



The Youth Council of the Philadelphia Workforce Investment Board

REQUEST FOR PROPOSALS for Management of Philadelphia's E³ Centers

IMPORTANT DATES:

RFP Release Date: **May 2, 2006**

Bidders' Conference: **May 8, 2006**
1:00 pm to 3:30 pm
Philadelphia Youth Network, Inc.
714 Market Street – Suite 304
Philadelphia, PA 19106

*Notice of Intent to Apply
(Attachment 1) Due:* **May 10, 2006, by 4:30 pm**
Fax number: (215) 502-3801

Proposal Due Date: **May 31, 2006 4:30 pm**
The Philadelphia WIB Youth Council
c/o The Philadelphia Youth Network
714 Market Street – Suite 304
Philadelphia, PA 19106

ABSOLUTELY NO LATE APPLICATIONS WILL BE ACCEPTED

TABLE OF CONTENTS

	Page
I. Overview and Background	3
II. Center Design and Culture	6
III. Target Population and Participant Eligibility	9
IV. Administrative and Programmatic Elements of an E³ Center	10
V. Applicant Information.....	18
VI. Narrative Format and Evaluation Criteria	22
VII. Budget Information	25
VIII. Proposal Review Process	28
IX. Attachments	29

ATTACHMENTS

Attachment 1: Notification of Intent to Apply

Attachment 2: Proposal Checklist

Attachment 3: Proposal Cover Sheets

Attachment 4: Contractor Certification and Budget Information

Attachment 5: Sample Budget

Aappendix 1: Excerpts from *The Core Standards*

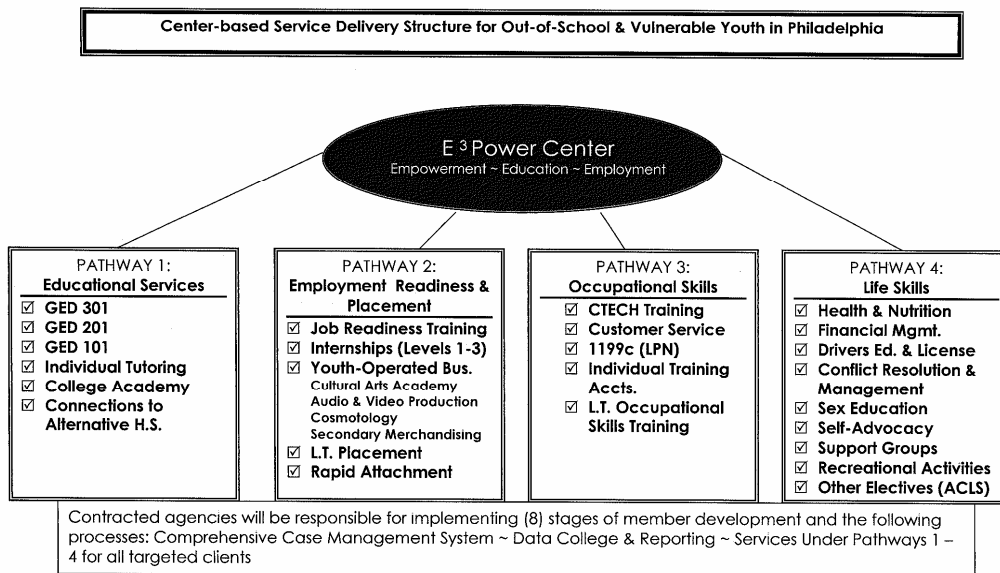
Section I: Overview and Background

Overview

Philadelphia’s E³ Power Centers offer skill-building experiences for out-of-school youth, youth returning from juvenile delinquent placement and other disconnected youth that are grounded in youth development theory and practices. E³ stands for Education, Employment and Empowerment. The Centers’ service delivery structure is designed to help youth achieve long-term goals in the areas of education, occupational skills, life skills and employment. Through a contract with the Philadelphia Department of Human Services, The Philadelphia Youth Network contracts with youth-serving organizations to operate the centers, each of which offers a schedule of diverse activities that provide opportunities for holistic development. The E³ Power Center Initiative is designed to create a comprehensive system of service delivery for the youth that galvanizes the resources, knowledge and expertise of citywide systems and community-based organizations to work in a cohesive way to benefit Philadelphia’s youth.

Services

The Centers serve youth ages 14-21 seeking to improve their skills and work toward long-term goals. Youth may be referred to one of the Centers or find a Center on his or her own. Each Center is designed to serve a minimum of 270 youth annually. To meet the skill building goals of their youth, E³ Centers services are organized into 4 pathways:



- Services Available for OSY Youth = Pathways 1 – 4
- Services Available for DHS (Levels 2 –3) = Pathways 1 – 4 (Participation in Pathways 1 – 4 will fulfill the DHS specific DHS requirements)

1. Educational Services

The purpose of this pathway is to prepare young adults for post secondary education and employment by providing SAT Prep, college readiness, GED, low literacy and tutoring services, as well as connections to high school diploma options.

2. Employment Readiness & Placement Services

The purpose of this pathway is to provide young adults with intensive work readiness programming that prepares them for regular employment. This is achieved through job readiness training, supported internships (subsidized and unsubsidized), community service and service learning opportunities, and job search supports.

3. Occupational Skills Training

The purpose of this pathway is to provide young adults with occupational skills training programs that are responsive to regional market needs. This is done either directly at the Center or through referrals to programs in the community. A certified nurse aide-training, multi-media production and customer service retail skills certificate training are some examples of trainings that have been provided by the Centers.

4. Life Skills

In this pathway the young adult is provided with a number of enrichment electives that align with the Ansell Casey Life Skills Assessment Tool and Guidebook. Some of those life skills include: Daily living, Housing and Community Resources, Money Management, Self-care and social development. Programming must also support the development of anger management and conflict resolution skills, as well as the capacity for moral reasoning.

Youth are encouraged to participate in multiple pathways with the objective of building the necessary skills to obtain between 1-3 long-term goals in the areas of educational, employment or occupation skills.

Specialized Services for Young Offenders at the E³

E³ Centers function as an essential component of the Reintegration Initiative for Philadelphia youth returning to the community from the juvenile delinquent placement facilities. Through the Philadelphia Youth Network, Philadelphia Family Court and the Department of Human Services have contracted with each of the E³ Centers to provide a variety of mandatory services for young offenders with the greatest risk of recidivism, and voluntary services for all the other returning youth. The Centers provide services to youth on site and assist Reintegration and Probation in coordinating off-site activities that support each youth's reintegration plan.

