



# Request for Proposals

WORKREADY PRE-APPRENTICESHIP PILOT

RELEASED: AUGUST 21, 2017

**IMPORTANT DATES:**

**BIDDERS' CONFERENCE:** SEPTEMBER 7, 2017 AT 9:30 A.M.

United Way of Greater Philadelphia and Southern New Jersey  
1709 Benjamin Franklin Parkway  
PHILADELPHIA, PA 19103

**LETTER OF INTENT TO APPLY DUE:** SEPTEMBER 15, 2017 BY 5:00 P.M.

**PROPOSALS DUE:** OCTOBER 16, 2017 BY 12:00 P.M.

THE PHILADELPHIA YOUTH NETWORK  
400 MARKET STREET, SUITE 200  
PHILADELPHIA, PA 19106  
(FLASH DRIVE REQUIRED)

**PROPOSALS DUE NO LATER THAN 12:00 P.M. OCTOBER 16, 2017**

## Table of Contents

Executive Summary .....	3
Background Information.....	4
Funders and Investment.....	5
Funding Opportunity Description .....	7
Purpose.....	7
Required Elements.....	7
Expected Outcomes .....	10
Work Process Schedule Guides and Planning Resources.....	11
Award Information .....	12
Funding .....	12
Eligibility.....	12
Performance Measures .....	13
Contracting .....	14
Reporting.....	14
Application Process.....	16
Timeline.....	16
Bidders' Conference .....	16
Letter of Intent to Apply.....	16
Final Application .....	16
Evaluation.....	17
Questions.....	18
Attachments.....	19
Proposal Checklist .....	19
Overview of Proposal Information .....	21
Notification of Intent to Apply .....	23
Proposal Cover Sheet.....	24
Applicant Information.....	25
Short-Answer Questions .....	26
Pre-Apprenticeship Client Experience Map.....	28
Pre-Apprenticeship Curriculum Outline.....	30
Budget Information .....	31
Certificate of Budget Information .....	35
References.....	35
Career Preparation Framework .....	36
21 <sup>st</sup> Century Skills Framework .....	37
14 Elements of WIOA Youth Programs .....	38

## Executive Summary

The Philadelphia Youth Network (PYN) with the support of Philadelphia Works, Inc. (PWI) is seeking proposals from organizations dedicated to encouraging the growth of career pathway opportunities for disconnected young people ages 16-24, to implement pre-apprenticeship programs that strengthen access to registered apprenticeships for low-income and under-served youth.

Pre-apprenticeships must bridge to registered apprenticeships, support retention within the apprenticeship for up to one year, include paid work experience and career-connected training that aligns with the core competencies required for the partnering apprenticeship, and recruit Workforce Innovation and Opportunity Act (WIOA) eligible youth through a partnership with at least one of the following organizations:

- Congreso de Latinos Unidos
- District 1199C Training & Upgrading Fund
- JEVS Human Services
- Temple University's Center for Social Policy & Community Development
- YouthBuild Philadelphia Charter School

Pre-apprenticeships that target high-growth, high-vacancy, or emerging regional industries are highly encouraged. Applications will be evaluated on the strength of the career pathway and partnerships proposed, the quality of programming proposed, and the lead applicant's organizational capacity to implement the proposal.

Award: Award amounts will vary based on proposals with average awards in the \$100,000-\$300,000 range for a one-year grant period with the possibility for extension.

Applicants: Lead applicants may be nonprofit or for-profit organizations. Articulated partnerships between mandated recruitment partners, pre-apprenticeship providers, the partnering apprenticeship, and employers are required.

### Important Dates:

August 21, 2017:	RFP Released
September 7, 2017	Apprenticeship Information Session
September 7, 2017:	Bidders' Conference
September 15, 2017:	Letter of Intent to Apply Due
October 9, 2017:	Deadline to Submit Questions
October 16, 2017:	Full Application Due
December 2017:	Site Interviews with Finalists
March 30, 2018:	Proof of Partnering Apprenticeship Registration Due
April 2018:	Awardees Notified
July 1, 2018:	Grant Period Begins

Quick Guide: PYN requires that proposals:

- Recruit disconnected young people, ages 16 -24, from specified recruitment partners
- Provide a paid work experience
- Align training skills and content needed for entry to a registered apprenticeship
- Connect youth to a Pennsylvania approved and registered apprenticeship
- Support retention, up to one year, within the registered apprenticeship or the alternative placement
- Support success of youth who do not immediately enter apprenticeship programs
- Provide access to WIOA Youth Program Elements
- Request a budget between \$100,000-\$300,000

# Background Information



## WorkReady Philadelphia

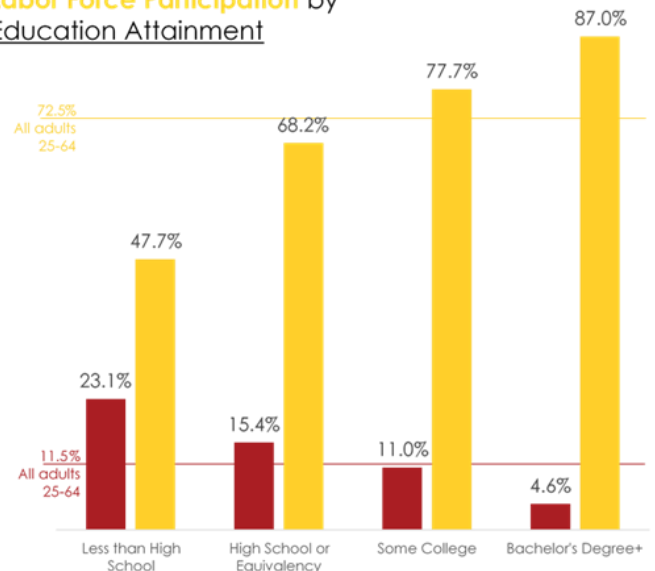
WorkReady Philadelphia is a portfolio of programs that address the skills gap for vulnerable young people, managed by the Philadelphia Youth Network (PYN). PYN designed a continuum of models to provide young people ages 12-24 with career-connected education experiences that create long-lasting relationships while building the critical 21st century skills that are foundational to entering the workforce. WorkReady programs support youth employment by providing young people an opportunity to learn while bringing employers new energy, creativity, comfort with technology and eagerness to learn. Most importantly, they provide academic enrichment and challenge participants to grasp critical correlations between learning, secondary credential attainment and work experience, and how these variables impact their potential for college and career success.

This approach is critical to ensuring stronger attachment to the labor market. Data shows that labor force participation increases greatly with educational attainment. Early introductions to the world of work, high school success, and post-secondary access are more critical than ever to ensure the skills gap is addressed with sustainable talent pipelines. WorkReady Philadelphia provides an integrated solution to strengthening talent development through a system of unified programmatic interventions and systemic strategies.

WorkReady programs connect partners across multiple sectors including education, workforce, government, and communities to ensure more young people have access to opportunity. PYN works to leverage funding through public and private investments that financially support work experiences for young people. Then, PYN aligns programs in a coordinated effort and distributes financial support to a network of competitively-procured providers, which coordinate worksites where young people have their introduction to the world of work.

Opportunities for in school and out of school youth are available for young people no matter their education or career trajectory. Each opportunity is designed with the unique developmental needs and systemic barriers of young people in mind and focuses on keeping them on a path to success.

Philadelphia **Unemployment** and **Labor Force Participation** by Education Attainment



Source: 2015 American Community Survey



## Philadelphia Youth Network (PYN)

PYN is an intermediary organization that works with cross-sector partners to expand access to services for underserved young people ages 12-24. Philadelphia struggles with persistent poverty and inequity, which has serious implications not only for our young people but for our city overall.

PYN's vision is to alleviate poverty and inequity through education and employment. PYN's mission is to create coordinated systems which promote the attainment of academic achievement, economic opportunity and personal success.

Since its inception in 1999, PYN has secured more than \$500M dollars from public and private sources and managed more than 200 contracts with community-based organizations to create high-quality opportunities for more than 160,000 young people. PYN has also worked with partners to increase the high school graduation rate in Philadelphia over the past 10 years from 52 percent to 66 percent.

PYN serves as the managing partner for two of the city's most comprehensive efforts focused on improving the educational and economic outcomes of youth and young adults:

- *Project U-Turn*, an alliance that unifies partners to increase the graduation rate and prepare young people for future opportunities, and
- *WorkReady Philadelphia*, a portfolio of programs that address the skills gap for vulnerable young people.

PYN works to advance these efforts and improve outcomes for youth and young adults by guiding vision and strategy, supporting aligned activities, establishing and monitoring shared metrics, building public will, mobilizing funding, disseminating best practices and cutting edge research, evaluating progress, strengthening service capacity and advancing policy.

As the competitively procured youth administrator in Philadelphia, PYN administers citywide youth investments via the Workforce Innovation Opportunity Act (WIOA) and Temporary Assistance for Needy Families (TANF).

