REQUEST FOR PROPOSALS

E³ Services

IMPORTANT DATES

RFP Release: January 17, 2020

Bidders’ Conference: January 27, 2020
  More details at www.pyninc.org/event

Notification of Intent to Apply Due: February 7, 2020, by 11:59 p.m.
  Submit via www.pyninc.org/rfploi

Proposals Due: February 28, 2020 by 12:00 noon
  BOTH electronic AND in person submissions required

  In person (one hard copy of your proposal):
  The Philadelphia Youth Network
  400 Market Street, Suite 200
  Philadelphia, PA 19106

  Electronic:
  Upload your proposal to your designated online folder (which you will receive access to after submitting your Notification of Intent to Apply)

Period of Performance: October 1, 2020 - June 30, 2021
At the discretion of the Philadelphia Youth Network, two optional one-year (12-month) extensions may be granted based on performance and the availability of funding.

PROPOSALS RECEIVED AFTER 12:00 NOON ON FEBRUARY 28, 2020 WILL NOT BE ACCEPTED

E³ is managed by the Philadelphia Youth Network
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Section I: RFP Introduction

Overview and Background

Initially established as part of the Department of Labor Youth Opportunity Grant initiative in 2000, Philadelphia’s original E³ Power Center Model 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 Model into a comprehensive set of services that have provided access to academic preparation, alternative secondary credentials, and wraparound supportive services.

By focusing squarely on the needs of opportunity youth¹, E³ Power Centers have continued to play vital roles in providing a community-based education and training intervention for the young people who most need them. For the past 14 years, E³ Power Centers have provided community-based education and employment services to youth who were seeking a non-traditional path to obtain a secondary credential coupled with job readiness and employment skill building.

In this new procurement, the investment is shifting away from a center-based approach to focusing on the supports and services needed via any number of programmatic approaches. E³ services should provide critical academic skills and employment readiness services to young people who are out of school or work and function as a pivotal access point for re-engagement services in Philadelphia.

With the generous support of many local and national investors, the Philadelphia Youth Network (PYN) has been able to provide 6,632 opportunities to young people through E³ services.

With the support of Philadelphia Works (PW) and the Office of Children and Families (OCF), PYN seeks proposals from high-performing youth serving organizations to implement neighborhood-based E³ services.

The purpose of E³ services are to prepare participants for employment. Successful applicants will demonstrate their ability to deliver E³ services that provide programs and supports along the three interrelated pathways of the E³ model: Education, Empowerment and Employment.

As we seek to procure a new round of contracts for this investment, our goal is to ensure that E³ services best meet the needs of opportunity youth in Philadelphia and contribute to larger citywide goals and outcomes, such as those stated in Fueling Philadelphia’s Talent Engine² to increase workforce preparation and supports for young people throughout the city. PYN has and will continue to work with a wide range of partners, including Philadelphia Works, the City of Philadelphia through the Office of Children and Families (OCF), Project U-Turn³, and various other partners, to identify

¹ young people between the ages of 16-24 that are neither in school nor working,
³ http://projectuturn.net/
strategies for renewing and aligning E³ services with broader education and workforce strategies in Philadelphia.

As a community of stakeholders, we are working to prioritize access to a continuum of high-quality career development opportunities for all youth and young adults with the ultimate goal of employment preparation. Because of this unified focus at the city level, we have identified key goals for E³ services. We are seeking to:

1. Serve young adults between the ages of 16-24 (at time of enrollment), with and without a secondary credential who are disconnected from school and/or work (opportunity youth)
2. Provide paid work experiences and educational services based in the Intermediate phase of PYN’s Career Development Framework⁴ (CDF) [model and explanation included later in RFP Introduction section]
3. Provide a rolling enrollment programmatic option for the population served
4. Focus on identifying and supporting the next step in a participant’s career pathway toward CDF advanced phase programming, through individualized coaching and upskilling
5. Provide an intentional connection to and retention in CDF Advanced Phase programming

Through this RFP, PYN seeks to ensure that E³ services support a wide range of opportunities for young adults, 16-24, that connect to and support the introduction to and growth in CDF advanced level, longer-term career pathways. We invite organizations offering education and/or employment opportunities for at least 50 participants annually to apply.

System Stakeholders
Funding for this initiative is derived from a blending of resources from Philadelphia Works and the Philadelphia Office of Children and Families (OCF). Funding levels and the number of contracts awarded will be based on available funding.

Investment in the infrastructure for a coordinated system allows PYN to also provide critical services to program providers and participants. By combining different types of resources to support our efforts, we amplify the impact of individual programs towards a common goal of youth employment preparation rather than the siloed goals of individual programs.

Philadelphia Youth Network (PYN)
PYN is the managing partner of E³ services. In this role, PYN is responsible for designing and implementing a comprehensive set of services for youth, service providers, and worksites to ensure that the youth workforce development system is responsive to the needs of youth and young adults, delivers on the expectations of all investors, and is aligned with youth-serving policies and funding regulations. PYN also manages the

⁴ https://www.pyninc.org/docs/career_dev_framework.pdf
Program Learning and Development for E³ services, using various tools such as the Weikart Center for Youth Program Quality tools⁵ to incorporate the latest in effective positive youth development to better ensure participant success.

PYN is a solutions-builder forging together significant players to alleviate a root cause of poverty by preparing 12-24-year-olds to become productive working adults. Our work is grounded in the understanding that young people need access to both education and employment, proven factors in being prepared for a career. With a track record of increasing impact, PYN funds and brokers action with the right partners to collectively address barriers. PYN constructs systems to create change, while innovating to meet evolving needs. Together with our partners, PYN dramatically changes the trajectory of individuals’ lives through participation in services that introduce and enhance the skills and mindsets needed to enter and advance along a chosen career, increases self-advocacy and empowerment, and develops social capital.

Overall, as the managing partner, PYN ensures that E³ services integrate seamlessly into the larger youth workforce development system, are responsive to the needs of youth and young adults, deliver on the expectations of all investors, and are aligned with youth-serving policies and funding regulations.

For more information on PYN, visit www.pyninc.org.

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

- Defining Pathways in collaboration with community stakeholders.
- Defining Performance Goals in collaboration with community stakeholders.
- Utilizing public dollars, procure for qualified applicants that can serve the needs of target populations.
- As opportunities emerge, apply for additional relevant private resources.
- Utilize programmatic promising practices to inform ongoing program improvement.
- Building capacity and providing technical assistance to service providers through evidence-based assessment (Weikart Center for Youth Program Quality tools) and trainings.
- Measuring program quality and support continuous improvement.
- Managing systems and data to track and analyze youth outcomes.
- As part of efforts to increase and improve services for opportunity youth in Philadelphia, use data gathered from E³ services to inform broader systems change.

