and well being.
- Educational and Employment Pathways – Investing in differentiated learning instruction, 21st Century Learning Skills development, and post-secondary bridging are essential to the Education Pathway of E³ Members. In addition, follow-up services and post-placement are vital to ensure employment opportunities and skill development are sustainable and have lasting impact.

- Economic Independence – The ability to address economic challenges such as housing, transportation, food, and financial literacy will minimize life stressors that interrupt learning and employment skills-building and opportunities.

Multi-Sector Partnerships

Research suggests that in order to increase member 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.ⁱ 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.ⁱⁱ

Multi-sector partnerships are credited with enhancing the success of programs targeting a variety of youth.ⁱⁱⁱ 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.^{iv} 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.^v 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.^{vi} 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, childcare, transportation and mental health counseling.^{vii}



Philadelphia Youth Network

PYN is an intermediary organization dedicated to connecting systems and leveraging resources. PYN works to equip young people for academic achievement, economic opportunity and personal success. To achieve this mission, we coordinate and support large-scale, cross-sector initiatives while developing targeted programs to expand access to services for underserved youth.

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 creates and scales effective service pathways that lead to greater education and employment outcomes for vulnerable youth. PYN accomplishes this by aligning strategies and investments across youth serving systems (education; child welfare, juvenile justice, and workforce, housing); integrating best practices in youth development and workforce development into comprehensive programmatic models and pathways; developing a unified investment strategy that leveraged public dollars with private investments to increase service. 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.

As it relates to E³ Power Centers, PYN serves the following distinct functions:

- Facilitating the design and development of Pathways and Core Components in collaboration with community stakeholders
- Securing and managing funding resources within a blended-funding strategy for public and private support to scale system capacity and youth services across Pathways
- Integrate lessons learned across Centers into Model design, development, and implementation
- Building capacity and provide technical assistance to service providers through trainings, curriculum development, and leveraging partnerships at system-level.

PYN works to advance both 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.

Funders and Investment

Funding and anticipated allocation: Funding for this initiative is derived from a blending of resources from the Philadelphia Works, Inc., and the Philadelphia Department of Human Services. Should sufficient funding be available, PYN anticipates subcontracting to operate four E³ Power Centers. Costs per center will be based on available funding. Contract payments will be a hybrid, cost-reimbursement and performance based system (specific terms will be finalized at the point of contract).



Philadelphia Works, Inc.

Philadelphia Works, Inc. is the city's local workforce investment board and lead workforce development organization. Philadelphia Works invests in employment and training solutions and services that connect employers to a skilled workforce and helps individuals develop the skills needed to thrive in the workplace.

With oversight support from the Philadelphia Works Board youth subcommittee (the Philadelphia Council for College and Career Success), Philadelphia Works annually invests public funding for the E³ Power Centers Model. This investment includes Temporary Assistance for Needy Families-Youth Development funds (TANF-YD) and any funding allocated via the public workforce system. All contracts that receive funding via the public workforce system are approved by the Philadelphia Works Board. All such funding and contracts are annually pending final allocations and approval by the Philadelphia Works Board.



Philadelphia Department of Human Services

In addition to state-level public funding allocated via the local public workforce system, the E³ Power Center Model is also supported by the Philadelphia Department of Human Services. The Department of Human Services ongoing contribution is critical to the achieving the mission of the Model and sustaining measureable outcomes and impact. Philadelphia Department of Human Services' continued support of the E³ Power Center Model is due to the alignment of Department priorities, the continued success of program strategies, and the desire to serve the underserved. All such funding is annually pending final allocations and approval.

Other Private and Public Funding

The Philadelphia Youth Network annually secures and leverages additional private and public funding from numerous investors in order to scale system capacity and services to young people across the E³ Power Center Model.

II. Philadelphia's Youth Workforce Development System

Philadelphia's youth workforce development system consists of aligned year-round and summer pathways to college and career readiness 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 and program evaluation of existing strategies, the E³ Power Center's Request for Proposals will enhance the youth workforce development system in Philadelphia through implementation of the following core elements for Philadelphia's out of school youth and/or youth returning from delinquent placement:

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

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.^{viii} 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.^{ix} Models should integrate academic, social-emotional and other supports to meet youth's developmental needs as they earn a secondary credential and make the transition to and through post-secondary education and/or employment.^x

To strengthen education and employment outcomes for youth in Philadelphia, a three-phase framework is proposed. The three phases (Enhanced Preparation, Post-secondary 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.^{xi} 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.^{xii}

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.^{xiii} 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.^{xiv} Positive, youth-centered learning environments must be fostered through partnerships between educational providers, community-based organizations and agencies equipped to support youth development.^{xv} 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.^{xvi} 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.^{xvii} 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.^{xviii} 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.^{xix} Personalized guidance and support are designed to help participants connect with networks and supports on campus or in the work place, as well as in their community^{xx}. 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.^{xxi} 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.

ENHANCED PREPARATION

- 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

POST-SECONDARY BRIDGING

- 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)

PLACEMENT/RETENTION SUPPORT

- 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 a career-oriented full-time employment

III. Program Elements

Program Model Overview

With 10 years of implementation experience, the E³ Power Center Model has evolved as a response to the ever-changing assets and challenges of Opportunity Youth. This evolution of the model is intended to maximize the strengths of the Center operator while ensuring standardization in two areas: 1) the ability to address, track, and report programmatic efforts at the Center-level through the inclusion of Core Components, and 2) the necessity of multi-sector partnerships to better support Center-level efforts through a joint effort of PYN and Center operators. The Youth Services Pathway Chart (pg. 14), and the Core Components found within it are the foundation of the design of the model. The chart reflects the expectations of service design, delivery, monitoring and evaluation and will be the basis of the proposal narrative.

Impact of Back on Track Model: The E³ Power Center – Youth Services Pathway (outlined in chart below) is highly influenced by the Back on Track Model, designed by Jobs for the Future. The evidence-based approach enhances diploma-granting and high school equivalency programs, as well as designs bridge programming and enhancing redesigned first-year post-secondary programs for those who already have a secondary credential but lack the skills to succeed¹. The Back on Track model articulates three program phases and accompanying features that help young people achieve their post-secondary and career ambitions. In the three-phase model, each phase has distinct elements but will naturally overlap in terms of timing, resources, and staffing. The initial two Back on Track phases, Enhanced Preparation and Post-secondary Bridging, are viewed as bookend phases to the Youth Services Pathway chart shared below. From a Member's recruitment and intake to their placement and retention, their place within the Pathway falls along any given point on the Back on Track continuum depicted on the left side of the chart. As a Member-centered approach to services, Centers are required to assess where each Member is during the intake process, create an individualized work plan to meet the Member's needs, and monitor progress throughout the Youth Services Pathway.

Impact of Leveraged Multi-Sector Partnerships: The E³ Power Center – Youth Services Pathway is highly dependent on Centers working in conjunction with PYN to leverage partnerships and resources to address each Core Component. As depicted within the chart, partner activities are differentiated from those of the Centers. Activities labeled as 'Partner Activities' are to be led by PYN efforts to align services, resources, and partnerships at a systems-level. Carefully planned coordination amongst all parties (PYN, E³ Power Centers, and external partners) will be necessary. Proposal narratives must articulate how leveraged partnerships will impact Center strategies, staffing, and activities.