## Funders and Investment

The WorkReady Pre-Apprenticeship Pilot will be supported by the following partners and investment strategies:



### Philadelphia Works

Philadelphia Works, the local workforce development board, serves employers and career seekers in Philadelphia. As a non-profit organization, we fund and oversee employment and training services to help Philadelphia employers access the talent they need to be competitive. Our investments in training and employment readiness solutions are informed by our relationships with businesses and our understanding of their needs. These solutions enable youth and adults to find and qualify for work. Through our service delivery partners, Philadelphia Works connects employers to workforce talent and career seekers to jobs while maintaining the highest standards and accountability for these investments. Philadelphia Works is supported by federal, state, city, and privately-raised employment and training funds.

What we do:

- Fund and oversee career guidance, job training, and job placement services offered by our service delivery partners in PA CareerLink® centers and the community.
- Offer employers wage subsidies, employee training and re-training assistance, and work with them to help employees who have been laid off.
- Conduct research on employment and workforce trends and provide our findings to businesses, policy makers, service providers and the media.
- Promote public policy that meets the needs of jobseekers and employers.

We are:

- **Business Focused:** We design effective solutions for Philadelphia employers driven by labor market research.
- **Thought Leaders:** We influence public policies that support economic growth and workforce development.
- **Strategic Investors:** We optimize funding and resources to invest in regional solutions addressing Philadelphia's workforce challenges.

### **Other Private and Public Funding**

The Philadelphia Youth Network may secure and leverage additional private and public funding from other investors in order to ensure and support quality at scale within the WorkReady Pre-Apprenticeship Pilot.

# Funding Opportunity Description

## Purpose

PYN seeks to encourage the growth of career pathway opportunities for disconnected young people. Within the youth workforce development system, pre-apprenticeships serve a critical role for young people in acquiring career-specific skills, advancing work-readiness, and connecting to longer-term career opportunities.

For the purposes of this funding opportunity, pre-apprenticeships are defined as:

“a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s).”<sup>1</sup>

This funding opportunity seeks proposals for pre-apprenticeships that strengthen access to registered apprenticeships for low-income and under-served young people, 16-24 years old, not currently in full-time employment. Pre-apprenticeships that target high-growth, high-vacancy, or emerging regional industries are highly encouraged. This funding opportunity will result in a one-year contract with the possibility for extension.

The following required elements draw on evidence-based best practices in both high-quality pre-apprenticeships and broader career preparation interventions for disconnected youth. For additional details and guidance, please refer to “[Defining a Quality Pre-Apprenticeship Program and Related Tools and Resources](#)” and the Post-Secondary Bridging column of the “Career Preparation Framework” in the Reference Attachments section.

## Required Elements

All pre-apprenticeship proposals must address the following required elements:

- Recruitment of disconnected young people from specified recruitment partners
- Paid work experience that provides opportunities for hands-on learning
- Training aligned with the skills and content needed for entry to a registered apprenticeship
- Connection to a Pennsylvania approved and registered apprenticeship
- Retention support of youth who enter the registered apprenticeship or an alternative placement
- Access to WIOA Youth Program Elements, with a focus on supportive services
- Budget between \$100,000-\$300,000

## Recruitment

Funded pre-apprenticeships must recruit WIOA-eligible youth through a WIOA recruitment partner. Youth may be active or prospective participants for programming. The following organizations currently recruit WIOA-eligible youth:

- Congreso de Latinos Unidos
- District 1199C Training & Upgrading Fund
- JEVS Human Services
- Temple University's Center for Social Policy & Community Development
- YouthBuild Philadelphia Charter School

---

<sup>1</sup> “Defining a Quality Pre-Apprenticeship Program and Related Tools and Resources.” Training and Employment Notice 13-12. November 30, 2012. [https://wdr.doleta.gov/directives/corr\\_doc.cfm?DOCN=5842](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=5842)

Successful applicants will be able to describe their recruitment strategy and provide at least one letter of support from a recruitment partner. If the applicant is a recruitment partner, then a letter of support with an additional WIOA recruitment partner is required. All applicants are strongly encouraged to accept eligible participants from more than one recruitment partner and submit corresponding Letters of Support. Letters of Support should include which supportive services are being leveraged between partnering providers.

Additional information on WIOA participant eligibility can be found in the Award Information section as well as at <https://www.doleta.gov/WIOA/>.

### **Work Experience**

Funded pre-apprenticeships must integrate paid work experiences into the program model. Work experiences are expected to provide participants with the opportunity to practice and reinforce the skills and content learned through classroom-based and other formal training.

Successful applicants will be able to describe the pre-apprenticeship's corresponding work experience(s), how learning and content is connected from formal training to the work experience(s), and what percentage of the requested budget is designated for participant benefits (ex. incentives or wages, subsidized transportation, etc.).

### **Training**

Funded pre-apprenticeships are expected to train participants to meet or exceed the eligibility requirements and core competencies necessary for entry and success in the partnering apprenticeship(s), including 21<sup>st</sup> century work-readiness skills.

Applicants are asked to provide a copy of the partnering apprenticeship's requirements and work process schedule, and are expected to align program design and training content to the skills and knowledge needed for success. Additionally, applicants are asked to incorporate training that develops, at minimum, participants' intermediate-level 21<sup>st</sup> century skills. Successful applicants will be able to outline a training curriculum that addresses these requirements, as well as describe what evidence of learning is expected from their training, how individual learning needs will be addressed, and when and how training will be provided.

For additional details and guidance on 21<sup>st</sup> century skills development, please refer to the Intermediate column of the "21<sup>st</sup> Century Skills Continuum" found in the Reference Attachments section.

### **Connection to Registered Apprenticeship**

Funded pre-apprenticeships must have an established connection to at least one registered apprenticeship. Additionally, the apprenticeship that the pre-apprenticeship is targeting must be registered and approved with the Pennsylvania Department of Labor and Industry Apprenticeship & Training Council. Applicants must submit proof of the partnering apprenticeship's registration. If the partnering apprenticeship is currently in the registration process, then proof of registration may be submitted after the application deadline but no later than March 30, 2018.

Note: The partnering apprenticeship's eligibility requirements and work process schedule are required by the application deadline regardless of registration status. For boilerplates, see: <https://www.doleta.gov/oa/boilerplates.cfm>

Successful applicants will be able to provide a copy of a Memorandum of Understanding (MOU) between their organization and the registered apprenticeship that demonstrates their connection,



any entry agreements established, collaboration on training alignment, and partnership in providing authentic career exposure and connection to industry employers. If the applicant is the registered apprenticeship provider, then a signed letter outlining the recruitment relationship between the pre-apprenticeship and the registered apprenticeship is expected in lieu of a MOU.

For additional details and guidance on apprenticeship registration, please refer to the [Apprenticeship USA Registration Page](#) or Pennsylvania's Apprenticeship and Training Office:

Eric Ramsay  
Director, Apprenticeship and Training Office  
Bureau of Labor Law Compliance  
Pennsylvania Department of Labor and Industry  
1301 Labor and Industry Building  
651 Boas Street  
Harrisburg, Pennsylvania 17121  
Phone: 717-787-6997  
Fax: 717-787-0517  
E-Mail: [ERamsay@pa.gov](mailto:ERamsay@pa.gov)

### **Retention Support and Alternative Placements**

Funded pre-apprenticeships are expected to provide 12 months of follow-up services to youth that support retention and success in the partnering apprenticeship or an alternative placement. Follow-up services include, but are not limited to, individual coaching and advising, connection to employment or additional training if youth are not entering the partnering apprenticeship, and access to supportive services.<sup>2</sup>

Successful applicants will be able to describe the retention support services that will be provided, including how and for how long, as well as established connections or plans to connect with alternative placement opportunities.

For additional guidance, please refer to the 'Placement Retention Support' column of the "Career Preparation Framework" found in the Reference Attachments section.

### **Access to WIOA Youth Program Elements, Focused on Supportive Services**

Funded pre-apprenticeships must adhere to all WIOA regulations, including making the following 14 services available to youth participants:

1. Tutoring for a secondary school diploma or its recognized equivalent or for a recognized post-secondary credential
2. Alternative secondary school services, as appropriate
3. Paid and unpaid work experiences
4. Occupational skills training
5. Education offered concurrently with and in the same context as workforce preparation activities and training
6. Leadership development opportunities
7. Supportive services
8. Adult mentoring
9. Follow-up services
10. Comprehensive guidance and counseling

---

<sup>2</sup> As defined by WIOA regulations, follow-up services are: WYF01-Leadership Development and Supportive Services Activities; WYF02-Regular Contact With A Youth Participant's Employer, Including Assistance In Addressing Work-Related Problems That Arise; WYF03-Assistance In Securing Better-Paying Jobs, Career Development and Further Education; WYF04-Work-Related Peer Support Groups; WYF05-Adult Mentoring; WYF06-Tracking The Progress of Youth In Employment After Training.

