

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



## Request for Proposals

### E<sup>3</sup> Centers

#### Important Dates

<b>Proposal Release Date</b>	<b>December 20, 2012</b>
<b>Letter of Intent Due</b>	<b>January 11, 2013, 4:30 PM</b>
<b>Proposal Due Date</b>	<b>February 4, 2013, NOON</b> <i>Philadelphia Youth Network</i> <i>714 Market Street, Suite 304</i> <i>Philadelphia, PA 19106</i>
<b>Notification of Award</b>	<b>April 15, 2013</b>
<b>Contract/Program Dates</b>	<b>July 1, 2013 – June 30, 2014</b>
<b>Contact</b>	<a href="mailto:PYNRFP@pyninc.org">PYNRFP@pyninc.org</a>

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## I. OVERVIEW AND BACKGROUND

Philadelphia Works, Inc., in partnership with the Philadelphia Department of Human Services, seeks proposals from high-performing youth-serving organizations to manage and lead neighborhood-based E<sup>3</sup> Centers. The E<sup>3</sup> Center model is a holistic approach designed to help youth who are out-of-school youth and/or returning from juvenile placement to achieve long-term educational, career and personal goals, including progress towards self-sufficiency.

### **Structure of Philadelphia’s Youth Workforce Development System**

Philadelphia Works, Inc. was created by the recent merger of the Philadelphia Workforce Development Corporation and the Philadelphia Workforce Investment Board and now leads Philadelphia’s workforce development system. The Philadelphia Council for College and Career Success (“PCCCS” or “the Council”) is a standing committee of Philadelphia Works, and oversees a wide variety of youth-focused workforce development and education initiatives. The Philadelphia Youth Network (PYN) provides staffing support for the Council and its initiatives, and is Philadelphia Works’ competitively-procured youth administrator for the city’s youth-investments via the Workforce Investment Act and Temporary Assistance for Needy Families resources.

The Council’s work addresses a number of critically important issues, which are influenced by the City of Philadelphia’s goals to:

- Increase the City’s high school graduation rate to 80% (cut the dropout rate in half) by 2014
- Double the baccalaureate attainment rate (increase to 36%) of Philadelphians over the age of 25 by 2017

Specifically, the Council is charged with envisioning and developing citywide partnerships, strategies, and infrastructures to:

- Promote opportunities for career-connected education and 21<sup>st</sup> Century skill acquisition (e.g. youth internships and Career and Technical Education);
- Build a citywide system for dropout prevention and re-engagement of out-of-school youth; and
- Increase college access and success for young Philadelphians.

The Council’s focus on developing opportunities for out-of-school youth is particularly relevant to the purposes of this RFP. The Council’s approach to programs and services for out-of-school youth is centered on helping young people realize their educational, employment and post-secondary goals through formal partnership arrangements among schools, employers, community providers, and postsecondary institutions.

Consistent with this approach, strategic investments in innovative, research-based program models – e.g. GED-to-College and Occupational Skills Training – are helping hundreds of youth develop the skills they need for self-sufficiency. And continued leadership by the Council on behalf of educational

options for off-track youth has helped to maintain high-quality educational models that have demonstrated statistically significant outcomes for students.

As a result of these and other successful efforts, Philadelphia is increasingly recognized as a national model for creating highly-effective approaches that prepare young people for college and career success.

## **The Role of E3 Centers in the OSY System of Services**

The E<sup>3</sup> Center model is an essential component of the City's and Council's strategies to improve outcomes for out-of-school youth. By focusing squarely on the needs of dropouts and/or youth returning from delinquent placement, E<sup>3</sup> Centers continue to play vital roles in providing a community-based education and training intervention for the young people who most need them. Initially established as part of the federal Youth Opportunity Grant initiative in 2000, Philadelphia's E<sup>3</sup> Center model has not only been sustained over the last dozen years, but has expanded from the original three sites to five community-based locations. Today, this network of community-based centers provides a wide variety of high-quality education and training programs and services for more than 800 youth annually.

## **Overview of the Request for Proposal**

**Purpose:** In its capacity as youth funds operator for Philadelphia Works, PYN is releasing this Request for Proposals to identify high-performing youth-serving organizations with the demonstrated capacity to manage and lead one or more E<sup>3</sup> Centers. The E<sup>3</sup> Center model is a neighborhood-based, holistic approach to preparing out-of-school youth and youth returning from juvenile placement (generally aged 16-21) to achieve long-term educational, career and personal goals, including progress towards self-sufficiency.

Specifically, successful applicants will demonstrate their ability to operate E<sup>3</sup> Centers that provide programs and supports along three interrelated pathways: Education, Employment, and Empowerment.

- The Education Pathway provides a broad array of educational services that support youth at varying academic levels, including: low-literacy supports; GED-prep classes; and post-secondary access and planning.
- The Employment Pathway provides intensive work-readiness programming that prepares participants for unsubsidized employment. Preparatory services include job-readiness training, subsidized internships, community-service and service-learning opportunities, as well as job search assistance.

- The Empowerment Pathway uses positive youth development principles as the cornerstone to support the development of life skills that help youth promote and sustain productive and healthy choices.