The goal is to provide a welcoming and structured environment which will support youth growth and positive community bonding, and hold youth accountable for their behavior and their responsibility to the community and to Family Court. Many of these youth have a history of failure in the traditional systems (school, community recreation), and have few positive role models. They are easily drawn back into negative uses of free time. There is therefore considerable urgency to the task of connecting them to positive and engaging activities as soon as they return to the community.

The 2005-2006 E³ Experience

During the 2005-2006 fiscal year, three youth serving organizations were selected to each operate one of the city's E³ Centers. Congreso de los Latinos Unidos was selected to operate the Girard site, Resources for Human Development was selected to operate the North Broad site and the Bridge was selected to operate the site in Parkside. Over the course of this year more than 800 youth sought services from the three sites many of whom were connected to educational institutions and/or to employment. Many others are persisting in the Centers working towards those goals. Over the course of the year, the E³ Centers served as a focal point to bring together Probation Officers, Reintegration Workers and the E³ program staff to coordinate the various activities and services targeted towards these youth. Significant progress was made in coordination of efforts between and among all of the systems serving youth.

Plans for 2006-2007

The Department of Human Services, through the oversight of the Philadelphia Youth Network is seeking to establish 2 additional E³ Centers to open in the fall of 2006. Family Court and the Department of Human Services jointly determine the general geographic location of each of these Centers. The two expansion Centers will be in: 1) Southwest Philadelphia (zip code 19143), and 2) the Olney/Logan area (zip codes 19120 / 19141). The successful applicants will work with the Philadelphia Youth Network to identify an appropriate facility within these geographic guidelines.

Section II. Center Design and Culture

The design of the E³ program model has been developed over the past 6 years and is based on best practices and lessons learned through Philadelphia’s Youth Opportunity Centers. While each Center is now contracted and managed by various individual youth service organizations, it is expected that each contractor will adhere to the key principles and quality standards described below.

Key Principles for Center Success.

The key principles essential to the success of the operation of an E³ Center are as follows:

- A research-based model for systematic and integrated service delivery;
- A clear and continuing focus on employment and career success;
- Promotion of education as the essential means to reaching economic self-sufficiency;
- Programming that addresses the challenge of providing employment readiness and exposures to all youth irregardless of education level;
- Programming that makes neither educational attainment nor long-term employment more important than the other nor sequential to one another;
- Activities and services that promote positive youth development;
- An environment infused with the principles of Balanced and Restorative Justice which also govern the Centers’ connections to the community;
- Planned activities and programming that encourage youth to participate and engage in the Centers;
- Positive adult relationships through mentoring, counseling and case management;
- Connections to educational institutions, including the School District of Philadelphia and area colleges and universities; and
- Connections to community support systems.

Quality Standards. Guiding the operation of the Centers is a set of quality standards and management principles that bring a youth-centered approach into every interaction with young people. Successful applicants will be responsible for maintaining a welcoming yet professional environment where youth are actively engaged and supported as they receive services tailored to their specific needs. All staff on site must adhere to the quality standards and management principles described below. Successful applicants will also ensure that all sub-contractors and their staff uphold these standards.

1. Center Environment

Safe - First and foremost, the Center will be a “safe” place, where youth can feel free to explore ideas and express emotions and disclose personal and/or family circumstances that may impact their participation in education, training and employment. The center also must

be physically safe for all members and for the surrounding community. Each center needs to establish clear discipline procedures that are educational in nature and incorporate the Balanced and Restorative Justice (BARJ) principles. Youth should be encouraged to resolve conflicts proactively.

Accessible – Services and staff will be easily accessible. The Center will operate on a flexible schedule including evenings and weekends.

Inclusive – The Center personnel and subcontracted staff must be prepared to work with a diverse cross-section of youth from different racial and ethnic backgrounds, including youth who are bilingual and bicultural. Diversity-sensitive and bilingual/bicultural staff is essential for all contractors. Furthermore, successful applicants must be prepared to assemble a staff that is representative of the community they will serve. In addition to having bilingual/bicultural staff, all material available to the public must be translated into the languages spoken in the community surrounding the center.

Confidential – The confidentiality of personal information will be maintained at all levels. Records must be kept in secure locations. Discussion of personal information about youth should not occur in open environments.

Respectful - Youth must believe that they are respected. In turn, centers should focus on assisting youth in taking responsibility for their actions. Centers should create an atmosphere whereby youth understand how their actions impact their own lives, their peers in the Center as well as the larger community. The principles of BARJ must be incorporated into service delivery.

Encouraging – The culture of the Center will promote success. Youth will be encouraged to take initiative on their own behalf and positive achievements will be recognized, celebrated and rewarded.

Professional – The culture of the Center must be designed as a professional environment that teaches youth how to be responsible and accountable in a work setting.

2. Service Philosophy

- Youth come first.
- Youth are consumers of Center services.
- Youth service plans are asset-based, allowing youth to understand and to develop their own strengths and assets.
- Youth are valued and respected.
- Youth are competent and are fully engaged in the process.
- Youth are learners who are gaining the knowledge they need to become informed, confident advocates for themselves.

3. Service Delivery

- Staff are expected to create an environment of high standards and achievement as youth are encouraged to pursue a minimum of one to a maximum of three long-term goals: education, employment and/or occupational skills.
- Staff members are focused on the goal of preparing youth to achieve self-sufficiency, including the importance of education, employment, occupational skills training and life skills.
- Staff members serve as role models and mentors who demonstrate positive, constructive behaviors.
- Staff members act as problem solvers and facilitators, promoting youth access to services and supports to assist the youth to achieve long-term self-sufficiency.
- Services are developed in partnership with youth and their leadership and input is part of continuous improvement of Center activities.

Section III. Target Population and Participant Eligibility

Target Population: The Centers have two primary populations: young people who have left high school and have not earned a high school diploma or GED; and targeted court-involved youth who are returning from delinquent placement facilities and are mandated or volunteer to seek reintegration services.