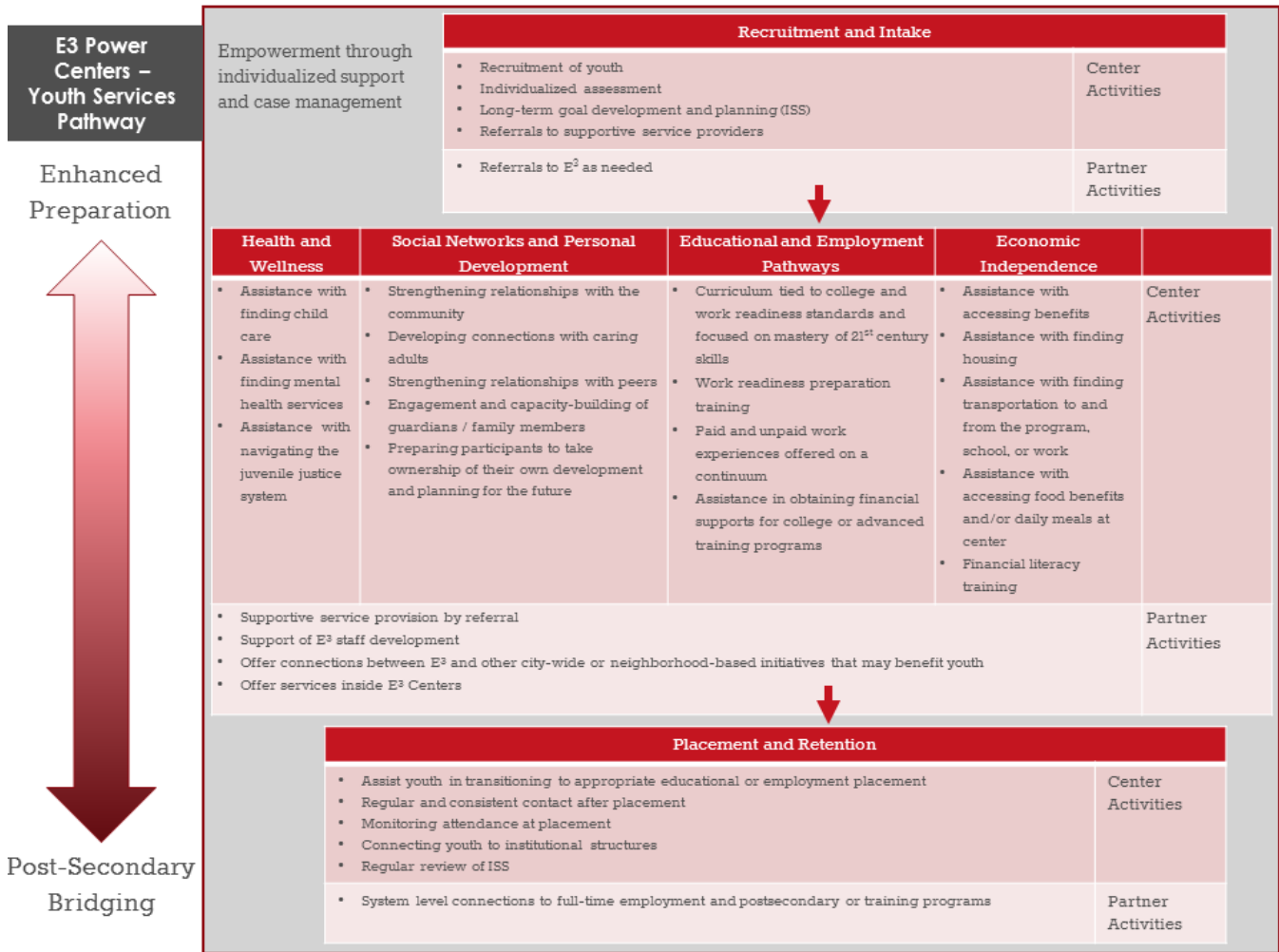
¹ Steinberg, A., & Almeida, C. (2012). *Pathway to Recovery: Implementing a Back on Track Through College Model*. Retrieved from http://www.jff.org/sites/default/files/publications/Pathway_to_Recovery_011012.pdf

Impact of Core Components: The E³ Power Center – Youth Services Pathway is intended to map the flow of services and activities for all Center Members. From their intake into the Center to follow up services after exiting, the Core Components address activities and indicators within the Education, Employment, and Empowerment Pathways. The Core Components do not replace the three pathways; rather, they accentuate the complexity and overlapping nature of the Pathways in a manner that is Member-centered. Research² shows us that designing interventions that are comprehensively support the holistic needs of youth is essential for young people to achieve long-term success.

The E³ Power Center – Youth Services Pathway is presented below as an overview of the model design. Selected organizations will work with PYN to further integrate the Core Components into their Scope of Work during the planning phase of the contract period. This is especially true for the Education and Employment Pathways Core Component in which a more-detailed approach to activities and indicators will involve educational and employment practices based in empirical evidence. 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.^{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.”^{xxiii} 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.

² Two-generation playbook. Ascend: The Aspen Institute. Retrieved from: http://b.3cdn.net/ascend/2e4b529feld72f5d5a_p3m6b1956.pdf.

E3 Power Center – Youth Services Pathway Chart



Required Best Practices

While each Center is contracted and managed by different youth-service organizations, each contracted provider must implement the following practices, all of which are referenced in the literature on reengaging disconnected youth as either best or promising practices:³

³ Promising Practices in Working with Young Adults. The Youth Development Institute, NY. March 2008; Improving the Economic and Life Outcomes of At-Risk Youth. Ivry, R. and Doolittle, F. MDRC. April 2003; Strengthening Youth Development: Increasing the Capacity of Communities to Support Their Youth. Fund for the City of New York, The Youth Development Institute. May 2007; Best Practices for Youth Employment Programs: A Synthesis of Current Research. Collura, J. Madison, WI: University of Wisconsin–Madison/Extension. 2010; What Works: Evidence-based Strategies for Youth Practitioners. Edited by Sandra Kerka. LearningWork Connection. The Ohio State University. 2006. What Works: Evidence-based Strategies for Youth Practitioners. Edited by Sandra Kerka. LearningWork Connection. The Ohio State University. 2006. For additional information, consider visiting the following websites: The Youth Development Institute (<http://www.ydinstitute.org/>); NYC Department of Education, Office of Multiple Pathways to Graduation (<http://www.nyc.gov/html/ceo/html/programs/ompg.shtml>); American Youth Policy Forum (<http://www.aypf.org/>); What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>).

- Centers must demonstrate a culture of high expectations where Members hear a clear message of achievement at every turn.
- Centers must offer a consistent, reliable program structure/schedule so Members know what to expect at all times.
- Centers must demonstrate that they have a defined set of program outcomes and that the process of achieving those outcomes is clear; it must be clear what happens when a Member first arrives, what the milestones are that he/she is expected to achieve while at the Center and what the activities and indicators are to achieving those goals.
- Centers must offer engaging program activities that are relevant for the population served.
- Centers must be capable of adapting and individualizing program services to be Member-centered.
- Centers must foster a post-secondary culture and support transitional planning.
- Centers must facilitate Members having relationships with caring adults that are close and sustainable over an extended period of time.
- Centers must engage in intentional community building among Members and staff.
- Centers must offer opportunities for Members to own their own empowerment and find their voice in social issues that matter to them.
- Centers must allow for the integration of a Member to participate in Center decision-making.
- Centers must intentionally celebrate and recognize Member success.

The required best practices above will be the basis of site visits, quality assurance, and continuous improvement of E³ Power Center practices.

Required Program Elements

E³ Power Centers are required, at a minimum, to offer the services that are presented below. Each of the requirements falls within the Core Components and must be addressed in the proposal narrative. Integration of service delivery models is encouraged and will be supported by PYN leveraging multi-sector partnerships.

Program Requirements	Description
Recruitment, Orientation & Enrollment	Centers must adhere to the regulations guiding enrollment. Centers must implement an enrollment process that includes: (1) a detailed member recruitment strategy, (2) a comprehensive member orientation, (3) a clearly articulated strategy for accommodating the rolling admission of the model, including a plan for engaging “waiting list” youth between scheduled orientation sessions, and (4) a plan to conduct behavioral and career-assessments.
Case Management & Supportive Services	Centers must provide a comprehensive approach to case management and offer supportive services to members as needed. Centers must articulate a clear referral protocol for provision of services not available on-site. Detailed case notes are required within case management services. Supportive services may include but are not limited to the following: childcare; housing or public benefits assistance; counseling and/or crisis intervention; as well as training around parenting skills, drug and alcohol prevention, sexual health education, and conflict resolution, etc.
Educational Services	Centers must provide services that support members in achieving academic gains leading to a secondary credential. Services must include low-literacy classes (via contracted provider; see below) and tutoring, GED classes (basic skills development through GED test prep), and connections to high-school diploma and alternative-education options. Centers are encouraged to schedule additional educational workshops and activities as necessary or relevant (e.g. college writing workshops).
Employment Services	Centers must provide work-readiness and 21 st Century skills ⁴ training (including access to paid and unpaid work experiences; including internships and other work-based learning opportunities), community service opportunities, and job search supports. Centers are encouraged to schedule additional employment workshops and activities as necessary or relevant (e.g. mock interviews, job shadowing, etc.)
Empowerment Services	Centers must provide members with the opportunity to develop and practice leadership and advocacy skills as well as make a contribution to society and/or understand how they can play a useful role in the wider community (civic engagement and/or service-learning activities) ⁵ . Empowerment offerings must also include mentoring. Other electives may be offered as well.

⁴ 21st century skills are skills that students need to succeed and compete in a knowledge-based, global economy. Applicants are strongly encouraged to learn more about 21st century skills by visiting The Partnership for 21st Century Skills: www.p21.org.

⁵ Applicants are encouraged to learn more about the Search Institute’s 40 Developmental Assets, one of the more widely referenced resources for positive youth development, particularly with regards to topics such as empowerment: <http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>.

