REQUEST FOR PROPOSALS
Summer Employment Programs

IMPORTANT DATES

RFP Release: August 12, 2019
Bidders' Conference: August 21 @ 9 a.m. or 1 p.m.
More details at https://pyn-bidders-conference-summer.eventbrite.com/
Letter of Intent to Apply Due: August 30, 2019* by 11:59 p.m.

*Extended to September 11, 2019 by 11:59 p.m.
Submit via www.pyninc.com/rfploi

Proposals Due: September 25, 2019 by 12:00 p.m.

The Philadelphia Youth Network

400 Market Street, Suite 200

Philadelphia, PA 19106

Period of Performance: February 2020 – September 2020

At the discretion of the Philadelphia Youth Network, two optional one-year extensions may be granted based on performance and the availability of funding.

PROPOSALS RECEIVED AFTER 12:00 P.M. ON SEPTEMBER 25 WILL NOT BE ACCEPTED

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Section I: RFP Introduction

The Philadelphia Youth Network (PYN) on behalf of WorkReady Philadelphia is seeking proposals from high-performing, youth-serving organizations to provide educationally-enriched, career development opportunities for youth and young adults ages 12-24 years during summer 2020.

In 2019, the Philadelphia Youth Network (PYN) celebrates 20 years supporting high quality education and employment opportunities for young people. In partnership with a broad array of dedicated stakeholders, PYN has helped to support roughly 192,000 opportunities for young people in the city of Philadelphia, the majority of which were summer employment opportunities. A key objective of PYN with our partners has been to continue and grow these opportunities for young people and in our communities.

WorkReady Philadelphia is a citywide effort to address the skills gap by convening partners, employers, leaders of youth-serving systems and youth to build a coordinated approach to preparing young people for future employment. WorkReady stakeholders seek to give young people ages 12-24 access to meaningful paid work experiences that promote self-efficacy, connect youth to caring adults and offer the opportunity to build the transferable skills required to secure and sustain employment.

As we seek to procure a new round of contracts, our goal is to ensure that summer employment opportunities support the needs of multiple stakeholders throughout the city and contribute to larger citywide goals and outcomes. PYN has and will continue to work with a wide range of partners, including Philadelphia Works, the City of Philadelphia through the Department of Human Services, and the School District of Philadelphia, to identify strategies for renewing and aligning summer employment opportunities 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. Because of this unified focus at the city level, we have identified some key goals for the programs that PYN will procure through this RFP. We are seeking to:
- Connect summer opportunities to other career development activities
- Align opportunities with PYN's Career Development Framework to support a continuum of high-quality experiences for young people
- Expand the reach of summer opportunities to youth who have the greatest need and least connection
- Support a variety of opportunities to meet the varied assets and needs of young people 12-24 in Philadelphia.

Through this RFP, PYN seeks to ensure that summer experiences support a wide range of summer employment opportunities for youth and young adults, 12-24, that connect to and support the introduction and growth in longer-term career pathways. We invite organizations offering opportunities at every level to apply.

SYSTEM STAKEHOLDERS

Summer employment programs on behalf of WorkReady are made possible by multiple partners and investors that allow PYN to blend resources in order to create a citywide, scaled system for summer youth employment opportunities. By investing in a coordinated system, partners can better ensure program quality, data measurement, and youth access to opportunities across the city. Investment in the infrastructure for a coordinated system allows PYN to also provide critical services to program providers and participants, and a coordinated experience for employers and investors. By combining different types of resources to support the WorkReady efforts, we amplify the impact of individual programs towards a common goal of workforce preparation rather than the siloed goals of individual programs. This blended-funding strategy capitalizes on limited resources by centralizing operational functions, mitigating risks by ensuring compliance with youth labor laws and funding regulations, and aggregating information and results to provide a comprehensive picture of services and impact.

Philadelphia Youth Network

The Philadelphia Youth Network (PYN) is the managing partner of WorkReady Philadelphia. 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 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. For more information, visit www.pyninc.org.

City of Philadelphia

Summer jobs on behalf of WorkReady are supported by local public funding allocations from the City of Philadelphia, specifically from the Department of Human Services (DHS). The mission of DHS is to provide and promote safety, permanency and well-being for children and youth at risk of abuse, neglect and delinquency. DHS is organized in the following divisions, each of which is responsible for providing services related to its name: Administration and Management (A&M), Child Welfare Operations (CWO), Finance, Juvenile Justice Services (JJS), Performance Management and Technology (PMT) and Community Based Prevention Services (CBPS). This contract exists within CBPS as a part of the Out-of-School-Time portfolio.

Philadelphia Works

Philadelphia Works, Inc. is the city's local workforce development board that develops and manages workforce solutions that respond to business needs and increase economic opportunity for all Philadelphians. Philadelphia Works, Inc. invests public resources and manages employment services that increase access to career opportunities and responds to business needs. Philadelphia Works annually invests public funding across summer program models. Philadelphia Works annually invests public funding across summer program models. This investment includes Temporary Assistance for Needy Families-Youth Development funds (TANF-YD) and any funding allocated to summer employment programs via the public workforce system.

Other Private and Public Funding
PYN annually secures and leverages additional private and public funding from numerous investors to scale system capacity and services to young people across all summer program models. For the most recent comprehensive list of investors, visit www.workready.org/#involved.

Section II: Benefits of Summer Employment Opportunities

WHY SUMMER EMPLOYMENT OPPORTUNITIES?

The need for continued investment in opportunities for youth and young adults to experience the world of work is underscored by multiple factors, including low youth employment rates and the continued high demand for summer work opportunities. In 2017, only 29.9% of 15-19 year-olds were employed in Philadelphia, compared to 38.3% nationally and 41.4% in Pennsylvania.[1] Furthermore, according to Measure of America, 18.1% of youth aged 16-24 were disconnected from school and work in 2017 – a significantly higher rate than the Commonwealth (11.7%) and national (11.5%) averages.[2] In addition, the demand continues to outpace the supply of career-connected opportunities: over the past several years PYN has received more than 16,000 completed applications for summer programs, for approximately 8,000 opportunities based on funding.

Research has demonstrated the positive benefits of summer employment, including increased academic achievement, views of self, vocational identity development, and lower rates of criminal activity.[3] Youth who are uncertain about their career paths have significantly lower wages in adulthood and less favorable outcomes in the areas of personal adjustment and career maturity than their counterparts who develop clarity and relationships while younger. Career-connected learning opportunities facilitate the development of vocational identity so that young people understand who they are and identify careers aligned with their self-image.[4] Additionally, research has shown that part-time employment opportunities can improve a young person's sense of self-efficacy and views of work when they are connected with supportive supervisors.[5]

Summer employment programs offer opportunities for young people who would otherwise likely not have an early connection to the labor market.[6] In a survey of youth workforce development service providers, respondents cited lack of sufficient

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[1] American Community Survey 2017.

[2] Youth Disconnection 2017. www.measureofamerica.org/DYinteractive/#overview

[3] Schwartz, A. E., Leos-Urbel, J., & Wiswall, M. (2015). Making Summer Matter: The Impact of Youth Employment on Academic Performance; Heller, S. (2014). Summer jobs reduce violence among disadvantaged youth. Science, 346 (6214), 1219–1223; Creed, P.A., & Patton, W. (2003). Predicting two components of career maturity in school based adolescents. Journal of Career Development, 29, 277-290.; Earl, J.K., & Bright, J.E.H. (2007). The relationship between career decision status and important work outcomes. Journal of Vocational Behavior, 71, 233-246.; Staff, J., Harris, A., Sabates, R., & Briddell, L. (2010). Uncertainty in early occupational aspirations: Role exploration or aimlessness. Social Forces, 89, 659-684.; Skirkov, V.B. (2007). Continuity in adolescent career preparation and its effects on adjustment. Journal of Vocational Behavior, 70(1), 8-24.; Heerygers, K.S., Wieland, S.M.B. (2017). Work socialization through part-time work: cultivating self-efficacy and engagement through care. Journal of Applied Communication Research, 45(5), 557-575.

[4] Porfeli, E.J., & Lee, B. (2012). Career development during childhood and adolescence. New Directions for Youth Development, 134, 11-22.

[5] Heerygers, K.S., Wieland, S.M.B. (2017). Work socialization through part-time work: cultivating self-efficacy and engagement through care. Journal of Applied Communication Research, 45(5), 557-575.

[6] Ross, M. (2016). Decoding declines in youth employment. Brookings Institute.

socio-emotional and/or behavioral skills (79%) as one of the greatest challenges young people face in connecting to stable employment.[7] Summer employment programs allow young people to develop essential skills, gain familiarity with expected workplace behaviors and basic customer service skills, and create networks with caring adults who provide guidance on workplace expectations. For young people, summer employment is a crucial and concrete step toward gaining the skills and experience needed to participate successfully in the workforce.