11. Financial literacy
12. Entrepreneurial skills training
13. Career awareness, career counseling, and career exploration services
14. Activities that help youth prepare for and transition to post-secondary education and training

Successful applicants will be able to describe how they will provide access to the above services, with a focus on supportive service interventions that reduce a young person's barriers to employment and increase their success and retention within both the pre-apprenticeship and the registered apprenticeship or alternative placement.

For additional details and guidance, please refer to the "14 Elements of WIOA Youth Programs Guide" found in the Reference Attachments section.

### **Budget**

Applicants are asked to submit a 2-year program budget. Both planning activities and program implementation should be inclusive in year one, and full program implementation effective in year two. The budget submitted should reflect the total cost of running the proposed program and include all proposed program and operating expenses, including all expenses associated with payments that would be made to participants, both those leveraged and those requested of PYN. Planning activities cannot exceed 20% of the total budget. Each year's annual budget should fall within the range of \$100,000-\$300,000.

The budget contains line items for administrative and programmatic costs. All costs associated with direct delivery of services to young people are considered programmatic costs. Administrative costs are costs not directly associated with service delivery and cannot exceed 10% of the total budget. Organizations that have a federally approved indirect cost rate can include it in the budget as long as it does not exceed 10%. Organizations using an indirect cost rate will be required to submit a Federally Approved Rate Agreement at the time of contract negotiation.

In addition to the required Budget Form, an Authorized Representative of the respondent organization must sign the Certification of Budget Information form. Successful bidders may be required to submit more detailed budget information at the time of contract negotiations.

### **Expected Outcomes**

Funded pre-apprenticeships are expected to prepare low-income and under-served young people for entry and success in registered apprenticeships and longer-term career opportunities.

Successful outcomes for pre-apprenticeship participants include both placement and retention, per section 116(b)(2)(A) of WIOA.<sup>3</sup> Specifically, the following six primary indicators of performance will be utilized:

- Employment Rate – 2nd Quarter After Exit
- Employment Rate – 4th Quarter After Exit
- Median Earnings – 2nd Quarter After Exit
- Credential Attainment
- Measurable Skill Gain
- Effectiveness in Serving Employers

---

<sup>3</sup> <https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>

Additional information on WIOA Performance Indicators can be found below in the Award Information, Performance Measure section as well as at <https://www.doleta.gov/WIOA/>.

### Work Process Schedule Guides and Planning Resources

Examples of work process schedules, national standards and national guidelines approved by USDOL are publicly available on the American Institute for Innovative Apprenticeship (AIIA) [American Institute for Innovative Apprenticeship \(AIIA\) website](#).<sup>4</sup>

Please refer to Urban Institute's [Starting a Registered Apprenticeship Program; Guide for Employers or Sponsors](#),<sup>5</sup> a technical assistant guide that provides an overview of resources for planning and preparing for the startup of a program.

---

<sup>4</sup>American Institute for Innovative Apprenticeship. Approved US Apprenticeships. <https://innovativeapprenticeship.org/approved-us-apprenticeships/>

<sup>5</sup> Jones, Diane Auer; Lerman, Robert. "Starting a Registered Apprenticeship Program. Guide for Employers or Sponsors." Urban Institute, June 2017. [https://innovativeapprenticeship.org/wp-content/uploads/2017/06/Employer-Guide\\_June-2017.pdf](https://innovativeapprenticeship.org/wp-content/uploads/2017/06/Employer-Guide_June-2017.pdf)

## Award Information

### Funding

All or part of the funding for this pilot will be provided under Title 1 of the Workforce Innovation Opportunity Act (WIOA) and may be contingent upon the availability of funds. A copy of the Workforce Innovation Opportunity Act is available for review at the U.S. Department of Labor (DOL) Employment and Training Administration website at [www.doleta.gov/WIOA/Final\\_Rules\\_Resources.cfm](http://www.doleta.gov/WIOA/Final_Rules_Resources.cfm).

### Eligibility

#### Applicant Eligibility

To implement the WorkReady Pre-Apprenticeship Pilot, PYN is seeking proposals from nonprofit or for-profit organizations with demonstrable capacity, experience and history of success providing evidence-based career pathways for youth. All respondents will be required to demonstrate that they have the fiscal and administrative capacity to manage a program at whatever scale they propose.

In soliciting proposals, the Philadelphia Youth Network shall not discriminate against any person or organization submitting a proposal pursuant to this Request for Proposal because of race, color, creed, religion, sex, sexual orientation, age, disability, ethnic group, national origin or other basis prohibited by law.

#### Participant Eligibility

The following section outlines current guidelines and requirements for WIOA-funded youth programs. Information below is subject to change based upon WIOA policy and regulations. Further information can be found at [http://www.doleta.gov/wioa/eta\\_default.cfm](http://www.doleta.gov/wioa/eta_default.cfm).

WIOA eligible participants must provide documentation to verify that they:

- Are out of school
- Are between the ages of 16 and 24
- Are a citizen or eligible to work in the United States
- Are registered with Selective Service, if a male 18 years old or older
- Meet one or more of the following barriers at the time of registration:
  - High school dropout;
  - A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent completed school year calendar quarter;
  - Returning citizen;
  - A homeless youth or runaway;
  - An individual in foster care/aged out;
  - Pregnant or parenting;
  - A youth with a disability
  - A low-income youth who has a high school diploma or GED and who is either basic skills deficient or an English language learner;
  - A low-income youth who requires assistance to enter or complete an educational program or to secure and hold employment.
- Meet the income guidelines for the household size threshold

As required by federal law, income eligibility is determined by comparing the annual family income and family size to a governmental set of eligibility standards. Documentation must be provided for both income and family size. The income guideline for WIOA are below.

<b>Family Size</b>	<b>Income Levels</b>
<b>1</b>	\$10,831
<b>2</b>	\$17,752
<b>3</b>	\$24,363
<b>4</b>	\$30,075
<b>5</b>	\$35,495
<b>6</b>	\$41,507
<b>7</b>	\$47,519
<b>More than 6</b>	add \$6,012

**Please Note:** Income limits are adjusted annually and will be updated at time of contract execution.

## Performance Measures

### Primary Indicators of Performance

As required by WIOA section 116, and through the joint efforts of the Departments of Labor and Department of Education, the definitions of the primary indicators of performance were further developed and expanded upon. These performance accountability provisions were initially proposed through the Notice of Proposed Rulemaking for the WIOA Joint Rule for Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions published April 16, 2015 published at 80 Fed. Reg. 20573. 2017-2018 primary performance indicators for WIOA-funded programs are outlined below. As performance levels are renegotiated by the Commonwealth on an annual basis, these goals are subject to change prior to contract execution.

As per section 116(b)(2)(A) of WIOA, the following six performance indicators will be utilized:

1. Employment Rate – 2nd Quarter After Exit: The percentage of participants who are in education or training activities, or unsubsidized employment during the second quarter after exit from the program;
2. Employment Rate – 4th Quarter After Exit: The percentage of participants who are in education or training activities, or unsubsidized employment during the fourth quarter after exit from the program;
3. Median Earnings – 2nd Quarter After Exit: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program;
4. Credential Attainment: The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized post-secondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized post-secondary credential within one year after exit from the program;
5. Measurable Skill Gains: The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. There are five categories of gains, however under this program model documented progress will be defined as one of the following:

- a. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the post-secondary education level;
  - b. Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
6. Effectiveness in Serving Employers: Effectiveness of core programs in serving employers.

The performance of awardees will be assessed by PYN on a monthly basis in consideration of contract compliance, WIOA performance indicators, and against benchmarks and administrative efficiencies.

## Contracting

Initial contracts will be awarded for the period of July 1, 2018 through June 30, 2019. Awardees of these initial contracts may also be eligible for a one-year renewal (entire contract duration equal to two years). Program budgets submitted as part of the proposal are not final until contract execution. The Philadelphia Youth Network and Philadelphia Works reserve the right to negotiate the costs of all programs upon award selection.

## Reporting

If selected, respondents will be required to designate and manage staff to perform the following functions in accordance with WIOA funding regulations:

### **Participant Data Collection and Data Entry**

1. Ensure participants have completed the eligibility, assessment and enrollment process, and that all required documentation is included in the participant file and entered into the Commonwealth Workforce Development System (CWDS).
2. Record in the CWDS all eligibility, assessments, service activities, case notes, outcomes, exit information and follow-up services (during and after exit) for eligible and enrolled participants.
3. Report all information into the participant tracking system(s), including but not limited to the CWDS.
4. Adhere to all required CWDS data entry regulations, specifically, that participant records are to be updated no less than every other week; ensure that data entry occurs within 30 days of the service(s) offered to the participant(s); that data entry includes services provided to all participants (active and exited) for at least 12 months after exit.