Transition Services	Centers must provide members with supports to help them identify an education and/or career pathway and transition into a full-time opportunity post-E ³ . Post-secondary preparation may include career and interest inventories, aptitude tests, identification of relevant schools or industries, applying for grants/scholarships/financial aid, applying for colleges/training programs, researching various career options, enrolling in a dual enrollment program ⁶ , financial literacy, etc. Transition services must include placement supports for post-secondary education/advanced training and/or employment.
Follow-up Services	Centers must provide quarterly follow-up services for 12-months following members' program exit. Follow-up services may include but are not limited to supports for navigating the college transition process (e.g. financial literacy, tutoring, etc.), access to and support for technology use (e.g. computer lab), continued engagement in Center's empowerment sessions, and/or inclusion in special events at the Center.
Pennsylvania CareerLink® Referrals	Centers must, when appropriate, utilize Pennsylvania CareerLink® Centers as an employment resource for older youth/young adults.
Staff Professional Development	Centers must articulate and document a clear plan to support Center-level staff with the ongoing professional development and training needed to successfully perform their core job responsibilities. Staff is also required to attend annual HIPPA/PII training through Philadelphia Works.
Operational Requirements	
	Description
Center Layout	Centers must establish a physical location and ensure that the space is youth-friendly (e.g. provide a sense of welcome at the entrance, be well-lit, offer non-institutional layouts, provide comfortable/communal space, account for the display and celebration of youth work, etc.)
Hours of Operation	Centers must operate on a flexible schedule and be open from early morning through early evening. Centers will operate some events and activities in the evenings and on weekends in accordance with the needs of the target population.
Accessibility	Centers must be easily accessible by major public transportation routes. Applicants must commit in their budgets to providing a <i>minimum</i> of 2 tokens (or equivalent – transpass, etc.) per member, per day to assist young people in getting to and from Center services. Centers must accept and provide services to all youth who fit within the guidelines of the target populations.
Safety	Centers must be a "safe" place, where members can feel free to explore ideas and express emotions and disclose personal and/or family circumstances without impacting participation. The Center also must be physically safe for all members and for the surrounding community; each center needs to establish clear discipline procedures with consequences for violating Center policies.

⁶ Dual enrollment allows high school students to obtain college and high school credits simultaneously while still in high school.

Confidentiality	Centers must ensure the confidentiality of personal, member information. Records must be kept in secure locations. Secure transfer of PII information using ShareFile is required. Discussion of personal information pertaining to members should not occur in open environments. Centers must ensure that members are informed of their rights and understand that their information may be made available to relevant staff, as necessary, to support their success in the program. Members should furthermore be notified of the Center's responsibility to contact local authorities and PYN if youth indicate a desire to harm themselves or another individual.
Diversity	Centers must be prepared to assemble a staff that is sufficiently diverse, while simultaneously ensuring representation of the proposed community to be served.
Access to Technology	Centers must ensure that members have access to relevant technology, minimally a computer lab, to support the acquisition of necessary computer-literacy skills. Centers must have an IT professional on-site and/or available to them via the parent organization to accommodate PYN requests for support, including but not limited to the installation of TABE Online software.

Staffing

Each E³ Power Center must develop a staffing structure plan to encompass the Education, Employment, and Empowerment Pathway. In addition, staffing structures must address the Core Components articulated in the Youth Pathway and Indicators chart. Staffing structure plans must include, but are not limited to: Center leadership, data management, educational instructors, job readiness, and transition services.

Additional Program Support for Centers

Additional program supports, outside the scope of Center contracts, will be made available by PYN through system-level leveraging and supports. This may include, but is not limited to, low literacy support, recruitment, job placement, and follow-up services. Monthly E³ Power Center Director's Meetings will be created to support programmatic efforts at the Center-level through system-level efforts in: policymaking, resource granting, and Model-wide decision making.

Program Data and Performance Metrics

PYN collects information from centers for the purposes of ensuring a high level of performance, for program improvement, and for learning about best practices in serving disconnected youth. The below chart represents examples key elements of programming that centers will be expected to track. This data may be collected in a variety of ways, including quantitative objective measures and through less tangible means. Successful applicants will be expected to use PYN's centralized data systems for tracking program data as well as provide quarterly reports on center activities. Data may be used for performance based funding and monitoring compliance; the specific data points to be used for these purposes will be determined at the point of contracting.

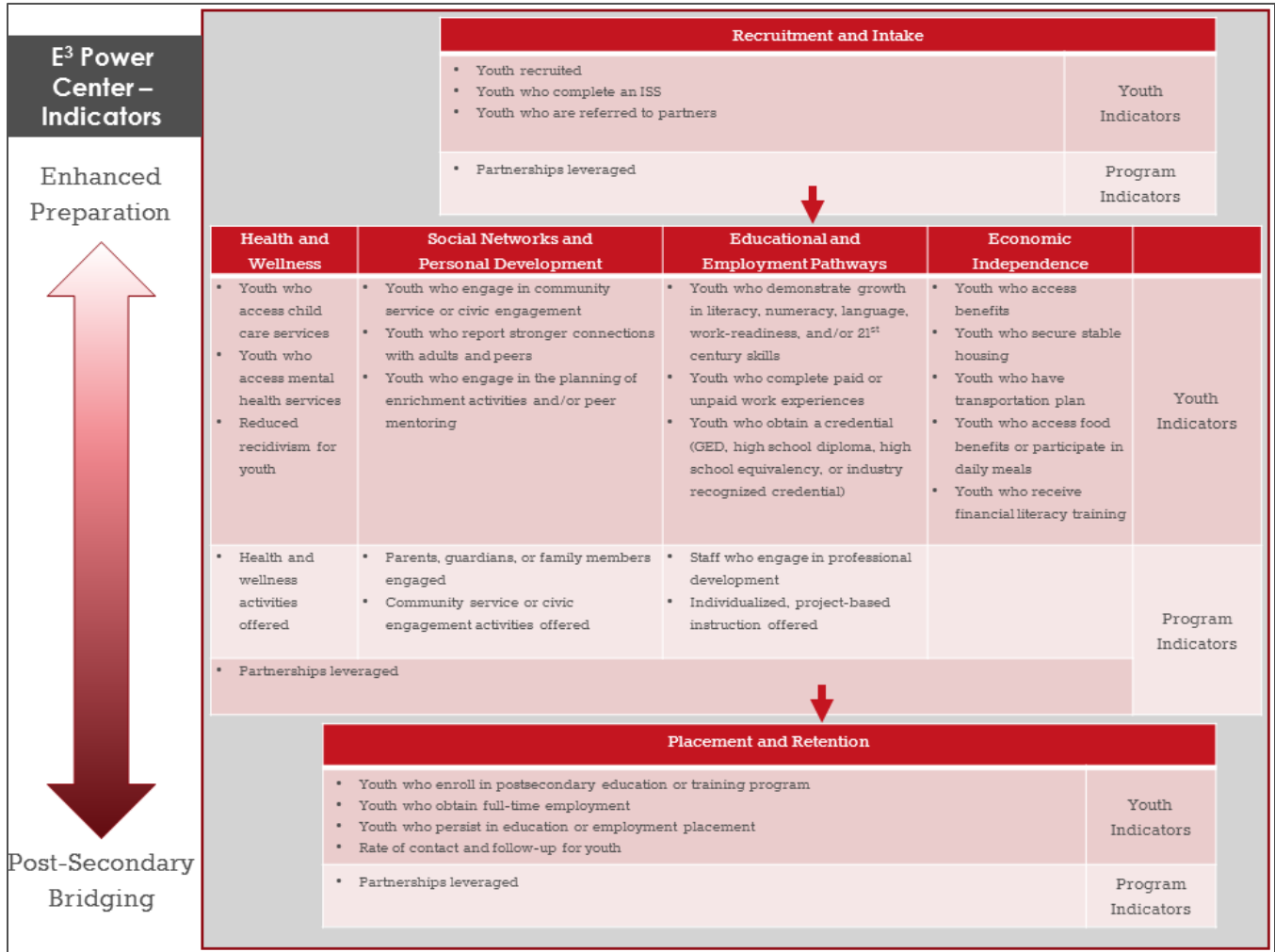
The below chart identifies indicators that align directly with the youth pathway illustrated earlier within this section. It is intentional that both charts (Youth Pathway and Indicators) align visually and structurally. The indicators are intended to provide a framework of services delivery approaches and foster data-driven decision-making throughout all aspects of program implementation. The targeted indicators for E³ Members are intended to work in conjunction with the stated outcomes of the program:

- Increased literacy and numeracy skills
- 21st century and work-readiness skills development
- Secondary credential attainment
- Post-secondary placement in education and/or employment.

The indicators below are to ensure performance data and performance metrics are holistic in nature, targeted to address cognitive/non-cognitive barriers, and build upon the strengths of individual E³ Members. While most are framed from the youth perspective, the chart also includes indicators that address Center 's ability to address holistic social services.

In addition to youth indicators, the ability to leverage existing and new partnerships will be essential for each E³ Power Center. As stated in the Overview and Background section, PYN is committed to providing support in the leveraging of existing and new partnerships geared towards the Core Components of the Youth Services Pathway. Performance metrics will include Center's ability to negotiate existing service delivery systems, leverage internal/external resources to support E³ Members, and integrate supportive services throughout the youth pathway. Applicants will have an opportunity to address how they plan to integrate the targeted youth indicators and leverage partnerships in the proposal narrative.