Philadelphia Works

Philadelphia Works is the city’s local workforce development board that develops and manages workforce solutions. Philadelphia Works invests public resources and manages employment services that increase access to career opportunities and responds to business needs. Philadelphia Works annually invests public funding for E³ services. This investment includes Temporary Assistance for Needy Families-Youth

⁵ https://forumfyi.org/work/the-weikart-center/
Development funds (TANF-YD) and any funding allocated via the public workforce system. All contracts that receive funding via the public workforce system are pending final allocations and approval by the Philadelphia Works Board and Youth Standing Committee. Learn more about Philadelphia Works: [www.philaworks.org](http://www.philaworks.org).

**City of Philadelphia Office of Children and Families**

In addition to state-level public funding allocated via the local public workforce system, E³ services are also supported by the City of Philadelphia Office of Children and Families. The Office of Children and Families oversees operations and policy for the following City programs and services:

- The City’s Department of Human Services (child welfare and juvenile justice)
- PHLpreK, the City’s free, quality pre-K program for three- and four-year-olds
- Community Schools
- Prevention Support Services (Out-of-School Time, Youth Workforce Development, Truancy, and Summer/Winter Meals)

The Office of Children and Families also oversees the Philadelphia Children and Families Cabinet, whose purpose is to improve outcomes for all Philadelphia children and families, build stronger communities and support great schools in every neighborhood. Children’s Cabinets are an innovative strategy adopted in other cities and states for supporting children and families.

The Office of Children and Families aligns policy, resources, programs, and services for the City of Philadelphia, prioritizing:

**Safe Children.** Ensuring children are safe in their homes is critical. The city’s Department of Human Services responds to reports of child abuse and neglect, answers the child abuse hotline, manages in-home supports, as well as foster care services. It also provides services for youth in the juvenile justice system.

**Strong Families.** Supporting families to safely care for children is the foundation for multiple areas of work under the Office of Children and Families. Free Out-of-School Time programs, summer camps, WorkReady youth job opportunities, and PHLpreK are all programs that improve children’s readiness for academic success while allowing caregivers to maintain steady employment.

**Supported Schools.** In partnership with the School District of Philadelphia, the Office works with families to ensure children arrive on time for school and ready to learn. When children are not in school, quality Out-of-School Time programs provide enriching growth opportunities that align with the District’s educational goals. Philadelphia’s 17 Community Schools reflect the City and District’s shared vision for a school system that provides quality support services and resources for children, families, and the school community.
The City of Philadelphia’s Office of Children and Families support of E³ services is due to the alignment of Office priorities, the continued success of program strategies, and the desire to prevent young people and their families from entering the formal child welfare and justice systems. All such funding is annually pending final allocations and approval.

Other Private and Public Funding

As part of its overall fundraising efforts, PYN applies for additional private and public funding from various investors when relevant opportunities emerge, in order to scale system capacity and services to young people across E³ services.
PYN's Career Development Framework

PYN's Career Development Framework provides a unified approach to skill development, career readiness, and career retention and advancement, bridging the career pathway needs of the emerging workforce with the expectations of employers.

The Framework depicts a flexible pathway that varies based on the developmental needs of each young person, beginning with awareness, proceeding through exploration and preparation and training and immersion, and culminating with employment and advancement. Specific milestones serve as indicators that young people are on a path to success, including secondary credential attainment; post-secondary connection and self/family-sustaining employment.

There are many different frameworks in existence, each individually depicting quality youth development, career continuums, and/or career readiness in isolation. We chose to develop this Framework because it uniquely offers a full picture of career development, from early awareness through career retention and advancement and marries the most up-to-date research in youth development with employer expectations.

Our Framework shifts the focus from individual, and often disconnected, opportunities to an intentional continuum of experiences that support long-term career planning and advancement. It allows all stakeholders to see their role, and vested interest in, building an equitable career pathway system.
The Framework can be used in a variety of ways, depending on one’s needs and goals. The Career Development Framework:

1. Creates a shared understanding among policymakers, funders, intermediaries, educators, employers and practitioners of what an equitable, high-quality career pathway system entails.
2. Supports practitioners in their efforts to increase the scale and quality of career development activities they offer within their programs and schools.
3. Helps employers to identify and take on a broader set of roles in the successful career development of young people, resulting in the talent pipelines they need to support successful businesses and industry.
4. Assists funders in aligning their investments with their desired impact on the career pathway system and understanding how their investments fit within the broader career development framework.
5. Provides policymakers with research-backed information to inform their decision-making processes and efforts to build a sustainable and equitable career pathway system.

The below table describes in more detail the phases of Career Development, as defined by the Career Development Framework:

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<tr>
<th>PHASE</th>
<th>FOCUS</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Early</td>
<td>Awareness</td>
<td>Build awareness about the variety of careers and career pathways available and the role of post-secondary education</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Exploration and Preparation</td>
<td>Learn through engagement in targeted work-based experiences and solidify the foundational skills to succeed</td>
</tr>
<tr>
<td>Advanced</td>
<td>Training and Immersion</td>
<td>Develop career-specific skills and engage in authentic career experiences</td>
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Programs applying to run E3 services should aim to provide services that would support young adults ages 16-24 primarily in the Intermediate space on the Framework (with supports that fall more in the Early space of the framework, as needed based on population served). Previous years of E3 data have shown that many of the opportunity youth served have significant literacy and numeracy barriers that must be addressed before a young person is prepared to move into programming that would fall into the Advanced phase of the Framework. Because of this, E3 services must better reflect the intensive needs of these young people and meet them where they are, with an end goal of having prepared members to move into more Advanced phase opportunities post-E3 participation and completion.
Across these phases, we seek to support youth in achieving key educational and employment milestones and help set them on a career pathway that allows for continued advancement.
Section II: Funding Priorities

In Philadelphia, 1 in 7 of the city’s more than 200,000 young adults between the ages of 16 and 24 are neither in school nor working\(^6\). We refer to these young people commonly as “opportunity youth.” In addition, over 60% of current jobs require some level of education past high school\(^7\), but nearly a third of opportunity youth do not possess a high school diploma or its equivalent\(^8\). As part of its mission to equip young people for academic achievement, economic opportunity, and personal success, PYN seeks applicants interested in identifying and overcoming academic and workforce barriers for opportunity youth in Philadelphia through the implementation of E\(^3\) services.

Investment Priorities & Priority Populations

Our investment priorities and priority populations are as follows:

**Priority 1:** Provide employment preparation for young adults, 16-24, with and without a secondary credential who are disconnected from school and/or work (opportunity youth).

- a. At least 60% of youth served must be without a secondary credential
- b. At least 25% of youth served must have current involvement with the justice system (juvenile or adult system)
- c. No more than 50% of youth served can be over 21 while receiving services

PYN is seeking to increase the number of experiences we offer in the Intermediate phase of the Career Development Framework’s career continuum. A key strength of our system has been and will continue to be the unique approaches among the network of organizations offering E\(^3\) services.