For the business community, summer employment offers many benefits, as well. Summer employment provides a targeted way to engage in the city's overall talent pipeline efforts, providing a concrete way employers can support the larger education and employment goals. Summer employment is clear way for employers to tap into the potential of young people who help them remain competitive by bringing their innovative ideas, greater customer connection and an increase in workforce diversity. Employers understand that if the gap continues to grow between the skills employers need and the skills young adults have, there will be serious ramifications for the future profits and competitiveness of our regional economy. Offering early employment opportunities to youth and young adults addresses the skills gap commonly cited as a barrier to recruiting and retaining talent and overall development of pipelines of future talent.

SUMMER 2020 INVESTMENT PRIORITIES

As PYN works to align, enhance, and expand summer opportunities through this next round of funding, four core priorities have emerged as central to our investment and support of summer employment programs on behalf of WorkReady. Through this RFP we aim to:

1. **Connect summer opportunities to other career development activities**

2. **Align opportunities with PYN's Career Development Framework to support a continuum of high-quality experiences for young people**

3. **Expand the reach of summer opportunities to youth who have the greatest need and least connection**

4. **Support a variety of opportunities to meet the varied assets and needs of young people 12-24 in Philadelphia**

More details about these priorities are highlighted below.

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[7] Jain, R., Conway, M., & Choitz, V. (2015). Connecting Young Adults to Employment: Results from a National Survey of Service Providers. Workforce Strategies Institute at the Aspen Institute.

Priority 1: Connect summer opportunities to other career development activities

Summer experiences should build on, extend, and connect to other career development activities– specifically school-year and year-round opportunities that build connections and networks with employers and industry, as well as connect to in-school and out-of-school career development experiences.

In the City of Philadelphia's current workforce strategy, *Fueling Philadelphia's Talent Engine*, Goal #1 explicitly calls for an increase in high-quality work experiences to youth in Philadelphia's public schools (highlighted in the adjacent text box). In addition, in support of goals set by the state's Future Ready PA Index, the city's three major youth-serving systems - the School District of Philadelphia (SDP), Department of Human Services (DHS), and Philadelphia Works (PW) - have aligned around the importance of college and career readiness preparation in all aspects of youth services.

> **Fueling Philadelphia's Talent Engine**
>
> Goal 1: Prepare Philadelphians with the skills employers need for a world-class workforce.
>
> Recommendation 3: Connect all Philadelphia public school students to a high-quality work experience before graduation to prepare them for college and career.

In addition to fostering connections to broader career-pathway efforts, summer employment offers specific and tangible opportunities for connecting to industry and local workforce partners.

Successful applicants will:
- Maximize the value of short-term summer experiences through connections to other opportunities and in service of larger career pathway goals through programming (e.g., connecting to students' school-year goals) or partnerships (e.g. building out specific connections to other programs).
- Increase the range of local employment partners that engage in summer experiences by integrating the full range of work-based learning opportunities available for engaging industry partners[8] in their program proposals.

> **Examples of increased career pathway connections:**
> - DHS's Out-of-School-Time system released an RFP in 2019 that incorporated expectations of connecting high-school aged OST participants to summer jobs and building the skills and mindset outlined in PYN's Career Development Framework, highlighted in Appendix 1 of this RFP.
>
> - Future Ready, a partnership between the Chamber of Commerce for Greater Philadelphia and School District of Philadelphia, increases engagement with local employers to expose middle school students to career pathways at employers across the city.

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[8] More information about work-based learning opportunities is available through these resources:
- https://youth.gov/youth-topics/youth-employment/career-exploration-and-skill-development
- https://www.doleta.gov/youth_services/
- https://www.workforcegps.org/resources

Priority 2: Align opportunities with PYN's Career Development Framework to support a continuum of high-quality experiences for young people

In 2018, PYN released the Career Development Framework (the CDF), which lays out a holistic vision for a career pathway and personal skill development for youth and young adults in Philadelphia. This framework offers a unifying vision for career engagement and advancement that is increasingly shared across youth-serving entities including the School District of Philadelphia, the Department of Human Services and Philadelphia Works. The CDF provides a common way to organize different activities at different levels towards the goal of building a talent pipeline and closing the gap between talent and employer needs.

PYN's CDF is shared and described in more detail in Appendix 1.

The framework helps to identify a continuum of career experiences and offers a shared language for alignment across efforts - particularly those led by the City of Philadelphia, the School District of Philadelphia, and DHS's Out-of-School Time network. Specifically, the Out-of-School Time High School portfolio connects year-round experiences to the goals of WorkReady by actively preparing high school students to maximize academic learning and character development through participation in summer youth employment experiences. Using the Career Development Framework to connect the activities of year-round experiences to summer employment, this systemic partnership amplifies the impact of both resources by ensuring participants in the Out-of-School time High School programs have the opportunity to practice and enhance essential skills during the summer.

An important impetus for developing the CDF was the ability to create stronger impact by combining multiple efforts and the recognition that summer experiences should be delivered in alignment with a broader continuum of experiences. Often the skills and mindsets most valued by employers are essential skills that are fostered through positive youth development practices.

This RFP will use the components of the CDF to select and support a diverse collection of programs that can offer experiences across the continuum and meet the variety of skill levels for young people.

Successful applicants will:
- Deliver opportunities in summer programs that develop a wide range of skills in youth and young adults in a variety of ways
- Identify where in the continuum the specific program efforts fall to create a comprehensive picture of skill development opportunities throughout the city.
- Utilize the CDF as an opportunity for connecting short-term impacts of summer experiences with longer-term goals around successful and fulfilling employment for young people.

Priority 3: Expand the reach of summer opportunities to youth who have the greatest need and least connection

Increasing access has always been a core focus of PYN's work and through this RFP, we are further strengthening this focus.

Summer employment offers a critical entry point into the workforce, providing a clear way to acquire and enhance foundational and academic skills, build social networks and develop knowledge about workplace expectations. While summer employment benefits many young people, the path and ease of access is not the same for all youth. Vulnerable youth experience different challenges that create barriers to employment. Ensuring that access does not add to those barriers is one of the commitments driving this priority.

While summer programs are open to eligible youth and young adults aged 12-24 living in Philadelphia, the following priority populations are emphasized for increased access through this RFP:
• Youth and young adults living in **high poverty**, **high crime** areas*
• Youth and young adults connected to the **juvenile justice** and **foster care** systems
• **Pregnant** and **parenting** teens
• Youth and young adults attending **key identified (low-connection) schools***
• **Youth with disabilities***
See Appendix 2 for list more details on priority population

PYN recognizes that summer programs have been serving many participants in these target populations, however through this RFP, **PYN intends to allocate 25% of available funding to applicants committing at least 90% of their program slot level to one or more of the prioritized populations listed above. Additionally, these applicants may receive additional supports and resources to serve the population.**

Priority 4: Support a variety of opportunities to meet the varied assets and needs of young people 12-24 in Philadelphia

Under Philadelphia's youth employment system, PYN's summer employment models have always been designed to unite different types of programs to achieve a scalable system of services that emphasize skill-building, promote positive youth development principles, apply evidence informed workforce development strategies, and respond to the dynamic, varied needs of young people through different types of experiences. Scale is achieved through this system by uniting the capacities of youth-serving systems to meet common goals for summer employment. This approach offers greater diversity in experiences and allows the system collectively to engage young people of different ages at different stages of development. PYN is committed to maintaining a diverse portfolio of opportunities to respond to the diverse talents and needs of the many young people seeking employment experiences.

With this in mind, **PYN intends to fund a more balanced distribution of experiences across multiple models (outlined in the next section). Specifically, we are seeking to increase the number of experiences we offer in both the early and advanced phases of the continuum.** A key strength of our system has been and will continue to be the unique approaches among the network of organizations offering summer employment experiences.

Successful applicants will:
- Articulate their program in detail.
- Define the populations they are serving and clearly articulate how the program(s) they propose to operate support the unique needs those specific young people. This may include operating multiple programs and/or differentiating experiences within one program based on age and experience.
- Describe innovative approaches for service delivery including but not limited to use of technology and employer/industry partnerships.

Section III. Summer Employment Models and Programs

OVERVIEW OF ELIGIBLE MODELS AND PROGRAMS

At PYN, we believe young people need access to a network of high-quality education and employment opportunities. Through the four priorities outlined above, PYN is releasing this RFP to ensure that summer employment opportunities offer high quality education and employment experiences for our young people, and particularly those most underserved. We also believe that we must keep striving to create opportunities that are responsive to shifting education and employment landscapes and meet the ever-evolving needs of youth. Building on our existing programs and models, we are refining our four foundational models and offering a new option for programs that may fall outside the four foundational model parameters but meet the aims of the Career Development Framework and the priorities of the system. This option will herein be called "*innovation accelerator*" (see pg. 15 for more details).