E³ Power Center – Indicators Chart



Youth Payments

All youth payments will be processed through PYN's web-based, youth payment system. PYN will train successful applicants on how to process youth payroll in the system. Youth should receive wages for Work Experiences, but can also receive incentives for accomplishing certain benchmarks. PYN differentiates incentives and wages as follows:

Incentives

Incentives are performance-based payments tied to the successful attainment of specific benchmarks (e.g. passing one or more sections of the GED test). Incentives cannot be used for attendance or participation in the program. Applicants who plan to pay incentives must include an incentive plan and structure. Incentives can be provided via PYINDEX (if they are monetary incentives) or through the operating budget (if they are non-monetary incentives).

Wage

Wages must be commensurate with work performed and with salaries paid to others doing similar work. Youth participants should earn at least the Federal Minimum Wage of \$7.25 per hour.

Although an applicant's budget can include money for wages and incentives, preference will be given to applicants who commit to having all or a portion of the work experiences paid by employers.

PYN expects businesses with more than 50 employees to be able to pay for youth wages. Applicants should discuss their strategy for getting employers to pay for youth wages in their applications.

Collaboration with DHS and Family Court

Contracted providers will be expected to collaborate with representatives from DHS and Family Court. Active collaboration includes attendance at applicable meetings as well as trainings and events as requested or required by these partners. Similarly, successful applicants will be expected to adhere to all reporting requirements and requests for information made by DHS, Family Court or their designated representatives.

Continuous Improvement

Successful applicants will be expected to commit to monthly meetings with PYN and staff from other Centers. Contracted providers must agree to collaborate with all other E³ Power Centers to create a citywide, cohesive program and work in partnership with PYN staff to continue to evolve the E³ Power Center Model over time.

IV. General Application Information and Process

Period of Performance

This request for proposals is intended to cover a period beginning July 1, 2017 and concluding June 30, 2018. At the discretion of Philadelphia Youth Network, three optional one-year extensions may be granted based on performance and the availability of funding.

Who is Eligible to Submit a Proposal?

PYN is seeking proposals from non-profit organizations that can demonstrate they have the capacity to work successfully with out-of-school and court-involved youth. PYN is specifically looking for evidence of success in supporting this target population in obtaining secondary credentials and transitioning into post-secondary education, advanced training and/or employment. Additionally, applicants must be able to demonstrate they have the fiscal and administrative capacity to manage a program at the described scale.

Because funding for the Centers comes from several sources (each with its own eligibility and reporting guidelines), applicants must demonstrate as well that they are able to manage a complex enrollment process that incorporates documentation required for multiple funding sources **and** maintain a tracking system for reporting on the respective youth outcomes associated with each funding stream. PYN will provide enrollment and eligibility guidelines to each contractor prior to the start of a contract and will train contracted provider staff to use *PYRAMID*, PYN's web-based, data-management system.

Applicants are required to submit proof of legal status (e.g. IRS letter) and must supply a recent 990 and audited financial statements. If awarded a contract, organizations will also be required to submit proof of child abuse, criminal background, and FBI clearances for all Center-level staff as well as a completed Accessibility Checklist at the point of contract execution.

In soliciting proposals, Philadelphia Youth Network, in partnership with Philadelphia Works and Philadelphia Department of Human Services, 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.

Application Process

Respondents must follow the procedures outlined in this Request for Proposals (RFP). The RFP will be available on the Philadelphia Works website (www.philaworks.org), the Philadelphia Council for College and Career Success website (www.philadelphiacouncil.org), the Philadelphia Youth Network website (www.pyninc.org).

Proposal Timeline

RFP Release Date	July 28, 2016
Bidders' Conference	August 16, 2016 Time: 10:00AM Location: The Free Library of Philadelphia, Montgomery Auditorium, 1901 Vine Street, Ground Floor
Notification of Intent to Apply	Due August 22, 2016, 5:00 PM
Final Opportunity to Submit Questions about the RFP	Due August 29, 2016, 5:00 PM
Proposal	Due September 16, 2016, 12:00 PM
Review and Selection Period	October to December 2016
Selected Applicants Approved	March 2017
Notification	April 2017
Contract Start Date	July 1, 2017

Notification of Intent to Apply

Prospective respondents are required to submit the attached "Notification of Intent to Apply" form (Attachment 1) to inform PYN and of their intent to submit an application. The form may be emailed to the Philadelphia Youth Network at e3-rfp@pyninc.org and is due no later than 5:00 p.m. on August 22, 2016. Failure to notify PYN and **will** disqualify you from submitting a proposal. This notification is for planning purposes to assist in securing the necessary number of reviewers.

Bidders' Conference

The Bidders' Conference will be held on **August 16, 2016**. Attendance is STRONGLY ENCOURAGED. Please RSVP your attendance to e3-rfp@pyninc.org. You will be required to include the number of persons attending and the name of your organization.

Note: Questions regarding development and submission of this RFP **MUST BE SUBMITTED IN WRITING** to Philadelphia Youth Network at e3-rfp@pyninc.org. Questions MUST be submitted by August 12, 2016 at 5:00 PM 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 www.pyninc.org. **The final deadline for all questions is August 29, 2016 by 5:00 PM.**

Proposal Submission

One electronic copy stored on a flash drive and one original paper copy must be submitted. **All applications must be received by noon on September 16, 2016.**

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 electronic copy stored on a flash drive and one original paper copy)*. **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.

The electronic flash drive submission must include:

1. **One PDF** containing completed versions of the following:
 - Attachment 2- Proposal Checklist
 - Attachment 3- Proposal Cover Sheets
 - A signed copy of the completed "Contact Amount-Summary Page" found on worksheet A of the Budget document
2. **One PDF** containing the completed narrative adhering to the submission specifications outlined in this document. PDF should include the following:
 - Table of contents (this does not count towards page limit)
 - Answers to all narrative questions (20 pages or less)
 - Proposed program schedules (this does not count towards page limit)
 - *May include* letters of commitment from current or potential partners or funders who will contribute to the proposed project (this is optional and does not count towards the page limit)
3. **One Excel Spreadsheet** containing a completed version of the Budget Form including all relevant worksheets:
 - Worksheet A: Summary Page
 - Worksheets B-E: Administrative Costs
 - Worksheets F-I: Programmatic Costs
 - Budget Narrative
4. Appropriately labeled PDFs containing Supporting Legal and Financial Documentation:
 - Audited Financial Statements: Copies of the past two year's organizational audit, including the accompanying financial statements and management letter (If an organizational audit is not performed, include the past two year's unaudited financial statements and a memo detailing why the organization does not perform an audit.)
 - IRS Form 990: Copies of the two most recent IRS Form 990 (for-profit agencies should submit IRS Form 1120)
 - Proof of Legal Status: IRS Letter of Determination or other
 - Proof of Insurance: Organization's Certificate of Insurance (Successful respondents may be required to provide further insurance information at the time of contract negotiations.)

The original paper submission must include:

- **One hardcopy paper proposal must also be submitted** containing completed versions of all documents described in the electronic submission.
- **The original paper proposal should not be placed in a binder or stapled.** Please use binder clips only.

Delivered to:

Philadelphia Youth Network
400 Market Street, Suite 200

Philadelphia, PA 19106

Proposal Verification: *Following the submission deadline,* completeness of proposals and consistency with guidelines set forth in this RFP will be verified on both the electronic and paper copies. **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.

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

V. Proposal Review Process

Philadelphia Youth Network, in partnership with Philadelphia Works and Philadelphia Department of Human Services, in soliciting proposals and carrying out youth programming, shall not discriminate against any person or organization submitting a proposal pursuant to this Request for Proposals because of race, color, creed, religion, sex, sexual orientation, age, disability, ethnic group, national origin, or other basis prohibited by law.

The weighting of the narrative sections is as follows:

Section	Weight
Organization Capacity and Relevant Experience	10
Program Components	60
Staffing	10
Assessment and Evaluation	10
Budget and Budget Narrative	10

An independent review committee will rate proposals based on a scoring rubric. The independent review committee reserves the right to request additional information and schedule interviews or site visits as appropriate. Responses to the proposal narrative prompts will be evaluated by external reviewers using the following scoring guidance found below.⁷ The independent reviewer may not be familiar with your organizations historical performance and will only evaluate the proposal based on information presented.

Quality Indicator	Description	Scoring Value
Very Good	The response is specific and comprehensive. There is complete, detailed, and clearly articulated information as to how the criteria are met. The ideas presented are well conceived, supported by strong evidence, and thoroughly developed.	4
Good	The response is reasonably comprehensive and includes sufficient detail. It contains many of the characteristics of a response that is very good, though it requires additional specificity, support or elaboration in places.	3

⁷ Scoring rubrics for each model will be made available at the Bidders' Conference

Fair	The response addresses some of the selection criteria, but not all. The response is non-specific and lacks focus and detail. Some ideas presented are sound, but others are not responsive to the purpose of the RFP. Additional information is needed in order to be reasonably comprehensive and meet the criteria of a response that is good.	2
Poor	The response does not meet many criteria; provides inaccurate information or provides information that requires substantial clarification as to how the criteria are met; lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.	1
Very Poor	The response does not address the prompt or simply re-states the prompt. The response lacks sufficient evidence, is not well conceived or thorough.	0

VI. Proposal Narratives

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

1. Describe in detail how you plan to execute the required **E³ Power Center – Core Components** below. To better support your proposal narrative, utilize the E³ Power Center – Youth Pathway and Indicators Chart (found in Section III) as reference guides.

