

The Philadelphia Youth Network
on behalf of
The School District of Philadelphia



**REQUEST FOR PROPOSALS:
Student Success Centers**

IMPORTANT DATES:

Proposal Release Date	Monday, August 3, 2009
Letter of Intent to Apply (Attachment 1)	Wednesday, August 12, 2009 by 4:30pm
Bidder's Conference	Tuesday, August 18, 2009 The Philadelphia Youth Network 714 Market Street, Suite 304 Philadelphia, PA 19106 10:00am to 12:00pm
Proposal Due Date	September 4, 2009 by 4:30 pm The Philadelphia Youth Network 714 Market Street, Suite 304 Philadelphia, PA 19106

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Section I: Student Success Center Overview and Background

Introduction: On behalf of the School District of Philadelphia, the Philadelphia Youth Network seeks applications from youth-serving organizations with experience and expertise in providing high-quality school-based services to operate Student Success Centers (SSCs) in one or more of eleven Philadelphia neighborhood high schools. Building on the experiences and lessons learned from the five-year history of SSCs, successful applicants will deliver a range of services for the general population of students – including information on college and career awareness, preparation and success, as well as more intensive college and career services for a subset of the school population. Key principles guiding and governing successful SSC implementation include:

- A clear and continuing focus on academic success and post-secondary planning;
- Activities and services that promote positive youth development;
- Skill building in areas such as goal setting and creating networks;
- Positive adult relationships;
- Connections to resources through the School District of Philadelphia, area colleges and universities, other educational institutions and employers; and
- Partnership with school staff and other service providers in schools.

Successful applicants will operate SSCs based on the established program model, adhere to standards of quality practice and work collaboratively with other SSC operators to build effective practice and share lessons learned in order to improve student services across the network of SSC sites.

Background: The concept of the Student Success Center initiative began in 2002, promoted by the student activist group Philadelphia Student Union. The centers were partially a response to findings from a Student Union survey in which 68 percent of students said no one in school supported them with personal problems. At the same time the School District of Philadelphia (SDP) was interested in better coordinating college and career services within neighborhood high schools. In response to these pressing needs, the School District of Philadelphia provided funding to implement the Student Success Center initiative in 2003.

Student Success Centers are designed to be a holistic approach to assist students in creating a post-secondary plan and providing and coordinating services and resources to help them to achieve their post-secondary goals. The Student Success Center initiative has provided services to 14,124 youth since its inception.

The menu of services offered through this model are supportive and developmental in design and are intended to prepare students for life beyond high school by focusing on four primary areas:

- college preparation and awareness;
- career exploration and exposure;
- academic supports; and
- leadership development.

The Centers have also provided a fifth pathway focused on social supports. This pathway has been managed by Resources for Change. Under contract with the School District of Philadelphia, Resources for Change has trained clinical social workers in seven schools. Through this expansion grant, Resources for Change will provide social workers for the additional four schools. This one year grant extension is part of a larger analysis currently being undertaken by the School District and the City of Philadelphia to evaluate social service and behavioral health supports provided in schools. The outcome of this analysis will inform the design of this pathway in year two of the grant. The social workers provided by Resources for Change will be part of the Student Success Center teams.

The intent of this RFP is to select organizations to operate Student Success Centers in eleven neighborhood high schools. The expansion of SSCs from the current eight schools to eleven is part of the School District's five year strategic plan, *Imagine 2014*, and is a key intervention in support of the Mayor's education goals to cut the dropout rate in half in the next five to seven years and to double the Baccalaureate attainment rate for Philadelphians.

The Philadelphia Youth Network was selected as the intermediary for the SSC initiative based on a competitive procurement process overseen by the SDP. (See Role of the Philadelphia Youth Network, page 18 of RFP).

Overview of Centers: The Philadelphia Youth Network seeks applications from experienced youth-serving organizations to manage the operations of the eleven Student Success Centers. While applicants are encouraged to apply to operate more than one Center, proposals to administer a single Center will be accepted and evaluated on a case-by-case basis. It is not anticipated, however, that eleven different vendors will be selected to operate SSCs. In addition, while each operator will bring its own strengths and expertise to its Centers, applicants are applying to be part of a citywide network and not simply to administer an independent and stand-alone program. To that end, there will be required components of the model that all Centers will work on together to ensure fidelity of implementation in certain key areas. Applicants will also be responsible to participate in building the network through sharing of best practices, professional development in key areas of the model, data analysis of outcomes, etc. Applicants must also agree to participate in a third-party evaluation documenting both the model development and efficacy.