The goal of these pathways is for E<sup>3</sup> youth, known as “members,” to demonstrate positive outcomes in several different areas, including:

- increased literacy and numeracy skills
- 21st century and work-readiness skills development
- attainment of a GED or High School Diploma
- post-secondary placement in education and/or employment

**Funding, anticipated allocation, and contract period:** Funding for this initiative is derived from a blending of resources from the State Department of Public Welfare, and the Philadelphia Department of Human Services. Should sufficient funding be available, PYN anticipates subcontracting to operate three to five Centers. Allocations per Center are expected to range between \$870,000 and \$1M. Costs per center will be based on available funding. Contract payments will be a hybrid, cost-reimbursement and performance based system (specific terms will be finalized at the point of contract). It is anticipated that the performance contract period will extend from July 1, 2013 to June 30, 2014, with services to youth scheduled to start on September 1, 2013 for awardees not previously operating a Center. There is the potential for contracts to be renewed annually for up to three additional years based on availability of funding and results of program performance and monitoring evaluations conducted by the Philadelphia Youth Network on behalf of the Council and the DHS Division of Juvenile Justice Services.

## II. APPLICANT ELIGIBILITY REQUIREMENTS

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

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

Applicants are required to submit proof of legal status (e.g. IRS letter) and must supply a recent 990 and audited financial statements. If awarded a contract, organizations will also be required to

submit proof of child abuse, criminal background, and FBI clearances for all Center-level staff as well as a completed Accessibility Checklist at the point of contract execution.

Priority (and extra points) in the selection process (see more below, p. 23-24) will be given to applicants who exceed the minimum required program components and are able to leverage additional support for youth beyond the requirements of this grant.

### III. E<sup>3</sup> PROGRAM

#### Program Model Overview

While each Center is now contracted and managed -- and may continue to be so -- by different youth-service organizations, each contracted provider must strive to implement the following practices, all of which are referenced in the literature on reengaging disconnected youth as either best or promising practices:<sup>1</sup>

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

#### Required Program Elements

The charts that follow provide an outline of the core elements of programs **and** operations.

#### CORE PROGRAM SERVICES

**E3 Centers are required, at a minimum, to offer the services that are highlighted in yellow below.** Priority consideration will be given to applicants who are able to demonstrate that they can offer more than the minimum required services.

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<sup>1</sup> Promising Practices in Working with Young Adults. The Youth Development Institute, NY. March 2008; Improving the Economic and Life Outcomes of At-Risk Youth. Ivry, R. and Doolittle, F. MDRC. April 2003; Strengthening Youth Development: Increasing the Capacity of Communities to Support Their Youth. Fund for the City of New York, The Youth Development Institute. May 2007; Best Practices for Youth Employment Programs: A Synthesis of Current Research. Collura, J. Madison, WI: University of Wisconsin–Madison/Extension. 2010; What Works: Evidence-based Strategies for Youth Practitioners. Edited by Sandra Kerka. LearningWork Connection. The Ohio State University. 2006. What Works: Evidence-based Strategies for Youth Practitioners. Edited by Sandra Kerka. LearningWork Connection. The Ohio State University. 2006. For additional information, consider visiting the following websites: The Youth Development Institute (<http://www.ydinstitute.org/>); NYC Department of Education, Office of Multiple Pathways to Graduation (<http://www.nyc.gov/html/ceo/html/programs/ompg.shtml>); American Youth Policy Forum (<http://www.aypf.org/>); What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>).

Program Components	Description
<b>Recruitment, Orientation &amp; Enrollment</b>	Centers must adhere to the regulations guiding enrollment. Centers must implement an enrollment process that includes: (1) a detailed member recruitment strategy, (2) a comprehensive member orientation, (3) a clearly articulated strategy for accommodating the rolling admission of the model, including a plan for engaging “waiting list” youth between scheduled orientation sessions, and (4) a plan to conduct behavioral and career-assessments.
<b>Case Management &amp; Supportive Services</b>	Centers must provide a comprehensive approach to case management and offer supportive services to members as needed. Centers must articulate a clear referral protocol for provision of services not available on-site. 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.
<b>Educational Services</b>	Centers must provide services that support members in achieving academic gains leading to a secondary credential. Services must include low-literacy classes (via Center for Literacy contract; see below) and tutoring, GED classes (basic skills development through GED test prep), and connections to high-school diploma and alternative-education options. Centers are encouraged to schedule additional educational workshops and activities as necessary or relevant (e.g. college writing workshops).
<b>Employment Services</b>	Centers must provide work-readiness and 21 <sup>st</sup> Century skills <sup>2</sup> training (including access to paid and unpaid work experiences; including internships and other work-based learning opportunities), community service opportunities, and job search supports. Centers are encouraged to schedule additional employment workshops and activities as necessary or relevant (e.g. mock interviews, job shadowing, etc.)
<b>Empowerment Services</b>	Centers must provide members with the opportunity to develop and practice leadership and advocacy skills as well as make a contribution to society and/or understand how they can play a useful role in the wider community (civic engagement and/or service-learning activities) <sup>3</sup> .

<sup>2</sup> 21<sup>st</sup> century skills are skills that students need to succeed and compete in a knowledge-based, global economy. Applicants are strongly encouraged to learn more about 21<sup>st</sup> century skills by visiting The Partnership for 21<sup>st</sup> Century Skills: [www.p21.org](http://www.p21.org).

<sup>3</sup> Applicants are encouraged to learn more about the Search Institute’s 40 Developmental Assets, one of the more widely referenced resources for positive youth development, particularly with regards to topics such as empowerment: <http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>.