I. **Recruitment and Intake** – Provide details for how you will implement a comprehensive enrollment process. Be sure to describe, minimally, the following:

(a) *Member recruitment strategy*: Where/how will you recruit and how will you ensure that you are targeting the right Members? Please note the high priority zip codes in Appendix B. Be sure to reference how, if at all, you plan to recruit and serve youth from these high priority zip codes.

(b) *Approach to Member orientation*: Keep in mind that research indicates that a high-quality orientation is the first step to engaging and retaining out-of-school youth in program services. In addition to any orientation logistics, consider the following:

1. How the Center will clearly articulate to potential Members what they can get from the program and outline expectations around how long it will take them to complete.
2. How the Center will provide opportunities for team-building and the establishment of community among potential members.
3. How the Center will involve all staff and current Members or alumni in the delivery of orientations
4. How the Center will celebrate and initiate new Members, i.e. how will the Center mark this milestone in enrollment

(c) *Managed enrollment*: Describe the enrollment procedures. How will you organize your Center schedule to accommodate the rolling admission structure of the model? Describe your “managed enrollment” strategy and how you will engage interested youth on your waiting list, between scheduled orientations sessions or when Center classes have reached maximum capacity.

(d) *Case management services*: Describe the approach to case management. What strategies will the Center's case managers employ to ensure that Members are adequately assessed, enrolled in appropriate services, and that progress is monitored and reported? Consider the following, general life cycle for case management:

1. Initial assessment and identification of assets/challenges
2. Development of a case management plan (ISS or ISP) in coordination with other stakeholders
3. Implementation, barrier removal and coordination of other services

4. On-going evaluation of the plan and follow up with member
5. Formal closeout and transition of case

(e) *Leveraged partnerships*: Describe the approach to leveraging recruitment and intake resources. Do you have existing recruitment and intake partnerships that will be utilized to achieve program deliverables? How will you, with the support of PYN, create new partnerships to foster a robust recruitment and intake strategy?

- II. **Health and Wellness** – Provide details for ensuring the mental, physical, emotional, and psychological health and wellness of your Members. Be sure to describe, minimally, the following:

(a) *Mental health services*: Describe the mental health challenges anticipated. What will be the approach to address health and wellness issues in a Member-centered strategy? What services/activities will you integrate into Center activities to address mental health and wellness challenges?

(b) *Childcare services*: Describe the relevance of childcare issues within the Member population. What impact does childcare services, or lack thereof, have on the overall success of individual members? What is the strategy to be implemented to address the childcare needs of members and how does this integrate with the cognitive-based Center activities?

(c) *Reducing recidivism*: Describe the relevance of recidivism rates within the member population. What impact does the juvenile justice system have on your member population? What is the strategy to be implemented to address reducing recidivism?

(d) *Leveraged partnerships*: Describe the approach to leveraging health and wellness resources. Do you have existing health and wellness partnerships that will be utilized to achieve program deliverables? How will you, with the support of PYN, create new partnerships to foster a robust health and wellness strategy?

- III. **Social Networks and Personal Development** – Provide details on how social networks and personal development will be integrated through service delivery systems. What are the social networks you will infuse into Center strategies, services, and activities? What role will personal development have within the Education, Employment, and Empowerment Pathway?

(a) *Civic engagement*: Describe the integration of civic engagement and/or service learning into service delivery systems. What are the services/activities intended to inform and educate members as to their role within their community? Describe specific projects, movements, engagement efforts that will be utilized to increase social consciousness, personal awareness, and engagement with community.

(b) *Role of caring adult*: Describe the role of caring adults in the program services within your Center. What mentoring opportunities will be offered to Members? What

opportunities to be a peer mentor will be offered to Members? Describe the role of mentorship in the realm of personal development for Members.

(c) *Self-empowerment*: Describe how Members will be guided to realize they hold the key to their own empowerment. What is the approach to encourage Members to better understand their voice/role in the community and challenge/question social and political issues that have significant impact on their daily lives? Describe opportunities to be offered to Members to own processes, projects, and/or services within Center activities.

(d) *Engaging social networks*: Describe how Member's social networks will be utilized as a resource to their success. How will family, friends, and peers be integrated into Center services? If Members have a network that is limited in nature, what strategies will be enacted to increase social network capacity?

(e) *Leveraged partnerships*: Describe the approach to leveraging social network and personal development resources. Do you have existing social network and personal development partnerships that will be utilized to achieve program deliverables? How will you, with the support of PYN, create new partnerships to foster a robust social networks and personal development strategy?

- IV. **Educational and Employment Pathways** – Provide details for how you will implement comprehensive educational and employment pathways. Be sure to describe, minimally, the following:

Educational Pathway

(a) *Class structure and schedule*: Given the managed enrollment, describe the Center's plan for infusing new youth into classes so that instruction is not constantly disrupted. Consider the following:

1. What assessments (outside of PYN's requirement for use of the TABE) will you use to assess members' academic needs and appropriately place them into classes or other academic services?
2. How will new youth be formally introduced into the classroom and what support will they receive from staff to assimilate?
3. What other activities can new youth be participating in while waiting for a classroom slot to open?
4. Describe any plans you have for "fast tracking" eligible youth
5. Similarly, describe strategies for working with members who fail to advance academically and who will need more intensive services over a longer period of time

(b) *Contextualized learning*: Describe how you will ensure that the academic components of the program feature active, hands-on learning in which members apply knowledge and skills to real-world problems. Consider the following:

1. Describe how you will ensure that project-based learning (PBL)⁸ as well as best practices in Adult Basic Education (ABE) are incorporated⁹ into GED instruction.
 2. In what ways will youth voice will be incorporated into selecting academic materials, project topics, etc.?
- (c) *Academic habits*: Describe how you will teach and promote good, overall academic habits among members including organization and study skills, the practice of self-reflection and self-assessment¹⁰, etc.
- (d) *Technology*: Describe your approach to technology integration. How will you ensure that members learn to access and navigate technology as part of their core academic and workforce program experience?
- (e) *Tutoring*: Describe in what ways, if any, tutors will be used to advance the skills of individual members outside of regular classes. If you plan to use tutors, how will you recruit them?
- (f) *Other scheduled workshops and activities*: Describe any additional educational programming such as writing workshops, book clubs, etc. that you propose to incorporate and how these other activities are structured within the larger curriculum above.
- (g) *Leveraged partnerships*: Describe the approach to leveraging educational services. Do you have existing educational partnerships that will be utilized to achieve program deliverables? How will you, with the support of PYN, create new partnerships to foster a robust Education Pathway?

Employment Pathway

- (a) *Work-readiness and 21st century skills training*: Describe how you would emphasize and provide opportunities for youth to learn about and practice core work-readiness competencies. Be sure to reference the 21st century skills framework in Appendix C in your response.
- (b) *Opportunities for experiential learning*: Describe your process for recruiting both paid and unpaid work experience and community-service opportunities for

⁸ Project-based learning is an instructional strategy that engages students in learning knowledge and skills through an extended inquiry process structured around authentic questions and carefully designed products and tasks. Applicants are strongly encouraged to learn more about project based-learning by visiting The Buck Institute: www.bie.org.

⁹ Applicants are encouraged to learn more about, among others, the following best practice standard for over-age, under credited youth in considering their approach to GED instruction – Framework for Effective Instruction (FEI) Developed by the Center for Urban Education and Rudenstine & Associates, 2007.

¹⁰ Applicants are encouraged to explore David Conley and his work around college-readiness, some of which is being adopted in other accelerated, out-of-school youth programs nationally: https://www.epiconline.org/files/pdf/RedefiningCR_Vol3.pdf

members. Consider the Worksite Quality Framework provided in **Appendix A** in answering the following:

1. What types of work and community service opportunities will you seek to recruit?
2. How will you integrate these work and /or service experiences into the overall structure of the employment pathway (i.e. at what point will members be eligible, etc.) and how will these opportunities will be tied back to the overall work-readiness curriculum, with members encouraged to reflect on these experiences as true opportunities for practice?
3. Describe your worksite/service-site recruitment strategy and identify who/which department in your organization is responsible for this task. In what ways is your organization currently prepared to support the development of high-quality worksites/service sites for E³ Power Center youth?
4. What orientation will you provide to employers/volunteer agencies? How will you support them during member experiences?

(c) *Other scheduled workshops and activities:* Describe any additional work-readiness programming such as mock interviews, presentations about careers, etc. that you propose to incorporate and how these other activities are structured within the larger curriculum above.

a) *Leveraged partnerships:* Describe the approach to leveraging employment experiences. Do you have existing employment partnerships that will be utilized to achieve program deliverables? How will you, with the support of PYN, create new partnerships to foster a robust Employment Pathway?