Each center is designed to serve a minimum of 270 youth annually. It is expected that these 270 will be comprised of a minimum of 50 intensive, reintegration youth to be referred to the Centers by DHS for mandated services for 90 days after their discharge. Every effort must be made to retain these youth voluntarily after the completion of the mandated period. In addition, each center is expected to serve a minimum of 80 standard reintegration youth who seek services from the center on a voluntary basis. The remaining slots will be filled with any combination of court-involved or out-of-school youth.

An out-of-school youth is defined as an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. A young person attending an alternative school does not qualify under the definition of out-of-school youth. All non-court involved youth must meet the income qualifications as defined under the Workforce Investment Act federal legislation (described below).

Funding for the Centers comes from several sources—each with its own guidelines for eligibility and reporting. The successful applicants will need to be able to manage a complex enrollment process that will incorporate all the appropriate documentation required for each source and maintain a tracking system for reporting on the outcomes of youth associated with each funding stream. PYN will provide enrollment and eligibility guidelines to each contractor prior to the start of the contract. PYN will also train the appropriate staff of the successful applicant to use *Social Solutions*, a web-based data management system provided by PYN.

Section IV. Required Administrative and Programmatic Elements

Successful applicants will be responsible for managing and overseeing program delivery, and for tracking the progress of individual youth attending Center-based activities. Specifically, contractors will be responsible for implementing service delivery in the following:

ADMINISTRATION:

It is expected that the successful applicant will incorporate the following tasks and responsibilities into the set-up and everyday administration of the E³ Center.

- Establish a physical center and use similar layout of existing E³ Centers
- Adhere to the program design guidelines outlined in this RFP
- Support the goals and objectives of the Reintegration Initiative
- Collaborate with the placement sites and Reintegration staff
- Collaborate actively with Probation
- Collaborate with all other E³ centers to create a citywide, cohesive program
- Accept and provide services for all youth that fit the guidelines of the target populations
- Be open for operation at a minimum from 9:00 am – 8:00pm Monday through Friday and offer some weekend hours to youth
- Have engaging programming on Saturdays that can act as both a recruitment tool for youth returning from placement and a retention tool for the Center's current members.
- Utilize the student tracking system, *Social Solutions*, keeping data up-to-date and insuring accuracy of reporting
- Adhere to all reporting requirements established by PYN
- Participate in monthly Director's Council meetings with Directors of each of the E³ centers
- Work in partnership with the PYN Program Officer and PYN's Business Partnership Unit to implement the E³ model
- Bring innovation and creativity to the program model through the contractor's unique organizational history and expertise

- Have an active, community-based recruitment program for youth participants
- Maintain a staffing pattern of at least 9 employees. The required staffing functions are as follows:
 - (1) Center Manager
 - (1) Project Assistant
 - (4) Advisors (one Advisor should be designated to work with youth returning from placement)
 - (1) Educational instructor
 - (1) Educational instructor with a special education certification or literacy specialist
 - (1) Job Readiness Trainer / Occupational Skills Trainer (I changed this from Employment specialist since I think that is what PYN is doing.)

Applicants may propose additional positions, such as outreach, security, etc. as appropriate.

- Provide matching resources – either in-kind or cash – to the running of the E³ Center through your organizations current activities, partnerships, etc.
- Remain flexible and responsive to program developments and changes as required by the youth themselves, or other system partners

CASE MANAGEMENT:

Have an effective case management system that includes procedures for

- Intakes;
- Assessments of educational, career readiness and life skills;
- Development of individual goal and service plans in collaboration with any other system working conjointly to support the youth;
- Consistent, active communication with all partners including but not limited to Probation, Reintegration, and YVRP;
- Case management and support for youth through completion of their planned activities;
- Tracking individual student progress; and
- Follow-up support services for at least twelve months.

BASIC PROGRAM REQUIREMENTS / 4 PATHWAYS:

Services at the centers are organized into four Pathways. Out-of-school youth select from the array of four service areas, in partnership with their advisors, based on their individual assessments and goals. Youth returning from placement must participate for a mandated number of hours in each Pathway. (*See description of specialized services for Reintegration Youth.*) The four Pathways are:

- Education
- Employment & Placement
- Occupations Skills, and
- Life Skills

Youth are encouraged to participate in multiple pathways with the objective of building the necessary skills to attain a long-term educational, employment or occupational skill goal. Successful applicants will be expected to fully implement the four pathways. Services provided as part of each pathway must include:

Pathway 1: Educational Services

a. GED classes

The GED program is organized into three levels of classes. Youth must pass through each of these levels prior to taking the examination. The assigned level is based on an academic assessment conducted during intake. The three-tiered system is organized in 10-week cycles, during which academic instruction is delivered and gains measured. The three levels are described below:

GED 101 is designed for youth reading between a 4th and 6th grade level. Youth starting in GED 101 will be expected to persist with their academic studies over 50 – 60 weeks.

GED 201 is designed for youth reading between a 7th and 9th grade level. Youth enrolled in GED 201 will have to persist with their academic studies over 40 – 50 weeks.

GED 301 is designed as a refresher course for youth with a reading level of 10th grade and above. Normally, youth enrolled in this level will persist with their academic studies between 10 – 30 weeks.

The courses are fluid and are based on the development of core content knowledge in reading, mathematics, science and social studies. The use of innovative instructional pedagogies to deliver core content is encouraged. Successful applicants will be required to chart the academic gains of each youth.

- b. Provide low-literacy tutoring and reading coaching through a contracted low-literacy coach provided by the Center for Literacy for Members reading below a 4th grade reading level (the cost for this contract will be covered outside of the contract for management of the Center);
- c. Alternative programming aligned with School District standards and curricula eligible for credit and leading to graduation. Elective credit may be earned through programming that meets SDP standards.
- d. Provide assistance with connecting to high school or alternative school;
- e. Provide individual tutoring; and
- f. Provide assistance with connecting to postsecondary education and training, including SAT prep, and assistance with applications and financial aid.

Pathway 2: Employment Services

PYN will support the Centers in the development of and connection to subsidized and unsubsidized opportunities. With this support, it is expected that each Center will include:

- a. Intensive work-readiness programming that prepares young people for employment including job-readiness skills and job-keeping skills e.g. resume-writing, interviewing and interpersonal skills needed for workplace success (12 hour minimum);
- b. Supported short-term (e.g. 10-weeks) subsidized employment;
- c. Self-directed job search leading to unsubsidized employment;
- d. Intentional job retention programming;
- e. A center-based business enterprise*, to be utilized as an employment preparation strategy with businesses organized in industry specific areas that will lead to the development of concrete skills; and
- f. Community service and service-learning opportunities.