### **Administrative Responsibilities**

1. File Maintenance: Respondent is responsible to maintain all program related files accurately and completely. Such maintenance includes retaining a hard copy file of all documents pertaining to program enrollment, eligibility, participation, services provided or other participant activities during program participation.
2. Confidentiality: Respondent will secure participant information in a location that is accessible only to authorized employees of the respondent and ensure that all participant information is kept confidential at all times, as required under HIPAA. PYN has established a SFTP (Secure File Transfer Protocol) site to ensure a secure data transfer of participant information and will make this site available to respondents upon contract execution to secure Personal Identifiable Information (PII).

3. Archiving of Files: Respondent will maintain a list of all exiters and turn over the original exiter's files to PYN. Respondent will maintain a copy of exiter's files for its records for seven years.

4. Performance Reviews: Respondent understands that PYN and Philadelphia Works maintain the right to conduct random and scheduled programmatic and fiscal performance reviews.

5. Trainings and Meetings: Respondent is responsible for attending relevant trainings offered by PYN and Philadelphia Works, as well as those required by the Commonwealth and the Department of Health and Human Services, as part of the continuous improvement strategy for professional development around CWDS data entry. Professional development will minimally include Philadelphia Works' mandatory CWDS and HIPAA training.

6. Communication: Respondent is responsible for maintaining regular communication and informing PYN of any issues that arise that might impact the respondent's ability to successfully meet the requirements of the scope of work.

7. Federal, State and Local Regulations and Guidance: Respondent will maintain current knowledge of all regulations and guidance pertaining to the use of WIOA funding, as outlined and provided by PYN and Philadelphia Works via relevant communications and postings.

# Application Process

## Timeline

August 21, 2017:	RFP Released
September 7, 2017	Apprenticeship Information Session
September 7, 2017:	Bidders' Conference
September 15, 2017:	Letter of Intent to Apply Due
October 9, 2017:	Deadline to Submit Questions
October 16, 2017:	Full Application Due
December 2017:	Site Interviews with Finalists
March 30, 2018:	Proof of Partnering Apprenticeship Registration Due
April 2018:	Awardees Notified
July 1, 2018:	Grant Period Begins

## Bidders' Conference

The Bidders' Conference will be held on **September 7, 2017 at 9:30 a.m. at United Way of Greater Philadelphia and Southern New Jersey, located at 1709 Benjamin Franklin Parkway, Philadelphia, PA 19103**. Attendance is strongly encouraged. Please RSVP your attendance to <http://www.pyninc.org/forms/bidders-conference>.

The Bidders' Conference will include an Apprenticeship Information Session on **September 7, 2017 8:30 – 9:30 a.m.** The Apprenticeship Information Session will provide interested applicants with information on how to develop and submit registering documentation to the Pennsylvania Department of Labor and Industry Apprenticeship Council.

Questions must be submitted by September 5, 2017 at 5:00 p.m., in order to be addressed at the Bidders' Conference.

## Letter of Intent to Apply

*All interested applicants are required to submit a Letter of Intent.*

**DUE: September 15, 2017 by 5:00 p.m.**

Using the subject line format "LOI *Insert Name of Organization*" (ex. LOI Philadelphia Youth Network), email [PYNRFP@pyninc.org](mailto:PYNRFP@pyninc.org) with the following information:

- Name and address of organization
- Contact Person name, title, phone number, and email address

## Final Application

**DUE: October 16, 2017 by 12:00 p.m.**

Applications must be complete and submitted via flash drive to:

Philadelphia Youth Network  
400 Market Street, Suite 200  
Philadelphia, PA 19106

Please refer to the attached Proposal Checklist to ensure your application is complete prior to submission.



## Evaluation

An independent review committee consisting of fair and impartial committee members, staff members, and stakeholders will rate proposals based on a scoring rubric. The independent review committee reserves the right to request additional information and schedule interviews or site visits as appropriate. The evaluation team will initially evaluate submissions to determine compliance with the RFP requirements. Any submission failing to meet the compliance criteria will be deemed unresponsive, and may be excluded from further consideration. Proposals may be judged nonresponsive and removed from further consideration if any of the following occur: (1) the proposal is not received timely in accordance with the terms of this RFP; (2) the proposal does not follow the specified format; and/or (3) the proposal does not include all required information.

The independent reviewer may not be familiar with your organization's historical performance and will only evaluate the proposal based on information presented. Responses to the proposal narrative prompts will be evaluated by external reviewers using the following scoring guidance found below. The areas of evaluation, specific elements comprising these areas with definitions and scoring points are highlighted below. The maximum score to be received is 100.

	<b>Point</b>
<p><b>Core Partnerships/Relationships</b>            Proposal demonstrates evidence of:</p> <ul style="list-style-type: none"> <li>• Deep connections to Registered Apprenticeship programs</li> <li>• Deep connections to pre-requisite WIOA programs</li> <li>• Connections to robust network of employment, education, and support opportunities</li> <li>• Clear integration of partners across youth experience</li> </ul>	25
<p><b>Quality Program Experience</b>            Proposal demonstrates evidence of:</p> <ul style="list-style-type: none"> <li>• Open and no wrong door.</li> <li>• Engagement in high quality hands-on instruction</li> <li>• Engagement in high quality work-based learning opportunities</li> <li>• Opportunities to complete specific credentials and certifications</li> <li>• Ongoing assessment activities to support youth transitions</li> <li>• Access to navigation services during and beyond completion of pre-apprenticeship program</li> <li>• Physical environment supportive of learning</li> </ul>	35
<p><b>Program Capacity</b>            Proposal demonstrates evidence of:</p> <ul style="list-style-type: none"> <li>• Reach to diverse and under-served populations</li> <li>• Evidence of employment demand and career trajectory in pathway</li> <li>• Processes in place for collaborative planning and decision-making with partners</li> <li>• Staffing plans reflect multiple capacities required to support program</li> <li>• Clear connections and opportunities for building on existing pre-apprenticeship program practice</li> <li>• Realistic timeline for planning and implementing work outlined</li> </ul>	25
<p><b>Appropriateness of Budget</b></p>	15

The Overview of Proposal Expectations is included the Attachments section for reference.

## Questions

Questions regarding development and submission of this RFP must be submitted in writing to [PYNRFP@pyninc.org](mailto:PYNRFP@pyninc.org). Questions must be submitted by September 5, 2017 at 5:00pm in order to be addressed at the Bidders' Conference.

In the event that there are additional questions introduced *at or after* the Bidders' Conference, those questions and answers will be posted within four business days. All questions and answers will be posted on: [www.philaworks.org](http://www.philaworks.org) and [www.pyninc.org](http://www.pyninc.org).

**The final deadline for all questions is October 9, 2017 by 5:00pm.**

# Attachments

## Proposal Checklist

### **DUE: October 16, 2017 by 12:00 p.m.**

Applications must be complete and submitted via flash drive to:

Philadelphia Youth Network  
400 Market Street, Suite 200  
Philadelphia, PA 19106

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

Submit all of the following attachments in the exact formats specified (one electronic copy stored on a flash drive) and in the order listed. **PROPOSAL REVIEWERS WILL RECEIVE THE EXACT VERSION**

**SUBMITTED ON THE FLASH DRIVE.** Please ensure that the electronic version you submit is complete and appropriate for review.

The following reference materials are provided:

- Career Preparation Framework
- 21<sup>st</sup> Century Skills Framework
- 14 Elements of WIOA Youth Programs Guide
- Overview of Proposal Expectations

### **Step I: Notification of Intent to Apply**

This required form must be submitted via email to [PYNRFP@pyninc.org](mailto:PYNRFP@pyninc.org) by 5:00 p.m. on September 15, 2017.