Program Components	Description
	Empowerment offerings must also include mentoring. Other electives may be offered as well.
<b>Transition Services</b>	Centers must provide members 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 <sup>4</sup> , financial literacy, etc. Transition services must include placement supports for post-secondary education/advanced training and/or employment.
<b>Follow-up Services</b>	Centers must provide quarterly follow-up services for 12-months following members' program exit. Follow-up services may include but are not limited to supports for navigating the college transition process (e.g. financial literacy, tutoring, etc.), access to and support for technology use (e.g. computer lab), continued engagement in Center's empowerment sessions, and/or inclusion in special events at the Center.
<b>Staff Professional Development</b>	Centers must articulate and document a clear plan to support Center-level staff with the ongoing professional development and training needed to successfully perform their core job responsibilities.
<b>Partnerships with a post-secondary institution(s) and/or employer(s)</b>	A maximum of 3 additional points will be awarded to applicants who can demonstrate that the organization has existing partnerships with a post-secondary institution(s) and/or employer(s) who are committed to serving members referred by the Center upon completion of the E <sup>3</sup> program.
<b>Enhanced Supportive Services</b>	A maximum of 3 additional points will be awarded to applicants who have access to existing programs or partnerships that can enhance supportive services for members. Examples include accessing other branches of the organization for clinical mental & behavioral services, housing programs, childcare, public benefits enrollment, etc.
<b>Program Evaluation</b>	A maximum of 3 additional points will be awarded to applicants who can articulate a clear program evaluation strategy that includes how the organization will maintain sound member tracking and program performance-management systems and use data from those systems to inform continuous improvement efforts.

<sup>4</sup> Dual enrollment allows high school students to obtain college and high school credits simultaneously while still in high school.

## Additional Program Support for Centers

Two critical supports for E<sup>3</sup> Center members are funded outside the scope of Center contracts: (1) low literacy classes are provided by the Center for Literacy (CFL); and (2) job placement services are provided by Impact Services Corporation (Impact). The Center for Literacy offers one-on-one and small group support to members who are reading below a 6<sup>th</sup> grade level. A CFL staff member is based at each Center. Impact’s job placement work is meant to match out-of-school youth, including E<sup>3</sup> members, with unsubsidized, full-time job opportunities. Centers refer members who have completed job-readiness training to Impact for placement.

## CORE OPERATIONAL REQUIREMENTS

E3 Centers are required, at a minimum, to incorporate the operational requirements listed below in yellow. As previously mentioned, **priority consideration will be given to applicants who are able to demonstrate that they can offer more than the minimum requirements.**

Operational Requirements	Description
Center Layout	Centers must establish a physical location and ensure that the space is youth-friendly (e.g. provide a sense of welcome at the entrance, be well-lit, offer non-institutional layouts, provide comfortable/communal space, account for the display and celebration of youth work, etc.)
Hours of Operation	Centers must operate on a flexible schedule and be open from early morning through early evening. Centers will operate some events and activities in the evenings and on weekends in accordance with the needs of the target population.
Accessibility	Centers must be easily accessible by major public transportation routes. Applicants must commit in their budgets to providing a <i>minimum</i> of 2 tokens (or equivalent – transpass, etc.) per member, per day to assist young people in getting to and from Center services. Centers must accept and provide services to all youth who fit within the guidelines of the target populations.
Safety	Centers must be a “safe” place, where members can feel free to explore ideas and express emotions and disclose personal and/or family circumstances without impacting participation. The Center also must be physically safe for all members and for the surrounding community; each center needs to establish clear discipline procedures with consequences for violating Center policies.
Confidentiality	Centers must ensure the confidentiality of personal, member information. Records must be kept in secure locations. Discussion of personal information pertaining to members should not occur in open environments. Centers must ensure that members are informed of their rights and understand that their information may be made available to relevant staff, as necessary, to support their success in the program. Members should furthermore be notified of the Center’s responsibility to contact local authorities and PYN if youth indicate a desire to harm

Operational Requirements	Description
	themselves or another individual.
Diversity	Centers must be prepared to assemble staff that are sufficiently diverse, while simultaneously ensuring representation of the proposed community to be served.
Access to Technology	Centers must ensure that members have access to relevant technology, minimally a computer lab, to support the acquisition of necessary computer-literacy skills. Centers must have an IT professional on-site and/or available to them via the parent organization to accommodate PYN requests for support, including but not limited to the installation of TABE Online software.
Co-location	A maximum of 3 points will be awarded to applicants who intend to co-locate Centers with other relevant programs that may provide members with access to services that the Center, itself, cannot support, particularly enhanced supportive services.
Extended Hours	A maximum of 3 points will be awarded to applicants who propose to offer extended hours (minimally to 7:30 pm) as part of the Center’s regular schedule, including later evenings and some weekends.

### Program Data and Performance Metrics

Contracted providers will be expected to track the following performance data, with exact performance targets established at point of contract.

- # of young people served
- # of young people retained
- # of young people who increase one or more literacy/numeracy levels
- # of young people who successfully complete work-readiness training and/or work experiences
- # of young people who earn a high school diploma or GED
- # of young people who enroll and persist in postsecondary education or training
- # of young people who gain full- or part-time unsubsidized employment.

### Other Requirements

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

**Incentives:**

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

**Wage:**

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

Although an applicant's budget can include money for wages and incentives, preference will be given to applicants who commit to having all or a portion of the work experiences paid by employers. PYN expects businesses with more than 50 employees to be able to pay for youth wages. Applicants should discuss their strategy for getting employers to pay for youth wages in their applications.