***Please Note: The center-operated business enterprises are not intended to be funded out of this contract. PYN will work in partnership with successful applicants to identify funds for these activities.**

Pathway 3: Occupational Skills Training

A variety of occupational skills training programs will be accessible directly or by referral at the Centers. Successful applicants should introduce various types of training programs that would lead to industry recognized certificates. In addition, occupational skills programs should be developed which are an extension of programs started at the DHS funded placement facilities. A list of industry-focused areas will be provided at the point of award.

Pathway 4: Life Skills Electives

The Life Skills Pathways should include activities, clubs and seminars that are focused on building various skills & competencies of youth, as well as provide recreational opportunities for members. Activities within this pathway should be aligned with the Ansell Casey life skills assessment and programming tools. Areas of skill building should include but not be limited to: daily living; housing and community resources; money management; self-care; and social development. Particular attention must be given to the development of conflict and anger management skills, as well as moral reasoning capacity.

Successful potential applicants would also design activities that focus on community service, incorporating BARJ principles.

SPECIALIZED SERVICES FOR REINTEGRATION YOUTH: The Department of Human Services and Philadelphia Family Court have embarked on a comprehensive reform agenda for youth returning to the community from juvenile delinquent placement, in which the E3 Centers are a key component. Detailed information about this plan is provided in *A Model for Comprehensive Reintegration Services* - See Attachment 5. These targeted youth range from 14-18 years of age (average 16.9 years), and are in placement between 6-15 months prior to release into the community. The average length of time in placement is 9 months.

All youth returning to the community are encouraged to participate in an E3 Centers. In addition, participation is mandated for those youth identified as most at risk of recidivism

(Intensive Youth), and who are returning from one of the six largest juvenile placement facilities (St. Gabriel's Hall, Glen Mills, Vision Quest, George Jr. Republic, Summit Academy and Cornell Abraxis). Youth are assessed at the time of their placement and at release, using the CANS (Child and Adolescents Needs and Strengths) assessment. Intensive youth are defined as most likely to be re-arrested within one year and represent approximately 30% of the assessed youth. Philadelphia Family Court and the Department of Human Services are mandating that the intensive youth participate in an E3 Center for up to 20 hours per week, for three months. Each youth's specific activities and number of hours is jointly determined by the Reintegration Worker, the PO and the E3 advisor. Following the mandated service period, every effort must be made to ensure that youth remain attached to and engaged in the Center until their goals are accomplished. During the contract period, DHS estimates that a total of 280 intensive reintegration youth will return from placement and be referred to the (5) E³ Centers.

Successful applicants will be expected to assign reintegration youth to the appropriate service Pathway to ensure that youth are connected to areas of high need as indicated by their Reintegration Plan, which is developed collaboratively by the Probation Officer, Reintegration Worker, youth and family prior to the release from placement. Mandated services are educational, job-readiness programming, community service and preventative services when necessary.

Specific requirements associated with the reintegration population, in addition to those identified above, include:

- **Integrated and consistent communication and follow up:** Special attention must be focused on the need to ensure consistent and timely communication between all concerned parties. In particular, the advisors at the center must communicate regularly with the Probation Officer/Reintegration Worker Team. Information from the Center staff will be used by the Probation Officer and Reintegration Worker to inform the Court of the youth's progress.
- **Collaboration with Key Partners:** Ongoing cooperation between Reintegration Workers, Center staff and Probation Officers is essential to the reintegration process. For example, Centers will be expected to work closely with the Reintegration Workers to arrange for participation in the Center during home passes in the last 2 months of residential placement. All centers will be required to have Saturday program hours, in order to coordinate home passes. The Probation Officer is the legal representative of the Court, responsible for ensuring the compliance of all parties with the court order committing the youth to a particular service(s). The Probation Officer's role is to make the legal requirements clear, to monitor compliance with these requirements and to facilitate access to resources that can help the youth, the family and the program to achieve program goals.
- **Individualized Service Plan and Case Management:** Each reintegration youth will have an individualized life plan, developed collaboratively by Center staff, the youth's Reintegration Worker and the Probation Officer, as well as the youth and his/her family. Furthermore, the Center should assign an Advisor to work with the population of youth returning from placement. The Advisor will work closely with the youth's Reintegration

Worker and Probation Officer, and will meet at least once per week with both. The Advisor will also maintain regular weekly contact with the youth's family.

- **Case Management with a “sense of urgency”:** Youth referred to the Centers through the Reintegration Initiative are mandated to take part in programming at the Centers immediately upon being discharged from placement. These youth are vulnerable and arguably experiencing significant transition in their lives. It is expected that Center staff will administer appropriate case management to these youth with a sense of urgency appropriate for the situation.
- **Maximizing the impact of positive adults in the youth's life:** In addition to family members and community-based supports, youth depend on other adults with whom they have bonded. These adults may include staff of the residential placement and of the Centers, the Probation Officer and Reintegration Worker functioning as a team, as well as past foster parents or teachers. Every effort must be made by the agencies to facilitate the continuation of these relationships into the reintegration process, when appropriate.
- **Working with the Schools:** Successful applicants will be expected to maintain close working relationships with the School District of Philadelphia to ensure that Center-based activities are providing support and assistance needed by youth returning to regular and/or specialized classrooms.
- **Graduated incentives and sanctions:** The Centers should institute internal policies that provide both incentives and sanctions for youth to encourage their participation in Center-based activities. Youth should be involved in developing these policies.
- **BARJ Principles:** The Centers must incorporate BARJ principles within the discipline procedures and codes of conduct for all youth throughout the center.
- **Programs and Services:** Successful applicants will provide or make arrangements for other needed services, including:
 - **Academic Support:** A high percentage of youth returning from residential placement have significant academic deficits. For example, many have a long history of truancy prior to placement, learning difficulties and academic foundation gaps due to numerous school transfers and a chaotic home life. Effective strategies must be employed to address the youth's academic needs. Each Center program must support the individualized aftercare plans in this area by providing *at least* one hour of creative academic assistance per day, through a combination of individual and group instruction, by a certified teacher with special education training. The ratio of teacher to student must not exceed 1 to 8. In addition, the program must offer the possibility of individualized computer work to enhance literacy skills.
 - **Drug and Alcohol Abuse Prevention:** National data indicate that approximately 50% of juvenile offenders have diagnosable substance use disorders and are in need of treatment for those disorders. This number is doubtless significantly higher for high-risk offenders. Centers must provide daily drug and alcohol

prevention education and support. Center counselors must work closely with the DHS Reintegration Workers and Probation Officers to insure that youth in need of treatment are properly referred and participate in their treatment plans. Information about drug and/or alcohol use must be shared between the Center, the Reintegration Worker, the Probation Officer and the family. There must be swift, graduated sanctions for all drug/alcohol use.