The eight existing Student Success Centers are located in the following neighborhood high schools:

- Benjamin Franklin
- Frankford
- John Bartram
- Overbrook
- Simon Gratz
- Thomas Edison,
- University City
- West Philadelphia

Through this RFP, in September 2009 the model will be expanded under the U.S. Department of Labor high school reform grant to include:

- Abraham Lincoln
- Fitzsimons
- Germantown

Each Center should be located in a dedicated space within each high school and provide post-secondary planning services along the four core pathways referenced above, i.e. college preparation and awareness; career exploration and exposure; academic supports, and leadership development. Successful applicants will be expected to support the schools in increasing the number of students who:

- Graduate from high school and
- Enroll in post-secondary institutions and/or occupational skill programs and/or
- Successfully enter the world of work following high school.

The Centers should be structured to engage a significant percentage of the school population by providing general information on topics such as SAT preparation, and also to work more intensively with a subset of students in each grade on a developmental sequence of activities.

In the next phase of development of the Centers, the pathways will be tied together through a post-secondary plan which will begin in ninth grade and serve as a tool for students to set goals throughout their high school experience and to guide their post high school transition.

Transition of Center Management: The School District of Philadelphia currently contracts with the Philadelphia Youth Network to administer the existing eight centers. In this capacity, PYN currently employs eight Student Success Center Coordinators, one for each Center and two Student Success Center Outreach Workers (one each at Edison and Overbrook High Schools.) PYN has also purchased equipment over the years (computers, furniture, etc.) The Philadelphia Youth Network will work with successful applicants to transfer equipment and other infrastructure agreements to the new manager of each center. All successful applicants will be required to interview existing Student Success Center staff and are strongly encouraged to retain staff, where appropriate, to ensure continuity of service delivery.

Better Coordinating Systems and Services for Children and Youth

The School District of Philadelphia, the City of Philadelphia and the Philadelphia Council for College and Career Success have been working closely together to better coordinate resources and services to children and youth. Over the course of this year, the goal will be to further integrate and to better coordinate all of the various funding and to improve Philadelphia's service delivery system to better support youth, families, communities and providers. As a first step, the review and selection process for all RFPs will be coordinated to ensure that awards made across funding sources are efficient and minimize unnecessary redundancy.

Section II: Procurement Overview

A. Vendor Qualifications and Responsibilities:

Eligible bidders must be able to demonstrate fiscal and administrative capacity by responding to the vendor qualifications and responsibilities listed below. All awards are contingent upon fiscal and administrative qualification and successful contract execution. All applicants **must** provide the following documentation of qualifications.

- Legal entity (must submit documentation proving status as a legal entity)
 - Five or more years of extensive experience providing college and career preparation services to high school aged youth (Document in Narrative)
 - Ability to provide at least a 10% match (Document in Budget)
- Written personnel policies (must submit table of contents of personnel policies)
- Proven fiscal capacity for fund accounting (copy of audit submitted with RFP must be within the last year and satisfactorily address all findings)
 - Most recent 990
 - Audited financial statements
 - Management letter
- Has (or is able to obtain) appropriate insurance with contract
- Demonstrated ability to collect and to analyze data (Document in Narrative)

B. Contracting Requirement

The Philadelphia Youth Network will enter into a one-year, cost reimbursement contract with an optional two-year extension. The Philadelphia Youth Network will work with the SDP and selected vendors on the terms and conditions of such a contract.

C. Proposal Timeline

Proposal Release Date	Monday, August 3, 2009
Letter of Intent to Apply	Wednesday, August 12, 2009
Bidders' Conference	Tuesday, August 18, 2009 10:00am to 12:00pm Philadelphia Youth Network (see address below)
Proposal Due Date	Friday, September 4, 2009 by 4:30 pm NO LATE APPLICATIONS ACCEPTED
Review and Selection Period	Tuesday, September 8, 2009 – Wednesday, September 23, 2009. The review and selection period may include interviews and site visits.
Notification of Awards	On or about Friday, September 25, 2009

D. Notification of Intent to Apply: Prospective applicants are asked to submit the attached "Notification of Intent to Apply" form (Attachment 1) to inform the Philadelphia Youth Network of their intent to submit an application. The form may be faxed to (267) 502-3819 and is due by Wednesday, August 12, 2009 no later than 4:30 p.m. This notification is for planning purposes to assist the PYN in securing the necessary number of reviewers.

E. Bidders Conference: The Bidders Conference will be held on Tuesday, August 18, 2009 from 10am to 12 pm at the Philadelphia Youth Network, 714 Market Street, Suite 320. Attendance is **STRONGLY ENCOURAGED**. Please RSVP your attendance via e-mail to tmanning@pyninc.org. Be sure to include your name, organization and number of people attending.