Together, all four models and our innovation accelerator pathway reflect a comprehensive approach to integrating learning with positive youth development and workforce preparation through a variety of employment experiences. No matter the model, all programs are expected to provide participants with the opportunity to:
- Engage in learning that is embedded in the experience
- Practice job seeking skills through completion of an employment application
- Participate in orientation and/or pre-employment training prior to the start of the experience,
- Demonstrate the capacity to follow directions and complete tasks through the enrollment process, consistent attendance and participation

- Establish positive relationships with adults who may serve as navigators, instructors, facilitators, and workplace guides
- Ability to build social networks through shared experiences and peer learning
- Engage in reflection and identify personal growth throughout the experiences
- Acquire and enhance critical skills and mindsets required for future success in school, work, and life.

Foundational Models: PYN will procure and support the operation of high-quality summer programs through our four foundational models that have been core to summer employment experiences:

➢ **Career Exposure** programs build awareness about careers and post-secondary opportunities by allowing participants to explore personal interests, and the skills and experiences that careers require. This model specifically focuses on introducing long- and short-term goal-setting and providing opportunities to build research and community.

   Program Elements:
   - Individualized career planning, including setting and refining career goals
   - Exposure to information about specific careers and educational pathways for career attainment
   - Exploration of high school options and planning for the application process
   - Engagement in project-based learning opportunities with peers and a trained adult facilitator and/or professional from a specific industry
   - Connection and exposure to specific career experiences and mentors

➢ **Service Learning** programs engage participants in collective pursuits to address real-world issues or needs in the community and employ teaching and learning strategies designed for young people with an interest in civic service. Participants will work in groups to explore real-world challenges through research, reflection, and project development, as well as through direct service and/or advocacy.

   Program Elements:
   - Placement in a group/teamwork setting
   - Participation in an orientation prior to the start of the experience
   - Engagement in a meaningful service driven project that addresses real-world issues or needs in the community
   - Opportunities to gain understanding, appreciation, and respect for individuals of diverse backgrounds
   - Selection of projects appropriate for timeframe
   - Integration of youth voice in project ideas and development

➢ **Work Experience** programs engage participants in traditional entry-early level work experience in a specific industry. Participants interact regularly with a trained adult supervisor to complete assigned tasks that add value in the workplace.

   Program Elements:
   - Placement in a professional work environment
   - Participation in pre-employment training
   - Engagement in on-going learning and reflection opportunities
   - Engagement with a trained adult supervisor
   - Development of necessary, but experience-appropriate, tasks

- Exposure to career options within the industry exposure to career-pathway options within the industry

➢ **Internship** programs engage participants in intermediate level work experiences that facilitates deep exposure to a chosen career, accelerates skill development, and allows young people to work closely with a trained, adult supervisor who serves in an instructional role throughout the duration of the experience.

Program Elements:
- Placement in a professional work environment and assigned to a specific workplace mentor to guide instruction during the experience
- Placement in structured settings that connect youth to local and regional high-growth industries
- Participation in pre-employment training and pre-placement screening
- Engagement in separate and structured professional development sessions to promote on-going learning and reflection opportunities
- Engagement with a trained adult supervisor who monitors task quality, task completion and professional growth
- Development of more advanced and valued tasks
- Connection to new professional networks

Innovation Accelerator: In addition, we are introducing *Innovation Accelerator* as an option for which programs can apply. If successful, innovation accelerator programming may inform the development of additional system-wide models that enhance the diversity of experiences offered across the youth workforce development system. We recognize that programs may exist that support the goals and expectations of summer employment opportunities highlighted in this RFP that do not fit neatly into one of the four foundational models and parameters (i.e. # of weeks or hours). This offers a pathway for programs that fall outside of foundational models. **The goal is to offer greater flexibility for programming, which supports innovative ideas and facilitates expansion of programs across the career development continuum.**

We encourage both new and incumbent applicants to apply under this pathway. Programs submitted as an innovation accelerator can be brand new or established programs that are new to PYN's menu of summer employment opportunities.

Preference will be given to programs that do at least one of the following:
- Provide opportunities in the advanced stage of the Career Development Framework continuum (see Appendix 1) by offering post-secondary credentials and/or certifications
- Foster direct connection to employment at the conclusion of the summer program
- Promote youth entrepreneurship
- Can operate under the standard cost-per slot of the other four models

PYN will set aside up to 10% of funding to support Innovation Accelerator programs.

TABLE 1: MODEL AND PROGRAM REQUIREMENTS

	Career Exposure	Service Learning	Work Experience	Internship	Innovation Accelerator
Youth Profile:[9]	For young people ages 12[10]-14 with minimal to no career-connected experiences and seeking initial exposure to careers.	For young people ages 14 -24 with minimal to no career-connected experiences, who have not matriculated into post-secondary opportunities, and have an interest in engaging in a real-world, civically-minded project.	For young people ages 14 - 24 with minimal to no career-connected experiences, who have not matriculated into post-secondary opportunities, and have an interest in gaining experience in a workplace.	For young people ages 14 - 24 with previous work and/or leadership experience, who have not matriculated into post-secondary opportunities.	For young people ages 12-24 that meet certain criteria set by program provider.
Supervisor to Youth Ratio:	1:15	1:15	1:3	1:3	Between 1:3 and 1:15
Minimum participants per program	25	25	25	25	25
Duration of program:	Six weeks, total of 120 hours	Six weeks, total of 120 hours	Six weeks, total of 120 hours	Six weeks, total of 120 hours	Minimum of four, maximum of twelve weeks, total hours dependent on program, not to exceed 240 hours
Youth Payment:	Incentives up to $600	Incentives up to $885	$8.25 / hour Up to $990 gross wages	$9 / hour Up to $1,080 gross wages	Wages or incentives dependent on the program[11]
Operating Cost Per Youth Participant	$500/per slot $600/per slot for programs committing to filling 90% of slots with priority populations				Dependent upon provider. Preference given to applicants who operate below foundational model cost per slot.

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[9] Youth must be at lower or upper limit of age range on the start date of the program and cannot exceed the maximum age rage at any time during the program. Youth may be in-school or out-of-school.

[10] 12 or having completed 5th grade

[11] Compensation must be aligned to type of experience. Incentive-based programs articulate a series of milestones participants will achieve through the program. Wage-based programs compensate youth based on an hourly rate for work completed during the program. Regardless of compensation type, youth 15+ must be eligible receive a minimum compensation equivalent to $885 over the course of the program or $8.25 per hour.

In addition to the model and program expectations outlined above, all programs must link to PYN's Career Development Framework (see Appendix 1) and provide embedding learning opportunities.

Below we share more about these expectations.

Career Development: Phases, Skills, and Mindsets

As highlighted in PYN's Career Development Framework (CDF) *(Appendix 1),* PYN seeks to support career pathway development for youth and young adults by building youth skills and mindsets across a continuum of career experiences. Across these strategies, the CDF offers a framework for applicants to be intentional about where in the continuum of employment experiences their programs fall and the specific skills and mindsets that are a focus of their efforts.

The four (4) foundational models and new programs support career pathway development through three (3) unique phases of a young person's career development experience:

PHASE	FOCUS	DESCRIPTION
Early	Awareness	Build awareness about the variety of careers and career pathways available and the role of post-secondary education
Intermediate	Exploration and Preparation	Learn through engagement in targeted work-based experiences and solidify the foundational skills to succeed
Advanced	Training and Immersion	Develop career-specific skills and engage in authentic career experiences

Across this continuum of experiences, programs within different phases foster and facilitate opportunities in any of these skills and mindset areas. The expectation is not that programs support all skills and mindsets but rather are specific about which of these areas are a focus:
- Academic and Technical Skills include: (1) numeracy, (2) literacy, and (3) technical application
- 21st Century Skills include skill-building in: (1) teamwork and collaboration, (2) communication, (3) creativity and innovation, and (4) critical thinking.
- Character Development includes: (1) resilience, (2) mindfulness, (3) curiosity, (4) courage, (5) ethics and (6) leadership
- Reflective Practice includes opportunities to: (1) name and understand skill development, (2) build relationships and networks, and (3) reflect on personal skill development

Across these phases, **successful applicants will support youth and young adults in achieving key educational and employment milestones and help set them on a career pathway that allows for continued advancement.**

Embedded Learning Opportunities

The intentional integration of academic learning is critical to ensuring that every experience is meaningful and supports knowledge building and skill development. PYN's Career Development Framework is predicated on learning as the center of all stages.

PYN has outlined three approaches to learning listed below that should be integrated into summer employment programs. **A successful applicant must incorporate at least one approach into their program.** If funded, PYN will offer support through a program quality coach to help individual programs further define, refine, and track the experience of participants in projects.

> **Project-Based Learning:** Project-based learning (PBL) allows youth to engage with issues and questions relevant to their lives. Through PBL, participants have access to experiences that allow for inquiry, reflection, and collaborative learning. PBL offers the opportunity to develop a project around any topic that allows youth to engage in a sequence of research activities, collaborative knowledge-building, analysis and synthesis, and presentation of solutions and answers discovered through inquiry.