Successful applicants will:

- Have an accessible and robust program to best prepare and support opportunity youth.

- Integrate E\(^3\)-specific services within their current programming to bolster supports they may already provide.

- Have successful existing employer partnerships and clearly articulate how this investment would allow them to innovate and form more and/or stronger employer/industry partnerships.

- Have specifically articulated plans to prioritize paid work experience and employment preparation for participants.

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\(^6\) Source: 2010 Census Data, 2016 ACS Survey — provided by Philadelphia Works

\(^7\) [https://cew.georgetown.edu/cew-reports/recovery-job-growth-and-education-requirements-through-2020/](https://cew.georgetown.edu/cew-reports/recovery-job-growth-and-education-requirements-through-2020/)

\(^8\) Source: 2010 Census Data, 2016 ACS Survey — provided by Philadelphia Works
Priority 2: Provide paid work experiences and educational services based in the Intermediate phase of the Career Development Framework (model and explanation included in RFP Introduction section). Services based more in the Early phase of the CDF should be provided as needed.

a. Expectation that Intermediate programming will be the priority for all served
b. Expectation that Early / Awareness programming will be provided if needed, based on population served

It is an expressed priority that applicants for E³ services work with participants to determine any literacy and numeracy needs and either directly provide those resources or have an official partnership with an organization that can do so. There should be particular attention paid to identifying the “best fit” credential/educational experience for participants in terms of need and relevancy to career pathway, i.e. secondary credential, training program, post-secondary institution, etc.

Previous E³ data has shown that the majority of young people served initially tested below a high school-equivalent grade level, and many tested below a middle school-equivalent grade level. This is significant because the majority of jobs require a literacy and numeracy level equivalent to 10th grade, regardless if the job requires a secondary credential or beyond. These literacy and numeracy skills must be addressed by E³ service providers before young people are at a reasonable academic level to focus on attaining a secondary credential, with a goal of enrolling them in a program that can help them obtain such a credential (if needed) after completing E³ services.

E³ participants often need an immediate source of income, so it is equally important that applicants have employment partnerships/opportunities in the community to provide participants with paid work experiences while they are actively enrolled and receiving job readiness (and/or academic support) training.

Successful applicants will:

- Provide educational services targeted to participant need, with specific emphasis on those who may have low-literacy and numeracy/significantly below grade-level academic skills. Services must be based in evidence-based curricula and/or best practices to better ensure participant success.

- Have ongoing, active relationships and referral partners that offer secondary and/or post-secondary services for those educational services that applicants themselves do not plan to provide (ex.: GED preparation, ESL support, etc.). Applicants must be able to provide evidence of said partnerships through stated agreements on official letterhead with relevant signatures.

- Support participants in the required combination of educational attainment and paid work experience.
Priority 3: Provide a rolling enrollment model for the population served.

The intent of the E³ investment is to engage young people in services as soon as they are determined to be eligible. PYN recognizes that many aspects of educational and employment offerings may necessitate the formation of cohorts, but prospective contract awardees must provide services and offerings that will engage participants in meaningful supports even while waiting for a new cohort to begin.

Successful applicants will:

- Have a clear rolling enrollment strategy and structure for educational and employment services.

- Have services available to keep young people engaged even if providers are waiting to enroll them in the next available cohort of programming. These pre-cohort services must also build participants’ education or employment skills in some way.

Priority 4: Focus on identifying and supporting the transition to a CDF Advanced phase next step in a participant’s career pathway through individualized coaching and upskilling.

It is a priority that E³ services are future-focused, and that from the very moment participants begin services, planning for their next step is already underway. E³ services are designed to provide intensive coaching and upskilling, where young people receive services focused on identifying their needs and building up knowledge, supports, and self-advocacy skills to enable them to successfully transition to more Advanced programming (such as post-secondary education, a job training program or retention/advancement in an employment opportunity) in the future.

Successful applicants will:

- Prioritize upskilling/coaching services for participants, including services such as: initial service planning/identification, strengthen/build self-advocacy skills, mentoring, career exploration and identification, identification of tangible next step and supported transition to next step.

- Have in depth upskilling/coaching service plans that will better prepare participants for future opportunities that fall more in the Advanced phase of the CDF.

Priority 5: Provide an intentional connection to and retention in CDF Advanced phase opportunities.

- Expectation that youth will be prepared for and linked to Advanced programming when exiting programming.
Finally, it is imperative that E³ services intentionally connect participants to their next step once they have completed available E³ services and work to ensure that participants successfully transition to it. This next step along their individual career pathway may include additional education, post-secondary education, advanced training programming, and/or employment. Ensuring this successful transition requires applicants to maintain upskilling and transition/coaching services with participants for at least 90 days after moving on to their next step, to identify any potential barriers that may emerge and assist participants in identifying and overcoming them, so as to further prevent future educational and/or workforce disruptions.

Successful applicants will:

- Ensure successful transition to opportunities aligned to the Advanced phase of the CDF, through such things as articulation agreements with various Advanced programs/community partners, follow up services, and more.
Section III: E³ Services

Service Pathways

Overall, E³ services will focus on identifying participants’ appropriate pathways and needed services upfront in order to provide them with:

1. Regular individual coaching/upskilling sessions, where staff work intensively with participants to build up skills and access services that will better ensure long-term self-sufficiency and success;
2. The appropriate academic and/or employment services that will prepare them for a CDF Advanced phase opportunity (job, training program, etc.); and finally,
3. Rigorous supports to transition them into a CDF Advanced phase opportunity (assistance obtaining childcare subsidy, enrolling in Medicaid to get needed health services, working with partner organization to secure housing, etc).

Successful applicants will demonstrate their ability to offer E³ services that provide programs and supports along three interrelated pathways: Education, Empowerment, and Employment. The integration of the three pathways is a critical aspect of serving young adults in a holistic manner that addresses both cognitive and non-cognitive barriers to achieving personal goals and self-sufficiency, with the ultimate objective of employment preparation. This is why prospective awardees are expected to articulate in their application how they will ensure that participants receive services within all three of these pathways—either provided by the applicants themselves, or through demonstrated and ongoing partnerships with organizations that provide these pathways.

The Education Pathway provides a broad array of educational services that support young adults at varying academic levels, including: literacy supports, referrals to secondary credential-preparation if not being provided by the applicant, and post-secondary access and planning. Specific emphasis must be placed on identifying what educational credential or next step is the best fit for participants along their career pathway (such as secondary credential, post-secondary education, trade or apprenticeship program, etc.). Many young people who have typically received E³ services and similar programming need significant support to bolster their literacy and numeracy skills before being at a reasonable level to obtain a secondary credential. Because of this, programs must have a robust focus on low literacy supports and strong referral partnerships to GED/secondary credential preparation services. For participants whose barrier is not low literacy or secondary credential attainment, academic preparation should be based in an evidence-based curriculum focused on post-secondary and career preparation (ex. the Foundational Elements guide⁹ developed by PYN in partnership with Jobs for the Future’s Back on Track Model¹⁰).