F. Application Submission: One original, five copies and one electronic copy (CD or flash drive) must be submitted. **Proposals should not be placed in binders or stapled.** Please use binder clips only. Agencies must also supply two original copies of the most recent year's independent auditors' reports and accompanying financial statements. **All applications must be received by 4:30 pm on Friday, September 4, 2009.** Applications mailed in advance must be sent via certified mail and received by 4:30 pm on the due date.

Where: Philadelphia Youth Network
714 Market Street, Suite 304
Philadelphia, PA 19106

Proposal Verification: Proposals will be reviewed to verify that they are complete and consistent with the guidelines set forth in this RFP. If any section of the proposal is missing or

illegible it will be considered non-responsive and will not be considered. **No incomplete, faxed, e-mailed or late applications will be considered.** Proposals that do not follow the required format will not be reviewed.

Equal Opportunity

The Philadelphia Youth Network, in soliciting requests for proposals, 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.

Questions about the RFP: Questions regarding development and submission of this RFP **MUST BE SUBMITTED IN WRITING** to the Philadelphia Youth Network by emailing Tyrone Manning at tmanning@pyninc.org. Please include a contact person and return phone number with your questions. Questions and answers from the RFP process and Bidder's Conference will be updated and posted on the following website: www.pyninc.org.

Section III: Program Elements and Requested Scope of Services

Rationale for Program Elements

Current research points to a gap between aspirations and outcomes when it comes to high school students and their post-secondary plans. While studies indicate that as many as 80 percent of high school students expect to go to college; more extensive data reveal that these aims often go unfulfilled. A recent study by the Consortium for Chicago Schools Research indicates that, of the 83% of Chicago Public School students who reported that they wanted to earn a bachelor's degree, only 41% actually enrolled in a four-year college. In Philadelphia, data from the American Community Survey show that barely 25% of Philadelphia high school graduates enter postsecondary education and only 15% are expected to earn an on-time college credential. Not surprisingly given these data, according to the Brookings Institute Philadelphia is ranked in the bottom 10% of major cities whose citizens hold a 4-year college degree. Additional research conducted by Paul Harrington from the Center for Labor Market Studies at Northeastern University (2008) documents the earnings disparities among bachelor's degree holders, high school graduates and high school dropouts in Philadelphia, with college graduates earning twice as much as high school graduates and four times more than high school dropouts.

Additionally, over the past decade, research has converged on a range of strategies that appear to improve the chances of students in economically disadvantaged, urban schools, to realize their dreams of a college education and lifetime economic stability (Alliance for Excellent Education, 2007; Bailey, et al., 2003; Balfanz & Herzog, 2004; Carnevale, 2005; Kerr & Legters, 2005; Schneider, 2007). The strategies can be divided into five primary areas:

1. Cultivating a college-going culture in high schools.

2. Keeping students on-track for graduation and college.
3. Building institutional connections between secondary and postsecondary learning.
4. Connecting academics, college and career success through contextual learning; and
5. Conveying “college knowledge.”

Furthermore, the economy increasingly demands the same skills for both college and the workforce. According to a study conducted by ACT, *Ready for College and Ready for Work: Same or Different?* (2006), students entering either college or the workforce need to be educated to a comparable level of readiness in reading and mathematics.” With this common academic expectation in mind, it is especially important for all students to establish a firm foundation leading to post-secondary success. The Partnership for 21st Century Skills divides a framework for student success in life and work into five categories of outcomes. They include mastery of core subjects and 21st century themes; learning and innovation skills; communication and collaboration; information, media and technology skills; and life and career skills. Specifically, the Student Success Centers will promote skill achievement in the following areas related to the overarching 21st Century Skills framework. The areas are:

- Financial, economic, business and entrepreneurial literacy;
- Creativity and innovation;
- Communication and collaboration;
- Information literacy; and
- Life and career skills including initiative and self-direction, social and cross cultural skills, productivity and accountability and leadership and responsibility

As a school-wide resource, the Student Success Centers are positioned to promote a college-going culture that permeates the entire school community. SSC programming and coordinated services combine to help students successfully transition into high school, persist, and achieve. Though academic preparation is critical to college and career success, it is preparation in concert with access, qualifications and guidance that helps increase students’ chances of college attainment. It is also important to note that while college is a principal aim of the Student Success Centers, ultimately they strive to affect the long-term economic stability of students. Post-secondary education is just one of the levers. Other important factors include students’ social emotional well-being, their successful high school completion and awareness about college and career options. As a hub of resources and information, the Student Success Centers also encourage partnership and alignment. They convene available expertise to holistically help students and coordinate services as a means of ensuring access to systems of support, both academic and non-academic. Research suggests that the high school experience can also be enriched through connections with university partners that translate into:

- Preparation for the academic rigors of college;
- Provision of more realistic information to students about the skills that they will need to succeed in college;
- Help for high school faculty in preparing their students for the college experience;

- Exposure of traditionally non-college-bound students to college;
- Provision of more curricular options to students; and
- Improvement in student motivation through high expectations (Bailey, 2003).