- One PDF containing completed version of the following:
  - Attachment 1 - NOTIFICATION OF INTENT TO APPLY

**Step II: Electronic Proposal Submission** – must be submitted via flash drive by 12:00 p.m. on October 16, 2017. Flash drive must include electronic versions of the following:

- One PDF containing completed versions of the following:**
  - Attachment 2 - PROPOSAL CHECKLIST
  - Attachment 3 - PROPOSAL COVER SHEETS
    - Fully completed and signed by the agency's authorized representative
  - A signed copy of the completed "Contact Amount-Summary Page" found on worksheet A of the Budget document
- One PDF containing complete answers to all narrative questions:**
  - Submit your answers to all program narrative questions using the following specifications:
    - Must include a table of contents (this does not count toward page limit)
    - Label each section and number each answer to correspond to narrative questions
    - 1" margins and no smaller than 12-point font
    - Cannot exceed 20 single-sided, single-spaced pages
    - Pages must be numbered and include a header and/or footer identifying the respondent's name
    - Must include a proposed program schedule as outlined in narrative questions (this does not count toward page limit)
    - 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)

- Pre-Apprenticeship Client Experience Map**

- **Pre-Apprenticeship Curriculum Outline**
- **Letter of Support from at least one Recruitment Partner**
  - If the lead applicant is a recruitment partner, then a Letter of Support with an additional WIOA recruitment partner is required.
- **Memorandum of Understanding from Partnering Apprenticeship**

*Exception:* If the lead applicant is the partnering apprenticeship provider, then a signed letter outlining the recruitment relationship between the pre-apprenticeship and the registered apprenticeship can be submitted in lieu of a MOU.
- **Copy of Partnering Apprenticeship's work process schedule**
- **Copy of Partnering Apprenticeship's eligibility requirements**
- **Proof of Partnering Apprenticeship's registration**

*Exception:* If the partnering apprenticeship is not registered by the application deadline, then lead applicants may submit proof of registration no later than March 30, 2018.
- **One Excel spreadsheet containing a completed version of the Budget Form including all relevant worksheets:**
  - Worksheet A: Summary Page
  - Worksheets B-E: Administrative Costs
  - Worksheets F-I: Programmatic Costs
    - Letter of Support is required for all consultants and subcontractors
  - Worksheets J-M: Work Experience Costs
  - Budget Narrative
  - Supporting legal and financial documentation:
  - Audited Financial Statements: Copies of the past two year's organizational audit, including the accompanying financial statements and management letter (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.)
  - IRS Form 990: Copies of the two most recent IRS Form 990 (for-profit agencies should submit IRS Form 1120)
  - Proof of Legal Status: IRS Letter of Determination or other
  - Proof of Insurance: Organization's 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.**

## Overview of Proposal Information

Core Partnerships/Relationships	Quality Program Experience	High Capacity Program
<p><b>Deep connections to Registered Apprenticeship programs</b></p> <ul style="list-style-type: none"> <li>Formal articulation and/or entry agreements in place with Pennsylvania approved and registered apprenticeship program(s)</li> <li>Clear understanding of Registered Apprenticeship program entry requirements</li> <li>Clear alignment of competency, skill and credential attainment in pre-apprenticeship program to Apprenticeship entry requirements</li> <li>Clear commitment from Apprenticeship program(s) that pre-apprenticeship program is preferred entry pathway for their programs</li> <li>Clear articulation of benefits to Apprenticeship program</li> </ul> <p><b>Deep connections to pre-requisite WIOA programs</b></p> <ul style="list-style-type: none"> <li>Relationships in place with prior WIOA programs to ensure and support pre-requisite “enriched” preparation experiences (including, career/industry awareness, job readiness, ABE, financial literacy, math tutoring)</li> <li>Clear alignment of competency, skill and credential attainment in pre-requisite WIOA programs to pre-apprenticeship entry requirements</li> <li>Engagement with broadest array of WIOA youth possible</li> <li>Clear articulation of benefits to WIOA programs</li> </ul> <p><b>Connections to robust network of employment, education, and support opportunities</b></p> <ul style="list-style-type: none"> <li>Partnerships with additional employers beyond formal</li> </ul>	<p><b>Open and right door entry</b></p> <ul style="list-style-type: none"> <li>Onboarding activities that assess readiness of youth for pre-apprenticeship</li> <li>Continued support of youth not yet meeting readiness criteria through partners</li> <li>Processes in place for returning applicants</li> </ul> <p><b>Engagement in high quality hands-on instruction</b></p> <ul style="list-style-type: none"> <li>Implementation of training and curriculum based on industry standards and approved by Registered Apprenticeship partner(s)</li> <li>Inclusion of post-secondary or other educational partners in delivery of instruction</li> <li>Instructional approach that is supportive of youth soft-skill (teamwork and collaboration, critical thinking, creativity and innovation, communication) and technical skill development</li> </ul> <p><b>Engagement in high quality work-based learning opportunities</b></p> <ul style="list-style-type: none"> <li>Opportunities to engage in work-based learning opportunities that simulate industry and occupational conditions (e.g. paid-work experience)</li> <li>Integration of work-based learning experiences in training and curriculum</li> </ul> <p><b>Opportunities to complete specific credentials and certifications</b></p> <ul style="list-style-type: none"> <li>Relationships in place for achievement of formal credentials/certifications</li> <li>Credentials/certifications connected to Apprenticeship program requirements</li> </ul> <p><b>Ongoing assessment activities to support youth transitions</b></p> <ul style="list-style-type: none"> <li>Assessing readiness and planning for transition to Apprenticeship program</li> </ul>	<p><b>Reach to diverse and under-served populations</b></p> <ul style="list-style-type: none"> <li>Recruitment and referral processes that support connection of diverse WIOA youth participants</li> <li>Recruitment and referral process to support a robust and diverse workforce</li> </ul> <p><b>Evidence of employment demand and career trajectory in pathway</b></p> <ul style="list-style-type: none"> <li>High demand occupation</li> <li>High growth occupation</li> <li>Projected retirements</li> <li>Earning potential and career trajectory</li> </ul> <p><b>Processes in place for collaborative planning and decision-making with partners</b></p> <ul style="list-style-type: none"> <li>Formal agreements in place that offer commitments of time and resources</li> <li>Clear program leads in place across partners</li> </ul> <p><b>Staffing plans reflect multiple capacities required to support program</b></p> <ul style="list-style-type: none"> <li>Data collection and use</li> <li>Partnership and development</li> <li>Hand-on instruction and work-based learning experiences</li> <li>Youth navigator</li> </ul> <p><b>Clear connections and opportunities for building on existing pre-apprenticeship program practice</b></p> <ul style="list-style-type: none"> <li>Understanding of existing pre-apprenticeship experiences and practices nationally</li> </ul>

<p>Registered Apprenticeship program</p> <ul style="list-style-type: none"> <li>Partnerships with education partners, particularly post-secondary institutions</li> <li>Partnerships with supportive service organizations</li> </ul> <p><b>Clear integration of partners across youth experience</b></p> <ul style="list-style-type: none"> <li>Employer and apprenticeship partners support activities and opportunities within enriched preparation and pre-apprenticeship opportunities</li> <li>Pre-apprenticeship program provides support within apprenticeship program and other next-step opportunities youth take</li> <li>Existing WIOA partners support youth within pre-apprenticeship programs</li> </ul>	<ul style="list-style-type: none"> <li>Assessing readiness and planning for transition to alternative employment or education opportunity</li> </ul> <p><b>Access to navigation services during and beyond completion of pre-apprenticeship program</b></p> <ul style="list-style-type: none"> <li>Access to supportive services that address barriers to program completion/transition (e.g., child care, housing, transportation)</li> <li>Access to ongoing pathway navigation</li> </ul> <p><b>Physical environment supportive of learning</b></p> <ul style="list-style-type: none"> <li>Inviting and safe physical environment</li> <li>Access to adequate classroom space</li> <li>Access to career-relevant technical equipment</li> </ul>	<ul style="list-style-type: none"> <li>Plans for adapting pre-existing resources/curricula</li> </ul> <p><b>Realistic timeline for planning and implementing work outlined</b></p> <ul style="list-style-type: none"> <li>Timelines support enrollment of youth within second quarter of first year</li> <li>Timelines support pathway progress for majority of youth participants, into Registered Apprenticeship and alternative pathways, within two years</li> </ul>
---	--	--

**NOTIFICATION OF INTENT TO APPLY**

**\*\*\*THIS PAGE IS DUE ON OR BEFORE SEPTEMBER 15, 2017 5:00PM\*\*\***

**SEND BY EMAIL TO: [PYNRFP@PYNINC.ORG](mailto:PYNRFP@PYNINC.ORG)**

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

**Contact Person**

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

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

## Proposal Cover Sheet

Name of Organization (Lead Applicant):	
Street Address:	
City, State, Zip Code:	

<i>Organization Contact</i> - for questions about the organization or application	
Name:	
Title:	
Phone:	
Email:	

<i>Authorized Representative</i> - person who can legally sign contracts for the organization	
Name:	
Title:	
Phone:	
Email:	
<i>Signature of Authorized Representative</i>	
x _____	



## Applicant Information

### Organization Information

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

Federal tax ID number or name and Federal tax ID number of legal entity that will act on behalf of the organization:

2. Is your organization (or the legal entity identified above) certified as a Minority ("MBE"), Women ("WBE") and/or Disabled ("DSBE") Owned Business Enterprise?  Yes  No

3. Have any of the respondent'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 respondent in receivership or bankruptcy, or are any such proceedings pending?

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

5. Has the respondent'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 respondent 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 respondent subcontract any of the training or work efforts?

