



REQUEST FOR PROPOSALS

WorkReady Summer Programs

IMPORTANT DATES

RFP Release: July 28, 2016

Bidders' Conference: August 15, 2016 at 10:00 AM (Location: The Free Library of Philadelphia, Montgomery Auditorium, 1901 Vine Street, Ground Floor)

Letter of Intent to Apply Due: August 22, 2016 by 5:00 PM

Email to wr-rfp@pyninc.org

Proposals Due: September 16, 2016 by 12:00 PM

The Philadelphia Youth Network
400 Market Street, Suite 200
Philadelphia, PA 19106
(Flash drive required with hard copy)

PROPOSALS RECEIVED AFTER 12:00 PM ON SEPTEMBER 16 WILL NOT BE ACCEPTED

Table of Contents

I. Overview and Background.....	3
II. Program Requirements for Career Exposure	9
III. Program Requirements for Service Learning, Work Experience and Internship	12
IV. Model Descriptions	18
Career Exposure Model.....	18
Service Learning Model.....	19
Work Experience Model	21
Internship Model.....	22
V. General Application Information and Process	25
VI. Proposal Review Process	28
VII. Proposal Narratives	30
Career Exposure Model Narrative.....	30
Service Learning Model Narrative.....	32
Work Experience Model Narrative	34
Internship Model Narrative	35
VIII. Budget Information	38
IX. Attachments and Appendices	41
Notification of Intent to Apply.....	42
Proporsal Checklist.....	43
Proposal Coversheets	45
Appendix A: Worksite Quality Framework.....	48
Appendix B: RFP Framework.....	50
Appendix C: Youth Landscapes Map	51

I. Overview and Background

To implement WorkReady Philadelphia, the Philadelphia Youth Network (PYN) is seeking proposals from high-performing, youth-serving organizations to provide educationally-enriched, career exposure and work-based-learning opportunities for youth ages 12-21 years during summer 2017.



WorkReady Philadelphia

WorkReady Philadelphia is a cross-sector, city-wide initiative dedicated to improving the economic outcomes of the region's youth by attracting, aligning, and investing resources in coordinated, youth-workforce-development strategies. The WorkReady Philadelphia campaign is a collaborative of organizations and resources; including employers, schools, community-based organizations, advocacy groups, labor unions, and private investors. PYN is the managing partner of WorkReady Philadelphia and provides oversight to programs funded under the WorkReady umbrella. In addition, PYN is the competitively-procured youth administrator and provides program oversight for the TANF funds invested in the WorkReady portfolio of programs.

Programs under the WorkReady campaign provide career-exposure and preparation opportunities to thousands of young people annually. Intended to enhance youth understanding and mastery of skills needed to be successful in a 21st-century economy, these programs also provide academic enrichment and promote awareness of postsecondary options. Most importantly, they challenge participants to grasp critical correlations between learning, secondary credential attainment and work experience and how those variables impact their potential for college and career success.

WorkReady Philadelphia operates year round and summer programming for youth and young adults ages 12-24. Each program is designed to challenge youth to understand the correlations between work experience, skill attainment and high school completion and how those variables impact their potential for college and career success. These experiences include:

- Pre-employment training on workplace etiquette, appropriate professional behavior, keys to on-the-job success and educational attainment.
- Enhanced programming, which includes academic enrichment, project-based instruction, 21st century skills development, career exposure and exploration, and post-secondary education or training.

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 individual youth in mind and focus on keeping them on a path to success.



Philadelphia Youth Network

The Philadelphia Youth Network (PYN) is the managing partner of WorkReady Philadelphia. PYN is an intermediary organization dedicated to connecting systems and leveraging resources. PYN works to equip young people for academic achievement, economic opportunity and personal success. To achieve this mission, we coordinate and support large-scale, cross-sector initiatives while developing targeted programs to expand access to services for underserved youth.

To pursue this vision PYN organizes its work around five core functions:

- Leveraging, coordinating and managing public and private investments directed at youth education and workforce development in the Philadelphia region;
- Convening and leading cross-sector partnerships and initiatives that enhance opportunities available to Philadelphia youth;
- Designing, overseeing and replicating program models that prepare youth for higher education and the workforce;
- Managing a service-delivery system created to ensure citywide coordination of youth career-connected educational services; and
- Building the capacity of youth-serving providers.