- Mental and Behavioral Health Support: While mental health treatment will not be provided on-site, program staff must be trained to provide a positive youth development atmosphere which will support all youth, particularly those struggling with mental health problems. The Center will work closely with the Reintegration Worker to insure that the youth follow through with all mental health referrals and treatment.
- Community Service: Delinquent youth, particularly those at high-risk of re-offending, have a low level of bonding with the positive community systems. Ongoing community-based service projects must be developed by the Centers, together with the youth, designed to help youth to develop a positive identification and bond with their community and to repay the community for past harm done. Youth and their family should be engaged in community service that has high value to the community and to the youth and family. These programs should be designed to help the youth redefine him/herself as a positive, creative and contributing member of the community; teach him/her useful skills which can be transferred to the work world; and help youth learn to analyze community problems and their solutions. All youth should participate in community service projects every week, and families should be included on a regular basis. Centers should do everything possible to ensure that youth complete their mandated community service hours prior to discharge from the Center.

ANTICIPATED OUTCOMES:

Successful applicants will be expected to demonstrate that their proposed implementation of the provided E³ program model will result in positive outcomes for the young people they serve.

Each successful applicant will be responsible for tracking and reporting on the following outcome measures:

- Enrollment and retention numbers and percentages at the Center
- Numbers and percentages of young people earning a high school diploma or GED;
- Of those who earn a high school diploma or credential, the number and percentage of young people who enroll and persist in postsecondary education or training;
- Numbers and percentages of young people who participate in occupational skills training and earn a recognized skills certificate;
- Numbers and percentages of young people who successfully complete subsidized employment programs; and
- Numbers and percentages of young people who gain full- or part-time unsubsidized employment.

Additional outcome measures which must be tracked for the Reintegration Youth include:

- Numbers and percentages of youth who meet their mandated attendance requirements;
- Numbers and percentages of youth remaining involved in center-based activities 30, 60 and 90 days beyond the required time period; and
- Numbers and percentages of youth that stay in school and progress towards graduation.



Section V. Application Information

Period of Performance: This request for proposals covers a period of approximately 12 months and involves funding from the U.S. Department of Labor and the Philadelphia Department of Human Services. Contracts are expected to begin on *July 1, 2006 and to conclude June 30, 2007*, with the possibility of renewal based upon successful performance. It is expected that the contract term will be divided into two budget periods: 1) July – September being for start-up and planning, and 2) October 1, 2006 – June 30, 2007 for full operation of a Center. Total budget allotted through this RFP for the two periods will not exceed \$800,000. There will be additional funds available by request to support the start-up of a new facility.

Eligible Applicants: The Philadelphia Youth Network is seeking non-profit and for-profit youth-serving organizations with significant capacity and demonstrable youth development experience to manage one or more of the E³ Centers, and to operate youth workforce development programs for youth participating in the Centers during the contract period. Applicants must have successful experience with serving out-of-school and court-involved youth.

Application Process: Applicants must follow the procedures outlined in this Request for Proposals (RFP). The RFP is available on the Philadelphia Youth Network website: www.pyninc.org or by e-mailing Malik Gray at mgray@pyninc.org

Proposal Timeline:

Proposal Release Date	May 2, 2006
Bidders' Conference * (1:00 p.m. to 3:30 p.m.)	May 8, 2006
Letter of Intent due to PYN	May 10, 2006
Proposal Due Date by 4:30 pm	May 31, 2006
Review Period	June 2 – 9, 2006
Interview top applicants	<i>June 12 – 15, 2006</i>
Workforce Investment Board Approval	<i>June 16, 2006</i>
Planning Period	<i>July 1, 2006 – September 30, 2006</i>
Operational Services at Centers Begin	<i>October 1, 2006</i>

***Bidders' Conference:** The Bidders' Conference will be held on May 10, 2006 at the offices of the Philadelphia Youth Network, located at 714 Market Street – Suite 304, Philadelphia, PA 19106. The Bidders' Conference will start promptly at 1:00 p.m. and will end at 3:30 p.m.

Attendance at the Bidders' Conference is STRONGLY ENCOURAGED. Please RSVP your attendance to mgray@pyninc.org

Submitting Your Application

Proposal: A complete proposal will include:

- ❑ Program Narrative
- ❑ Budget Forms
- ❑ Budget Narrative
- ❑ Contractor Certification form

Procedure: One original, eight copies, (plus one electronic copy on disk) including attachments, must be submitted. Agencies need only supply two copies of the Organizational Audit. Substitutions for audited financial statements will not be accepted.

Where: Philadelphia Youth Council
c/o Philadelphia Youth Network
714 Market Street – Suite 304
Philadelphia, PA 19106

When: Applications must be received in PYN's offices no later than
4:30 pm, May 31, 2006

LATE PROPOSALS WILL NOT BE ACCEPTED

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

Oral Presentation: Applicants may be required to make an oral presentation of their submission to the proposal review committee as part of the selection process.

Frequently Asked Questions (FAQs): Answers to frequently asked questions will be available on PYN's website, www.pyninc.org after the bidders' conference. Applicants are strongly encouraged to utilize this resource. All questions shall be completely answered at this time and answers posted on the web site for future reference. Additional questions regarding development and submission of the proposal should be directed *in writing* to Jenny Hamilton at jhamilton@pyninc.org. PYN will issue responses to inquiries in writing only. Verbal inquiries will not be accepted.

Availability and Awarding of Funding: In soliciting requests for proposals and carrying out programming, the Philadelphia Youth Network, the Philadelphia Workforce Investment Board and its Youth Council and the Department of Human Services shall not discriminate against any person or organization submitting a proposal pursuant to this Request for Proposals because of

race, color, creed, religion, sex, sexual orientation, age, disability, ethnic group, national origin, or other basis prohibited by law.