- V. **Economic Independence** – Describe anticipated strains and barriers (non-cognitive in nature) that will impact member success and how they will be address. What is the overall strategy and supports to be offered to members in the areas of housing, transportation, food, and financial literacy? How will the staffing structure be created to ensure that non-cognitive barriers are addressed in conjunction with other Center strategies, services, and activities?

(a) *Housing:* Describe anticipated housing barriers that will impact Member success and retention rates. What strategies will be created to address homelessness, housing concerns, and/or juvenile justice restrictions for individual Members? How will housing concerns be integrated into Center strategies, services, and activities to minimize housing concerns?

(b) *Transportation:* Describe transportation concerns and how they will be addressed. Are there incentive plans to ensure that Members have access to public transit to participate in Center services and activities? Does your proposed Center location create barriers, or allow access, to services for Members?

(c) *Food:* Describe anticipated food concerns for Members and the impact on Center strategies, services, and activities. Is creating access to food a major portion

of additional services offered to Members? If so, explain how this will support Member success and the Center's ability to address basic needs.

(d) *Financial literacy*: Describe financial literacy services to be integrated into Center activities. How will financial literacy, financial planning, and budgeting be instructed to Members? Does your organization currently have the competencies to perform these duties? If not, how will resources and partnerships be leveraged to do so?

(e) *Leveraged partnerships*: Describe the approach to leveraging economic sustainability and financial capacity resources. Do you have existing economic partnerships that will be utilized to achieve program deliverables? How will you, with the support of PYN, create new partnerships to foster a robust economic independence strategy?

VI. **Placement and Retention** – Describe the approach to creating a climate/culture that supports high retention and follow up services after placement. What retention challenges do you anticipate and how will you overcome them? If you plan to offer incentives, please describe the plan here.

(a) *Attendance policy*: Describe how your Center will encourage Member adherence to Center attendance policy. Consider the following when discussing your attendance policy:

1. Your attendance expectations and the specific plans to address attendance concerns.
2. What is the role of staff to promote daily attendance expectations?
3. How will attendance be collected, tracked, and monitored? What role does attendance have in the overall performance of Members?

(b) *Post-secondary/training education placement*: In what manner will post-secondary/training education be integrated into Center services? Consider the following:

1. How will post-secondary planning/bridging be introduced to Members within the orientation?
2. How will instructors be intentional in their integration of post-secondary language into daily classroom activities?
3. What training opportunities will be integrated into daily Center activities and services?

(c) *Employment follow up services*: Beyond any pre/post assessments determine by PYN, describe how you propose to evaluate Members within the Employment Pathway. Consider the following:

1. How will Members be encouraged to reflect on and evaluate their own work-readiness experiences?

2. What does successful completion of the Employment Pathway look like at your Center?
3. How will Center staff measure progress towards completion and how will this information be shared with Members?

(d) *Follow up services*: Describe the approach to follow up services. What types of follow up services are you prepared to make available to exited Members? How will your service delivery structure and staffing approach support follow up efforts? Beyond the requirements set forth by PYN, describe how you will track and evaluate the effectiveness of follow up efforts.

(e) *Leveraged partnerships*: Describe the approach to leveraging placement and retention resources. Do you have existing placement and retention partnerships that will be utilized to achieve program deliverables? How will you, with the support of PYN, create new partnerships to foster a robust placement and retention strategy?

2. Describe in detail how do you plan to ensure the **operational requirements** below.
 - I. Identify your proposed Center location and your rationale for selecting that area/space.
 - II. Identify your proposed hours of operation and how you will flex that schedule, as necessary, to accommodate the competing demands of Members.
 - III. In what ways will Members be able to access your Center?
 - IV. How will you ensure that your Center will be a "safe" place? Describe in what ways you will structure the Center as a safe space for Members to share and explore ideas openly. Specifically, how will the topics of tolerance and bullying be infused into programming and addressed with Members? How will you structure and encourage Members to resolve conflicts proactively?
 - V. The confidentiality of Member personal information will be maintained at all levels. Describe how you will ensure confidentiality. Additionally, how will Members be presented with their rights and responsibilities as it relates to confidentiality of their personal information, as well as that of other Members'?
 - VI. How will you support the hiring of a diverse staff? What professional development will be provided to staff to ensure that they are respectful and tolerant when encountering difference, both in Members and other professionals in the Center?
 - VII. Describe your technological capabilities. How will you ensure that Members have access to relevant technology, minimally a computer lab, to support the acquisition of necessary computer literacy skills? In what ways will the Center be able access professional IT services as needed to accommodate PYN requests for support, including but not limited to the installation of TABE Online software?

Staffing

Provide a staffing plan. Be sure, minimally, to include the positions, areas of responsibility, and selection criteria that will be used to hire or place staff in each role. Please keep in mind that Centers must maintain a staffing pattern that addresses the Core Components and three Model Pathways throughout the Youth Pathways.

1. The staffing plan is not prescriptive; rather, PYN requires applicants to provide a thorough staffing plan that encompasses Center leadership, data management, educational instructors, job readiness, and transition services staffing functions. Applicants are required to provide an E³ Power Center organizational chart (as an attachment) along with a narrative to offer rationale. PYN and selected applicants will negotiate a final staffing plan to be incorporated into Scope of Work during planning phase.
2. Selected organizations are responsible for providing on-going, relevant professional development for all Center staff. Describe how the organization will ensure that staff receives the training and oversight they need to successfully perform their job functions, paying particular attention to staff who may *not* be credentialed in their respective areas – degree and/or licensed social workers, certified teachers, etc. What support, professional development, and/or capacity building will these program staff need and how does the organization intend to provide it?

Describe how the organization will integrate the Center into its larger structure. Where will the program sit in the organization and who will be responsible for its oversight?

Organizational Capacity

1. Provide a description of your organization.
2. Describe your knowledge and experience with developing and implementing programs for out-of-school and/or court-involved youth.
3. Describe *specific* quantitative outcomes for the above programs (within the last three years).
4. How have you used these outcomes to improve program performance?

Anticipated Challenges

1. Please identify any operational difficulties your organization perceives with the model as described in this RFP and describe how your organization would meet these challenges.
2. What support can PYN provide to help address these challenges?

Partnerships and Collaborations

1. Discuss your overall experience developing and managing collaborations with relevant social service organizations, employers, post-secondary institutions, and/or other youth-serving organizations.
2. Describe the specific relationships and partnerships your organization has that will add to the overall programming and administration of an E³ Power Center.
3. If applicable, describe the roles, responsibilities, and commitments of each relevant partner. *Include a letter of commitment from each partner, on organization letterhead, identifying roles, responsibilities, and commitments.*
4. If applicable, how will these partnerships be managed? Will Center staff be responsible for maintaining them or is there an identified staff member at the umbrella organization who is responsible? If partner relationships are *not* controlled at the Center level, how will Center staff interact with the overseeing organization to ensure partnerships are functioning as planned?

Leveraged Resources

1. Describe the resources – financial or in-kind – that the organization intends to leverage in addition to the grant to support full operation of the Center.
2. What resources, if any, is the organization prepared to leverage in support of continued operation of the Center, if funding from PYN was eliminated?

VII. Budget Information

Budget Forms: The budget form (*provided in a separate Excel spreadsheet*) must be included in the application. Please note that the budget form contains ten worksheets (each with a separate tab at the bottom of the open file/workbook). All relevant worksheets including the Summary Page and Budget Narrative must be completed. Successful respondents may be required to give further budget information at the time of contract negotiations.

THE BUDGET FORM, WHICH CAN BE DOWNLOADED AT WWW.PHILAWORKS.ORG, WWW.PHILADELPHIACOUNCIL.ORG, OR WWW.PYNINC.ORG, SHOULD BE COMPLETED ELECTRONICALLY ACCORDING TO THE FOLLOWING INSTRUCTIONS:

1. **General guidance for costs to be included in the budget**
2. **Worksheet A: Summary Page**
 - Complete top section with your organization name and enter Contract and Budget dates as 7/1/17-6/30/18.
 - The following section contains formulas and will calculate automatically when amounts are entered into Worksheets B-I. Please do not edit this section.

- **Contractor's Certification:** This section must be signed by an applicant's authorized contact and included in the application. Please sign and include a PDF of the signed Summary Page (worksheet A), as requested in the submission instructions.

3. Worksheets B-E: Administration Expenses

- An applicant can only include administration expenses OR indirect costs.
- **Administrative Cap:** Administrative costs are not to exceed 10% of the total operating budget. All dollars must be allocated as either administration or programming. Administrative costs are those costs not directly associated with service delivery (e.g., a percentage of the Executive Director's salary), whereas all costs associated with direct delivery of services to youth, including site monitoring, payroll, training, etc. are considered programmatic costs. Administrative costs should adhere to the Super Circular at all times.
- If budgeting administrative costs, please complete the appropriate fields in worksheets B-E to reflect the expenses.
- **Indirect Costs:** Only organizations with approved indirect cost rates may budget indirect costs, not to exceed 10%. Please include documentation of this approved rate when you submit your budget. Agencies that do not have a federally approved rate must allocate expenditures as administrative or programmatic.
- If budgeting indirect costs, please complete the section near the middle of worksheet E pertaining to indirect cost.
- For both admin and indirect, the limit is calculated by 10% of the award. Please note the percentage breakdown shown on the Summary Page to ensure that administrative costs do not exceed 10% of the award.