**Tracking and Reporting:** Successful applicants will be expected to input monthly data into PYRAMID (Social Solutions, Efforts to Outcomes platform), PYN's youth-centered case management system for tracking youth enrollment, eligibility, assessments, service delivery, and outcomes. Data entry into this system will help PYN monitor the contract, assess the success of the program, and substantiate the quality of services to youth. Successful applicants will receive training and support in using PYRAMID. Applicants agree to adhere to all reporting requirements established by PYN at point of contract.

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

**On-going Model Development:** Successful applicants will be expected to commit to monthly meetings with PYN and staff from other Centers. Contracted providers must agree to collaborate with all other E<sup>3</sup> Centers to create a citywide, cohesive program and work in partnership with PYN staff to continue to evolve the E<sup>3</sup> model over time.

## **IV. Application Process**

### **Notification of Intent to Apply**

A Notification of Intent to Apply should be submitted via e-mail to [PYNRFP@pyninc.org](mailto:PYNRFP@pyninc.org) or by fax 267-502-3859 by **4:30 PM on Friday, January 11, 2013**. The LOI is included as an attachment to this RFP. Failure to submit a notification will not disqualify candidates from applying. However, notifications will help PYN plan properly for the review process.

### **Questions**

Questions about this RFP should be submitted via the following web-based form (available January 2, 2013): [www.pyninc.org/SubmitQuestion](http://www.pyninc.org/SubmitQuestion). All questions and answers will be posted within 72 hours on PYN's website: [www.pyninc.org/provider/rfps.php](http://www.pyninc.org/provider/rfps.php).

## Submission

A completed application and all corresponding materials must be submitted to PYN by **Noon on Monday, February 4, 2013**. Late or incomplete applications **will not** be accepted. As indicated on the proposal checklist, Applicants should submit 1 hard copy and 1 electronic copy (Flash Drive or CD) to:

Philadelphia Youth Network  
714 Market Street, Suite 304 (3<sup>rd</sup> Floor)  
Philadelphia, PA 19106

Applicants will receive confirmation of their submission.

## Proposal Components

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

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

- a) Formatted using 1" margins and 12-point font
- b) Cannot exceed 15 single-sided, single spaced pages
- c) Pages should be numbered and include a header and footer identifying the respondent's name and program model
- d) Include table of contents and label each section and subsection

## Program Description

1. Describe in detail how do you plan to execute the required **program components** below.

- i. ***Recruitment, Orientation & Managed Enrollment*** – Provide details for how you will implement a comprehensive enrollment process. Be sure to describe, minimally, the following:

(a) *Member recruitment strategy.* Where/how will you recruit and how will you ensure that you are targeting the right youth?

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

1. How the Center will clearly articulate to potential members what they can get from the program and outline expectations around how long it will take them to complete.
2. How the Center will provide opportunities for team-building and the establishment of community among potential members.

3. How the Center will involve all staff and current students or alumni in the delivery of orientations
4. How the Center will celebrate and initiate new members, i.e. how will the Center mark this milestone in enrollment

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

II. ***Case Management & Supportive Services*** – Describe how you will implement a comprehensive, case-management system. Be sure to describe, minimally, the following:

(a) *Process for intake and objective assessment.* How will the Individual Service Strategy (ISS) be used as an *active* tool for members and staff to track progress throughout program participation? Consider the following practices for development of an Individualized Service Strategy (ISS):

1. Must be developed with the young person, not for them
2. Includes an initial assessment of basic skills, discussion of relevant background, assets, barriers and supportive service needs
3. Includes development of an individual goal plan with identified long- and short-term goals, services to be provided, as well as frequency of those services and time to completion
4. Includes a plan for tracking progress and revisiting ISS goals on a regular basis

(b) *Daily case management strategies.* Describe your day-to-day approach to case management. What strategies will the Center’s case managers employ to ensure that youth are adequately assessed, enrolled in the appropriate Center activities and services, and that progress is shared with relevant staff and with members on a regular, reoccurring basis. Be sure to include specifics, such as how many times and at what points case managers will meet with members. Consider the following, general life cycle for effective case management:

1. Initial assessment and identification of problems/opportunities
2. Development of a case management plan (ISS or ISP) in coordination with all other parties/entities that have a stake in member’s success
3. Implementation; barrier removal and coordination of member activities
4. On-going evaluation of the plan and follow-up *with* member
5. Formal closeout and transition of case

(c) *Approach to family involvement.* In what ways will the Center attempt to involve members’ families (where applicable) in designing the best service plan, troubleshooting barriers, and evaluating progress towards goals throughout members’ time at the Center?

(d) *Supportive services.* Discuss the type and structure of the supportive services that will be made available to members. Consider the following:

1. General services that will be made available on a regular basis to members *on-site*, either through program staff or partnerships/contracts with other organizations. These may include, but are not limited to, things like: counseling and/or crisis intervention, drug & alcohol education/counseling, health education, financial literacy education, or anger management/conflict resolution.
2. Referral protocols for *off-site* supportive services. How will your case managers assess the need for outside supportive-service referrals, what process will they follow for referring members to these outside services, and how will the Center track and follow-up on those referrals? Include which types of referrals the Center anticipates providing the most frequently.
3. Enhanced supportive services (**for a maximum of 3 extra points**). If applicable, describe the *enhanced* supportive services that you are able to provide for members directly as part of your program. Such services may be on or offsite, but should be *directly overseen by your larger organization*. Examples include accessing other branches of your organization for clinical mental & behavioral services, housing programs, childcare, public benefits, etc.