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¹⁰ [https://www.jff.org/what-we-do/impact-stories/opportunity-works/](https://www.jff.org/what-we-do/impact-stories/opportunity-works/)
The Empowerment Pathway is designed to be the pathway out of which all other services (including Education and Employment programming) must be determined. In this pathway, there is a primary focus on coaching or upskilling participants, using priorities identified during initial case management/enrollment sessions with participants to determine the necessary supportive services/coaching. This 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 E³ services, is viewed through a holistic approach to individualized support and case management for participants and will be addressed as such in the following section.

The Employment Pathway provides intensive work-readiness programming that allows young people to acquire work-ready skills, access a paid work experience and prepare for unsubsidized employment. The employment pathway needs to be focused heavily on employment preparation, with an end goal of transitioning participants into employment, post-secondary education, pre-apprenticeship programming, or other training programs. Preparatory services include job-readiness training, subsidized internships, community-service and service-learning opportunities, as well as job search assistance. Paid work experiences must be prioritized, planned, and budgeted for by all applicants.

Required Program Elements
E³ services are required, at a minimum, to meet the criteria presented below. Each of the requirements falls within the above described E³ Service Pathways and must be addressed in the proposal narrative. Integration of current organizational service delivery models is encouraged and will be supported by PYN leveraging multi-sector partnerships.

As part of regular Program Learning and Development efforts, PYN staff will partner with E³ staff to incorporate continuous learnings and data into program development and professional development opportunities for E³ services.

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<th>Program Requirements</th>
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<td>Recruitment, Orientation &amp; Enrollment</td>
<td>Applicants must adhere to the regulations guiding enrollment, via a process that includes: (1) a detailed participant recruitment strategy, (2) a comprehensive participant orientation, (3) a clearly articulated strategy for accommodating the rolling admission of the model, including a plan for engaging youth between scheduled orientation sessions, and (4) a plan to conduct behavioral and career-</td>
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assessments. Applicants will be responsible for developing recruitment strategies to meet programmatic targets and prioritizing populations. Applicants must also be able to operate with at least a minimum of 50 actively enrolled participants at any given time.

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<th>Case Management, Goal-setting, &amp; Supportive Services</th>
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<td>Applicants must provide a comprehensive approach to case management and offer supportive services to participants as needed. Applicants must articulate a clear referral protocol for provision of services not available on-site and include official letters of partnership with relevant organizations (on official letterhead) to show direct contacts for participant referrals.</td>
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<tr>
<td>Applicants must provide participants with supports to help them identify an education and/or career pathway and transition into a full-time opportunity post-E3. 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, financial literacy, etc. These services must include placement supports for post-secondary education/advanced training and/or employment.</td>
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<tr>
<td>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.</td>
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<th>Upskilling and Coaching Services</th>
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<td>This service is the central part of E3 services and directs all other services and supports that participants receive. Applicants must have dedicated coaching staff to provide regular intensive upskilling and transition services to members. Coaches will be required to meet with participants on at least a monthly basis to ensure that any potential barriers (childcare, housing, mental health, financial aid, etc.) that may emerge during or after their training at E3 can be triaged and prevent future education/workforce disruptions. Coaches will engage in skills training with participants tailored to individual need, to increase their self-advocacy skills and ability to navigate relevant complex systems interfacing with their lives.</td>
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<th>Educational Services</th>
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<td>Educational services should be designed based on the population served. Staff should work with participants to help them identify the “best fit” credential based on their academic and career needs. This could mean a secondary credential, low-literacy supports, post-secondary education, an apprenticeship or training program, etc.</td>
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<td>For programs who serve young people with literacy/numeracy barriers, an effective goal of educational services should be that</td>
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they work on participants’ academic skills and help them to get to a functioning level to successfully transfer into a workforce training program or supported educational/career program (e.g. secondary credential program, workforce programming leading to a credential or certification).

For young people who have a secondary credential or are at a typical high school grade level academically, there should be supportive services to either help them brush up on any academic skills important to obtain a secondary credential, or bridge into a supported post-secondary/training experience/program. For those that have a secondary credential and do not need supportive academic services, centers should focus on career identification and bridging supports, to assist participants in development of their own individualized career pathway. Applicants are encouraged to schedule additional educational workshops and activities as necessary or relevant (e.g. college writing workshops; elements of PYN’s Foundational Elements guide as relevant).

Participants may be enrolled in on-site academic programming to increase literacy/numeracy skills or brush up on academic skills before enrollment in a CDF Advanced phase program. Dependent upon needs identified by the participant and staff during intake and case management, participants may be dually enrolled in E³ academic/employment preparation programming and CDF Advanced phase programming (training program, post-secondary institution, etc.).

Any curriculum used in educational services must be shown to be effective, particularly with low-literacy learners.

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<tr>
<th>Employment Services</th>
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<td>Applicants will prioritize paid work experiences and focus heavily on workforce development opportunities/employment preparation for members. Applicants should look to the Intermediate phase of the Career Development Framework to determine relevant skill building to prioritize for members. <strong>Applicants are required to offer subsidized work opportunities for eligible program participants each fiscal year.</strong></td>
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Another critical operational expectation is the recruitment of high-quality worksites for paid work experiences. A high-quality worksite facilitates meaningful work experience by exposing participants to the skills necessary to compete in the workforce. (See the Appendix for further definitions of a quality worksite.)

Applicants are expected to schedule additional employment workshops and activities as necessary or relevant (e.g. mock interviews, job shadowing, community service, job search supports, etc.).
### Empowerment Services
Staff who are engaged in upskilling and coaching participants throughout the program should help guide participants to determine what sort of empowerment services best fit their individual needs. Outside of the previously mentioned upskilling and transition services, applicants must also provide participants with mentoring opportunities, 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). Other electives may be offered as well as deemed relevant by staff.

### Transition Services
Applicants must provide participants with supports to help them identify an educational and/or career pathway to successfully transition into a post-secondary opportunity. Post-secondary preparation may include bridging classes, career and interest inventories, aptitude/entrance tests, applying for grants/scholarships/financial aid, applying for colleges/training programs, researching various career options, enrolling in a dual enrollment program, etc. Transition services must include placement supports for post-secondary education/advanced training and/or employment. Applicants are encouraged to reference and utilize both the CDF and the *Foundational Elements for Post-Secondary Bridging*[^11] document (created from the work done through PYN’s Post-Secondary Bridging pilot) to inform practice and tangible lessons/classes for E³ services.