4. Worksheets F-I: Program Services Expenses

- These worksheets have same categories as the administration worksheets. Please be sure the all expenses are recorded in the appropriate worksheet.
 - F: Staff Salaries and Fringe Benefits
 - G: Operating Expenses
 - H: Equipment
 - I: Supplies and Other Costs
- **Consultants and Subcontractors:** Scopes of services will be required for all consultants and subcontractors at the time of contract negotiation.
- **Youth Incentive Payments or Youth Wage Payments:** The requested youth incentive or wage award should be recorded in this budget on Worksheet I, near the bottom of the sheet under Other Costs. Please ensure that the total requested youth incentive or wage award is recorded in cell H33 next to "Youth Incentive" or "Paid Work Experience Youth Wage Payments."
- These payments will be administered directly to youth through a web based youth payroll system. Youth will be paid at the Federal Minimum Wage, \$7.25 hourly. Respondents should complete the wage line for the amount requested in wages for participating youth.
- The final Performance-Based Payment amount will be determined by Philadelphia Youth Network at the time of contract negotiation.

5. Budget Narrative

- The final worksheet is the Budget Narrative. This form should be completed to share additional information about each expense including a description and the calculation used to determine the amount.
- Salary descriptions must also include justification and calculation explaining why a position is charged to program services vs. administrative.
- Please ensure that the line items and amounts listed here match each category in the other tabs of the budget.

6. Questions

- If there are any questions when filling out the budget form, please contact e3-rfp@pyninc.org.

VIII. Attachments and Appendices

All of the forms can be completed electronically on the separate word document of Attachments 1-3 only. For blank fields, you can type in text or numbers. For check boxes, double click on the box and select "Checked" from the menu. Alternatively, the forms can be printed and the responses entered by typewriter or handwritten (legibly).

Attachments that are separate Excel spreadsheets (budget form) can be downloaded at www.philaworks.org, www.philadelphiacouncil.org, or www.pyninc.org.

Attachment 1: Notification of Intent to Apply should be completed and submitted via email to e3-rfp@pyninc.org by 5:00 pm on August 22, 2016.

Attachment 2: Proposal Checklist should be used to ensure that you have included all required documentation in the order specified.

Attachment 3: Proposal Cover Sheets should be completely filled out and included in both the electronic and paper copies of the application. The Proposal Cover Sheets include pages to record a Program Summary, Contact Information and Additional Applicant Information.

NOTIFICATION OF INTENT TO APPLY

*****THIS PAGE IS DUE ON OR BEFORE AUGUST 22, 2016 5:00PM*****

SEND BY EMAIL TO: e3-rfp@pyninc.org

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: _____

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 required form must be submitted via email to e3-rfp@pyninc.org by 5:00 p.m. on August 22, 2016.

- 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 September 16, 2016.

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 SHEETS
 - Fully Completed and signed by the agency's authorized representative
 - A signed copy of the completed "Contact Amount-Summary Page" found on worksheet A of the Budget document
- One PDF Containing a complete answers to all narrative questions:**
 - 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 and number each answer to correspond to narrative question
 - 1" margins and no smaller than 12-point font
 - Cannot exceed 20 single-sided, single-spaced pages
 - Pages must be numbered and include a header and/or footer identifying the respondent's name and proposed program model
 - Must include a proposed program schedule as outlines in narrative questions (this does not count toward page limit)

- May include letters of *commitment* from current or potential partners or funders who will contribute to the proposed project (this does not count toward page limit)
- **One Excel spreadsheet containing a completed version of the Budget Form including all relevant worksheets:**
 - Worksheet A: Summary Page
 - Worksheets B-E: Administrative Costs
 - Worksheets F-I: Programmatic Costs
 - Budget Narrative
- **Supporting legal and financial documentation:**
 - Audited Financial Statements: Copies of the past two year's organizational audit, including the accompanying financial statements and management letter (If an organizational audit is not performed, include the past two year's unaudited financial statements and a memo detailing why the organization does not perform an audit.)
 - IRS Form 990: Copies of the two most recent IRS Form 990 (for-profit agencies should submit IRS Form 1120)
 - Proof of Legal Status: IRS Letter of Determination or other
 - Proof of Insurance: Organization's Certificate of Insurance (Successful respondents may be required to provide further insurance information at the time of contract negotiations.)

Step III: Hardcopy Proposal Submission – paper copy must be submitted by 12:00 noon on September 16, 2016.

- **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.*

PROPOSAL COVERSHEETS

Page 1 – Program Summary

Name of organization (applicant):
 Federal Tax ID # (or EIN):
 Street Address:
 City/State/Zip:
 Phone:
 Fax:

Name of proposed program:

Number of members: _____
 (Centers must plan for a minimum of 65 **active youth** at all times)

Budget Overview

Total operating budget proposed	Total youth wages proposed	Total youth incentives proposed	Grand total (operating + youth payments) proposed

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, and (4) 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: _____

*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: _____
E-mail: _____

Fiscal Contact

(For questions about the budget)

Name: _____
Title: _____
Phone: _____
E-mail: _____

Primary Program Management Contact

(For oversight of the program during operation of the contract)

Name: _____
Title: _____
Phone: _____
E-mail: _____

Primary Program Coordination Contact

(for day-to-day contact during the operation of the contract)

Name: _____
Title: _____
Phone: _____
E-mail: _____

Signature of Authorized Representative* (required):

X _____

Page 3 – Additional Applicant Information

Organization Information

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

Conflict of Interest/Union Concurrence

9. Does the applicant 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)
10. List all unions that may be associated with this project:
11. If necessary, does your agency have union approval of the proposed project?
Yes No (If yes, please attach a copy of written proof)

APPENDIX A: Worksite Quality Framework

Philadelphia Youth Network will:

- Support the network in all aspects of program oversight.
- Provide and facilitate accessible trainings and orientations for the provider and worksite network.
- Offer the provider and worksite network assistance in implementing the project-based learning component.
- Offer the provider and worksite network with technical assistance for orientations, registration, payroll, etc.
- Offer the provider and worksite network opportunities to develop new and meaningful partnerships with participating organizations.
- Facilitate best-practice sharing opportunities between participating organizations and worksites.
- Distribute applicable worksite documentation and clearance policies to be followed by participating organizations.
- Provide and coordinate worksite satisfaction surveys.
- Facilitate incident reporting, including relevant communication with provider representatives and, to the extent necessary, worksite representatives.

Provider Representatives will:

- Support Worksite Coordinator and Supervisor in establishing and maintaining realistic expectations.
- Ensure that the Worksite Coordinator and Supervisor, as well as the youth, have a clear understanding of the essential components and realistic expectations of the work experience.
- Visit each worksite at least twice per program period and/or per year, including one visit for Worksite Agreement completion and one visit for Worksite Evaluation completion.
- Ensure that all Worksite Coordinators complete the required worksite documentation.
- Ensure all Worksite Supervisors perform requisite clearances, and submit necessary documentation to PYN representative.
- Maintain consistent and progressive communication with Worksite Coordinator affording opportunities for feedback and debrief.
- Maintain consistent and progressive youth feedback opportunities during weekly debrief sessions.
- Intentionally provide and support project-based learning assignments and simulated learning opportunities that allow the youth to apply what they have learned from school and work.
- Follow incident reporting procedure, including immediate contact of a PYN representative.

Worksite Coordinators will:

- Complete the required worksite documentation in conjunction with the provider representative.
- Comply with all aspects of worksite documentation and safety and quality checklists.
- Ensure worksites have at least two adults on site while youth are present and adhere to the required supervisor-to-youth ratio.
- Attend a Worksite Orientation prior to youth arrival.
- Ensure youth are provided a safe learning environment that promotes 21st century skill

Worksite Supervisors will:

- Comply with all portions of worksite documentation and safety and quality checklists.
- Submit requisite clearances to provider.
- Attend a Worksite Orientation before youth arrival.
- Support youth in setting and maintaining realistic goals and expectations.
- Establish a safe learning environment including activities that promote development in the 21st century work-readiness skills and other identified skill sets.
- Support youth in various aspects of the

<p>gain.</p> <ul style="list-style-type: none"> • Maintain consistent communication with provider. • Follow incident reporting procedure, including immediate contact of the provider representative. • When applicable, perform any or all responsibilities of the Worksite Supervisor, most specifically when there is no distinction between the two roles. 	<p>project-based learning component.</p> <ul style="list-style-type: none"> • Facilitate youth debrief and reflection opportunities. • Follow incident reporting procedure, including immediate contact of the Worksite Coordinator. • When applicable, perform any or all responsibilities of the Worksite Coordinator, most specifically when there is no distinction between the two roles.
<p>Worksites will:</p> <ul style="list-style-type: none"> • Display all relevant employment posters including, but not limited to, OSHA, EEO, and Child Labor Law. • Include all relevant youth safety materials on-site including, but not limited to accessible bathrooms and water fountains, first aid kits, telephones, fire exit routes, and fire extinguishers. • Adhere to “Worksite Safety Provider Certification Checklist” as described in the Worksite Agreement. 	
<p>The youth will be offered:</p> <ul style="list-style-type: none"> • A safe, well-rounded, and high-quality work experience in which they can grow professionally through varied learning experiences producing tangible skill gains; an ability to perform self-assessments of professional readiness; and an experience that enables them to discover their career “likes” and “dislikes.” 	