Additionally, the SSC model is designed to highlight the connections among academics, college and career success. As Carnevale (2005) describes, “high schools are the right place to start aligning education and careers.” To this end, the role of the Student Success Centers should not be understated as a means for integrating the facets of students’ future livelihood and success. Since, as Schneider (2007) notes, “students often have unrealistic impressions of how much education is required for desired jobs,” and “low-income minority youth have particular difficulty identifying the type of adult work they would like to pursue and potential career opportunities,” it is especially important that the Student Success Centers operate as a nexus of post-secondary opportunities and pathways. The provision of college knowledge, which the Alliance for Excellent Education (2007) describes as the skills to “understand the admissions process, placement testing, financial aid, and the academic norms and expectations of college life” is another vital service of the Student Success Center model.

Key Principles for Center Success

Four years of experience with Student Success Center operations has enabled the Philadelphia Youth Network to identify key principles that are essential to the continued success, and to which successful applicants are expected to adhere:

- A clear and continuing focus on academic success and post-secondary planning;
- Activities and services that promote positive youth development;
- Skill building in areas such as goal setting and creating networks;
- Positive adult relationships;
- Connections to resources through the School District of Philadelphia, area colleges and universities, other educational institutions and employers; and
- Partnership with school staff and other service providers in schools.

Quality Standards

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

1. Center Environment

Accessible – Student Success Center staff and services should be accessible to 9th-12th grade students within each high school. The SSC will operate during the school day and after school and will also maintain evening hours when necessary.

Motivating – The culture of the Student Success Center will promote success. The SSC will be a place where students engage in constructive activities that are aligned with the menu of services. Youth will be supported and encouraged by staff to take initiative on their own behalf.

Fostering Responsibility - Student Success Center staff will create an environment where students accept responsibility for their own behaviors.

2. Service Philosophy

- Youth are consumers of SSC services.
- Youth are valued and respected.
- Youth are competent and are fully engaged in the process.
- Youth are learners who are gaining the knowledge necessary to advocate for themselves throughout high school and beyond.
- Parents and families are valued and engaged in the process.

3. Service Delivery

- Staff members are focused on the needs of the students and provide meaningful opportunities that promote positive youth development.
- Staff members serve as role models who demonstrate positive, constructive behaviors.
- Staff members set high expectations for youth and for each other.
- Staff members are highly trained and exhibit competence in their areas of expertise.
- Staff members commit to supporting young people by working in partnership with other adults in the building including school staff and staff from other school-based providers.

Program Model

The Student Success Center model is designed to coordinate access to internal and external resources as well as activities in four pathways: academic support, career exploration, college preparation, and leadership development. A unique feature of the Student Success Center model is the alignment and leveraging of existing services within each high school. Both internal and external organizations providing services in the core pathways are brought together to develop a comprehensive service strategy for the entire school population. The impact of this approach is far reaching and allows the majority of high school students to receive some form of needed services. Ultimately, the goal of this model is to increase the number of students who graduate from high school and enroll in post-secondary institutions and occupational skills programs and successfully enter the world of work. The model is designed around two core functions in order to achieve this goal: service coordination and direct services to youth.

Service Coordination

At this level, school staff and service providers collaborate by blending human and material resources to meet the needs of the school population. Service coordination efforts allow professionals to share knowledge, resources, and responsibility for student outcomes while strengthening school-community connections. Essentially, students are the beneficiaries of these partnerships and are the end users of the services. Student Success Center staff will be responsible for coordinating with school staff and school-based service providers to develop service plans that allow more students to receive services. The following school staff and service providers may be present in SSC schools:

School Staff

Principal
Teachers
Counselor (s)
Social Service Liaison
Parent Ombudsman
Student Advisor
Climate Manager

Service Providers

Community Based Organizations
Local Businesses
Service and Volunteer Organizations
University Partners
Educational Support Organizations

Direct Services to Youth

Within each of the four pathways there will be a set of core services that should be offered to youth. All SSCs will be required to offer the core services. Organizations may propose to offer additional services based on the needs of the school and the particular expertise of the applicant. While not all youth will receive all core services, it is expected that a subset of youth will receive the full menu of services in each pathway in each grade. Services will be organized in support of a post-secondary plan which will follow the student from 9th to 12th grade. A description of services in each pathway is provided below:

Pathway 1: Academic Support

The SSC model places strong emphasis on providing students with the academic supports necessary to succeed in high school. The SSC serves as a resource for providing students with meaningful opportunities that will keep them motivated and engaged. Many of the efforts in this pathway are aimed at supporting the needs of at-risk students in each grade. The core menu of activities includes:

- Transition to High School
- Report Card Conferences
- Tutoring Services
- Workshops: Time Management, Study Skills, Test Taking Skills, Goal Setting
- Technology Support
- Early Warning Indicator Interventions: Academic, Behavioral and Attendance Related

Pathway 2: Career Exploration and Work Exposure

Career planning is an ongoing process that allows students to rethink and reevaluate themselves and their career options as they have experiences, and grow and develop. At the high school level, the best way of starting is to begin the process of building 21st century skills. These skills include mastery of core academic subjects, critical thinking, teamwork, problem solving and innovation skills, information, media and technology skills and life and career skills. Twenty-First Century skill building gives youth the knowledge and practice to successfully face rigorous higher education coursework, career challenges and a globally competitive workforce. SSCs will work with administrators and teachers to coordinate school-wide employment-related programs and services that embed 21st Century Skill Building for participating youth. Core activities include:

- Career Interest Inventories
- Skills, Personalities, Temperament Assessments
- Resume Writing, Job Application and Interview Skills
- Understanding and building support networks
- Industry Exposure
- Connections to Employment and Internships
- Opportunities for Presentations and Public Speaking
- Facilitating Connections to Adult Coaches

Pathway 3: College Preparation

The SSC model allows for post secondary planning to begin early in high school and embodies student-focused planning that enables students to actively participate in the process. Students should be provided with opportunities to become aware of options, to set short and long term goals, and to receive guidance and transition services by highly qualified adults. Core activities include:

- College Exposure
- Social/Emotional Preparation for College
- Assistance with College Selection
- Application Assistance
- Financial Aid Application Assistance
- SAT/ACT Registration
- Scholarship Support
- Dual Enrollment
- Facilitating Connections to Adult Coaches

Pathway 4: Leadership Development

The SSC model builds capacity for student involvement and youth advocacy through leadership development. In addition to individual Center-based youth leadership activities, student leaders from each Center will be selected to participate in a year-round city-wide leadership model that trains and empowers them to deliver programming to their peers and assist with the daily operations of the centers. Student Success Center staff will be responsible for identifying 3-5 youth per school to participate in the Student Success Center Citywide Leadership Academy. The Student Success Center Leadership Academy will be organized by the Philadelphia Youth Network who will hire, train, and provide on-going support to selected youth. Students across the Centers will participate in at least one retreat and attend monthly seminars that build skills in youth advocacy, public speaking, and group facilitation. Successful applicants will be responsible for ensuring that youth are engaged and supporting daily center activities along with submitting activity logs and timesheets on a monthly basis. Other core activities for the Centers should include:

- Peer Mediation
- At least two annual service learning initiatives
- Involvement of youth as advisors in Center activities

Parent and Family Engagement

In addition to directly serving students, SSC staff should involve parents in the academic and post-secondary planning process. According to a study conducted by ACT, *Schools Involving Parent in Early Post Secondary Planning (2004)*, parents who are involved in their child's education can be a strong and positive influence on the student's academic achievement and post-secondary plans. Studies also show that parents, particularly those who did not attend college, often do not have the necessary tools, information, and resources to assist their children with college planning. The SSC should participate in or implement programs that:

- Provide information about high school courses required for college admissions
- Explain college costs
- Discuss the importance of personal growth and self-awareness in establishing education and career goals

- Explain college admission requirements
- Raise awareness of the decision making process that leads to postsecondary options

Staffing Structure

The basic structure may include the following staff at each school, with additional personnel in each category based on school size and need. Student Success Center staff at each school will likely consist of four to six staff members. School-based providers who lack experience in providing services in any one of the pathways is encouraged to sub-contract that work with a qualified partner. The lead agency will ultimately be responsible, however for all performance measures. Therefore any sub-contract agreements should include a clear scope of services and agreed upon performance measures. Sample staffing pattern includes:

- **Project Coordinator** – *master’s level preferred with 3-5 years experience in school settings.*

Oversees all Center staff and operations; coordinates with all programs that impact college, career, social support, and youth leadership development inside the school; Develops strong relationship with building principal, school guidance staff, and teachers and other school-based support staff; Oversees data collection and management at the school site.

- **Postsecondary Readiness Specialist** - *bachelor’s degree with 2-3 years of experience in college admissions, financial aid, or student affairs. Other relevant experience in post-secondary planning with high school students a plus.*

Lead the SSC efforts for providing college preparation activities in conjunction with school guidance personnel, university partner(s) and any partner organizations providing services to cohorts of students in the school (e.g. TRIO programs, White Williams Scholars, Philadelphia Futures, and College Access)

- **Career Development Specialist** - *bachelor’s degree with 2-3 years of experience working with youth in a high school setting or professional experience in career development*

Lead the SSC efforts to integrate work readiness skills into the classroom, provide job readiness programming in the school, and connect youth to summer and year-round employment

- **Project Assistant** – *associate’s or bachelor’s degree with experience in data collection and administrative support*

Responsible for assisting team in organizing Center activities and in data collection and entry.