### Follow-up Services
Applicants must provide follow-up services for a minimum of 90 days, and up to one year, following participants’ program exit. Follow-up services may include, but are not limited to, supports for navigating transitions (e.g. FAFSA, program applications, tutoring for entrance exams, etc.), access to technology services (i.e.: computer lab), continued engagement in Applicant’s empowerment and case management services, and participation in alumni events.

### Established Referral Partnerships
Applicants must have established referral partnerships (and be able to provide evidence of, such as an MOU or letter of support) with various programs in the community that have demonstrated positive outcomes for young people. Applicants should work with participants to ensure that they are enrolled in services with one of these referral partners (or another more relevant provider) before they are dismissed from services.

### Staff Professional Development
Applicants must develop a plan to support staff with the ongoing professional development and training needed to successfully perform their core job responsibilities. Staff are also required to attend monthly/quarterly/annual Practitioner Learning Communities (PLCs) and staff retreats offered through PYN as well as Privacy training.

Operational Requirements

<table>
<thead>
<tr>
<th>Operational Requirements</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Layout</td>
<td>Applicants must provide services in 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 participant achievements, etc.)</td>
</tr>
<tr>
<td>Hours of Operation</td>
<td>Applicants must describe their hours of operation in their proposal and provide evidence for why these hours meet target population needs (eg. Current programming hours and utilization). Applicants will operate some events and activities in the evenings and on weekends in accordance with the needs of the target population.</td>
</tr>
<tr>
<td>Accessibility</td>
<td>Program location(s) must be easily accessible by major public transportation routes. Applicants must commit in their budgets to providing a TransPass (or equivalent – day pass, etc.) per participant, per day to assist young people in getting to and from services. Applicants must accept and provide services to all young people who fit within the guidelines of the target populations. Programs must also have resources available to accommodate youth with disabilities and English Language Learners.</td>
</tr>
<tr>
<td>Safety</td>
<td>Services must be delivered in a “safe” place, where young people can feel free to explore ideas, express emotions and disclose personal and/or family circumstances without impacting participation. The location also must be physically safe for all participants and for the surrounding community; each applicant needs to establish clear discipline procedures with consequences for violating policies.</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>Applicants must ensure the confidentiality of personal, participant information. Records must be kept in secure locations. Applicants must ensure the ability to have a secured email encryption service for sharing PII amongst each other and internally within their organization. Discussion of personal information pertaining to participants should not occur in open environments. Applicants 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. Participants should furthermore be notified of the applicant’s responsibility to contact local authorities and PYN if participants indicate a desire to harm themselves or another individual.</td>
</tr>
<tr>
<td>Diversity</td>
<td>Applicants must be prepared to assemble a staff that is sufficiently diverse, while simultaneously ensuring representation of the proposed community to be served.</td>
</tr>
<tr>
<td>Access to Technology</td>
<td>Applicants must ensure that participants have access to relevant technology, minimally a computer lab, to support the acquisition of necessary computer-literacy skills. Applicants must have an IT</td>
</tr>
</tbody>
</table>
professional on-site and/or available to them to accommodate PYN requests for support, including but not limited to the installation of TABE Online or CASAS software.
Section IV: Performance Metrics and Reporting Requirements

Applicants must submit proposals with the intent of meeting the first four metrics below and design at least one additional metric of their own to prioritize in their programming. Suggested additional measures are measurable skill gain and/or social emotional learning and development, but programs are welcome to propose an alternative metric.

<table>
<thead>
<tr>
<th>FY20 Measures</th>
<th>Definition</th>
<th>(Numerator/Denominator)</th>
<th>Measure Captured</th>
<th>Negotiated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Work Experience</td>
<td># of participants who participate in paid work experience</td>
<td># of active participants</td>
<td>Quarterly</td>
<td>60%</td>
</tr>
<tr>
<td>Secondary Credential Attainment</td>
<td># of participants who obtain a secondary credential* while actively receiving E³ services</td>
<td># of participants who do not have a secondary credential</td>
<td>Quarterly</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement in CDF Advanced Phase Program</td>
<td># of participants placed in post-secondary education/training, employment programming, or unsubsidized employment</td>
<td># of active members</td>
<td>Quarterly</td>
<td>70%</td>
</tr>
<tr>
<td>Retention in Next Steps After Exit</td>
<td># of members still connected to education or employment programming or unsubsidized employment 90 days after exit from E³ services</td>
<td># of members placed</td>
<td>Q1 Post Exit</td>
<td>70%</td>
</tr>
<tr>
<td>Program Determined Measure</td>
<td>To be defined by applicant based on programming</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reporting
Applicants are expected to report active and follow-up services and activities **monthly**. This includes data entry of services offered and completed, outcomes, and case notes to show each participant’s experience. Performance targets include:

- # of active participants overall and those engaged in specific services (secondary credential preparation, paid work experience, coaching services, etc.)
- # and duration of services delivered to each participant
- # of participants who transition and persist in CDF Advanced phase services and/or unsubsidized employment after completing E³ services
- # of participants actively engaged in supportive services, such as childcare supports, housing supports, transportation, etc.

PYN Support and Technical Assistance
PYN is responsible for the management of the E³ system of services. Through the co-investment of funds, PYN ensures that the deliverables are met for all investors in the model. Specifically, PYN is accountable for the following:

1. **Continuous improvement**

PYN delivers technical assistance to support strong program implementation. PYN convenes lead organizations and partners, as well as supports connections among applicants and other key city agencies such as the City of Philadelphia’s Office of Children and Families, Family Court and the School District of Philadelphia.

2. **Contract and performance management**

PYN issues the contracts for services, monitors contract compliance and evaluates performance data on a monthly and quarterly basis. This includes developing and maintaining a customized database for tracking participant enrollment, referrals, services, and outcomes.

3. **Facilitation of participant payments**

PYN manages the payroll system, operating as the employer of record and facilitating payment. Participant 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.

4. **Supporting applicants’ individual robust referral networks through Technical Assistance**

Applicants are expected to have their own robust referral partners in various areas of social service, education, and employment in Philadelphia. PYN supports the continued increase of the impact of these referral opportunities through varied Technical Assistance.
**Additional Program Support for E³ Services**

Additional programming may be provided throughout the program year via additional funding or partnerships secured by PYN. Examples of such opportunities are:

- Identifying and recruiting eligible E³ participants for pilot/initiative participation, as defined by criteria set by PYN program staff and grant funder.
- As needed, classroom space and adequate technology (including available shared computers) for program activities.
  - Expectations are that applicant staff verify attendance, class schedules, increased in educational functions.
- Participation in data collection, implementation feedback and troubleshooting throughout the life of the program.
- Relevant site visits, trainings and/or technical assistance related to the work of the initiative, as requested.
- Participation in trainings and conferences related to the work of these initiatives.
Section V: General Application Information and Process

PERIOD OF PERFORMANCE

This request for proposals is intended to cover a period beginning no later than October 1, 2020 and concluding June 30, 2021. At the discretion of the Philadelphia Youth Network and funders, two optional one-year (12 month) 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-profits and for-profit youth-serving organizations, with significant capacity, demonstrable youth development experience and outcomes, to provide E³ services during the contract period. All respondents will be required to demonstrate that they have the fiscal and administrative capacity to manage a program at whatever scale they propose (with a minimum of 50 participants). For those interested in being connected to the system but do not have the capacity to be a provider please visit www.pyninc.org/connected for more ways to engage.