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

### Conflict of Interest/Union Concurrence

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

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

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

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

Yes  No  Not applicable (If yes, please attach a copy of written proof)

## Short-Answer Questions

**(Limit: 300 words per question)**

### *Client Experience*

1. Provide an overview of the pre-apprenticeship experience from recruitment through connection to the registered apprenticeship.
2. Based on the required candidate recruitment pool, how you will assess if applicants are a good match for the pre-apprenticeship? Describe your eligibility requirements, the reasoning behind them, and what role, if any, will be played by Recruitment Partner organizations.
3. How will you ensure participants have access to the WIOA Youth Program Elements through your program or partners? Specifically, how will you address a young person's barriers to employment and increase their likelihood for success within both the pre-apprenticeship and the partnering apprenticeship?
4. How will you ensure connection to the partnering apprenticeship or alternative placements? What support will you provide during any transitional times where there is a gap between career pathway phases? Refer to the Career Preparation Framework in the attachments.

### *Career-Connected Training*

5. What evidence of learning will participants have upon successful completion of the pre-apprenticeship? How are these valuable within the partnering apprenticeship or transferrable to other career fields? Provide evidence of program aligning to registered apprenticeship program.  
*Ex. specific industry-recognized certifications, skill gain documented by X assessment, # of post-secondary education credits, digital badge, student portfolio, etc.*
6. How will participants connect classroom learning to learning within work experiences and vice versa? Name any relevant education and workplace partners.
7. Describe the role that the partnering apprenticeship provider will have in training and curriculum development, work experience design or coordination, and career exposure or workplace simulation activities.
8. How will you address individual needs for disengagement or additional training time?

### *Impact*

9. What career and immediate employment opportunities will this pre-apprenticeship unlock for young people both within the partnering apprenticeship and beyond it? What are the projected number of apprentice positions available per year? Include any articulated entry preferences to the partnering apprenticeship or partnerships with other employers for alternative placement.
10. What impact do you expect this pre-apprenticeship program to have on the partnering apprenticeship(s)? What needs will this pre-apprenticeship fill within the targeted industry? Please include any relevant data on priority industry goals, talent needs, projected job growth, etc.

11. How many young people will you serve in the first year? In subsequent years? What participant outcomes do you expect? What impact do you expect this pre-apprenticeship program to have on specific Recruitment Partner organizations?
12. How do you define success for participants during the pre-apprenticeship that will lead to placement?

*Project Timeline*

13. How do you propose using the one-year grant period? Please describe the activities and timeline needed for planning, implementation of the pre-apprenticeship, and retention support for clients.
14. Please describe the activities and timeline for a second year of implementation and any potential resources to be leveraged.

## Pre-Apprenticeship Client Experience Map

1. Refer to the table below for the required element(s) of each phase of the pre-apprenticeship experience as an example.
2. Add any additional program elements to be executed per proposal elements.
3. For each element, describe the action(s) taken, by whom, and over what timeframe. Be sure to address any gaps between phases.

<b>Overview</b>			
<b>Recruitment</b>	<b>Orientation &amp; Entry</b>	<b>Engagement</b>	<b>Exit</b>
<u>Definition:</u> All activities related to identifying and reaching candidates to apply for the pre-apprenticeship	<u>Definition:</u> All activities related to participant selection, enrollment, and start of services	<u>Definition:</u> All activities related to skill-building and knowledge attainment needed for entry into the partnering apprenticeship	<u>Definition:</u> All activities related to the transition out of the pre-apprenticeship
<u>Required:</u> Outreach and selection from mandated candidate pool	<u>Required:</u> Access to WIOA Youth Program Elements, as needed	<u>Required:</u> Paid work experience relevant to necessary apprenticeship skills and content	<u>Required:</u> Retention Support
		<u>Required:</u> Education and training aligned to skills and knowledge necessary for entry to apprenticeship	<u>Required:</u> Connection to Apprenticeship
		<u>Required:</u> Intermediate 21 <sup>st</sup> century skills development	<u>Required:</u> Connection to Alternative Placement
<b>Recruitment</b>			
<b>Element</b>	<b>Description</b>		
<u>Required:</u> Outreach and selection from mandated candidate pool			
<b>Orientation &amp; Entry</b>			
<b>Element</b>	<b>Description</b>		
<u>Required:</u> Access to WIOA Youth Program Elements, as needed			

<b>Engagement</b>	
<b>Element</b>	<b>Description</b>
<i>Required: Paid work experience relevant to necessary apprenticeship skills and content</i>	
<i>Required: Education and training aligned to skills and knowledge necessary for entry to apprenticeship</i>	
<i>Required: Intermediate 21<sup>st</sup> century skills development</i>	
<b>Exit</b>	
<b>Element</b>	<b>Description</b>
<i>Required: Retention Support</i>	
<i>Required: Connection to Apprenticeship</i>	
<i>Required: Connection to Alternative Placement</i>	

## Pre-Apprenticeship Curriculum Outline

### Pre-Apprenticeship Curriculum Outline

1. Refer to the table below to outline how the required intermediate-level 21<sup>st</sup> century skill development will be conducted and measured. Refer to the 21<sup>st</sup> Century Skills Framework in the attachments.
2. Using the apprenticeship eligibility requirements and work process schedule submitted, list the specific academic, technical, or 21<sup>st</sup> century skills and content that will be covered by this pre-apprenticeship to prepare participants for entry into the partnering apprenticeship.

<b>Skill or Content Area</b>	<b>Instructional Intervention</b>	<b>Learning Context</b>	<b>Learning Evidence</b>
List skills and content knowledge needed for <u>entry into registered apprenticeship</u> .	Describe the activities used to teach this skill or content knowledge.	Ex. classroom-based (indicate class size), on-the-job-training, small group discussions, 1-on-1 appointments, etc.	Ex. industry-recognized credential, post-secondary education credit, individual action plan, etc.
<u>Example:</u> Financial Literacy	Participants will receive a 2-part workshop from financial literacy experts focused on personal budgeting and financial planning, once at the beginning of the pre-apprenticeship and again nearing the end of the pre-apprenticeship. Participants will complete a financial plan within each workshop based on their current and anticipated income.	Classroom-based, about 20 students in each session	Individualized financial plan
	Participants will meet one-on-one with case management staff at least twice within the first month of the pre-apprenticeship and weekly in the last 6 weeks of the pre-apprenticeship to review financial and life plans.	1-on-1 advising session	Revised financial plan after reflection and professional advising; utilization of checking and savings account
<u>Required:</u> Teamwork & Collaboration			
<u>Required:</u> Critical Thinking			
<u>Required:</u> Communication			
<u>Required:</u> Creativity & Innovation			

## Budget Information

**Budget Forms:** The budget form (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 Summary Page and Budget Narrative must be completed. 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.PHILAWORKS.ORG](http://WWW.PHILAWORKS.ORG) OR [WWW.PYNINC.ORG](http://WWW.PYNINC.ORG), SHOULD BE COMPLETED ELECTRONICALLY ACCORDING TO THE FOLLOWING INSTRUCTIONS:

### 1. General guidance for costs to be included in the budget

*Entertainment Costs:* When planning your budget, please consider the guidelines below from the Super Circular that details uniform administrative requirements, cost principles, and audit requirements for federal awards. The relevant section of the Super Circular can be found <https://www.gpo.gov/fdsys/granule/CFR-2014-title2-vol1/CFR-2014-title2-vol1-sec200-438><sup>6</sup>

*§200.438 Entertainment costs.*

*Costs of entertainment, including amusement, diversion, and social activities and any associated costs are unallowable, except where specific costs that might otherwise be considered entertainment have a programmatic purpose and are authorized either in the approved budget for the Federal award or with prior written approval of the Federal awarding agency.*

Any entertainment expenses must have a clear programmatic purpose. If you are including entertainment costs in your budget, please include an explanation of how the cost is connected to your programming. Budgets submitted containing entertainment costs without further explanation may cause your contract execution to be delayed.

### 2. Worksheet A: Summary Page

- Complete top section with your organization name and enter Contract and Budget dates as 7/1/18-6/30/19.
- The following section contains formulas and will calculate automatically when amounts are entered into Worksheets B-M. Please do not edit this section.
- Contractor's Certification: This section must be signed by an applicant's authorized 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.

---

<sup>6</sup>2 CFR 200.472- Training and Education Costs, §200.438

<https://www.gpo.gov/fdsys/granule/CFR-2014-title2-vol1/CFR-2014-title2-vol1-sec200-438>.

### 3. Worksheets B-E: Administration Expenses

- An applicant can only include administration expenses OR indirect costs.
- **Administrative Cap:** Administrative costs are not to exceed 10% of the total operating 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 Super Circular at all times.
  - If budgeting administrative costs, please complete the appropriate fields in worksheets B-E to reflect the expenses.
- **Indirect Costs:** Only organizations with approved indirect cost rates may budget indirect costs, not to exceed 10%. Please include documentation of this approved rate when you submit your budget. Agencies that do not have a federally approved rate must allocate expenditures as administrative or programmatic.
  - If budgeting indirect costs, please complete the section near the middle of worksheet E pertaining to indirect cost.
  - For both admin and indirect, the limit is calculated by 10% of the award. Please note the percentage breakdown shown on the Summary Page to ensure that administrative costs do not exceed 10% of the award.