All allocations outlined in this Request for Proposals are based on the availability of funding and are subject to change. The Philadelphia Youth Network reserves the right to withhold awards should there be no proposals that adequately address the services and outcomes requested.

Contract Terms. Contracts awarded under this RFP will be for the approximate time period of July 1, 2006 through June 30, 2006. Contracts, up to \$800,000, awarded during this period will be allocated for operational expenses. Contracts may be renewed annually for up to three additional years based on availability of funding and achievement of at least 75% of contracted performance goals, and positive monitoring evaluations conducted by the Philadelphia Youth Network on behalf of the DHS, Family Court and the PWIB Youth Council.

Annual reviews will include an opportunity for contractors to modify program design, if needed, based on the first year of the contract. The contract renewal process will delineate any program changes required by the funding source and will allow an opportunity for the contractor to propose changes in program design or specifications. A format for the modification request will be made available prior to the beginning of the next program cycle.

Qualifications and Responsibilities of Applicants: Applicants must demonstrate fiscal and administrative capacity by responding to the following vendor qualifications and responsibilities. All awards are contingent upon fiscal and administrative qualification and successful contract negotiation. Applicants must provide one copy of all requested vendor qualification materials with original application. Failure to provide the following documentation could result in disqualification of proposed award:

- ❑ Legal entity (must submit documentation proving status as a legal entity);
- ❑ Copy of personnel policies & procedures manual (must include discrimination and sexual harassment);
- ❑ Written grievance procedure for staff and participants (must submit copy of grievance procedures);
- ❑ Annual budget (must submit current & next fiscal years projection);
- ❑ Proven fiscal capacity including capacity for fund accounting (must submit copy of audit within the last year with all findings satisfactorily addressed);
- ❑ General valid liability and worker's compensation insurance (must submit certificate of insurances with contract);

On-going Role of Philadelphia Youth Network: The Philadelphia Youth Network, Inc. will maintain responsibilities connected to the Centers in the following ways:

1. Contract and performance management

PYN will issue the contracts for the Centers, monitor contract compliance and maintain performance data on a monthly and quarterly basis.

2. Technical assistance for center operations

Technical assistance will apply to implementation of program design, convening lead organizations and partners, and supporting connections between centers and other key systems such as Department of Human Sources, Family Court and School District of Philadelphia. In addition, PYN will organize professional development opportunities for all partnering organizations from the inception of the grant and will continue throughout the program year. This will include a large-scale professional development institute prior to September 1, 2006, as well as on-going technical assistance.

3. Employment support - Need to reword this section

PYN will provide significant resources in the way of staff time, connections to employers and some money for youth wages to support the employment pathway. Specifically, PYN will:

- Develop a set of job readiness, job seeking and job keeping competencies and a database for tracking a youth's progress through these competencies;
- Provide guidelines and resources for a core job readiness curriculum;
- subsidized employment experiences;
- unsubsidized employment experiences;
- Maintain relationships with the employers who hire the E³ youth; and
- Act as the liaison between the employer, the youth and the youth's E³ advisor to facilitate job retention for the youth

Section VI. Narrative Format and Evaluation Criteria

Narrative. The narrative portion of the application should provide reviewers with a clear understanding of the agency's capacity to manage the Centers and to deliver the required services. The narrative must be typed and must address all sections. The complete narrative may not exceed 15 single-sided, single spaced pages, not including the budget and attachments. The proposal should be formatted using a 1" margin and no smaller than a 12 point font.

Please focus the narrative on specific responses to the information requested using the headings provided to identify each section and subsection. The weighting of each section for proposal evaluation purposes is indicated within each section. *An unlocked, electronic version of the narrative format can be downloaded at www.pyninc.org. It can be used by applicants as a template so the headings do not have to be re-typed.*

Section A: Organizational Capacity (15 %) 2 pages maximum

Describe your organization and its history. Please provide information on the following:

- 1) Experience administering a multi-faceted youth program for out-of-school and court involved youth.
- 2) Demonstrated success in developing and managing collaborative partnerships.
- 3) Capacity to provide comprehensive case management to a large number of youth; include job descriptions or qualifications for Project Director and Advisors.
- 4) Capacity to conduct and interpret a thorough initial and ongoing assessment.
- 5) Capacity related to fundraising and development. Specifically, how will you raise additional resources to support center operations?
- 6) Documented evidence of meeting similar performance goals from program/project funding agency.
- 7) Describe current technology infrastructure. Include internet connectivity and capacity to support center-based computer labs.
- 8) Demonstrate your ability to hire and to retain qualified staff.

Section B: Operational Plan for E³ Centers (45 %) 10 pages max.

Identify how your program will address each of the following major program components:

- 1) *Outreach* – Describe your agency's strategy for identifying, recruiting and engaging eligible out-of-school youth as well as your agency's strategy for recruiting, and engaging non-mandate, reintegration and other court-involved youth.

- 2) *Orientation* – Describe your agency’s understanding and approach to youth orientation, including the elements of an engaging and informative orientation session.
- 3) *Case Management* – Describe how you will implement a comprehensive case management system. Please describe the methodology you will use for tracking a youth’s progress via a case management system. How will you ensure that your system maximizes collaboration with other systems working with the young people, such as Probation and Reintegration?
- 4) *Barrier Removal* – Describe your agency’s plan to remove or remediate barriers to success; include discussion of how your agency will use internal or community-based resources and partnerships to meet youth needs in this area
- 5) *Work Readiness* – Describe the competencies of a “workready” youth. How would you use the traditional classroom settings and the informal programming of your center to build these competencies in the E³ members?
- 6) *Community Service* – Describe community service opportunities you would offer to members of the E³ Center. How would you use these experiences to enhance the sense of civic responsibility and the job readiness of the E³ members?
- 7) *E³ Member Advancement and Placement* – Describe your method for setting long-term goals with youth. How will you monitor a youth’s progress toward achieving the set goals?
- 8) *Academic Services* - Describe strategies to keep youth engaged in school and other educational programming towards completion of a high school diploma or GED.
- 9) *Life skills* – Describe your agency’s approach to teaching life skills.
- 10) *Programming*: Please provide a draft weekly schedule of activities that would take place at the Center.
- 11) *Engagement activities* – Describe your agency’s understanding of and approach to conducting center-based activities that engage clients, promote program retention and build basic education, workplace and life skills.
- 12) *Weekend Hours* – How will you plan for, program and provide weekend hours which will engage your centers active members and be appropriate and welcoming for court-involved youth home on home-passes who might come to the center that day to get oriented pre-discharge? Knowing that an E³ contract requires the Center be open on weekends, please address which weekend hours you would propose offering.
- 13) *Retention/Incentives*: Provide an example of how you would use incentives within the activities of the centers to improve retention? Specifically speak to the challenge of retaining youth who are mandated to attend the Center after the mandate has expired. Please also address how your Center would structure it’s programming as a retention tool for the toughest youth.
- 14) *Youth Involvement* – How will you ensure youth voice in the administration and implementation of the Center? How will you develop youth leadership skills and promote youth ownership of the Center?
- 15) *Youth Violence Reduction Program* – How will your organization address the needs of YVRP youth (YVRP youth are those identified by the juvenile justice system as those most likely to kill or be killed, and have an array of intensive support and supervision services)?