In soliciting proposals, the Philadelphia Youth Network 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 PYN website www.pyninc.org/ftp.

PROPOSAL TIMELINE

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>E³ RFP Release</td>
<td>January 16, 2020</td>
</tr>
<tr>
<td>Bidders’ Conference</td>
<td>January 27, 2020 9 a.m. – 12 p.m.</td>
</tr>
<tr>
<td>Additional Details at:</td>
<td>January 27, 2020 9 a.m. – 12 p.m.</td>
</tr>
<tr>
<td><a href="http://www.pyninc.org/event">www.pyninc.org/event</a></td>
<td>January 27, 2020 9 a.m. – 12 p.m.</td>
</tr>
<tr>
<td>Final Opportunity to Submit Questions about the RFP</td>
<td>February 7, 2020 via <a href="mailto:pynrfp@pyninc.org">pynrfp@pyninc.org</a></td>
</tr>
<tr>
<td>Notification of Intent to Apply due</td>
<td>February 7, 2020 by 11:59 p.m. via <a href="http://www.pyninc.org/ftploj">www.pyninc.org/ftploj</a></td>
</tr>
<tr>
<td>Proposal Due Date</td>
<td>February 28, 2020 by 12 noon</td>
</tr>
<tr>
<td>Review Period</td>
<td>March – May 2020</td>
</tr>
<tr>
<td>Notification of Awards</td>
<td>June 2020</td>
</tr>
<tr>
<td>New Contracts Effective</td>
<td>October 1, 2020</td>
</tr>
</tbody>
</table>
NOTIFICATION OF INTENT TO APPLY

Prospective respondents are required to submit a “Notification of Intent to Apply” via www.pyninc.org/rfploi to inform PYN of their intent to submit an application. Submission of the form is due no later than February 7, 2020. Failure to notify PYN will disqualify you from submitting a proposal. This notification is for planning purposes to assist in securing the necessary number of reviewers.

Bidders’ Conference

We are holding a Bidders’ Conference on January 27, 2020 from 9 a.m. – 12 noon at PYN’s office at 400 Market St, Suite 200, Philadelphia, PA 19106. Attendance is STRONGLY ENCOURAGED. Please RSVP your attendance to www.pyninc.org/event PYN asks that no more than two members from each organization attend.

Note: Questions regarding development and submission of this RFP MUST BE SUBMITTED IN WRITING to Philadelphia Youth Network at PYNRFP@pyninc.org. All questions and answers will be posted on www.pyninc.org/ftp. The final deadline for all questions is February 7, 2020.

Proposal Submission

Organizations must submit one paper copy of their Program Narrative. In addition, organizations must upload an electronic copy of the narrative and all appendices and attachments to PYN’s website (additional details will be shared with those who submit an LOI).

Required appendices and attachments include:

- Application Checklist
- Cover Sheet
- Program Narrative
- Budget Worksheets
- Financial, Legal, and Insurance Documentation

Please see the proposal submission checklist in Attachment 1 for an overview of the full set of documents that you will need to submit. All applications must be received by February 28, 2020 by 12 noon.
Section VI: Proposal Narrative

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

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

a. Formatted using 1” margins and no smaller than a 12-point font
b. Include table of contents (not included in the page count)
c. Cannot exceed 14 single-sided, single spaced pages
d. Pages should be numbered and include a header and footer identifying the respondent’s name and program model
e. Label each section and subsection

We ask that you answer the questions as succinctly as possible and have included word counts to guide you in designing answers that offer efficient responses.

RFP Questions

A. Organization Information: These questions provide background information about your organization’s characteristics, history, and current work.

1. Provide a profile of your organization (including brief history, mission, programs and services, populations served, major funding sources, annual budget, # of staff, and key outcomes achieved for youth and young adults). (500 word max)

2. Provide information on your organization’s experience providing quality services to youth and young adults and creating and implementing academic and career development opportunities. (250 word max)

3. If selected for this investment cycle, where will your E³ services site be primarily located? (150 word max)

B. Program Design: These questions provide an overview of the major components of your proposed E³ services.

4. Please provide an overview of the program design you are seeking funding for through this RFP, keeping in mind the model priorities discussed in the Services section. Describe how you will provide services in each of the three pathways (300 words max):
   a. Education,
   b. Employment, and
   c. Empowerment.

5. Discuss how you intend to make Upskilling/Empowerment the core of all services you provide. (250 words max)
6. Transition and follow-up programming are crucial elements of E³ services. Outline how your program will build up your transition and follow up supports to better ensure participant retention in their next step. (250 words max)

7. Articulate specific evidence-based curriculum/resources that you would draw upon for instruction in each pathway, with priority on low literacy supports and digital literacy. Also explain what services in each pathway will be offered onsite versus referred to an outside partner. If curriculum/resources you plan to use are not evidence-based, please make a case for their effectiveness and why you believe it to be effective with your population. (350 words max)

8. How will you ensure that all participants have the opportunity to participate in a paid work experience? (250 words max)

9. Who are you targeting for participation in your program? This investment provides an Intermediate experience as defined by PYN’s Career Development Framework (CDF). Please describe how your program will fill a need among your target population in developing the CDF skills and mindsets through programming you would deliver. Please be specific about the percentage of youth falling within the previously discussed priority populations – 60% of youth served must be without a secondary credential, and 25% must have current involvement with the Juvenile Justice System (or adult justice system). (250 words max)

10. How will your services accommodate youth with disabilities and youth who are English Language Learners? Specifically, describe the curriculum(a) you plan to use (or list to whom you plan to refer students to with these needs) and the certification/training of teachers providing said services. (250 words max)

11. How will you recruit and enroll participants that you are targeting for this program? Please be specific about mechanisms for recruitment and enrollment and discuss how you plan to recruit both youth without a secondary credential and those with justice system involvement. (250 words max)

12. Enrollment: Describe the enrollment procedures. How will you organize your schedule to accommodate the rolling admission structure of the model? Describe your enrollment strategy and how you will engage interested participants on your waiting list, between scheduled orientations sessions or when classes have reached maximum capacity. (250 words max)