Specifically, PYN creates and scales effective service pathways that lead to greater education and employment outcomes for vulnerable youth. PYN accomplishes this by aligning strategies and investments across youth serving systems (education; child welfare, juvenile justice, and workforce, housing); integrating best practices in youth development and workforce development into comprehensive programmatic models and pathways; developing a unified investment strategy that leveraged public dollars with private investments to increase service. Currently, PYN serves as the managing partner for two of the city's most comprehensive campaigns focused on improving the educational and economic outcomes of the city's youth:

- *Project U-Turn*, a campaign designed to improve the high school graduation rates of the city's youth; and
- *WorkReady Philadelphia*, a cross-sector partnership dedicated to sustaining and enhancing local, youth-workforce-development strategies.

As it relates to WorkReady Philadelphia, PYN serves the following distinct functions:

- Facilitating the design and development of work-based learning models in collaboration with community stakeholders
- Securing and managing funding resources within a blended-funding strategy for public and private support to scale system capacity and youth services across models

- Building capacity of adult practitioners to provide high-quality workforce services to youth
- Managing PYNDEX, the web-based tracking and payment system for WorkReady Philadelphia
- Procuring on behalf of WorkReady Philadelphia (private investors, schools, and city-government agencies) with subcontract approval provided by the Philadelphia Youth Network Board of Directors

PYN works to advance these campaigns and improve outcome for Philadelphia's youth by guiding vision and strategy, supporting aligned activities, establishing shared metrics, building public will, mobilizing funding, and advancing policy.

Funders and Investment

WorkReady summer programs are funded through a blended-funding strategy that includes support from approximately 100 investors annually. Funding support includes local- and state-level public funding, as well as local and national private funding. Foundational WorkReady summer program funders and investments are listed and described below:



Philadelphia Works

Philadelphia Works is the city's local workforce investment board and lead workforce development organization. Philadelphia Works invests in employment and training solutions and services that connect employers to a skilled workforce and helps individuals develop the skills needed to thrive in the workplace.

With oversight support from the Philadelphia Works Board youth subcommittee (the Philadelphia Council for College and Career Success), Philadelphia Works annually invests public funding across WorkReady summer program models. This investment includes Temporary Assistance for Needy Families-Youth Development funds (TANF-YD) and any funding allocated to summer employment programs via the public workforce system. All contracts that receive funding via the public workforce system are approved by the Philadelphia Works Board. All such funding and contracts are annually pending final allocations and approval by the Philadelphia Works Board.



City of Philadelphia

In addition to state-level public funding allocated via the local public workforce system, WorkReady Summer Employment Programs are also supported by numerous local public funding allocations from the City of Philadelphia. Funding allocations include investment via Philadelphia Parks and Recreation, the Department of Human Services, Philadelphia Housing Authority, and any funding allocated to summer employment programs via Philadelphia City Council and Mayor's Office. All such funding is annually pending final allocations and approval.

Other Private and Public Funding

The Philadelphia Youth Network annually secures and leverages additional private and public funding from numerous investors in order to scale system capacity and services to young people across all WorkReady summer program models. For the most recent comprehensive list of investors, visit workready.org/#involved.

The Positive Impact of WorkReady Experiences on Youth

The need for continued investment in Philadelphia's current efforts to provide youth with structured opportunities for exposure to the world of work is underscored by multiple factors, including low youth employment rates and the continued high demand for WorkReady experiences. Research has demonstrated the positive benefits of summer employment, including increased academic achievement and lower rates of criminal activity¹ Early work experiences can have positive impacts on vocational identity development. Youth who are uncertain about their career paths have significantly lower wages in adulthood and less favorable outcomes in the areas of personal adjustment and career maturity than their counterparts who develop clarity while younger.² Career-connected learning opportunities should facilitate development of vocational identity among youth so that young people understand who they are and identify careers aligned with their self-image.³ Early employment also gives young people the opportunity practice and develop 21st century skills essential for

¹ Schwartz, A. E., Leos-Urbel, J., & Wiswall, M. (2015). *Making Summer Matter: The Impact of Youth Employment on Academic Performance*; Heller, S. (2014). Summer jobs reduce violence among disadvantaged youth. *Science*, 346 (6214), 1219-1223.

² Creed, P.A., & Patton, W. (2003). Predicting two components of career maturity in school based adolescents. *Journal of Career Development*, 29, 277-290.; Earl, J.K., & Bright, J.E.H. (2007). The relationship between career decision status and important work outcomes. *Journal of Vocational Behavior*, 71, 233-246.; Staff, J., Harris, A., Sabates, R., & Briddell, L. (2010). Uncertainty in early occupational aspirations: Role exploration or aimlessness. *Social Forces*, 89, 659-684.; Skirkov, V.B. (2007). Continuity in adolescent career preparation and its effects on adjustment. *Journal of Vocational Behavior*, 70(1), 8-24.