What strategies will you use to assist youth with anger management and conflict resolution issues?

- 16) *Balanced and Restorative Justice: How will you infuse the principles of BARJ throughout your programming?*
- 17) *Discipline: How will you approach discipline in the Center, and the maintenance of a safe and respectful atmosphere?*

Section C. Quality Assurance & Outcomes (20%) 12 pages max.

- 1) How will your agency apply continuous improvement efforts to ensure that services are meeting youth needs and resulting in optimal outcomes?
- 2) Describe your agency's standard quality assurance protocols to ensure compliance with regulations and achievement of program goals, youth eligibility, maintenance of records and data entry.
- 3) Identify any operational difficulties your agency perceives with the model as described in this RFP and describe how your agency would meet these challenges.

Section D. Collaborative Arrangements (10%) 1 pages max.

Describe the connections, relationships and partnerships your organization has that will add to the overall programming and administration of an E³ Center. How will these relationships be leveraged to best support youth attending the centers in the following areas: access to work experiences, youth leadership opportunities, educational advancement, occupational skills development, drug & alcohol counseling, childcare, mental health counseling and positive youth development activities. Provide details about how youth will be connected to the necessary services.

Section E. Budget Forms and Narrative (10%)

In addition to the sections of the narrative described above, the budget forms and budget narrative will comprise the final 10% of the proposal evaluation scale. The budget forms and budget narrative, described in the next section, should be included in the application directly behind the Narrative.

Section VII. Budget Information

Budget Forms: The budget format (*provided in a separate Excel spreadsheet*) is a summary for use in the proposal process and must be included in the application. Please note that the Excel file contains several worksheets (each with a separate tab at the bottom of the open file/workbook). You must complete all applicable worksheets to provide required budget information. Successful applicants will be required to give detailed budget information at the time of contract negotiations.

Also included (in Attachment 4) is a sample budget with certain fixed costs (i.e., rent and utilities) that must be included in each budget application. Sample salaries have also been provided for required positions based on existing pay scale for these positions. Applicants may allocate salary costs based on their own organizational salary bands.

Budget Narrative: In addition to the Budget Forms, applicants must submit a brief Budget Narrative describing each of the costs included in the requested cost categories.

Selection Criteria Weight: In addition to the Proposal Narrative components described in the previous section, the budget forms and budget narrative will comprise the final 10% of the proposal evaluation scale. The budget forms and budget narrative, described in this section, should be included with the Contractor's Budget Certification directly behind the Narrative.

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

Total Budget Amount: It is expected that the contract term *July 1, 2006 and to conclude June 30, 2007* will be divided into two budget periods: 1) July – September being for start-up and planning, and 2) October 1, 2006 – June 30, 2007 for full operation of a Center. Applicants should submit two budgets – one for each period – to reflect the different staffing and related costs of the specific periods. A sample budget has been included in Appendix B as a guide. It is not expected that each applicant propose the same distribution of dollars to the administration and operation of each Center. However, it is expected that each applicant understand that PYN, DHS and Family Court assume that the true cost of running an E³ Center exceeds the \$800,000 contract limit. To that end, funds to support the full-time low-literacy coach will be outside this contract – PYN will contract directly with the Center for Literacy to provide this service to each Center. PYN will also provide, in addition to this contract, some funding to support youth wages. This money will be paid to youth in subsidized internships directly from PYN to the youth. Lastly, there will be additional funds available by request to support the start-up of a new facility. It is also expected that a successful applicant will be providing some form of match to each the finalized contract – either in-kind or cash – to allow the Center model to be fully implemented. PYN does not intend to track this match.

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

Administrative Cap: Administrative costs are not to exceed 10% of the total budget. All dollars must be allocated as either Administration or Training. All costs associated with direct delivery of services to young people, including site monitoring, payroll, training, etc. are considered training costs. Administrative costs are those costs not directly associated with service delivery (e.g., a percentage of the Executive Director's salary).

OR

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

Consultant/Contractual: A Scope of Work and Budget will be required for each consultant and sub-contractor at the time of contract negotiation.

Workers Compensation: Agencies must have Workers Compensation Insurance to cover youth that receive payments from the vendor.

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

(a) Using Formulas:

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

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

- Complete all applicable pages of the budget that your organization expects to have expenses in.

- Ensure all calculations are properly made.
- The first page, Budget Summary, must reconcile to all of the applicable detail pages.
- Administrative costs cannot exceed 10%.

If you have any questions with filling out the budget document, please contact Jenny Hamilton at jhamilton@pyninc.org.

VII. Proposal Review Process

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

Review Process: Proposals will be rated by a Review Committee consisting of representatives of DHS, Family Court, the Reintegration Initiative and the School District of Philadelphia and the Philadelphia Workforce Investment Board (WIB). The review committee reserves the right to request additional information and schedule interviews or site visits as appropriate. Scoring will be based on the standards, priorities, and examples of best practices as outlined in this RFP.

Panel Interview: The applications receiving the highest scores will be invited to participate in an oral presentation to the review panel. This panel interview will constitute the final stage of review. The panel will make final recommendations to the Youth Council of the WIB for contract awards.

ATTACHMENT 1

NOTIFICATION OF INTENT TO APPLY

*****THIS PAGE IS DUE ON OR BEFORE May 10, 2006*****

SEND BY FAX TO: 267-502-3837

Name of organization:

Address of organization:

Street address:

City, State, Zip:

Contact Person: (Any information relating to this RFP will be sent to the person listed below)

Name:

Title:

Phone:

Fax:

E-mail:

Please indicate which neighborhood you E3 Center (Southwest or Olney/Logan) you intend to submit a proposal to manage?