13. Case management services: Describe the approach to case management. What strategies will case managers employ to ensure that participants are adequately assessed, enrolled in appropriate services, and that progress is monitored and reported? Consider the following general life cycle for case management: (400 words max)
   a. Initial assessment and identification of assets/challenges
   b. Development of a case management plan (ISS or ISP) in coordination with other stakeholders
c. Implementation, barrier removal and coordination of other services

d. On-going evaluation of the plan and follow up with member

e. Formal closeout and transition of case

14. A priority of Upskilling/Empowerment programming through E³ services is to engage in skills development with participants, to better ensure that they have the self-advocacy skills and knowledge to seek out and acquire the supports they need after exiting E³. Describe the types of training/services you will offer to aid in developing these skills, along with how you plan to offer youth opportunities for reflective practice (including opportunities for continued individual goal and reflecting on specific skill development). (250 words max)

15. Community Partnerships: Describe the approach to leveraging resources. Do you have existing partnerships that will be utilized to achieve program deliverables? How will you, with the support of PYN, create new partnerships to ensure that participants can access any necessary supports they may need (i.e. childcare, physical and mental health services, financial aid, etc.)? (250 words max)

16. It is critical that programs have clearly established points of contact with various community partners to better facilitate member success. Describe your most robust, as well as your most significant area for growth, in established relationships with partners you would recruit participants from and connect them to, in order to achieve the metrics set forth in this RFP. (350 words max)

17. Please describe your relationship with at least one of the following: School District of Philadelphia or any schools/contracted educational programs; post-secondary programs (ex. 2- or 4-year academic institutions; training/certificate programs); youth workforce development programs; and include any relevant letters of support/MOUs to show clearly defined partnership. (250 words max)

C. Organizational Capacity

18. Please outline your plan and timeline for start-up activities, and when you will be able to implement programming after contract start. (350 words max)

a. Start-up time will not be included as part of awarded contracts. New providers will be alerted about awards in June or July with a program start of October. Services and activities performed before October 1 will not be reimbursed.

19. How will you staff the program that you described above? (350 words max)

a. Please attach a current organizational chart, including any relevant vacancies.

b. Please be specific about how you would recruit for these positions and how these staff would collaborate to best ensure program metrics are achieved. Staff primary responsibilities may include, but are not limited to the following functions, based on your specific programming:
i. Case managers
ii. Upskilling/Transition staff
iii. Program director/oversight
iv. Data management
v. Instructors
vi. Business and partnership manager

D. Budget Information and Worksheet Submission

The budget worksheet must be included in the application packet. **Successful respondents may be required to give further budget information at the time of contract negotiations.**

**The Budget Worksheet (Attachment 3), can be downloaded at www.pyninc.org/RFP and should be completed electronically according to the following instructions:**

**General guidance for costs to be included in the budget**

**Allowable Use of Funds:** When planning your budget, please consider the guidelines from the relevant section of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) (found here). While not all contracts will be funded by federal funding sources, PYN is using these guidelines for all contracts.

1. **Cost Per Slot:** Cost per slot is not to exceed $5,000/slot for program and administration.

2. **Calculating Budgets:** Total budget amounts are equal to the operating cost-per-slot each participant multiplied by the number of participants. Note that the wage rate-based payment must also include all applicable federal, state and local taxes as well as all payroll related fees (see programmatic services expenses section for more details).

**Budget Worksheet and Narrative Instructions**

Please be sure to complete every section of the Budget Worksheet and Narrative Form. For individual line items within each section that do not apply you may leave blank.

**Contractor’s Certification:**

The Contractor’s Certification section must be signed by an applicant’s authorized contract contact and included in the application.

**Administrative costs:**

Administrative costs are not to exceed 10% of the total direct operating program 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 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) at all times.

Applicants should follow current and applicable federal, state and local wage rules when budgeting staff salaries and fringe benefits\(^{12}\)

**Administrative Indirect Costs:**

Only organizations with current federally approved indirect cost rates may budget indirect costs not to exceed the rate approved by the federal otherwise the 10% cap will be effective. Please include documentation of this federally approved rate when you submit your budget. Agencies that do not have a federally approved rate must allocate expenditures as administrative or programmatic.

**Program Services Expenses:**

Scopes of services will be required for all consultants and subcontractors at the time of contract negotiation.

Incentive payments cannot exceed $599 per participant per calendar year. Any incentives beyond this cap are taxable.

Wages should be calculated at wage per hour * number of hours.

Payroll fees must be included at $25 per participant in paid work experiences.

Participant fringe must be calculated at 16% of participant wages.

**Budget Narrative:**

This section must be completed to share additional information about certain expenses.

**Questions:** If there are any questions when filling out the budget form, please contact PYNRFP@pyninc.org.

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Appendix: Elements of a Quality Worksite

A high-quality worksite facilitates meaningful work experience by exposing youth to the skills necessary to compete in the 21st century workforce.

Quality worksites provide a welcoming and inclusive environment where all young people are given the opportunity to connect with an adult supervisor and feel safe. Additionally, young people are exposed to meaningful real-world learning opportunities aligned with the Career Development Framework (CDF) Career Continuum, including awareness, exploration and preparation, training and immersion, and/or advancement.

High-Quality Worksites:

▪ Adhere to all OSHA\(^\text{13}\) guidelines for a safe working environment

▪ Provide participants with an orientation to the worksite’s history, services, policies, and staff roles/organizational structure.
  o Design opportunities for all young people to actively participate in the workplace culture, collaborate with other employees and departments, and take a leadership role on designated tasks.

▪ Where applicable, offer participants access to, and hands-on training with, current/emerging industry-specific technologies.

▪ Connect participants to an active workplace mentor who provides task-specific support, offers objective feedback on interpersonal and job-related professional skills, recognizes exceptional work and growth, and promotes development of necessary skills and mindsets.

▪ Provide opportunities for participants to handle conflict and inform strategies to incorporate constructive feedback into their professional responsibilities.

▪ Create benchmarks to measure task competency and communicate those benchmarks to employees and participants.

▪ Have policies and staff which provide a safe environment that adheres to all applicable laws and regulations governing youth participation in the workforce, and also comply with all youth safety measures outlined by the Philadelphia Youth Network and other governing bodies.

▪ Continually assess and align their workforce needs to the Career Development Framework (CDF).

\(^{13}\) [https://www.osha.gov/](https://www.osha.gov/)
Proposal Checklist

Proposals with incomplete or missing sections will not be considered for funding. Please take the time to complete this checklist to ensure that all information is included in your proposal package.

Submit all of the following attachments in the exact formats specified and in the order listed. PROPOSAL REVIEWERS WILL RECEIVE THE EXACT VERSION.

☐ Step I: Notification of Intent to Apply
This form is required to be submitted electronically via www.pyninc.org/rfpoli by February 7, 2020 at 11:59 p.m.