> **Service Learning Project:** Service Learning combines learning objectives with community service or in resolution of a community-driven need. This type of project centers around a real-world question of relevance to youth's lives and their communities. Projects should demonstrate the research that went into understanding the project's focus, specific competencies and processes required to complete the project, and the solution identified to meet the central question or issue on which the project centers.

> **Individual Reflection:** Individual reflection offers youth the opportunity to consider items that participants have learned through their summer experience. Within an individual reflection project, participants demonstrate how the experience has informed their goals and future plans and the ways in which they have increased skills and mindsets aligned with their career development. Specific mechanisms for operationalizing reflection projects could include digital badges, journals, photo journalism, blog posts, poster projects, updated resumes that include skills and experience, goal sheets, participation in and reflection on professional development sessions, etc.

PROGRAM QUALITY AND IMPACT

Program Impact

Across service models, PYN is elevating the importance of summer employment opportunities that connect youth to broader career pathway goals at all levels of career development. While we do not expect immediate impact on larger career pathway milestones, **successful applicants will articulate how their programs help to connect to broader career pathways and support key milestones listed below:**

| High school choice, preparation and transition | High school engagement and completion | Industry connection and post-secondary pathway transition | Youth empowerment and entrepreneurship |

Program Quality

As we seek ways to understand more about the contribution of summer employment programs to the milestones above, PYN will pay particular attention to the quality of experiences that participants have and specifically the implementation of research-based positive youth development practices that align with our Career Development Framework and demonstrate how well the services were provided to youth.

Successful applicants will be able to articulate how they will monitor program quality and ensure staff are trained to deliver positive youth development programming.

To help support program providers in understanding their program quality and impact, we have begun a rollout of a program quality assessment developed by the David P. Weikart Center for Youth Program Quality which we will continue to scale up within this cycle of investment. Based on extensive research of high-quality positive youth development practices and social-emotional learning outcomes, the Weikart Center has developed an assessment focused on four core areas:

1. *Safe Environment*, which includes assessment of emotional safety, healthy environment, emergency preparedness, accommodating environment, nourishment
2. *Supportive Environment*, which includes assessment of warm welcome, session flow, active engagement, skill-building, encouragement, reframing conflict
3. *Interaction*, which includes assessment of belonging, collaboration, leadership, adult partners
4. *Engagement*, which includes assessment of planning, choice, reflection

The objective of this assessment is to serve as a tool in a cycle of continuous improvement which the Weikart Center articulates as happening in three phases: Assess, Plan and Improve.

   a. _Assess:_ The Assess portion of the cycle includes, but is not limited to, activities such as conducting assessments, data conversations to discuss program-level data, review of previous program summary reports and data snapshots, qualitative data discussion, and targeted conversation around challenges.
   b. _Plan_: The Plan portion of the cycle focuses on using data gathered and engaging in a program planning process to set goals and articulate a pathway to achieving those goals through a Continuous Improvement Plan.
   c. _Improve_: The Improve portion of the cycle includes engaging in actions that help to support objectives laid out in Continuous Improvement Plans (for example, through group PD/training sessions organized by PYN), connection to tools and resources, and through one-on-one coaching.

PYN will work with select programs each year to implement a cycle of continuous improvement that helps to support program quality and impact across summer opportunities.

ADDITIONAL PYN SUPPORTS PROVIDED UNDER THIS GRANT

As part of the summer employment system, program providers receive specific supports from PYN. Centralized resources from PYN help to support quality, consistency, and efficiency across the system. We offer five key areas of support: (1) Technology Infrastructure, (2) Participant and Worksite Recruitment, (3) Program Quality Coaching, (4) Compliance Support, (5) Evaluation Support, and (6) Participant Compensation.

Technology Infrastructure: PYN offers and manages a variety of tools to centralize implementation processes, and facilitate the application, enrollment, and payment of participants, and the registration of worksites and tracking of job and supervisor clearances specifically through the online application, PYNDEX, and PYNPortal.

Participant and Worksite Recruitment: PYN develops system wide resources for participant and worksite recruitment including flyers for distribution. PYN will also utilize print, digital and social media platforms to publicize the system as a whole.

Program Quality Coaching: PYN provides each program with a program quality coach to support and strengthen high-quality instruction across the range of summer opportunities offered. We work in partnership with individual programs to: (1) plan and integrate project-based learning opportunities that support career development into participant experiences, (2) engage in reflection on the implementation of these

experiences, and (3) identify opportunities for continuous improvement and strengthening quality of participant experiences.

Compliance Support: PYN helps to limit risk, promote safety and support programs and organizations in meeting the mandates of various funding sources and child labor laws by serving as an employer of record. We develop processes and procedures and centralize necessary documents for supporting worksite recruitment, program development and operations, and staff management. We offer quality review of all youth and worksite forms to ensure they are compliant with programmatic, local, state, and federal guidelines and maintain copies of participant enrollment files, timesheets, and other documentation.

Evaluation Support: PYN oversees the evaluation of summer programs and the reporting of comprehensive results, developing and facilitating participant, worksite, and program-level assessments of individual programs and the performance of the system as a whole. Aligned with the Career Development Framework, we also offer formative assessments of programs to support high-quality program development and implementation. We distribute and collect required surveys and evaluations, as well as additional data that can help to inform and improve program and system efforts.

Participant Compensation: PYN manages the activities related to youth compensation, including but not limited to, proof of skill mastery and academic credit, incentive plan development and review, record keeping for attendance and time tracking, the distribution of participant payment, and operating as the employer of record to ensure compliance with all labor laws and compliance requirements. PYN provides multiple options for participant payroll including payroll debit cards, paychecks, and/or direct deposit[12]. Please refer to Appendix 3 for more details regarding compensation types offered through summer programming.

Section IV. Operational Requirements

In addition to adhering to the model and program expectations outlined in Section III, successful applicants will be expected to carry out the following operational functions related to programmatic implementation:

Recruitment and Enrollment of Eligible Participants

Successful applicants must recruit and enroll participants that meet eligibility requirements and will be provided with additional support when targeting priority

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[12] PYN remains firmly committed to ensuring that youth have access to safe and affordable bank accounts. As we continue to support expansion of these efforts, PYN will continue to explore options to augment our existing summer employment payroll options to support youth banking and direct deposit methods.

populations. Table 2 below provides an overview of eligible participants and additional target characteristics:

TABLE 2: OVERVIEW OF ELIGIBLE AND PRIORITY POPULATIONS

Eligible Participants	Priority Participants[13]
• In-school and opportunity[14] youth • Ages 12 – 24 years old • Residents of Philadelphia • Registered for Selective Service *(males 18 years old or older only)* • Authorized to work in the United States • Low-income eligible[15]	• Youth and young adults living in *high poverty, high crime* areas • Youth and young adults connected to the *juvenile justice* and *foster care* systems • *Pregnant* and *parenting* teens • Youth and young adults attending *key identified schools* with low connection to career development opportunities • Youth with *disabilities*

Successful applicants must adhere to all employment law and programmatic guidelines when completing a participant file. Successful applicants must demonstrate ability/strategy to work with participants to obtain and provide a variety of documentation to support enrollment. See Appendix 4 for elements of a completed file.

Worksite Recruitment and Participant Placement

Another critical operational expectation of applicants is the recruitment of high-quality worksites. A high-quality worksite facilitates meaningful work experience by exposing participants to the skills necessary to compete in the workforce. (See Appendix 5 for further definitions of a quality worksite.) The worksite is where summer employment experiences will occur. Types of worksites may vary based on model and program and may include schools, recreation centers, camps, and traditional businesses[16].

Successful applicants will be responsible for recruiting quality worksites, submitting necessary paperwork (including clearances) to PYN for entry into the centralized system, adhering to the supervisor ratios outlined in Table 1 on page 13. Successful applicants will also be responsible for placement of participants at worksites and on-going management and support of both participants and worksites during the duration of the program.

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[13] See Appendix 2 for more details

[14] Opportunity youth defined as being 16- 24 and disconnected from school and work at time of enrollment

[15] Low income eligible definition: Member is either receiving TANF/SNAP/MA as a head of household or as a minor member of another grant or is Family Works (FW) Eligible - Member is not receiving TANF/SNAP/MA benefits only and whose family's gross countable earned income does not exceed 235 percent of the Federal Poverty Income Guideline (FPIG).

16 All worksites recruited by providers must be a small business (3-50 employees) and/or a non-profit. All other businesses not meeting these criteria are urged to financially support summer programming.

Payments to Participants

While PYN manages the payroll system and operates as the employer of record, successful applicants will be responsible for the following activities connected to payments to participants:

Time Tracking: Successful applicants will be responsible for collecting supervisor-approved timesheets, data entry of appropriate youth hours into PYNDEX per the payroll schedule and submitting hard copies of timesheets to PYN on or before the pay date. Payments will be issued in the form of a payroll card, direct deposit or check[17]. Successful applicants will be responsible for the distribution of payroll cards, bi-weekly paychecks for youth that have opted for checks, as well as the bi-weekly distribution of pay stubs for all participants. Providers serving youth with special needs may negotiate an alternative form of payment at the time of contract award. All timesheets are submitted to PYN at the end of the program, reconciled with the check stub, and subject to audit.