- **Youth Interns** (Student Success Center Leadership Academy)

3-5 students, who assist in daily operation of the SSC as paid interns, help to create and deliver programming for their peers, and participate in citywide youth leadership development activities facilitated by the Philadelphia Youth Network. Interns will be hired by the Philadelphia Youth Network and will receive a monthly stipend.

Overview of Schools

Beginning in the fall of 2009, the Student Success Center model will exist in 11 high schools citywide. The table below provides a snapshot of each school.

School	Address	Area	School Population	Youth Served by SSC in FY 08
Ben Franklin	550 N. Broad Street, 19130	North	602	595
Frankford	5000 Oxford Avenue, 19124	Northeast	1,679	1,069
John Bartram	2401 S. 67 th Street, 19142	Southwest	1,283	403
Overbrook	5898 Lancaster Avenue, 19131	West	1,559	1,412
Simon Gratz	1798 Hunting Park Avenue, 19140	North	1,291	768
Thomas Edison	151 W. Luzerne Street, 19140	North	1,902	1,738
University City	3601 Filbert Street, 19104	University City	968	743
West Philadelphia	4700 Walnut Street, 19139	West	928	759
Abraham Lincoln (NEW)	3201 Ryan Avenue, 19136	Northeast	1,765	N/A
Germantown (NEW)	40 E. High Street, 19144	Northwest	1,189	N/A
Thomas Fitzsimons (NEW)	2601 W. Cumberland Street, 19132	North	401	N/A

A. Performance Requirements

In an effort to measure progress across all programs, the Philadelphia Youth Network, in partnership with a third-party evaluator, will evaluate the performance of each Student Success Center on the outcomes in the following areas.

1. Saturation Rate

Percentage of school population that participates in services provided by the SSC

2. Completion Rate

Percentage of students in each grade that complete the required post-secondary plan elements

3. Promotion to Next Grade Rate

Percentage of students who complete the required post-secondary plan elements that are promoted to the next grade

4. Graduation Rate

Percentage of seniors who complete required post-secondary plan elements that graduate in 4 years

5. Connection to Post Secondary Enrollment

Percentage of seniors who complete required post secondary plan elements that gain admission to post secondary institutions or occupational skills programs or successfully enter the world of work

Specific metrics for each performance area will be determined during contract agreements. PYN is working with an external evaluator to determine appropriate measures. There will also be process measures evaluated related to utilization, service intensity and completion of various activities within the Center.

In addition, the third-party evaluator will assist selected vendors in exploring the tools and strategies to build strong school/community partnerships and strong interventions for youth.

B. Reporting Requirements

The School District of Philadelphia requires extensive data collection on youth participation and performance outcomes. While the Philadelphia Youth Network will be responsible for all levels of program monitoring, evaluation and reporting to the School District, successful respondents will be required to produce timely documentation on the utilization of the programs and services offered at each SSC as well as the outcomes of these efforts.

On a monthly basis, contracted providers will be required to submit youth participation and outcomes via Efforts to Outcomes (ETO) which is a youth centered

case management tracking system. Specifically, the ETO software has the flexibility to meet a multitude of case management needs including, but not limited to documenting:

- a. Youth demographic and assessment data;
- b. Youth participation data (e.g. attendance information per activity);
- c. Youth achievement data; and
- d. Youth employment/educational data.

Contractors will also be required to submit a program narrative on a quarterly basis documenting performance to date. The quarterly narrative will be used to target specific technical assistance needs and should address the following:

- Description of program activities provided during quarter;
- Significant accomplishments;
- Noted challenges; programmatic, administrative, and fiscal, including technical assistance requests;
- Corrective attempts to resolve challenges; and
- Brief description of activities planned for next quarter.

On a quarterly basis, PYN will generate and submit a comprehensive performance report to the School District highlighting the information noted above. PYN will also conduct monthly site visits to centers. PYN will also work with Center Coordinators to produce monthly reports to assist in continuous program improvement.

C. Roles of Key Partners

Philadelphia Youth Network

As the intermediary for the project, the Philadelphia Youth Network will support the SSCs in the following ways:

1. **Contract Management and Oversight**
PYN will issue the contracts for the Student Success Centers, monitor contract compliance and maintain performance data on a monthly basis.
2. **Technical Assistance and Capacity Building**
Technical assistance will apply to implementation of program model, convening lead organizations and partners, and supporting connections between centers and other key systems such as School District of Philadelphia and local universities. In addition, PYN will organize professional development opportunities for school-based providers and all partnering

organizations. This will include a large-scale professional development prior to the start of the contract, as well as on-going technical assistance.