### 4. Worksheets F-I: Program Services Expenses

- These worksheets have same categories as the administration worksheets. Please be sure the all expenses are recorded in the appropriate worksheet.
  - F: Staff Salaries and Fringe Benefits
  - G: Operating Expenses
  - H: Equipment
  - I: Supplies and Other Costs
- **Consultants and Subcontractors:** A letter of Support is required at time of application. Scopes of services will be required for all consultants and subcontractors at the time of contract negotiation.
- **Youth Incentive Payments or Youth Wage Payments:** 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."
- These payments will be administered directly to youth through a web based youth payroll system. Minimum allowable hourly rates for paid work experiences are based on prior achievements of each participant in terms of certifications earned, prior work experience, and duration of program attachment. At the highest end of the pay scale are those work experiences with a direct connection to an individual's career pathway. Hourly wage caps are detailed in the table below. If a participant's qualifications change during a paid work experience, the participant is eligible for the rate associated with the new level of



qualifications. The highest allowable hourly rate is capped at \$10.00. Respondents should complete the wage line for the amount requested in wages for participating youth.

- The final Performance-Based Payment amount will be determined by Philadelphia Youth Network at the time of contract negotiation.

Criteria	Maximum Hourly Rate
Minimum wage	\$7.25
Participant with a valid general skills certification (e.g. CPR, OSHA, ServSafe, etc.)	\$8.25
Participant with six months of consecutive work experience	\$8.25
In-school youth completing one academic year of programming	\$8.25
Participant with secondary credential	\$9.00
Participant with industry recognized credential	\$9.25
Participant with one year of consecutive work experience	\$9.25
Participant with industry recognized credential connected with paid work experience opportunity in a related field (e.g. CNA credential placed at healthcare worksite)	\$10.00

### 5. Worksheets J-M: Work Experience Expenses

As per the WIOA definition, work experiences:

- I. Provide the youth participant with opportunities for career exploration and skill development.
- II. Must include academic and occupational education.
- III. The types of work experiences include the following categories:
  - a. Summer employment opportunities and other employment opportunities available throughout the school year;
  - b. Pre-apprenticeship programs;
  - c. Internships and job shadowing; and
  - d. On-the-job training opportunities

Costs eligible for the work experience priority include youth wages and costs associated with the development, management, and evaluation of work experiences. **Programs are required to budget and spend at least 20% of the award on work experience.** Costs in this category will also count towards the 90% minimum budgeted to program expenses.

These worksheets have same categories as the administration and program services worksheets. Please be sure the all expenses are recorded in the appropriate worksheet.

J: Staff Salaries and Fringe Benefits (*note: only the portion of staff time spent on work experience related activities should be charged to this category*)

K: Operating Expenses

L: Equipment

M: Supplies and Other Costs

*Consultants and Subcontractors:* As above, scopes of services will be required for all consultants and subcontractors at the time of contract negotiation.

*Youth Wage Payments:* The youth wage award should be recorded in this budget on Worksheet I, near the bottom of the sheet under Other Costs. Please ensure that your total youth wage award is recorded in cell H33 next to "Paid Work Experience Youth Wage Payments."

#### 6. Budget Narrative

- The final worksheet is the Budget Narrative. This form should be completed to share additional information about each expense including a description and the calculation used to determine the amount.
- 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.

#### 7. Questions

- If there are any questions when filling out the budget form, please contact [PYNRFP@pyninc.org](mailto:PYNRFP@pyninc.org).

## Certificate of Budget Information

*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 resubmitted at a later date should unforeseen cost factors necessitate changes. I also understand that if selected as a contractor, I may be required to submit further detailed budget information.*

<b>Authorized Representative</b> <i>(person who can legally sign contracts for organization – signature required below)</i>	
<b>Signature:</b>	X _____
<b>Name:</b>	
<b>Title:</b>	
<b>Date:</b>	



## Career Preparation Framework

### ENHANCED PREPARATION

- Individualized case management
- Instruction and support for secondary credential attainment
- Contextualized curriculum tied to college readiness standards and competency profiles of high-priority occupations
- College and career exposure, counseling, planning and preparation
- Assessment and exploration of career interests, emphasizing relevant educational pathways
- Engagement of and capacity-building for guardians/family members

### POST-SECONDARY BRIDGING

- Exposure to college-level or advanced training coursework and early credit attainment
- Individualized, real-world exposure to careers aligned with youth interests
- Develop awareness of and strategies for navigating institutional structures (college and employer departments and resources)
- Support for youth to evaluate and access relevant long-term post-secondary options that best fit their personality, learning style and needs
- Assistance in obtaining financial supports for college or advanced training programs (e.g., FAFSA completion, scholarship applications)

### PLACEMENT RETENTION SUPPORT

- Connection to education or long-term employment with opportunities for advancement
- Support for persistence and advancement within education or career choice; reassessing decisions and options as relevant
- Connection to institutional structures in higher education and employment to support advancement and achievement
- Opportunities to address and reflect upon topics of academic, cultural and extra-curricular interest
- Engagement as peer mentors to youth in the enhanced preparation and post-secondary bridging phases

- Instructional activities focused on mastery of 21<sup>st</sup> century skills
- Work-readiness training, including resume writing, interview preparation and job search skills
- Paid work-based learning activities

- Prepare participants to take ownership of their own development and planning for the future by fostering skills in goal setting, time management, study habits, financial literacy, critical thinking and self-regulation
- Support youth in removing a range of potential barriers (e.g., behavioral and mental health needs, childcare assistance, navigating the juvenile justice system, housing and/or transportation challenges)
- Support in securing career-oriented full-time employment



## 21<sup>st</sup> Century Skills Framework

21 <sup>st</sup> Century Skill	Definition	Indicators
<b>Teamwork &amp; Collaboration</b>	The ability to build collaborative relationships with colleagues; be an active listener; understand multiple viewpoints; show respect for others and appreciate diversity; make a positive contribution to group projects and presentations; effectively negotiate and manage conflicts	Works effectively with a team of youth to organize a local youth event; negotiates a location that works for all; makes positive contributions through collaboration and consideration of multiple viewpoints; facilitates a discussion to resolve a conflict within the team
<b>Productivity &amp; Accountability</b>	The ability to deliver high quality products on time, within existing contexts; behave professionally and ethically; maintain good attendance and punctuality; and take responsibility for actions, decisions and behaviors, with accountability to supervisor, team members or clients	Completes a specific task or project in accordance with the timeline; identifies an error and communicates to team members; takes responsibility for a mistake
<b>Initiative &amp; Self-Direction</b>	The ability to explore a situation or tackle a problem independently before seeking assistance; manage time and efforts without continuous oversight; set goals and plan effectively to meet them; self-monitor and reflect on one's own performance, recognizing when help is needed; focus and persist through challenges; develop one's own interests and talents and seek our opportunities for learning	Understands the steps necessary to complete tasks; can identify problems and solve them to meet goals; sets personal goals and creates plans to meet them; persists when confronted with challenging material or situations
<b>Flexibility &amp; Adaptability</b>	The ability to modify one's thinking, attitudes or behaviors to suit changing situations or environments; and effectively handle and negotiate multiple goals, tasks, inputs and viewpoints in arriving at solutions	Responds positively to change; responds positively to feedback; completes task when little direction is given; uses feedback to adjust performance; shows willingness to learn new methods

## 14 Elements of WIOA Youth Programs

Programs must make each of the following 14 services available to youth participants. Programs have the discretion to determine what specific program services a youth participant receives, based on each participant's objective assessment and individual service strategy. Programs are not required to provide every program service to each participant.

It is not required that all service elements be funded with WIOA youth funds. Programs may leverage partner resources to provide program elements. If an activity is leveraged through a partner, the program must have an agreement in place with the partner to offer the service element and ensure that the activity is closely connected and coordinated with the WIOA-funded program. This coordination is the responsibility of the case manager, who must contact and monitor the service provider of the leveraged activity to ensure that it is of high quality and is beneficial to the youth participant, and that services match the description of the program element (as provided in this guide).

The strategies detailed below must incorporate strong framework services which must include intake, objective assessments, the development of an individual service strategy, and case management.

1. Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential

Definition

Tutoring is designed to improve the academic knowledge and skills of youth in specific areas. It involves a tutor helping a youth acquire knowledge and skills in a specific area. The tutor provides instruction and the youth practices knowledge and skills being taught while the tutor observes. The tutor provides feedback on the youth's performance, allowing the youth to learn from mistakes.