(e) *Member retention strategy.* Describe the intentional ways that the Center will go about creating a climate/culture that supports high retention. What retention challenges do you anticipate and how will you overcome them? If you plan to offer incentives, please describe that plan here. Consider the following best practices when discussing your member-retention strategy:

1. Inclusion of rituals, rites of passage (transitions at various stages of the program), community meetings and the like
2. A focused set of outcomes that youth can measure achievement against
3. Involvement of youth in tracking their own progress
4. Clear guidelines that govern expectations about behavior, and clear consequences for failing to meet those expectations
5. Infusion of high expectations and clear messages of achievement
6. Involvement of youth in program governance and planning
7. An incentive structure tied to achievement of program milestones (NOT attendance or participation)

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

1. Your attendance expectations and the specific consequences for attendance policy violations
2. How your Center will involve *all staff* in promoting daily attendance expectation.

3. How you will collect and use attendance data to assess youth progress and inform decisions about interventions needed
4. The specific steps that will be taken by staff when a youth is absent

(g) *Communication with Probation, Reintegration & Residential Services.* Special attention must be focused on the need to ensure consistent and timely communication between all concerned parties. Describe how your case managers will effectively manage the relationship with these entities. Consider the following:

1. How will your case managers internally track communication with Probation Officers and Reintegration Workers?
2. Who is responsible for responding to requests for information from these partners?
3. How will Probation Officers and Reintegration Workers be encouraged to interact with the Center and what opportunities will they be offered to observe youth progress and celebrate youth success?

III. ***Educational Services*** – Describe how you will implement a comprehensive education pathway. Be sure to describe, minimally, the following:

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

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

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

1. Describe how you will ensure that project-based learning (PBL)<sup>5</sup> as well as best practices in Adult Basic Education (ABE) are incorporated<sup>6</sup> into GED instruction.
2. In what ways will youth voice will be incorporated into selecting academic materials, project topics, etc.?

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<sup>5</sup> Project-based learning is an instructional strategy that engages students in learning knowledge and skills through an extended inquiry process structured around authentic questions and carefully designed products and tasks. Applicants are strongly encouraged to learn more about project based-learning by visiting The Buck Institute: [www.bie.org](http://www.bie.org).

<sup>6</sup> Applicants are encouraged to learn more about, among others, the following best practice standard for over-age, under credited youth in considering their approach to GED instruction – Framework for Effective Instruction (FEI) Developed by the Center for Urban Education and Rudenstine & Associates, 2007.

- (c) *Academic habits.* Describe how you will teach and promote good, overall academic habits among members including organization and study skills, the practice of self-reflection and self-assessment<sup>7</sup>, etc.
- (d) *Technology.* Describe your approach to technology integration. How will you ensure that members learn to access and navigate technology as part of their core academic and workforce program experience?
- (e) *Tutoring.* Describe in what ways, if any, tutors will be used to advance the skills of individual members outside of regular classes. If you plan to use tutors, how will you recruit them?
- (f) *Other scheduled workshops and activities.* Describe any additional educational programming such as writing workshops, book clubs, etc. that you propose to incorporate and how these other activities are structured within the larger curriculum above.
- (g) *Member progress & evaluation.* Describe how you will map youth progress towards completion of academic requirements *with* members themselves. Consider the following:
  1. How will members be encouraged to reflect on and evaluate their academic experiences? How will you ensure that members are given responsibility for their own learning and activity participate in their own benchmarking?
  2. What does successful *completion* of the education pathway look like at your proposed Center?
  3. How will Center staff measure progress towards completion and share this information with members? Keep in mind that progress should be communicated on a regular basis and must include more than just test scores.

IV. ***Employment Services*** – Describe your approach to work-readiness and 21<sup>st</sup> Century skills<sup>8</sup> training (including paid and unpaid work experiences). Be sure to describe, minimally, the following:

- (a) *Work-readiness and 21<sup>st</sup> Century skills training.* Describe how you would emphasize and provide opportunities for youth to learn about and practice core work-readiness competencies. Consider the following:
  1. Basic skills – reading comprehension for work, etc.
  2. Thinking skills – problem-solving, etc.
  3. Professionalism – appearance, attendance, etc.
  4. Interpersonal skills – working in teams, etc.
  5. Use of technology – operating a computer, etc.
  6. Managing information/resources – research, etc.

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<sup>7</sup> Applicants are encouraged to explore David Conley and his work around college-readiness, some of which is being adopted in other accelerated, out-of-school youth programs nationally: [https://www.epiconline.org/files/pdf/RedefiningCR\\_Vol3.pdf](https://www.epiconline.org/files/pdf/RedefiningCR_Vol3.pdf)

<sup>8</sup> 21<sup>st</sup> century skills are skills that students need to succeed and compete in a knowledge-based, global economy. Applicants are strongly encouraged to learn more about 21<sup>st</sup> century skills by visiting The Partnership for 21<sup>st</sup> Century Skills: [www.p21.org](http://www.p21.org).

7. Understanding and working within systems – understanding your employer, industry, etc.
8. Understanding the world of work and career opportunities – career inventories, etc.

(b) *Opportunities for experiential learning.* Describe your process for recruiting both paid and unpaid work experience and community-service opportunities for members. Consider the Worksite Quality Framework provided in **Appendix A** in answering the following:

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

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

(d) *Member progress & evaluation.* Beyond any pre/post assessments determine by PYN, describe how you propose to evaluate members within the employment pathway. Consider the following:

1. How will members be encouraged to reflect on and evaluate their own work-readiness experiences?
2. What does successful *completion* of the employment pathway look like at your Center?
3. How will Center staff measure progress towards completion and how will this information be shared with members?