☐ Step II: Electronic AND In-Person Proposal Submission
The following materials must be uploaded to your designated online folder (which you will receive access to after submitting your Notification of Intent to Apply) in PDF form AND one hard copy must be submitted by February 28, 2020 at 12:00 noon

Hard copy of proposal should be submitted to:
   The Philadelphia Youth Network
   400 Market Street, Suite 200
   Philadelphia, PA 19106

☐ Completed PROPOSAL CHECKLIST

☐ Competed PROPOSAL COVER SHEETS— including signature of agency’s authorized representative

☐ PROPOSAL NARRATIVE that includes answers to specified RFP Questions and follows specific format guidelines and requirements
   • 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 14 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
   • 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)
- Completed BUDGET WORKSHEET AND NARRATIVE, including SIGNED Contractor’s Certification

- Full set of highlighted LEGAL and FINANCIAL documents (see details on next page)

Legal and Financial Document Details:
- Audited Financial Statements: Copies of the past two year’s organizational audit, including the accompanying financial statements and management letter\(^\text{14}\)
- IRS Form 990: Copies of the two most recent IRS Form 990\(^\text{15}\)
- Proof of Legal Status: IRS Letter of Determination or other
- Proof of Insurance: Organization’s Current Certificate of Insurance (Successful respondents may be required to provide further insurance information at the time of contract negotiations.)

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.

\(^{14}\) 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.

\(^{15}\) For-profit agencies should submit IRS Form 1120
PROPOSAL COVERSHEET: Section 1 – Program Overview

Name of organization (applicant): _______________________________________
Number of participants served annually (slots) : _____________________________
Primary zip codes served: _______________________________________________

Budget Overview

<table>
<thead>
<tr>
<th>Operating cost per slot</th>
<th>$</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total operating request (cost per slot x # of slots)</th>
<th>$</th>
</tr>
</thead>
</table>

Executive Summary of Program – 2,000 characters maximum. Please include: (1) brief description of program, (2) specific/special populations served, (3) primary zip codes served, (4) current work with this or similar population, (5) relevant community partnerships and referral partners, and (6) 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 COVERSHEET: Section 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____________________________________________________
PROPOSAL COVERSHEET: Section 3 – Additional Applicant Information

Organization Information

1. Is your organization incorporated as: ☐ nonprofit 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 direction 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 Youth Network or its Board of Directors?
   Yes ☐ ☐ No ☐ (If yes, please explain below or on a 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)
## Budget Worksheet & Narrative

<table>
<thead>
<tr>
<th>LINE ITEM BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization Name:</strong></td>
</tr>
<tr>
<td><strong>Project Title:</strong></td>
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</table>

<table>
<thead>
<tr>
<th>EXPENSE ITEM</th>
<th>COST / EXPENSE</th>
<th>COST DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADMINISTRATION - Cost Category=Admin</strong></td>
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</tbody>
</table>

**The total of Administrative cannot exceed 10%.** Indirect Costs are only allowed as an administrative expense and must be a federally approved Rate Agreement. Profit is only allowable as an Administrative cost.

Admin Staffing
- Staff Salaries
- Fringe Benefits

Admin Operating Expenses
- Communications (Telephone, Postage, Internet, etc.)
- Facilities – Rent
- Facilities – Maintenance & Utilities
- Insurances

Other Admin Operational Expenses
- Staff Travel
- Audit & Payroll Services
- Subcontracts, Service Contracts, Consultants
- Equipment - Lease
- Supplies (Office Supplies & Consumable Supplies)

Admin Indirect Costs

Other Admin Expenses (please list):

**ADMIN SUBTOTAL** $ 

<table>
<thead>
<tr>
<th>PROGRAM SERVICES - Cost Category=Program</th>
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<tbody>
<tr>
<td>Program Staffing</td>
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<tr>
<td>Staff Salaries</td>
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<tr>
<td>Fringe Benefits</td>
</tr>
</tbody>
</table>

Program Operating Expenses
- Communications (Telephone, Postage, Internet, etc.)
- Facilities – Rent
- Facilities – Maintenance & Utilities
- Insurances

Other Program Operational Expenses
- Staff Travel
- Staff Professional Development
Subcontracts, Service Contracts, Consultants
Special Events
Equipment – Lease

Program Service & Costs for Participants (Refer to page 16-19 of the RFP for more information on each line item)

<table>
<thead>
<tr>
<th>Office &amp; Consumable Supplies</th>
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<tbody>
<tr>
<td>Academic Instruction &amp; Coaching/Upskilling Costs</td>
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<tr>
<td>Outreach &amp; Recruitment Costs</td>
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<tr>
<td>Supportive Services</td>
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<td>Incentive Payments</td>
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<tr>
<td>Youth Work Experience Payments &amp; Fringe</td>
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</tbody>
</table>

Other Program Expenses (please list):

| PROGRAM SUBTOTAL |  $ |
| PROJECT TOTAL |  $ |

---

**STAFF SALARIES COST DESCRIPTION**

Please provide the following detail about staff that you plan to charge to this grant if awarded – add additional lines as needed.

### ADMINISTRATIVE STAFF

<table>
<thead>
<tr>
<th>Position Title</th>
<th>Annual Salary</th>
<th># of Positions</th>
<th># of Months Charged to the Grant</th>
<th>% of Time Charged to the Grant</th>
<th>Total Amount Charged to the Grant</th>
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**ADMIN SALARY SUBTOTAL** Refer to Line Item Budget

### PROGRAM STAFF

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<td>PROGRAM SALARY SUBTOTAL</td>
<td>Refer to Line Item Budget</td>
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<td>SALARY TOTAL</td>
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</table>
### ATTACHMENT 3 - BUDGET WORKSHEET & NARRATIVE (continued)

**BUDGET NARRATIVE**

<table>
<thead>
<tr>
<th>Please provide brief descriptions (no more than 150 words) per item below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide detail about your organization’s cost allocation method if expenditures are not one hundred percent directly charged to this grant. Attach a separate copy of your cost allocation plan.</td>
</tr>
</tbody>
</table>

If subcontracting for service contracts, consultants, etc., provide detail regarding the plan for services and list names of entities who will be providing services.

Provide detail for costs associated with Academic Instruction & Coaching/Upskilling services.

Referring to page 16 of the RFP, please list the types of Supportive Services that will be offered to participants based on the amount in the budget.

Referring to page 22 of the RFP, please list the types of incentives (milestones and amounts) that will be offered to participants based on the amount in the budget.
Referring to page 17 of the RFP, please list the types of youth work experience payments that will be offered to participants based on the amount in the budget.

| Contractor’s Certification: I certify that all of the information provided in this budget is 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 may be required to submit further detailed budget information. The nature of this request will be determined at a later date. |
| Subcontractor Signature: |
| Title: | Date: |