3. Workforce Services

In alignment with its vision, mission and role as a workforce development intermediary, as staff to the Council for College and Career Success, and as manager of the WorkReady Philadelphia system, PYN will continue to ensure that youth in SSC schools are connected to workforce opportunities.

4. Student Success Center Leadership Academy

The Student Success Center Leadership Academy will be organized by the Philadelphia Youth Network who will hire, train, and provide on-going support to selected youth. Students will participate in at least one retreat and attend monthly seminars that build skills in youth advocacy, public speaking, and group facilitation. PYN will also provide a monthly stipend to participants and process payroll.

School District of Philadelphia

The School District of Philadelphia will provide the following supports:

- Funding for the project
- Dedicated and secure space for SSC within the schools
- Inclusion of SSC staff in school-wide planning and initiatives
- Access to student data and records as needed for provision of SSC services
- Support in coordinating SSC staff and school-based staff

SSC Operator

The SSC Operator will be responsible for the following:

- Coordinate with school staff and other partners in the school
- Participate as part of a Citywide SSC Network
- Deliver Core SSC services
- Provide additional services and resources as per the organization's expertise and experience
- Hire SSC Staff
- Sub-contract with partners to deliver SSC services as needed
- Utilize ETO system for tracking and reporting of SSC activities and outcomes
- Participate in third-party evaluation

City of Philadelphia

The City of Philadelphia will support the project in the following ways:

- Assist in the matching of University Partners with SSCs
- Coordinate any Department of Human Services of Behavioral Health Staff with SSCs

Section IV: Application Narrative

The narrative should provide reviewers with a clear understanding of the organization's capacity to deliver the services for which support is being requested. The submitted narrative must address all sections. The complete narrative must be typed and cannot exceed 12 single-sided, single-spaced pages. The proposal should be formatted using a 1" margin and no smaller than a 12 pt font. Please focus the narrative on specific responses to the information requested. Use the headings provided to identify each section and subsection.

Section A: Organizational Capacity (20 points)

1. Provide a profile of the organization (i.e. history and mission, programs and services, populations served, major funding). Be sure to include demonstration of at least five years of extensive services to high school youth in the areas identified.
2. Discuss the organization's experience and outcomes in providing services in each of the four core pathways (academic support, career exploration and exposure, college preparation, and leadership development). If you do not have experience in a particular pathway, how do you plan to make that service available?
3. Describe the internal and external resources available to the organization to support the projects' implementation and success. How will you fulfill the 10% matching requirement?
4. Identify which school or schools you want to work in and describe why the specific schools. Please indicate if your organization has an existing relationship with this school/schools.
5. Demonstrate your ability to train, hire and retain qualified staff. Specifically, what qualifications would you look for in the various staffing positions?

Section B: Program Components (30 points)

There are four (4) core pathways of the Student Success Center project: academic support; career exploration and exposure; college preparation; and leadership development

1. Describe your strategy for delivering the programs and services under each pathway.
2. In addition to the required activities in each area, what resources does your particular organization bring to the project that will add value in each pathway?
3. Please propose a sample program calendar/schedule for the initial three months of the academic year.
4. Describe possible curricula, tools and resources that might be utilized to support the model.
5. Discuss your experience working as part of a network and/or participating in the development/replication of a model.
6. Discuss recruitment strategies to ensure that desired outcomes are met.
7. Outline potential obstacles that you anticipate in delivering your proposed program and describe your strategy for overcoming those obstacles to ensure successful program implementation.
8. Discuss your proposed staffing pattern.

Section C: Outcomes/Assessment (20 points)

1. How do you currently use data within your organization?
2. Explain how proposed activities will lead to attainment of performance standards.
3. How will you ensure that all outcome data is submitted to PYN in an accurate and timely manner? Who in the project will be responsible for data and reporting?
4. How will you evaluate the overall effectiveness of the program on an on-going basis?
5. Describe specific quantifiable outcomes of past youth development programs and how they have been used to improve program performance.

Section D: Partnerships/Collaborative Arrangements (20 points)

1. Discuss your demonstrated success in developing and managing collaborative partnerships with schools and other youth serving organizations. Also, how have you collaborated with school-based staff?

2. Describe which services your organization will provide directly and which services will be provided with sub-contracts to partner organizations. Please provide letters of commitment from the organizations with whom you will subcontract if any.
3. How will you evaluate the overall effectiveness of these partnerships?
4. Discuss your strategy for identifying the needs of partnering schools.