Incentives: Successful applicants will complete and submit an incentive plan that outlines no more than six incentive benchmarks. Successful applicants will be responsible for submitting incentives electronically via PYNDEX. Incentives must be broken down for all participants for the full period of a proposed contract. Incentives must be commensurate with benchmarks outlined in the incentives plan and a consistent method must be used to award incentives. An Incentive Log must be submitted with each payroll (similar to submission of timesheets) documenting incentive achievement for each participating youth. A complete log is submitted to PYN at the end of the program, reconciled with the check stub, and subject to audit.

Attendance and Communication

Successful applicants will be expected to communicate regularly with their PYN program point of contact to share updates about progress towards participant recruitment, participant enrollment, worksite recruitment, participant placement, and retention goals. PYN staff are trained to support program staff and can help to identify and overcome barriers that emerge.

Appropriate staff will also be required to participate in information and training offerings. The goal of these trainings is to engage successful applicants in activities that will enable them to implement high-quality summer programs. These events will primarily take place prior to the start of the program, running from February through June.

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[17] Payroll card generation is dependent on timely participant placement. If a participant is not placed by the deadline, she/he will be paid via paper check. The provider will be responsible for the distribution of all debit cards, pay stubs and paper checks.

Professional development opportunities may be available other times of the year as well.

Additional Operating Procedures

Successful applicants will also be responsible for compliance with all operating procedures of the summer program. These procedures are designed to enhance the quality of the program as well as ensure the safety of all participants and adults throughout the summer period.

Examples of WorkReady policies are as follows:

- Timely Financial Reporting
- Enrollment & Eligibility Procedures
- PA and Federal Child Labor Laws
- Procedures for Reporting Incidents
- Workman's Compensation Procedures
- Clearance Policies for Youth and Worksite Supervisors in compliance with PA's Child Protective Services Law
- Adhering to HIPAA laws
- Record Retention
- Other procedures as applicable

All operating procedures will be shared at the professional development trainings prior to the start of the program.

Section V. Summer Employment Programs Performance Metrics

PYN has set a series of performance targets for programs to meet. The data helps to ensure that as a system, we maximize the number of opportunities accessed, the amount of wages those opportunities can offer, and the quality of the experiences that youth and young adults have in summer employment.

Participant Recruitment	
The unduplicated number of participants who complete the application process using your unique contract/referral code and connected to your organization through city-wide recruitment divided by the contracted slot level.	100%
Participant Enrollment Deadline	
The unduplicated number of participants who completed the online application and submit completed enrollment packets to PYN by the communicated deadline divided by the contracted slot level.	100%
Participants Paid	

The unduplicated number of participants who earned and have been paid at least one hour of wage or one-dollar incentive divided by the contracted slot level.	100%
Wages/Incentives Paid	
Wage-based programs: The total gross wages paid to participants divided by the maximum number of hours available for the program contracted slot level multiplied by the pay rate. *Incentive-based programs:* The total incentives paid to participants divided by the maximum incentive available for the program contracted slot level	85%
Retention	
Wage-based programs: The total number of participants who completed at least 85% of available program hours divided by the total number of participants paid. *Incentive-based programs:* The total number of participants who receive at least 85% of maximum incentive available divided by the total number of participants paid.	85%
Surveys and Assessments	
Participant survey and assessment completion rate: the number of participants who have all surveys and assessments completed divided by the total number of youth paid.	85%
Worksite survey completion rate: the number of worksites that complete the worksite survey divided by the total number of worksites.	60%
Overall Participant Satisfaction: Total number of youth who indicate that they were satisfied overall with their summer experience divided by the number of youth who completed the survey.	90%
Surveys and Assessments	
Number of youth who report having opportunities to develop the following divided by the number of youth who took the survey: • *Develop and apply career readiness skills and mindsets* • *Set goals and develop plans to achieve them* • *Understand multiple career options* • *Increase self-awareness* • *Develop initiative* • *Develop strong relationships with peers and adults* • *Increase financial and digital literacy*	75%

Number of worksites who report demonstrating components of high-quality worksite:
 	
• *Design opportunities for all young people to:*
  ○ *Actively participate in the workplace culture*
  ○ *Collaborate with other employees and departments*
  ○ *Take a leadership role on designated tasks.*
• *Offer youth access to, and hands-on training with, current/emerging industry-specific technologies (as relevant)*
• *Connect youth to an active workplace mentor*
• *Have policies and staff which provide a safe environment*
• *Use the CDF to assess and align their workforce needs*
	75%

Each program will receive a report card highlighting overall performance at the end of the program year, as well as opportunities to discuss and reflect on metrics with their program quality coach.

Section VI. General Application Information and Process

PERIOD OF PERFORMANCE

This request for proposals is intended to cover a period beginning no later than February 1, 2020 and concluding September 30, 2020. At the discretion of the Philadelphia Youth Network, two optional one-year extensions may be granted based on performance and the availability of funding.

WHO IS ELIGIBLE TO SUBMIT A PROPOSAL?

PYN on behalf of WorkReady Philadelphia is seeking proposals from schools, non-profits, and for-profit youth-serving organizations, with significant capacity, demonstrable youth development experience and outcomes to operate summer employment programs 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. 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 on behalf of WorkReady Philadelphia 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/rfp). Respondents who want to apply for multiple models need to submit a *separate* proposal for each model they propose to operate: **Career Exposure, Service Learning, Work Experience, Internship, and Innovation Accelerator.**

PROPOSAL TIMELINE

RFP Release Date	August 12, 2019
Bidders' Conference *Additional Details at:* https://pyn-bidders-conference-summer.eventbrite.com/	August 21, 2019 • 9 a.m. – 12 p.m. *(recommended for new applicants to the system)* *Or* • 1 p.m. – 3pm
Final Opportunity to Submit Questions about the RFP	Due August 30, 2019, 4:30 p.m.
Notification of Intent to Apply	Due August 30, 2019, 11:59 p.m.*
Proposal Due Date	Due September 25, 2019, 12:00 p.m.
Review and Selection Period	September to October 2019
Selected Applicants Approved	December 2019
Notification	January 2020
Contract Start Date	No later than February 2020

*Extended to September 11, 2019 at 11:59 p.m.

NOTIFICATION OF INTENT TO APPLY

Prospective respondents are required to submit a "Notification of Intent to Apply" via www.pyninc.org/rfploi (Attachment 1) to inform PYN of their intent to submit an application. Submission of the form is due no later than 11:59p.m. on August 30, 2019*. 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 offering two options to attend a Bidders' Conference:
• August 21 from 9 a.m. – 12 p.m. *(This session is recommended for new applicants to the system)*
• August 21 from 1 p.m. – 3 p.m.
Attendance is <u>STRONGLY ENCOURAGED</u>. Please RSVP your attendance to
https://pyn-bidders-conference-summer.eventbrite.com/.
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/rfp and answers will be updated regularly. **The final deadline for all questions is August 30, 2019 by 4:30 p.m.**

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 2 for an overview of the full set of documents that you will need to submit.

All applications must be received by 12:00 p.m. on September 25, 2019.

Section VII: 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 RFP questions highlighted on the next page are intended to offer an opportunity for reflection and planning that challenge applicants to consider:
- the value of summer employment opportunities to young people 12-24 in Philadelphia,
- access to these opportunities for prioritized populations,
- the benefits of diversifying and targeting summer opportunities,
- unmet career development needs that young people face in the community intended to be served,
- the assets young people offer to their community (e.g., service-learning projects, capacity for local businesses).

Respondents that want to apply for multiple program models need to submit a separate proposal for each model which will be reviewed by unique reviewer panels.

The submitted narrative <u>must</u> address <u>all</u> sections <u>and</u> 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 11 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) <u>Label each section and subsection</u>

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. Answers to these questions may be the same if you are submitting multiple proposals.

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 words max)**

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

B. Program Design: These questions provide an overview of the major components of your proposed summer program, according to models described in Section III. A successful proposal will clearly and effectively address how each of the following align with each of the proposed models.