Study skills are a set of abilities that allow youth to learn effectively and efficiently on their own. Study skills training involves instruction and practice activities on a range of strategies from planning and organizing time to reading comprehension, increasing concentration, and test taking.

Dropout prevention strategies are interventions that address causes of youth dropping out of school – disengagement, lack of successful experiences in school, or learning styles not suited to traditional academic instruction. These strategies ensure that youth stay in school to get their high school diploma and continue with post-secondary education.

Qualifying Activities

(i) Evidence-based programs leading to completion of secondary education through attainment of a secondary school diploma or its recognized equivalent, including a certificate of attendance or similar document for individuals with disabilities

- a. Regular, structured sessions in which individualized instruction occurs
- b. Training in specific study skills, test-taking, and note-taking strategies
- c. Participation in a program that has evidence that it reduces dropouts

Overlaps with program elements 2 and 4

## 2. Alternative secondary school services, or dropout recovery services, as appropriate

### Definition

Alternative schools offer specialized, structured curriculum inside or outside of the public school system which may provide work/study and/or academic intervention for students with behavior problems, physical/mental disabilities, who are at-risk of dropping out, who are institutionalized or adjudicated youth and/or youth who are in legal custody of the Department Human Services (or similar entity) and are residing in an institution.

### Qualifying Activities

(i) Evidence-based programs for out-of-school youth leading to completion of secondary education through attainment of a secondary school diploma or its recognized equivalent

- Second-chance programs for dropouts and out-of-school youth
- Programs that use small learning communities
- Technology-based alternative secondary school services

## 3. Paid and unpaid work experiences that have academic and occupational education as a component of the work experience

### Definition

Work experiences are a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Work experiences provide the youth participant with opportunities for career exploration and skill development.

Work experiences must include academic and occupational education, either concurrently or sequentially. The academic and occupational education component refers to contextual learning that accompanies a work experience. It includes the information necessary to understand and work in specific industries and/or occupations.

### Qualifying Activities

- (i) Summer employment opportunities and other employment opportunities available throughout the school year;
- (ii) Pre-apprenticeship programs;
- (iii) Internships and job shadowing; and
- (iv) On-the-job training opportunities



4. Occupational skill training, which includes priority consideration for training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area involved

Definition  
Occupational skills training is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Local areas must give priority consideration to training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area.

Qualifying Activities  
(i) Training which is outcome-oriented and focused on an occupational goal specified in the individual service strategy;  
(ii) Training which is of sufficient duration to impart the skills needed to meet the occupational goal; and  
(iii) Training which leads to the attainment of a recognized post-secondary credential.

Overlaps with program element 1

5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster

Definition  
This program element reflects the integrated education and training model and workforce preparation activities, basic academic skills, and hands-on occupational skills training to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway

Qualifying Activities  
(i) Academic learning contextualized to a specific industry or occupation, occurring concurrently with training

Overlaps with program elements 2, 3, and 4

6. Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors

Definition

Leadership development opportunities are opportunities that encourage responsibility, confidence, employability, self-determination and other positive social behaviors.

Positive social and civic behaviors are outcomes of leadership opportunities, which are incorporated by local programs as part of their menu of services. Positive social and civic behaviors focus on areas that may include the following:

- (a) Positive attitudinal development;
- (b) Self-esteem building;
- (c) Openness to work with individuals from diverse backgrounds;
- (d) Maintaining healthy lifestyles, including being alcohol- and drug-free;
- (e) Maintaining positive social relationships with responsible adults and peers, and contributing to the wellbeing of one's community, including voting;
- (f) Maintaining a commitment to learning and academic success;
- (g) Avoiding delinquency; and
- (h) Positive job attitudes and work skills

Qualifying Activities

- (i) Exposure to post-secondary educational possibilities;
- (ii) Community and service learning projects;
- (iii) Peer-centered activities, including peer mentoring and tutoring;
- (iv) Organizational and team work training, including team leadership training;
- (v) Training in decision-making, including determining priorities and problem solving;
- (vi) Citizenship training, including life skills training such as parenting and work behavior training;
- (vii) Civic engagement activities which promote the quality of life in a community; and
- (viii) Other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee

## 7. Supportive services

### Definition

Supportive services for youth are services that enable an individual to participate in WIOA activities.

### Qualifying Activities

- (i) Linkages to community services;
- (ii) Assistance with transportation;
- (iii) Assistance with child care and dependent care;
- (iv) Assistance with housing;
- (v) Needs-related payments;
- (vi) Assistance with educational testing;
- (vii) Reasonable accommodations for youth with disabilities;
- (viii) Legal aide services
- (ix) Referrals to health care;
- (x) Assistance with uniforms or other appropriate work attire and work related tools, including such items as eye glasses and protective eye gear;
- (xi) Assistance with books, fees, school supplies, and other necessary items for students enrolled in post-secondary education classes; and
- (xii) Payments and fees for employment and training-related applications, tests, and certifications

## 8. Adult mentoring for a duration of at least 12 months, that may occur both during and after program participation

### Definition

Adult mentoring is a one-to-one supportive relationship between an adult and a youth that is based on trust. High-quality adult mentoring programs include an adult role model who builds a working relationship with a youth and who fosters the development of positive life skills in youth.

### Qualifying Activities

Adult mentoring for youth must:

- (i) Last at least 12 months and may take place both during the program and following exit from the program;
- (ii) Be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee; and
- (iii) While group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis.
- (iv) Mentoring may include workplace mentoring where the program matches a youth participant with an employer or employee of a company.

9. Follow-up services for not less than 12 months after the completion of participation

Definition

Follow-up services are critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/ or post-secondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise

All youth participants must be offered an opportunity to receive follow-up services that align with their individual service strategies. Furthermore, follow-up services must be provided to all participants for a minimum of 12 months unless the participant declines to receive follow-up services or the participant cannot be located or contacted.

Qualifying Activities

- (i) Leadership development and supportive service activities listed above;
- (ii) Regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise;
- (iii) Assistance in securing better paying jobs, career pathway development, and further education or training;
- (iv) Work-related peer support groups;
- (v) Adult mentoring;
- (vi) Financial literacy education;
- (vii) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services;
- (viii) Activities that help youth prepare for and transition to post-secondary education and training; and
- (ix) Services necessary to ensure the success of youth participants in employment and/or post-secondary education

10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth

Definition

Comprehensive guidance and counseling provides individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate.

When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service.

Qualifying Activities

- (i) Drug and alcohol counseling
- (ii) Mental health counseling / therapy
- (iii) Coordinated referrals to counseling service providers

## 11. Financial literacy education

### Definition

The financial literacy education program element includes activities which:

- (a) Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions;
- (b) Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;
- (c) Teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit;
- (d) Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions;
- (e) Educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data;
- (f) Support activities that address the particular financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials;
- (g) Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings; and
- (h) Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.

### Qualifying Activities

- (i) Instructional activities developing the financial literacy skills of participants, as outlined in the definition

## 12. Entrepreneurial skills training

### Definition

Entrepreneurial skills training provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship, including, but are not limited to, the ability to:

- (1) Take initiative;
- (2) Creatively seek out and identify business opportunities;
- (3) Develop budgets and forecast resource needs;
- (4) Understand various options for acquiring capital and the trade-offs associated with each option; and
- (5) Communicate effectively and market oneself and one's ideas.

### Qualifying Activities

(i) Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and may also include simulations of business start-up and operation.

(ii) Enterprise development which provides supports and services that incubate and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants that are needed to begin business operation and by providing more individualized attention to the development of viable business ideas.

(iii) Experiential programs that provide youth with experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business that young people participating in the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

## 13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services

### Definition

Services providing labor market information are designed to help participants make informed career decisions through provision of data reflecting the education requirements, expected earnings, and job outlooks of occupations within in-demand industry sectors in the local area.

### Qualifying Activities

- (i) Career awareness;
- (ii) Career counseling; and
- (iii) Career exploration related to in-demand industry sectors

## 14. Activities that help youth prepare for and transition to post-secondary education and training

### Definition

Post-secondary and training preparation activities foster a connection to and persistence in continued learning and development of a vocational identity in participants. Instructional activities should be aligned with competency profiles required by the regional labor market and reflective of the rigor of advanced training and education environments.

### Qualifying Activities

- (i) College and career exposure, exploration, counseling, planning and preparation
  - a. Preparation for SAT/ACT testing;
  - b. Assistance with college admission applications;
  - c. Support in searching and applying for scholarships and grants; and
  - d. Assistance with Financial Aid applications and adhering to changing guidelines;
- (ii) Assessment and exploration of career interests, emphasizing relevant educational pathways
- (iii) Exposure to college-level or advanced training coursework and early credit attainment
- (iv) Support for persistence and advancement within education or career choice; reassessing decisions and options as relevant; and
- (v) Connections to post-secondary education programs