Section V: Budget Information (10 points)

- A) Budget Forms:** The budget format (provided in a separate Excel spreadsheet) is a summary for use in the proposal process and must be included in the application. You must complete the worksheet to provide required budget information. Successful respondents will be required to give detailed budget information at the time of contract negotiations.
- B) Budget Narrative:** In addition to the Budget Summary, respondents must submit a brief Budget Narrative describing each of the costs included in each category.
- C) Contractor Certification:** An authorized representative of the applicant organization must sign the Contractor Certification form provided in the Attachments section. The signed form should be included in the application in front of the budget summary page.
- D) Cost Per Center:** The estimated yearly cost for delivery of the SSC model is approximately \$300,000 per center with the exception of Abraham Lincoln and West Philadelphia who have allocated additional funds to increase their staff. Allocations for Lincoln and West Philadelphia High Schools will be approximately \$400,000 per Center. **PLEASE NOTE: The current State Budget may have implications for overall allocations to the centers. These are current projections and are based on the availability of funds.**

ATTACHMENT 1

Notification of Intent to Apply

*****THIS PAGE IS DUE ON OR BEFORE August 12, 2009***
SEND FAX TO: 267-502-3819**

Name of organization:
Address of organization:
 Street address:
 City, State, Zip:

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

Name:
Title:
Phone:
Fax:
E-mail:

Please place a check in the box next to the school or schools for which your organization intends to apply:

- Abraham Lincoln
- Benjamin Franklin
- Frankford
- Germantown
- John Bartram
- Overbrook
- Simon Gratz
- Thomas Edison
- Thomas Fitzsimons
- University City
- West Philadelphia

ATTACHMENT 2

Proposal Checklist

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

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

- Cover Sheets** (Attachment 3, both pages, fully completed and signed by the authorized agency representative)
- Narrative** (maximum of 12 single-sided, single-spaced pages; formatted using 1” margins and no smaller font than 12 pt.), that addresses all sub-sections listed in Section IV - Application Narrative.
- Contractor’s Budget Certification** (Attachment 4, signed by authorized agency representative)
- Budget Forms** (Complete separate Excel spreadsheet as explained in Attachment 4)
- Budget Narrative** (A brief description of costs associated with each budget line)
- Letters of Commitment from Partnering Organizations**, if applicable, describing their specific role(s) and/or commitments to specific services

Package includes:

- Hard copies:** One Original + Five (5) Copies of Proposal (including all sections listed above)
- Electronic copy:** One CD or flash drive with electronic copies of the narrative, budget summary, budget narrative
- Proof of Legal Status:** IRS Letter of Determination or other
- Audit:** Two copies of the past year’s Organizational Audit, including the accompanying financial statements (This is only applicable to new applicants. If your organization is currently funded by the Philadelphia Youth Network, you are not required to submit an audit.)

ATTACHMENT 3

***Student Success Center
Proposal Cover Sheets***

Page 1 - Contact Information

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

*Authorized Representative

(person who can legally sign contracts for organization – signature required, below)

Name:

Title:

Phone:

Fax:

E-mail:

Organization Contact

(for questions about agency or application in general)

Name:

Title:

Phone:

Fax:

E-mail:

Fiscal Contact

(for questions about the budget)

Name:

Title:

Phone:

Fax:

E-mail:

Program Contact

(for questions about the proposed program during its operation)

Name:

Title:

Phone:

Fax:

E-mail:

Signature of Authorized Representative* *(required)*:

X _____

Page 2 – Additional Applicant Information

Organization Information

1. Is your organization incorporated as: non-profit or for-profit?
2. Federal tax ID number: _____ or name and Fed. Tax ID number of legal entity that will act on behalf of the organization:

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

Conflict of Interest

8. Does the applicant have any connection with the Philadelphia Workforce Investment Board, Philadelphia Council for College and Career Success, Philadelphia Youth Network or its Board of Directors*?
Yes No (If yes, please explain on separate sheet)

*member lists available at:

http://pwib.org/about_pwib/board_members.php

http://pwib.org/about_pwib/corporate_board.php

http://www.philadelphiacouncil.org/member_list.html

<http://www.pyninc.org/directors.html>

ATTACHMENT 4

Contractor's Certification and Budget Information

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

CONTRACTOR'S BUDGET CERTIFICATION

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

Authorized Representative Signature: x _____

Name: _____

Title: _____

Date: _____

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

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

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

Questions about the budget: If you have any questions with filling out the budget document, please contact Angie Calicat, Contract Manager, at 267-502-3708/ email acalicat@pyninc.org or Tony Marzolino, CFO, at 267-502-3703/ e-mail tmarzolino@pyninc.org.