Questions for All Models:
3. Are you applying to operate a program under one of the four foundational models or as an innovation accelerator? Why have you selected this option? **(100 words max)**

4. Please provide an overview of the program you are seeking funding for through this RFP. Please include the total number of participants you are planning to serve in your response. **(250 words max)**

5. Describe the population you are targeting for your program *(include anticipated ages, location in the city, targeted school, etc.)*. To what extent does your program's target population align with PYN's priority populations? Please be specific about the percentage of youth falling into one or more of PYN's priority populations that you plan to serve. ***If you are planning to serve 90% of youth falling into the prioritized populations, please indicate your intent clearly in your response.*** **(350 words max)**

6. How will you recruit and enroll participants that you are targeting for this program? Please be specific about mechanisms for recruitment and enrollment, including specific activities to support youth with barriers to enrollment (ex. high poverty, high crime zip codes; system involved; pregnant/parenting, low-connected schools). ***For organizations proposing to serve 90% of youth falling into one or more prioritized populations, please share specific details about how you will ensure 90% enrollment from these populations***. **(250 words max)**

7. How will you prepare participants to be successful in the program? Please describe specific orientation activities and resources provided to participants. **(250 words max)**

8. How does your program connect to broader citywide goals and efforts? Specifically, how will your program: (1) maximize the value of short-term summer experiences by connecting to broader city-wide career pathway efforts and (2) connect to industry and workforce partners? **(350 words max)**

9. To which phase on the Career Development Framework does your program align? Why is this phase needed for the population you are planning to serve? **(250 words max)**

10. What are the skill development areas on which your program will focus, aligned to the Career Development Framework? If planning to serve participants across a broad age-range in your program, please include how you will differentiate experiences across skill level. In your response, please describe at least one specific activity you will implement to promote skill development aligned with the Career Development Framework. **(350 words max)**

11. What type of project-based learning are you implementing and why? How will your selected project-based learning strategy be integrated into your programming? **(250 words max)**

12. **Model Specific Questions –** *only respond to questions related to the model you are applying to via this proposal*: **(250 words max for each question included per model)**

Career Exposure	A) How will you expose participants to information about specific careers and educational pathways (including high school application process) for career attainment? B) How will you structure your incentive plan for participants? What are the milestones that you will connect to payment?
Service Learning	A) How will the project selected offer opportunities for participants to gain understanding, appreciation and respect for individuals of diverse backgrounds? B) What opportunities will participants have to engage in a group/team work setting? C) How will you integrate participant voice into project ideas and development? D) How will you structure your incentive plan for participants? What are the milestones that you will connect to payment?
Work Experience	A) What are the specific tasks in which participants will have an opportunity to engage?

	B) To what local and regional industries will participants have an opportunity to connect through these experiences? **C)** How will you use your own and/or PYN's training materials and worksite recruitment tools to recruit and support high-quality worksites and orient work place activities to PYN's Career Development Framework?
Internship	**A)** How will you assess and effectively place participants in an experience that is a match for their skills, interest and readiness? **B)** What are the specific tasks in which participants will have an opportunity to engage and how do these connect to future career pathway skills? **C)** To what local and regional industries will participants have an opportunity to connect through these experiences? **D)** How will you use your own and/or PYN's training materials and worksite recruitment tools to recruit and support high-quality worksites and orient work place activities to PYN's Career Development Framework?
Innovation Accelerator	**A)** What new service does your program offer to the summer employment system? How does this extend opportunities beyond PYN's four foundational models? **B)** What element(s) of your program fall outside of the four foundational models? **C)** What is your operating cost per slot? How have you calculated this number? (*Do not include participant payments in this response*) **D)** Do you plan to offer wages or incentives? Why? **E)** If you plan to offer incentives, how will you structure your incentive plan for youth? What are the milestones that you might connect to payment? / If wage bearing, what is the rate and how did you determine this rate?

13. If you are applying for multiple programs and/or strategies, please describe how the opportunities you offer across programs connect and align to one another. Please respond "Not applicable" if only submitting one program proposal. **(250 words max)**

C. Organizational Capacity: These questions provide information about your organization's capacity to carry out the program you have highlighted above. A successful proposal should offer specific details about how you expect to draw on existing capacity and what additional capacity this grant offers to ensure support of a high-quality program.

14. How will you staff the program that you described above? **(350 words max)** Please be specific about:
    a. Overall program management
    b. Staffing for participant recruitment and enrollment
    c. Staffing for worksite recruitment
    d. Staffing for participant placement in approved jobs
    e. Contracting and invoicing

15. What organizational structures and practices are in place to ensure and support the implementation of a high-quality program? **(350 words max)** Please be specific about:
    a. Strategies to monitor program and worksite quality and safety
    b. Staff training on positive youth-development practices.

16. Please describe internal practices and structures for ensuring timely and accurate program reports, utilization of client management systems, and provision of fiscal oversight. **(250 words max)**

17. Please describe strategies to effectively communicate with participants and their parents or guardians. **(250 words max)**

BUDGET INFORMATION AND FORM SUBMISSION

The budget form, including several unique worksheets and provided in a separate Excel spreadsheet, must be included in the application. Please note that the budget form contains ten worksheets (each with a separate tab at the bottom of the open file/workbook). All relevant worksheets including the Budget Narrative must be completed. A summary page tab is protected, and all information are automatically linked to this tab. **Successful respondents may be required to give further budget information at the time of contract negotiations.**

THE BUDGET FORM, WHICH CAN BE DOWNLOADED AT **WWW.PYNINC.ORG/RFP**, 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 – Foundational Models

Incentive-Based Programs		Wage-Based Programs	
Operating Cost Per Slot	• $500 OR • $600 for programs serving 90% priority populations	**Operating Cost Per Slot**	• $500 OR • $600 for programs serving 90% priority populations
Incentive Per Slot	• $600 for Career Exposure programs • $885 for Service Learning programs	**Wages Per Slot**	• $8.25 / hour for 120 hours for Work Experience programs • $9.00 / hour for 120 hours for Internship programs.

See Table 1 on page13 for additional information regarding model overviews and cost per slot

For programs applying as an Innovation Accelerator, please use the cost per slot articulated in model specific question #11 above.

2. Calculating Budgets

Total Budget Amounts are equal to the operating cost-per-slot cap plus the incentive or wage rate for each participant multiplied by the number of participants. Note that the wage rate-based payment will also include all applicable federal, state and local taxes as well as all payroll related fees

For example, if applying for the Career Exposure Model for 25 priority population participants, the maximum contract budget is $30,000.

- Operating costs: 25 x $600=$15,000
- Incentive costs: 25 x $600 =$15,000
- Total costs: Operating costs ($15,000) + Incentive costs ($15,000) = $30,000

Budget Worksheet Instructions

1. Worksheet A: Summary Page

Complete the top of Worksheet A with your organization name and enter Contract dates as 2/1/20-9/30/20.

Worksheet A contains formulas and will calculate automatically when amounts are entered into Worksheets B-I. Please do not edit this section.

NOTES:

- Each contract spans two fiscal years. We are asking applicants to project a 35% / 65% split of expenses between the two fiscal years (FY 2020: February 1, 2020 — June 30, 2020 and FY 2021: July 1, 2020 — September 30, 2020).

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

2. Worksheets B-E: Administration Expenses

Worksheets B-E are for highlighting administration expenses. An applicant can only include administration expenses <u>OR</u> indirect costs.

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.

NOTE: If budgeting administrative costs, please complete the appropriate fields in worksheets B-E to reflect the expenses.
- B: Staff Salaries and Fringe Benefits
- C: Operating Expenses
- D: Equipment
- E: Supplies and Other Costs

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.

NOTES:
- If budgeting indirect costs, please complete the section near the middle of worksheet E pertaining to indirect cost.
- For both administrative and indirect costs, the limit is calculated as **10% of the operating award only**, not the total award including youth wages. Please check the percentage breakdown shown on the Summary Page to ensure that administrative costs do not exceed 10% of the operating award.

3. Worksheets F-I: Program Services Expenses

Please highlight specific program service costs in Worksheets F-I.
- F: Staff Salaries and Fringe Benefits
- G: Operating Expenses
- H: Equipment
- I: Supplies and Other Costs

NOTES:
- These program service worksheets have the same categories as the administration worksheets. Please be sure that all expenses are recorded in the appropriate worksheet.
- Scopes of services will be required for all consultants and subcontractors at the time of contract negotiation.
- The requested youth incentive or wage award should be recorded in this budget on Worksheet I, near the bottom of the sheet under Other Costs. Please ensure that the total requested youth incentive or wage award is recorded in cell H33 next to "Youth Incentive" or "Paid Work Experience Youth Wage Payments."

4. Worksheet J: Budget Narrative

Worksheet J is the Budget Narrative. This form must be completed to share additional information about each expense including a description and the calculation used to determine the budget amounts.

NOTES:
- Salary descriptions must also include justification and calculation explaining why a position is charged to program services vs. administrative.
- Please ensure that the line items and amounts listed here match each category in the other tabs of the budget.

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

Proposal Attachments

Attachment 1: Notification of Intent to Apply must be completed and submitted electronically via www.pyninc.org/rpfloi by 11:59 p.m. on August 30, 2019*.
Extended to September 11, 2019 at 11:59 p.m.

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

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

Attachments 2 and 3 must be completed electronically on a separate word document. For blank fields, you can type in text or numbers. For check boxes, double click on the box and select "Checked" from the menu. Electronic Attachments and separate Budget Form can be downloaded at www.pyninc.org/rfp.