³ Porfeli, E.J., & Lee, B. (2012). Career development during childhood and adolescence. *New Directions for Youth Development*, 134, 11-22.

future success in school and the workplace⁴. Finally, WorkReady provides young people with connections to caring adults who assist youth with overcoming potential challenges they face and working toward their long-term goals⁵.

WorkReady Summer 2017 Program Models

The WorkReady Summer Program Models aims to implement a set of programs that applies the research regarding the importance of providing a continuum of developmentally-appropriate programs, as well as a desire to begin filling gaps identified in a scan of previously-supported summer models.⁶

- **Career Exposure:** The Career Exposure model provide opportunities for rising 8th grade youth to explore skills and experience that careers require and to be exposed to four key 21st century skills, specifically focusing on introducing long term and short term goal setting, and providing opportunities to build their social networks.
- **Service Learning:** Service Learning programs should employ teaching and learning strategies designed for youth with an interest in civic service, and little or no prior exposure to the world of work. These programs will allow youth to collectively address real-world issues, problems, and needs within the local, regional, national, or global community. Youth will work in groups in a wage-bearing experience to explore these real-world challenges through research, reflection, and project development, as well as through direct service and/or advocacy. During their projects, youth will acquire the necessary knowledge for active and effective citizenship and will practice targeted 21st-century skills⁷.
- **Work Experience:** Work Experience programs will provide a structured wage-bearing work experience for youth with limited exposure to the world of work. Work Experience programs will also provide youth with explicit opportunities to further explore a desired career path as well as practice 21st-century skills. As a supplement to the work experience, participants will complete a work-based-learning project that demonstrates knowledge of the specific career area of their worksite. Work Experience programs will be required to provide intentional skill development and ongoing interaction with a trained adult supervisor.
- **Internships:** Internships will offer an advanced opportunity for youth with prior employment and/or leadership experience. These wage-bearing experiences will provide youth with exposure to professional careers otherwise not accessible to the teenage population, opportunities to develop and refine targeted 21st-century skills, and engagement in ongoing, professional-development workshops. In addition, internships will provide opportunities for youth to work closely with a trained, adult supervisor, who will serve in an instructional role throughout the duration of the experience.

⁴ Lippman, L. H., Ryberg, R., Carney, R., & Moore, K. A. (2015). Workforce connections: key 'soft skills' that foster youth workforce success: toward a consensus across fields.

⁵ *Don't Quit on Me: What young people who left school say about the power of relationships.* (2015). Center for Promise; Fries, A. B. W., Ziegler, T. E., Kurian, J. R., Jacoris, S., & Pollak, S. D. (2005). Early experience in humans is associated with changes in neuropeptides critical for regulating social behavior. *Proceedings of the National Academy of Sciences of the United States of America*. <http://doi.org/10.1073/pnas.0504767102>

⁶ A graphic of the full continuum is available in the Appendices section of this document.

⁷ For an explanation of 21st Century Work-readiness skills, please see page 8.

An Important Note on Funding

As of the release of this Request for Proposals (RFP), the exact level of funding available for summer youth employment in 2017 is unknown. This RFP is based on preliminary guidance and is subject to change. As of the release of this RFP, anticipated sources of funding may include dollars available via Temporary Assistance for Needy Families (TANF) allocations, the Workforce Investment Opportunity Act (WIOA), the City of Philadelphia, businesses, philanthropies, and the School District of Philadelphia. All awards are contingent on the availability of funding at the time of contract award.

II. Program Requirements for Career Exposure

The Career Exposure program must serve Philadelphia youth who are rising 8th graders, ages 12-14, by the start of the program in July 2017.

Career Exposure Program Model Components

Programs will be required to offer several activities that correlate with exposure to 21st century skills and will be integrated into a project and contextualized for young people. Programs will provide youth with an opportunity to present a project that demonstrates growing understanding of the key 21st century skills required to achieve future career goals.