Appendix C: 21st Century Skills Framework

21 st Century Skill	Definition	Indicators
Teamwork & Collaboration	The ability to build collaborative relationships with colleagues; be an active listener; understand multiple viewpoints; show respect for others and appreciate diversity; make a positive contribution to group projects and presentations; effectively negotiate and manage conflicts	Works effectively with a team of youth to organize a local youth event; negotiates a location that works for all; makes positive contributions through collaboration and consideration of multiple viewpoints; facilitates a discussion to resolve a conflict within the team
Productivity & Accountability	The ability to deliver high quality products on time, within existing contexts; behave professionally and ethically; maintain good attendance and punctuality; and take responsibility for actions, decisions and behaviors, with accountability to supervisor, team members or clients	Completes a specific task or project in accordance with the timeline; identifies an error and communicates to team members; takes responsibility for a mistake
Initiative & Self-Direction	The ability to explore a situation or tackle a problem independently before seeking assistance; manage time and efforts without continuous oversight; set goals and plan effectively to meet them; self-monitor and reflect on one's own performance, recognizing when help is needed; focus and persist through challenges; develop one's own interests and talents and seek our opportunities for learning	Understands the steps necessary to complete tasks; can identify problems and solve them to meet goals; sets personal goals and creates plans to meet them; persists when confronted with challenging material or situations
Flexibility & Adaptability	The ability to modify one's thinking, attitudes or behaviors to suit changing situations or environments; and effectively handle and negotiate multiple goals, tasks, inputs and viewpoints in arriving at solutions	Responds positively to change; responds positively to feedback; completes task when little direction is given; uses feedback to adjust performance; shows willingness to learn new methods

- ⁱMcDonnell, R.P., Soricone, L. and Sheen, M. (2014) *Promoting Persistence Through Comprehensive Student Supports*. Jobs for the Future; Bailey, T. and Alfonso, M. (2005). *Paths to Persistence: An Analysis of Research on Program Effectiveness at Community Colleges*. New Agenda Series. Vol. 6. Indianapolis, IN: Lumina Foundation for Education.
- ⁱⁱBridgeland, J., and Mason-Elder, T. (2012, September). *National Roadmap for Opportunity Youth*. A report by Civic Enterprises with support from the Bill & Melinda Gates Foundation, p. 15.
- ⁱⁱⁱCorcoran, M., Hanleybrown, F., Steinberg, A., and Tallant, K. (2012) *Collective Impact for Opportunity Youth*. Washington, DC; FSG; Minnesota Department of Employment and Economic Development. (2014, March). *Youth Council Resource Guide: Cooperative Youth Services and Best Practices*. Saint Paul, MN: Minnesota Department of Employment and Economic Development; The White House Council for Community Solutions. (2012, June). *Final Report: Community Solutions for Opportunity Youth*. Washington, DC: The White House Council for Community Solutions.
- ^{iv}Jobs for the Future. (2013). *What it Costs: Financing Back on Track Through College Designs*. Boston, MA: Jobs for the Future.
- ^vRight 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>.
- ^{vi}Cowen Institute for Public Education Initiatives. (2012). *Reconnecting Opportunity Youth: Education Pathways*. Retrieved June 16, 2014 on <http://www.coweninstitute.com/wp-content/uploads/2012/05/Reconnecting-Opportunity-Youth-Education-Pathways.pdf>, p. 1.
- ^{vii}McDonnell, R.P., Soricone, L. and Sheen, M. (2014) *Promoting Persistence Through Comprehensive Student Supports*. Jobs for the Future.
- ^{viii}McDonnell, R.P., Soricone, L. and Sheen, M. (2014). *Promoting Persistence Through Comprehensive Student Supports*. Boston, MA: Jobs for the Future.
- ^{ix}Bailey, T.R. and Alfonso, M. (2005) *Paths to Persistence: An analysis of Research on Program effectiveness at Community Colleges*. New Agenda Series, Vol. 6, No. 1. Indianapolis, IN: Lumina Foundation for Education; Karp, M. M. (2011). *Toward a New Understanding of Non-Academic Student Support: Four Mechanisms Encouraging Positive Student Outcomes in the Community College*. CCRC Working Paper No. 28, Assessment of Evidence Series. New York, NY: Community College Research Center; Moore, C. and Shulock, N. (2009). *Student Progress Toward Degree Completion: Lessons from the Research Literature*. Sacramento, CA: Institute for Higher Education Leadership & Policy.
- ^xJobs for the Future and the California Advancement Project (2014, April). *In and Beyond Schools: Putting More Youth on the Path to Success with Integrated Support*. Boston, MA: Jobs for the Future; Jobs for the Future. (2013). *What it Costs: Financing Back on Track Through College Designs*. Boston, MA: Jobs for the Future.
- ^{xi}The three-phase model is most clearly articulated in the *Back on Track* model, developed by Jobs for the Future in collaboration with YouthBuild, the Conservation Corps, and the National Youth Employment Coalition. For information, see: Jobs for the Future. (2014, May). *Back on Track: Pathways Through Post-secondary*. Retrieved from: <http://www.jff.org/sites/default/files/initiatives/files/3phasemodel052114.pdf>
- ^{xii}Annie E. Casey Foundation (2012). *Youth and Work, restoring teen and young adult connections to opportunity*. Baltimore, MD: Annie E. Casey Foundation.
- ^{xiii}Jobs for the Future. (2014, May). *Back on Track: Pathways Through Post-secondary*. Retrieved from: <http://www.jff.org/sites/default/files/initiatives/files/3phasemodel052114.pdf>
- ^{xiv}Jobs for the Future. (2013). *What it Costs: Financing Back on Track Through College Designs*. Boston, MA: Jobs for the Future, p. 4.
- ^{xv}Jobs for the Future and the California Advancement Project (2014, April). *In and Beyond Schools: Putting More Youth on the Path to Success with Integrated Support*. Boston, MA: Jobs for the Future
- ^{xvi}Garvey, J., and Grobe, T. (2011, May). *From GED to College Degree: Creating Pathways to Post-secondary Success for High School Dropouts*. Boston, MA: Jobs for the Future; Jobs for the Future. (2014, May). *Back on Track: Pathways Through Post-secondary*. Retrieved from: <http://www.jff.org/sites/default/files/initiatives/files/3phasemodel052114.pdf>
- ^{xvii}Barnett, E.A., et al. (2012). *Bridging the Gap: An Impact Study of Eight Developmental Summer Bridge Programs in Texas*. Washington, DC: National Center for Post-secondary Research; Bragg, D.D. (2010). *Ready for College in Colorado: Evaluation of the Colorado SUN and the College Connection Program*. Champaign, IL: University of Illinois, Office of Community College Research and Leadership.
- ^{xviii}Bridgeland, J. and Mason-Elder, T. (2012, September). *A Bridge to Reconnection: A Review of Federal Funding Streams Reconnecting America's Opportunity Youth*. Retrieved on July 2, 2014 from <http://aspencommunitysolutions.org/resources/>
- ^{xix}Jobs for the Future. (2014, May). *Back on Track: Pathways Through Post-secondary*. Retrieved from: <http://www.jff.org/sites/default/files/initiatives/files/3phasemodel052114.pdf>.
- ^{xx}Jobs for the Future. (2013). *What it Costs: Financing Back on Track Through College Designs*. Boston, MA: Jobs for the Future, p. 4.
- ^{xxi}Bloom, D. and Sommo, C. (2005). *Building Learning Communities: Early Results from the Opening Doors Demonstration at Kingsborough Community College*. New York, NY: MDRC.
- ^{xxii}Harrington, P., Snyder, N., Berrigan, A., and Knoll, L. (2013). *Signaling Success: Boosting Teen Employment Prospects*. Commonwealth Corporation. Boston, MA.
- ^{xxiii}Cowen Institute for Public Education Initiatives. (2012). *Reconnecting Opportunity Youth: Education Pathways*. Retrieved June 16, 2014 on <http://www.coweninstitute.com/wp-content/uploads/2012/05/Reconnecting-Opportunity-Youth-Education-Pathways.pdf>, p. 6.