ATTACHMENT 1: NOTIFICATION OF INTENT TO APPLY

*****You must submit your Notification of Intent to Apply via www.pyninc.org/rfploi
by 11:59 p.m., August 30, 2019*.*****   **Extended to September 11, 2019 at 11:59 p.m.*

For planning purposes, the fields are listed below:

Legal name of organization: _____

Address of organization: _____

Street address: _____

City, State, Zip: _____

<u>Organization Executive:</u>

(Any contractual documents for signature will be sent to the person listed below)

Name: _____

Title: _____

Phone: _____

E-mail: _____

<u>Contact Person:</u>

*(Any information relating to this RFP, including links to secure folder for proposal
document submission will be sent to the person listed below)*

Name: _____

Title: _____

Phone: _____

E-mail: _____

<u>*Optional: Additional Contact Person:*</u>

Name: _____

Title: _____

Phone: _____

E-mail: _____

**Please indicate which program model(s) and anticipated number of participants served
for each model below. You must check and provide number of anticipated participants
served for each individual proposal you plan to submit.**

SUMMER YOUTH PROGRAM MODEL CATEGORIES	PROPOSALS WE INTEND TO SUBMIT
CAREER EXPOSURE	☐ anticipated # of youth served _____
SERVICE LEARNING	☐ anticipated # of youth served _____
WORK EXPERIENCE	☐ anticipated # of youth served _____
INTERNSHIP	☐ anticipated # of youth served _____
INNOVATION ACCELERATOR	☐ anticipated # of youth served _____

Within 10 business days of submission you will receive a link to a secure file to upload your proposal documents.

ATTACHMENT 2: PROPOSAL CHECKLIST (2 pages)

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/rfploi **by 11:59 p.m. on August 30, 2019*** *Extended to September 11, 2019 at 11:59 p.m.*
   ☐ Completed NOTIFICATION OF INTENT TO APPLY form (Attachment 1)

☐ **Step II: Electronic Proposal Submission**
The following materials must be uploaded to PYN's site in PDF form **by 12:00 p.m. on September 25, 2019.**

☐ Completed PROPOSAL CHECKLIST (Attachment 2)

☐ Competed PROPOSAL COVER SHEETS (Attachment 3) – including signature of agency's authorized representative

☐ Completed and Signed CONTRACT AMOUNT-SUMMARY PAGE - found on worksheet A of the Budget document

☐ 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 11 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, including all relevant worksheets:
   • Worksheet A: Summary Page
   • Worksheets B-E: Administrative Expenses
   • Worksheets F-I: Program Services Expenses
   • Worksheet J: Budget Narrative

☐ 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[18]
- IRS Form 990: Copies of the two most recent IRS Form 990[19]
- 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.**

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[18] 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.

[19] For-profit agencies should submit IRS Form 1120

Page 1 – Program Summary

Name of organization (applicant):
Title of proposed program:
Application category (choose one):

☐ **CAREER EXPOSURE (CE)**
☐ **SERVICE LEARNING (SL)**
☐ **WORK EXPERIENCE (WE)**
☐ **INTERNSHIP (INT)**
☐ **INNOVATION ACCELERATOR (IA)**

Number of slots requested: _____   Primary zip codes served: _____

Budget Overview[20]

Operating cost per slot	$	**Total operating request** (cost per slot x # of slots)	$
Youth incentive/wages per slot	$	**Total incentive/wage request** (wages per slot x # of slots)	$
Total cost per slot (per slot operating cost + per slot wage cost)	$	**Total request** (total operating request + total wage request)	$

Executive Summary of Program - 2,000 characters maximum. *Please include:* (1) brief description of program, (2) specific/special populations served, (3) geographic focus, if any, (4) industry sectors targeted, if relevant, and (5) 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.

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[20] Refer to page 31 for additional guidance.

PROPOSAL COVER SHEET

Page 2 - Contact Information

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

<u>*Authorized Representative</u>
(Person who can legally sign contracts for organization – signature required, below)

Name: ....

Title: ....

Phone: ....

Fax: ....

E-mail: ....

<u>Organization Contact</u>	<u>Fiscal Contact</u>
(For questions about agency or application in general)	*(For questions about the budget)*
Name:	Name: ....
Title:	Title: ....
Phone:	Phone: ....
E-mail:	E-mail: ....

<u>Primary Program Management Contact</u>	<u>Primary Program Coordination Contact</u>
(For oversight of the program during operation of the contract)	*(for day-to-day contact during the operation of the contract)*
Name:	Name: ....
Title:	Title: ....
Phone:	Phone: ....
E-mail:	E-mail: ....

Signature of Authorized Representative* *(required)*:

X_____

Page 3 – Additional Applicant Information

Organization Information

1. Is your organization incorporated as a: ☐ non-profit or ☐ for-profit?

2. Federal tax ID number <u>or</u> name and Federal tax ID number of legal entity that will act on behalf of the organization:

3. Is your organization (or the legal entity identified above) certified by the City's Minority Business Enterprise Council?
Yes ☐   No ☐

4. Have any of the applicant's Federal, State or City contracts or grants ever been terminated or suspended (either totally or partially) for any reason?
Yes ☐   No ☐ *(If yes, please explain on separate sheet)*

5. Is applicant in receivership or bankruptcy, or are any such proceedings pending?
Yes ☐   No ☐ *(If yes, please explain on separate sheet)*

6. Has the applicant's organization ever been cited, fined, or reprimanded for any law or code violations or has any business license been suspended or revoked?
Yes ☐   No ☐ *(If yes, please explain on separate sheet)*

7. Has the applicant agency and its staff or director ever been barred from entering contracts with Federal or State government agencies?
Yes ☐   No ☐ *(If yes, please explain on separate sheet)*

8. Will the applicant subcontract any of the training or work efforts?
Yes ☐   No ☐ *(If yes, please explain on separate sheet)*

Conflict of Interest/Union Concurrence

9. Does the applicant have any connection with Philadelphia Works, Philadelphia Youth Network or its Board of Directors?

   Yes ☐   No ☐ *(If yes, please explain on separate sheet)*

10. List all unions that may be associated with this project:

11. If necessary, does your agency have union approval of the proposed project?

    Yes ☐   No ☐   Not applicable ☐   *(If yes, please attach a copy of written proof)*
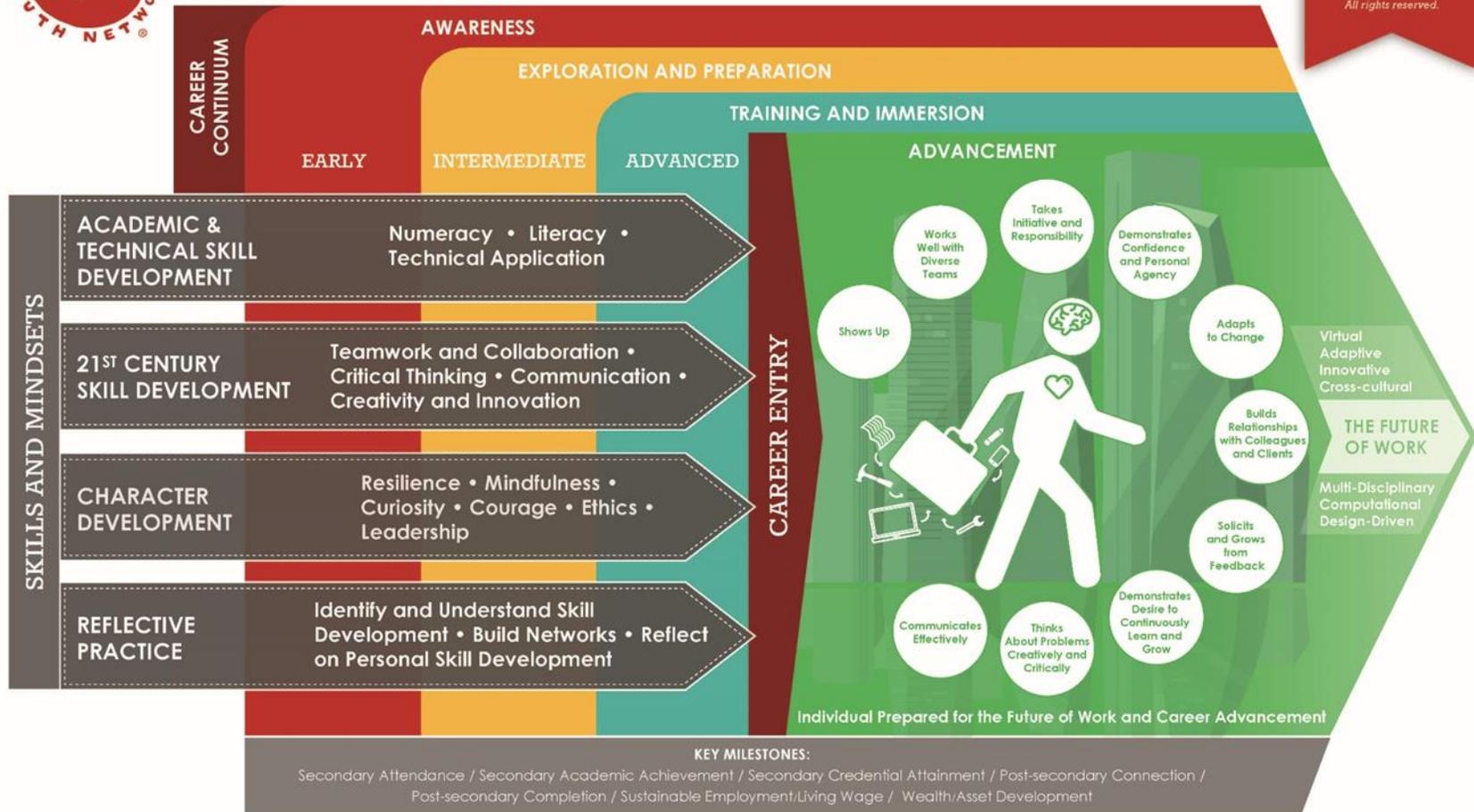
PYN's Career Development Framework

What is it?