V. **Empowerment Services** – Describe your approach to empowerment services. Keep in mind that empowerment services should provide members with the opportunity to build resiliency, practice leadership, develop advocacy skills, make a contribution to society, and/or understand how they can play a useful role in a wider community<sup>9</sup>. These services should not be substituted for the provision of on-going supportive services (e.g. drug & alcohol prevention, etc.). All members must participate in

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<sup>9</sup> Applicants are encouraged to learn more about the Search Institute’s 40 Developmental Assets, one of the more widely referenced resources for positive youth development, particularly with regards to topics such as empowerment: <http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>.

empowerment programming. In describing your proposed empowerment offerings, be sure, minimally, to touch on the following:

- (a) *Opportunities for leadership development.* What leadership roles will be available for members – in the classroom, for the Center at-large, etc.? How can youth be involved in Center governance? In what ways will the Center incorporate youth voice and solicit regular feedback from members?
- (b) *Opportunities for mentoring.* What opportunities will youth have to mentor or be mentored? How will the Center attempt to provide access to adult mentors outside of core Center staff? What opportunities, if any, will members have to give back and mentor their peers/younger youth?
- (c) *Opportunities for civic engagement/service learning.* How will the Center integrate civic engagement and/or service learning<sup>10</sup> into programming? In what ways will youth be encouraged to understand their voice/role in the community and intelligently confront social and political issues that may have a significant impact on their lives?
- (d) *Other resiliency activities.* How will the Center integrate other activities that promote resiliency in members including sessions that specifically affirm participants' strengths, teach problem-solving and/or skills for handling stress, and provide opportunities for members to develop interpersonal relationships with one another and build community?
- (e) *Structure.* How will the Center structure activities in relation to other pathways to ensure that all members receive regular, sustained empowerment programming as part of their core program experience?
- (f) *Member progress & evaluation.* Beyond any pre/post assessments determined by PYN, describe how you propose to evaluate members within the empowerment pathway. Consider the following:
  - 1. How will members be encouraged to reflect on and evaluate their empowerment experiences? (i.e. measure their attitude shift, etc.)
  - 2. What does successful *completion* of the empowerment pathway look like at your Center?
  - 3. How will Center staff measure progress towards completion and how will this information be shared with members.

VI. **Transition Services** – Describe your approach to transitions services. In describing your proposed transition services, be sure, minimally, to touch on, the following:

- (a) *Post-secondary climate/culture.* In what ways will you infuse a post-secondary culture into all facets of programming? Consider the following:

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<sup>10</sup> Applicants can access additional information about service learning through the National Service-Learning Clearinghouse at: <http://www.servicelearning.org/>.

1. How will post-secondary planning be introduced to members within the orientation?
2. How will instructors intentionally integrate post-secondary language, conversation and planning into daily classroom activities?
3. How will achievement of incremental, post-secondary goals and/or placements be celebrated and recognized?

(b) *Post-secondary preparedness and/or planning.* Describe your approach to general post-secondary preparedness with members. Consider the following:

1. How will you introduce the development of concrete post-secondary *plans* for all members?
2. What types of transition activities are necessary – either in a classroom setting or with individual members – to assist with preparedness efforts?
3. How will these activities be structured in relation to the other pathways to ensure that all members receive the appropriate services as part of their core program experience?
4. What resources, if any, will be made available to help members transition out of the Center and how would they access these resources (e.g. transportation support, school supplies, uniforms, etc.)?

(c) *Member placement.* Describe how you will support post-secondary placements in higher education/training and/or employment for members. Consider the following:

1. Does the proposed Center have access to existing relationships with post-secondary institutions and/or employers? If not, how will members be supported in conducting outreach to potential schools and/or employers?
2. How will placement support be structured, and, how will it be integrated into the pathways and/or other transition activities referenced in the above section?

(d) *Member progress & evaluation.* Beyond any pre/post assessments determine by PYN, describe how you propose to evaluate members' transition progress. Consider the following:

1. How will members be encouraged to reflect on and evaluate their progress towards completion of Center activities and eventual transition out?
2. How will Center staff measure progress towards post-secondary goals – via each member's transition plan – and how will this information be shared with members?
3. What does a successful *transition* look like at your proposed Center? What do youth need to leave the Center with – skills, experiences, concrete resources – in order to increase the likelihood they will be successful?

(e) *Partnerships with a post-secondary institution(s) and/or employer(s) (for a maximum of 3 extra points).* If applicable, describe any existing partnerships with post-secondary institutions and/or employers the organization has and how the Center will provide connections to these entities for eligible members at point of

(f) program completion. Such partnerships should be well established and exist formally, in writing.

VII. **Follow-up Services** – Describe your approach to follow-up services. In describing your proposed follow-up services, be sure, minimally, to touch on the following:

(a) *Types of services.* What types of follow-up services are you prepared to make available to exited members?

(b) *Structure and staffing.* How will you structure and staff these follow-up support efforts within the context of the larger program (i.e. in what form will follow-up services take place, how frequently, etc.)?

(c) *Member tracking & evaluation.* Beyond any requirements set forth by PYN, describe how you propose to track and evaluate the effectiveness of these follow-up efforts?

VIII. **Program Evaluation** – Describe your approach to program evaluation. How will the organization maintain sound member tracking and program performance-management systems and use data from those systems to inform continuous improvement efforts **(for a maximum of 3 extra points)**?

2. Describe in detail how do you plan to ensure the **operational requirements** below.

I. Identify your proposed Center location and your rationale for selecting that area/space.

II. Identify your proposed hours of operation and how you will flex that schedule, as necessary, to accommodate the competing demands of members.