21 st Century Skill	Required Activities
Teamwork & Collaboration	<p>Community Agreements: Programs will build teamwork by having youth craft a list of acceptable behaviors and strategies for handling conflict.</p> <p>Group work: The project will be designed to provide youth with the opportunity to work in groups</p>
Productivity & Accountability	<p>Attendance and Punctuality: Attendance and punctuality are discussed as a career skill</p> <p>Demonstration of Learning: Youth must host a culminating event for an audience to share their progress and learning.</p>
Initiative & Self-Direction	<p>Goal Setting: Engage youth in developing short-term and long-term goals. Goals can be personal or program oriented. They can be set for:</p> <ul style="list-style-type: none"> • Networking in the summer program • Planning field trips or a demonstration of learning, or • Planning the upcoming school year.
Flexibility & Adaptability	<p>Reflection: Regular reflection on project progress and program experiences. Reflection could include group debriefing, journaling, or video confessionals.</p>

WorkReady Programmatic Standards

In order to collect and disseminate data and ensure programs are operating to WorkReady standards, the following programmatic requirements must be performed throughout the contract period:

- Complete a learning plan
- Complete an incentive plan
- Submit program site agreement(s)
- Track, record, and submit attendance to Provider Liaison on provider tracking document
- Track, record, and submit incentives in PYNDEX
- Administer, collect, and submit pre- and post-assessment tests and satisfaction surveys
- Participate in evaluation interviews

Youth Incentives

Incentives may be issued to youth based on progress or completion of program-specific benchmarks. They are intended to encourage and motivate youth to reach specific goals and attain positive outcomes. Incentives should not simply be connected to hours in program, attendance or short-term participation, but to measurable achievement of intermediate and long-term goals.

Important note: an incentive is NOT a wage and cannot be connected to a youth's hourly participation in programming.

Providers will be responsible for submitting incentives electronically via PYNDEX per the payroll schedule. Payments will be issued in the form of a check. Providers will be responsible for the distribution of the checks, as well as the bi-weekly distribution of pay-stubs. Contracted Providers must allocate incentives to youth as part of their budget documents. Incentives must be broken down for all youth participants for the full period of a proposed contract. Providers will complete an incentives plan that outlines no more than 4 incentive benchmarks.

Incentives must be commensurate with benchmarks outlined in the incentives plan and a consistent method must be used to award incentives. Youth participants may earn up to \$300 for participation over a 6-week period. Incentive awards that were not expended on youth may not be spent on provider operating costs or to increase an incentive award for another youth participant.

Compliance to WorkReady Operating Procedures

Providers will be responsible for compliance with all operating procedures of the WorkReady Summer Program. These procedures are designed to enhance the quality of the program as well as ensure the safety of all youth and adults throughout the six week experience.

Examples of WorkReady policies are as follows:

- Enrollment & Eligibility Procedures
- Procedures for Reporting Incidents
- Clearance Policies for Program Site Supervisors under PA's Child Protective Services Law
- Other procedures as applicable

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

Attendance at all Program Information and Training Events

All providers and their appropriate staff will be required to participate in information and training offerings. The goal of these trainings is to engage providers in activities that will enable them to implement high-quality WorkReady Summer programs. These events will primarily take place prior to the start of the program, running from April through June. Professional development opportunities may be available other times of the year as well.

Reporting and Program Performance Metrics

Each program funded under the WorkReady Summer 2017 system will be required to collect and submit data about the overall performance of each program as well as document individual youth achievement. Program performance metrics may be finalized at the point of contract, pending negotiations between awardees and the Philadelphia Youth Network.

Performance metrics will include:

1. Program Retention Rate
2. Youth Satisfaction
3. Work-readiness skill gain
4. Completion of required activities outlined in the Career Exposure Program Model Components section

III. Program Requirements for Service Learning, Work Experience and Internship

Successful applicants will be required to adhere to the following program elements across all models under the WorkReady Philadelphia Summer 2017 program.

Recruitment and Enrollment of Eligible Participants

For Summer 2017, all youth will be required to complete a web-based, on-line application in order to apply for WorkReady, as well as provide documentation demonstrating that they meet the following eligibility criteria⁸:

- Will be 14 – 21 years of age as of the program start date (limited opportunities available for youth aged 19-21)
- Are Philadelphia residents
- Meet specific TANF income guidelines as determined by annual income and family size (see TANF guidelines below)
- Are eligible to work in the United States
- Are registered with the Selective Service, if male and 18 years of age on, or before the program end date

TANF 2015 Youth Development Programs Income Guidelines	
Household Size	Annual Income Limit
1	\$27,659
2	\$37,435
3	\$47,211
4	\$56,987
5	\$66,763
6	\$76,539
7	\$86,315
8	\$96,091

Note: As the 2016 TANF guidelines have not yet been released, the 2015 TANF guidelines are included to provide some general guidance about the range of eligibility. Once the 2017 TANF guidelines are made available, they will be used to determine eligibility. Initial youth eligibility will be determined by youth defining family size and income range on the online application.