PYN's Career Development Framework provides a unified approach to skill development, career readiness, 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.

Why is it unique?

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.

Our Framework allows all stakeholders to see their role, and vested interest in, building an equitable career pathway system.

How can you use it?

Our 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 <u>policymakers, funders, intermediaries, educators, employers and practitioners</u>** of what an equitable, high-quality career pathway system entails.
2. **Supports <u>practitioners</u> in their efforts to increase the scale and quality of career development activities** they offer within their programs and schools.
3. **Helps <u>employers</u> 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 <u>funders</u> 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 <u>policymakers</u> with research-backed information to inform their decision-making processes** and efforts to build a sustainable and equitable career pathway system.

Career Development Framework: Components

<u>Individual Prepared for the Future of Work and Career Advancement:</u>

This portion of the Framework *(in green)* depicts the goal of our work, both from a participant development point of view and an employer demand perspective. The individual prepared for the future of work and career advancement describes a person who is poised for personal and professional success and meets employer needs. These skills and attributes are research-based and have been vetted with employers.

<u>Skills and Mindsets:</u>
The skills and mindsets portion of the Framework *(gray arrows)* articulates what a person needs to develop to be prepared for the future of work and career advancement. These skills and mindsets are developed on a continuum of early, intermediate and advanced opportunities.

<u>Career Continuum:</u>
The career continuum portion of the Framework *(red, yellow and blue bands)* define the phases of career development and align programmatic experiences with developmental phases.
- **Awareness**: Build awareness about the variety of careers and career pathways available and the role of post-secondary education
- **Exploration and Preparation**: Learn through engagement in targeted work-based experiences and solidify the foundational skills to succeed
- **Training and Immersion:** Develop career-specific skills and engage in authentic career experiences
- **Advancement**: Continue to learn, grow, and develop along a career pathway

<u>Career Entry:</u>
Career entry is a step in the framework, a moment in time. Career advancement is a lifelong journey.

APPENDIX 2: DETAILS ON PRIORITY POPULATIONS

A youth with disabilities is an individual aged 14-24 who meets one or more of the criteria below.

- Has one or more physical or mental disabilities (e.g., autism, blindness, cerebral palsy, deafness, head injury, intellectual disability) or a combination of disabilities assessed to cause comparable substantial functional limitation.
- Has a "severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome;" and/or
- Can be expected to require "multiple vocational rehabilitation services over an extended period of time;".

The following zip codes and schools have been identfied as high priority:

Priority Zip Codes:
- 19104
- 19121
- 19125
- 19131
- 19139

Priority Schools:
- A. Philip Randolph Career and Technical High School
- Abraham Lincoln High School
- Benjamin Franklin High School
- Building 21 Philadelphia
- Frankford High School
- George Washington High School
- Horace Howard Furness High School
- John Bartram High School
- Jules E. Mastbaum High School
- Kensington Health Sciences Academy
- Kensington High School
- Kensington High School for the Creative and Performing Arts
- Martin Luther King High School
- Northeast High School

- Overbrook High School
- Penn Treaty School
- Roxborough High School
- Samuel Fels High School
- Science Leadership Academy @ Center City
- South Philadelphia High School
- Swenson Arts & Tech High School
- The LINC High School
- The Murrell Dobbins Career and Technical Education High School
- The School of the Future
- The U School
- Thomas Alva Edison High School
- West Philadelphia High School
- William L. Sayre High School

APPENDIX 3: PARTICIPANT COMPENSATION

PYN supports youth employment opportunities at every level of career development. To align with programmatic experiences, we are offering two compensation types for programs. Career Exposure and Service Learning models will compensate participants in the form of incentives, and Work Experience and Internship models will compensate participants in the form of wages. Innovation Incubator applicants will need to select either incentives or wages as their payment mechanism, depending on which is most appropriate for their program[21]. See Table 1 on page13 for more details.

> **Incentives** are payments issued to participants based on progress or completion of program-specific benchmarks. They are intended to encourage and motivate participants to reach specific goals and attain positive outcomes. Incentives should not simply be connected to hours in program, attendance, or short-term participation, but to measurable achievement of intermediate and long-term goals. Incentives must be commensurate with benchmarks outlined in a specific incentive plan, and a consistent method must be used to award incentives. Regardless of compensation type, youth 15+ must be able to receive a minimum compensation equivalent to $885 over the course of the program or $8.25 per hour.

> **Wages** are issued to youth based on hours worked at a minimum hourly rate of $8.25, paid on a bi-weekly basis. They are used to compensate participants for participating in a job with specific tasks and expectations of work completion. Regardless of compensation type, youth 15+ must receive a minimum compensation equivalent to $885 over the course of the program or $8.25 per hour.

Innovation Accelerator applicants can select to extend payment of incentives or wages over a longer period, up to 12 weeks, for a maximum of 240 hours. By offering opportunities to extend programming, we hope to support greater connection and transitions between school-year and summer opportunities, as well as offer programs in the Advanced phase of the Career Development Framework.

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[21] Regardless of compensation type, youth 15+ must receive a minimum compensation equivalent to $885 over the course of the program or $8.25 per hour.

APPENDIX 4: ELEMENTS OF A COMPLETED PARTICIPANT FILE

A completed participant file must include the following documents:

Wage-Based Programs
- Completed program application (*completed online[22]*)
- Quality Review Checklist
- A signed Application Signature Page
- Completed W-4 Form
- Completed I-9 Form—Employment Eligibility Verification
- Completed Act 32 Form—Residency Certification
- A valid work permit (if under the age of 18 on first day of program period)
- A signed Parental Acknowledgement of Minor's Duties and Hours of Employment Form (if age 14 or 15 on the first day of program period)
- A signed Participant Handbook receipt
- Youth Clearances (for youth 14+ in positions that directly supervise, are responsible for the welfare of, and/or that routinely interact with, minors).
    - PYN clearance consent form
    - Disclosure Statement
    - Pennsylvania Criminal Background Check
    - Pennsylvania Child Abuse Clearance
    - FBI Fingerprint Record OR FBI Disclosure Statement for Minors as Employees
- Eligibility Documentation that provides proof of the following:
    - Proof of Social Security Number
    - Proof of Philadelphia Residency
    - Proof of Eligibility to Work in the United States
    - Proof of Age
    - Proof of Selective Service Registration (if male and 18 or older during program period)
- Income Verification Form
    - Family Size & Income
    - Proof of Income OR Additional Barrier

Incentive-Based Program
- Completed program application *(completed online)[23]*
- Quality Review Checklist
- A signed Application Signature Page
- A signed Participant Handbook receipt
- Youth Clearances (for youth 14+ in positions that directly supervise, are responsible for the welfare of, and/or that routinely interact with, minors)
    - PYN clearance consent form
    - Disclosure Statement

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[22] Participants under the age of 12 will complete a paper application. Additionally, if requested, PYN will provide provisions to the completion of a online application for participants with disabilities regardless of age.

[23] See above.

- o Pennsylvania Criminal Background Check
- o Pennsylvania Child Abuse Clearance
- o FBI Fingerprint Record OR FBI Disclosure Statement for Minors as Employees
- Eligibility Documentation that provides proof of the following:
  - o Proof of Social Security Number
  - o Proof of Philadelphia Residency
  - o Proof of Age
  - o Proof of Selective Service Registration (if male and 18 or older during program period)
- Income Verification Form
  - o Family Size & Income
  - o Proof of Income OR Additional Barrier

Programs targeting priority populations will be required to provide proof of priority population eligibility

APPENDIX 5: ELEMENTS OF 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 guidelines for a safe working environment

- Provide youth with an orientation to the worksite's history, services, policies, and staff roles/organizational structure.

  - 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 youth access to, and hands-on training with, current/emerging industry-specific technologies.

- Connect youth 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 youth 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 youth.

- 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).

Additional details regarding saftey and compliance of worksites can be found on PYN's worksite agreement: www.pyninc.org/docs/worksite_toolkit/3Bii_WSA.pdf