III. In what ways will youth be able to access your Center?

IV. How will you ensure that your Center will be a “safe” place. Describe in what ways you will structure the Center as a safe space for youth to share and explore ideas openly. Specifically, how will the topics of tolerance and bullying be infused into programming and addressed with youth? How will you structure and encourage youth to resolve conflicts proactively?

V. The confidentiality of youth personal information will be maintained at all levels. Describe how you will ensure confidentiality. Additionally, how will youth be presented with their rights and responsibilities as it relates to confidentiality of their personal information, as well as that of other members’?

VI. How will you support the hiring of a diverse staff? What professional development will be provided to staff to ensure that they are respectful and tolerant when encountering difference, both in members and other professionals in the Center?

- VII. Describe your technological capabilities. How will you ensure that members have access to relevant technology, minimally a computer lab, to support the acquisition of necessary computer literacy skills? In what ways will the Center be able access professional IT services as needed to accommodate PYN requests for support, including but not limited to the installation of TABE Online software?
- VIII. Indicate if the organization plans to co-locate the Center with other programs. If so, which programs and how do you intend for this co-location to benefit youth participants **(for for a maximum of 3 extra points)**?
- IX. Indicate if the Center plans to operate extended hours. If so, indicate the hours as well as the staffing structure and intended programming during that time **(for for a maximum of 3 extra points)**.

3. Attach a draft weekly program schedule.

### *Staffing*

Provide a staffing plan. Be sure, minimally, to include the positions, areas of responsibility, and selection criteria that will be used to hire or place staff in each role. Please keep in mind that Centers must maintain a staffing pattern of **at least 9 full-time dedicated employees**; however applicants may propose additional positions, such as therapist, security, etc. as appropriate.

1. The **required** staffing functions are as follows. Recommended numbers of each position are included, however Centers must staff at least the minimum for each position (i.e. 2-3 Education Instructors indicated, Center must have at least 2).

- (1) Center Director
- (1) Data Specialist/Administrative Coordinator (Note: Appointed individual will be ETO certified by PYN)
- (2-3) Advisors
- (2-3) Educational Instructors
- (1-2) Educational Instructor(s) with special education or reading specialist certification(s)
- (1-2) Job Readiness Trainer(s)
- (1-2) Transition Services Coordinator(s)

2. Selected organizations are responsible for providing on-going, relevant professional development for all Center staff. Describe how the organization will ensure that staff receives the training and oversight they need to successfully perform their job functions, paying particular attention to staff who may *not* be credentialed in their respective areas – degree and/or licensed social workers, certified teachers, etc. What support, professional development, and/or capacity building will these program staff need and how does the organization intend to provide it?

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

### *Organizational Capacity*

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

### *Anticipated Challenges*

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

### *Partnerships and Collaborations (for a maximum of 3 extra points)*

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

### *Leveraged Resources (for a maximum of 3 extra points)*

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

## Budget

Providing a complete fiscal picture is critical to understanding the comprehensive cost of service delivery. Applicants should submit a budget that reflects the **total cost** of running the proposed E3 Center. This amount should include **all program, operating and youth payments expenses**, both those leveraged and those requested of PYN. Requests of PYN should not exceed \$1M.

Applicants should complete the full **Budget Template** including the **program budget** (Tab 1), corresponding **budget narrative** (Tab 2) and **program revenue** sources (Tab 3) describing each of the costs included in the budget. The budget contains line items for administrative or training costs. All costs associated with direct delivery of services to young people are considered training costs. Administrative costs are costs not directly associated with service delivery and should not exceed 10% of the total budget. Organizations that have a federally approved indirect cost rate can include it on the budget as long as it doesn't exceed 10%.

Applicants should submit an Excel version of the budget template (not PDF). The budget template also contains formulas that should not be modified. Any questions or concerns about the budget template should be submitted to [PYNRFP@pyninc.org](mailto:PYNRFP@pyninc.org).

If applicable, Applicants should also submit a chart that outlines the resources referenced in the proposal narrative being leveraged in support of this project. This should include a listing of services/resources and a value per each service resource.

## V. SELECTION PROCESS

### Review Process and Selection Criteria

A review committee will read proposals and evaluate them against a formal scoring rubric. Each proposal can receive a maximum of 100 **base** points based on the following breakdown:

Capacity and Relevant Experience	10
Program Description	25
Key Partnerships & Collaboration	20
Staffing	20
Leverage Resources	15
Budget, Budget Narrative & Program Revenue	10

Additionally, a maximum of 3 extra points per area, will be awarded for the priority considerations – both programmatic and operational – discussed in the *Applicant Qualifications and Required Program Elements* sections and referenced again in the *Application Narrative* with the designation “**(for a maximum of 3 extra points)**.” To repeat, extra points can be allocated for the following:

- The demonstrated ability to leverage additional resources, partnerships and/or services to enhance core programming (specifically supportive services for youth).
- The ability to demonstrate that the organization has established processes and/or systems that support them in making evidence-based decisions concerning program improvement over time.
- The existence of partnerships with a post-secondary institution(s) and/or employer(s) who are committed to serving youth as referred by the Center upon completion of the program.
- The ability to collocate the Center with the parent organization and/or parent organization affiliated services and/or can offer extended program hours.

### **Awards**

Recommendations for contract awards will be made to the Council based on the review process and selection criteria. All decisions regarding who will receive contracts are made by the Council and approved by Philadelphia Works, Inc.