Recruitment of High-Quality Worksites

Worksites are the primary location where youth are engaged in work-experience activity during the program period. In order for a WorkReady program to be successful, placement must be at a worksite that will maintain a standard of quality through the duration of the program that contributes positively to the youth experience. Providers are responsible for ensuring that this standard is met by recruiting high-quality worksites.

A high-quality WorkReady Philadelphia worksite facilitates a progressive and meaningful work experience by exposing youth to the skills necessary to compete in the 21st century economy.

⁸ PYN will provide targeted technical assistance to Providers serving youth with barriers, such as a physical or mental disability, to employment.

Quality Worksites:

- Provide youth with exposure to meaningful, real-world learning opportunities, professional connections, and career awareness
- Connect youth to a caring adult who provides work-related support and feedback, and promotes development of 21st century work-readiness skills; and,
- Provide a safe environment that adheres to all laws and regulations governing youth participation in the workforce and comply with all youth safety measures outlined in the worksite quality framework

With this in mind, partners necessary to producing a high-quality WorkReady experience as well as their roles and responsibilities have been identified. These partners include the Philadelphia Youth Network, the provider, the worksite coordinator and supervisor, the physical worksite space, and the youth. The roles and responsibilities can be found in Appendix A.

Note: When recruiting worksites for all models to host youth this summer, please remember that they must meet the criteria established to qualify for subsidies. Companies eligible for subsidy may include: for-profit companies with more than 3 and less than 50 employees and companies that are non-profit organizations.⁹

Contextual Learning Component

Research provides evidence that youth learn more effectively when they understand the “real world” context underlying a given concept¹⁰. The Contextual Learning Component is an intentional part of the summer experience for that reason and combines day-to-day learning at the worksite and with lessons acquired through the completion of a work-based learning project or portfolio. The goal of the Contextual Learning Component within WorkReady Summer programs is to create an opportunity for youth to leverage their hands-on work experience into meaningful learning, which will have value beyond summer employment and positively impact their future work experiences.

Providers will be responsible for implementing a Contextual Learning Component that aligns with the program model(s) by assuring the development and completion of a work-based learning project or portfolio for each participating youth. For more information about the work-based learning project, please see the model descriptions in Section IV.

The project or portfolio will help youth to articulate their learning and engage in the process of mastering important 21st century work-readiness skills:

⁹ You may contact the Partnerships for Employment Pathways at PYN, (267) 502-3702 if you need assistance recruiting worksites that meet the subsidy criteria.

¹⁰ Chapin, Duncan, Hannaway, J. (1996). *High School Employment: Meaningful Connections for At-Risk Youth*. Washington, DC: Urban Institute.; Swail, W.S. and Kampits, E. (2004). *Work-Based Learning and Higher Education: A Research Perspective*. Washington, DC: Educational Policy Institute, Inc.

- Teamwork/Collaboration: Active listening; respecting others; understanding multiple viewpoints; appreciating diversity; and, as a member of a team, making a positive contribution to group work.
- Flexibility/Adaptability: Adjusting to varied roles and responsibilities; adapting and responding appropriately to change; navigating ambiguity; and incorporating feedback to improve job performance and alter behavior.
- Initiative/Self-Direction: Setting goals; planning effectively to meet goals; going beyond minimum job requirements; and seeking to solve problems that arise.
- Productivity/Accountability: Working hard; completing assigned tasks on time and in a high-quality manner; maintaining good attendance and punctuality; and taking responsibility for individual work as well as that of the team.
- Critical Thinking: Analyzing and evaluating evidence; interpreting information and drawing conclusions; analyzing how parts of the whole interact with each other; reflecting on learning experiences and processes.
- Communication: articulating thoughts and ideas effectively using oral written, and nonverbal communication in a variety of contexts; listen effectively to decipher meaning.
- Creativity/Innovation: demonstrating originality and inventiveness; synthesizing ideas; solving problems in innovative ways.

To expedite the process of implementing the Contextual Learning Component and the completion of projects, providers will be required to submit a Project-Based Contextual Learning Plan (Learning Plan). The Learning Plan will be developed with the assistance of a Contextual Learning Specialist who will be assigned at the beginning of the contract period to provide technical support and coaching for provider and/or worksite staff.