_____ Southwest (19143)

_____ Olney / Logan (19141 / 19120)

ATTACHMENT 2

Proposal Checklist

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

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

- Cover Sheets** (Attachment 3, all three pages, fully completed and signed by the authorized agency representative)
- Narrative** (maximum of 12 single-sided, single-spaced pages; formatted using 1” margins and no smaller font than 12 pt.), that addresses all sub-sections listed in Section VI. Application Narrative.
- Contractor’s Budget Certification** (Attachment 6, signed by authorized agency representative)
- Budget Forms** (Complete separate Excel spreadsheet as explained in Attachment 6)
- Budget Narrative** (A brief description of costs associated with each budget line)
- Resumes/Job Descriptions**
Include resumes of key staff that are responsible for program oversight or implementation. Job descriptions should be attached for any positions that will be developed specifically for this project.
- Certificates of Insurance**
(Proof of General Liability Insurance, Fidelity Bonding Insurance, and Worker’s Compensation Insurance for the contract period is required. All certificates of insurance must exhibit dates for coverage that comply with the contract period and list the Philadelphia Youth Network as an “ADDITIONAL INSURED.”)

Package includes:

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

ATTACHMENT 3

Proposal Cover Sheets

Page 1 – Program Summary

Name of organization (applicant):

Title of Proposed Program:

Application Site Preference (choose one):

Southwest Philadelphia (19143)

Olney / Logan (19141 / 19120)

Budget request: \$

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

Please include all of the following information: (1) brief description of your proposed program, (2) experience working with adjudicated and/or out-of-school youth, and (3) connection to the neighborhood of the proposed E³ Center.

Proposal Cover Sheets

Page 2 - Contact Information

Name of organization (applicant):

Street address:

City, State, Zip:

Title of Proposed Program:

Program Category and Model:

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

Signature of Authorized Representative* (required): x_____

Proposal Cover Sheets

Page 3 – Additional Applicant Information

Organization Information

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

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

Conflict of Interest/Union Concurrence

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

*(*IF YES, PLEASE EXPLAIN ON SEPARATE SHEET)*

Computer Capabilities

(THE FOLLOWING QUESTIONS ARE TO DETERMINE THE TECHNOLOGY CAPABILITIES OF YOUR ORGANIZATION TO FACILITATE PROGRAM ADMINISTRATION)

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

ATTACHMENT 4

Contractor's Certification and Budget Information

In addition to the required Budget Summary and Narrative, an Authorized Representative of the applicant organization must sign this Contractor Certification form. Successful Bidders will be required to submit detailed budget information at the time of contract negotiations.

CONTRACTOR'S BUDGET CERTIFICATION

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

Authorized Representative Signature: x _____
Name: _____
Title: _____
Date: _____

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

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

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

Questions about the budget: If you have any questions with filling out the budget document, please contact Jenny Hamilton at 267 502 3737/ email jhamilton@pyninc.org.

APPENDIX 1

Excerpts from The Core Standards for Philadelphia Youth Programs

The following standards are applicable for E³ Center Programs and should be addressed in the Application Narrative. The full document *The Core Standards for Philadelphia Youth Programs* is available at www.pyninc.org.

Human Relationships

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

Program Planning

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

Program Implementation

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

Program Activities

- D-2** (a) Academic and other program materials relate to individual participants' interests, e.g., career options, hobbies, and/or sports.

- (c) Programs engage youth in project-based experiences that promote application of academic knowledge and critical thinking skills to real world and community problems and situations.
- D-3**
- (c) Youth work in teams, sharing responsibilities and roles for accomplishing tasks and solving problems.
 - (d) Staff facilitates youth leadership without assuming control, consistent with appropriate supervision.
 - (g) Youth learn the importance of both their individual contribution and the importance of being part of a team via peer leadership opportunities and positive expressions of individuality.
- D-4**
- (a) Youth have opportunities to establish and regularly revisit personal goals with measurable objectives and timelines.
 - (b) Youth participate in activities that promote a positive sense of self, as evidenced in behaviors such as decision-making.
- D-5**
- (a) The program provides mentoring opportunities through internal and external resources (e.g., college students, volunteers).
 - (c) Expectations are clear both for mentors and program participants.
- D-6**
- (a) Programs demonstrate clear and defined mechanisms for employer engagement, e.g. commitments to work-based learning, participation as mentors and tutor, and through participation as board and/or advisory group members.
 - (b) Activities and competencies are relevant to workforce opportunities and to the needs of employers.
 - (c) Employment-focused programs will emphasize work-based learning, and will provide continuing support and follow-up to help youth succeed in the workplace.
 - (d) Program providers will arrange for training and coaching of partner employers in dealing with youth.
 - (e) Older youth participate in co-op type experiences to gain an authentic sense of real world contexts.
 - (f) Programs provide paid opportunities for youth employment.
 - (g) Youth receive regular performance evaluations that are kept on file at the program.
 - (h) Programs track subsidized and unsubsidized job placement and retention.
 - (i) All work activities are in full compliance with Child Labor Laws.
- D-7**
- (a) Participating youth are exposed to educational and career options.
 - (b) Program activities and services promote attainment of work readiness competencies, including interviewing skills, resume preparation, job search, career exploration and planning, workplace expectations, and appropriate workplace behavior.
 - (c) Activities and services promote the essential connections between and among academic success, ongoing training, and career advancement.
 - (d) Curriculum includes basic preparation for seeking and keeping a job and for handling conflicts and difficult situations that are likely to come up on a job.
- D-8**
- (a) To the extent possible, programs use the most advanced technological tools available for participating youth.
 - (b) Computers and related technology are employed to promote academic achievement.
 - (d) Students will learn common software applications and basic computer skills.

- D-10** (a) An orientation process is conducted, focusing on engagement and clearly outlining program expectations with an emphasis on goal setting, overcoming obstacles, and team building.
- (b) A student handbook is provided including all the information about the program expectations/practices, rules, and objectives.
- (c) A plan is developed with the youth identifying goals and strategies for achieving goals.
- (d) The plan is owned by the member and kept on file at the organization and is revisited and updated regularly.