## **VI. APPLICATION FORMS AND APPENDICES**

ATTACHMENT 1: NOTIFICATION OF INTENT TO APPLY

\*\*\*THIS PAGE IS DUE ON OR BEFORE January 11, 2013 4:30 PM\*\*\*

SEND BY FAX TO: 267-502-3859

OR BY EMAIL: [PYNRFP@PYNINC.ORG](mailto:PYNRFP@PYNINC.ORG)

Name of organization:

Address of organization:

Street address:

City, State, Zip:

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

Name:

Title:

Phone:

Fax:

E-mail:

*Organization Information*

**Name of organization (applicant):**

**Federal Tax ID # (or EIN):**

**Street Address:**

**City/State/Zip:**

**Phone:**

**Fax:**

*Program Information*

**Name of proposed program:**

**Number of members:** Center must plan for a minimum of **65 active youth** at all times.

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

**Executive Summary of Program (2000 characters maximum)**

**Contact Information**

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

**Signature of Authorized Representative\* (required):**

X \_\_\_\_\_

**Organization Information**

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

**Conflict of Interest/Union Concurrence**

8. Does the applicant have any connection with the Philadelphia Workforce Investment Board, Philadelphia Council for College and Career Success, Philadelphia Youth Network or its Board of Directors?  
Yes  No  (If yes, please explain on separate sheet)
9. List all unions that may be associated with this project:
10. If necessary, does your agency have union approval of the proposed project?  
Yes  No  Not applicable  (If yes, please attach a copy of written proof)

- Proposal Cover Sheets:** Attachment 2
  
- Proposal Narrative:** Not to exceed 15 single-sided single-spaced pages, 1" margins, 12 pt. font.
  
- Draft weekly schedule**
  
- Contractor's Certification:** Attachment 4
  
- Budget, Narrative & Program Revenue Template:** Submitted in Excel format.
  
- Letters from collaborating organizations:** If applicable, describing their specific role and how they will support the program; on organization letterhead.
  
- Letters from other funders:** If applicable, documenting their commitment to support the proposed activities.
  
- Audit and Form 990** – Most recent audit, including the accompanying financial statements and management letter, as well as the most recent IRS Form 990.
  
- Proof of legal status:** IRS Letter of determination or other proof of legal status.

**FORMAT OF ABOVE SUBMISSION:**

- Hard copy:** 1 original copy
  
- Electronic copy:** 1 Flash Drive (preferred) or CD with electronic copies of ALL materials *other* than audit, 990, and proof of legal status.

In addition to the required Budget, Budget Narrative & Program Revenue Template, an Authorized Representative of the applicant organization must sign this Contractor Certification form. Successful Bidders may be required to submit more detailed budget information at the time of contract award as well.

**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 may be required to submit further detailed budget information.*

<b>Authorized Representative Signature:</b> _____
<b>Name:</b> _____
<b>Title:</b> _____
<b>Date:</b> _____

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

**Budget, Budget Narrative & Program Revenue:** The budget template is provided as a separate Excel spreadsheet. It can be downloaded at the same locations as the RFP: [www.pwib.org](http://www.pwib.org); [www.philadelphiacouncil.org](http://www.philadelphiacouncil.org); [www.pyninc.org/provider/rfps.php](http://www.pyninc.org/provider/rfps.php). Please be sure to fill out **Tabs 1-3**.

**Questions about the budget:** If you have any questions about completing the budget template, please email [PYNRFP@pyninc.org](mailto:PYNRFP@pyninc.org).

**Philadelphia Youth Network will:**

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

**Provider representatives will:**

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

**Worksite Coordinators will:**

- Complete the Worksite Agreement in conjunction with the provider representative.
- Submit requisite clearances to provider.
- Comply with all aspects of the Worksite Agreement.
- Ensure worksites have at least two adults on site while youth are present and adhere to the required supervisor-to-youth ratio.
- Attend a Worksite Orientation prior to youth arrival.
- Ensure youth are provided a safe learning environment that promotes 21<sup>st</sup> century skill gain.
- Maintain consistent communication with provider.
- Follow incident reporting procedure, including immediate contact of the provider representative.
- When applicable, perform any or all responsibilities of the Worksite Supervisor, most specifically when there is no distinction between the two roles.

**Worksite Supervisors will:**

- Comply with all portions of the Worksite Agreement.
- Attend a Worksite Orientation before youth arrival.
- Support youth in setting and maintaining realistic goals and expectations.
- Establish a safe learning environment including activities that promote development in the 21<sup>st</sup> century work-readiness skills and other identified skill sets.
- Support youth in various aspects of the project-based learning component.
- Facilitate youth debrief and reflection opportunities.
- Follow incident reporting procedure, including immediate contact of the Worksite Coordinator.
- When applicable, perform any or all responsibilities of the Worksite Coordinator, most specifically when there is no distinction between the two roles.

**Worksites will:**

- Display all relevant employment posters including, but not limited to, OSHA, EEO, and Child Labor Law.
- Include all relevant youth safety materials on-site including, but not limited to accessible bathrooms and water fountains, first aid kits, telephones, fire exit routes, and fire extinguishers.
- Adhere to “Worksite Safety Provider Certification Checklist” as described in the Worksite Agreement.

**The Youth will be offered:**

- A safe, well-rounded, and high-quality work experience in which they can grow professionally through varied learning experiences producing tangible skill gains; an ability to perform self-assessments of professional readiness; and an experience that enables them to discover their career “likes” and “dislikes.”