Providers will be required to administer both a pre- and a post- assessment (a Work Readiness Assessment) for each youth participant. PYN recommends that the pre- and post- assessments be administered by the individual(s) who interact with the youth on a day-to-day basis in a supervisory role. The goal of the assessment is to measure youth skill gain in the 21st century skill areas listed above. Additionally, the pre-assessment will help the Worksite Supervisor focus on developing specific skills over the six week program. Also at the end of the program, providers will be required to assess youth projects and portfolios and submit grading rubrics via the PYN Portal.¹¹ Details about the assessment tool and grading rubric and the administration protocol for each will be shared at the time of contract award.

Payments to Youth

Participating youth are required to prove eligibility for work prior to placement in a wage bearing experience. All WorkReady program activity must be documented using the official WorkReady timesheet and have their worksite supervisor review and approve hours worked.

¹¹ Youth who attend School District of Philadelphia Schools may be able to earn an elective credit for their work based on successfully completing a project or portfolio. While PYN can recommend students for credit, the School District of Philadelphia will make the final determination to apply the credit to students' records. Credits are applied based on the individual needs of students.

Providers will be responsible for collecting supervisor-approved WorkReady timesheets, data entry of appropriate youth hours into PYNDEX per the payroll schedule and also submitting hard copies of timesheets to PYN when requested. Payments will be issued in the form of a payroll card¹². Providers will be responsible for the distribution of the payroll cards to youth at the beginning of the program, as well as the bi-weekly distribution of pay-stubs. In the event that a check is issued for one or more youth, the provider will also be responsible for the bi-weekly distribution of those check(s). Providers serving youth with special needs may negotiate an alternative form of payment at the time of contract award.

Contracted Providers must allocate wages to youth as compensation for their summer experience as part of their budget documents. Wages must be broken down for all youth participants for the full period of a proposed contract. Wages must be commensurate with work performed and with salaries paid to others doing similar work. Youth participants will earn the Federal Minimum Wage (\$7.25 hourly) for services rendered. Youth may earn up to, but not exceed, a total of \$870 over a six-week period, which is \$7.25 per hour multiplied by 120 hours (the maximum hours that a youth may work).

Workers Compensation Benefits are provided for all participants who receive payments through PYN, the documented employer of record.

Compliance to WorkReady Operating Procedures

Providers will be responsible for compliance with all operating procedures of the WorkReady Summer Program. These procedures are designed to enhance the quality of the program as well as ensure the safety of all youth and adults throughout the six week experience.

Examples of WorkReady policies are as follows:

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

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

Attendance at all Program Information and Training Events

All providers and their appropriate staff will be required to participate in information and training offerings. The goal of these trainings is to engage providers in activities that will enable them to implement high-quality WorkReady Summer programs. These events will primarily take place

¹² Payroll card generation is dependent on timely participant placement. If a participant is not placed by the deadline, she/he will be paid via paper check. The provider will be responsible for the distribution of all pay stubs and paper checks.

prior to the start of the program, running from April through June. Professional development opportunities may be available other times of the year as well.

Note: Invitations to professional development sessions that take place outside of the contract period (April – September) do not guarantee that the organization in attendance will be contracted to run a WorkReady Summer program.

Compliance, Financial, and Program Performance Reporting

Each program funded under the WorkReady Summer 2017 system will be required to collect and submit data about the overall performance of each program as well as document individual youth achievement. The data points below represent the required reporting elements and performance targets anticipated for summer 2017:

Youth Paid:	
<i>The unduplicated number of participants who earned and have been paid at least one hour of wage/stipend reflected as a number over the budgeted slot level.</i>	100%
Wages Paid:	
<i>The total gross wages paid to participants divided by the maximum number of hours available for the program slot level multiplied by the pay rate (\$7.25).</i>	85%
Retention:	
<i>The total number of participants who completed at least 85% of available program hours divided by the total number of youth paid.</i>	85%
Contextual Learning Attainment:	
A) <i>Completion Rate: The percent of participants who received a grade for a contextual learning project.</i>	80%
B) <i>The percent of participants who completed a project or portfolio receiving a passing grade.</i>	75%
Work Readiness Skill Gain:	
A) <i>Response Rate: The percent of paid youth who have complete pre- and post-assessments.</i>	90%
B) <i>The percent of youth assessed who show improvement on the skill assessment.</i>	75%
Youth Satisfaction:	
A) <i>Response Rate: The percent of paid youth who have completed the satisfaction survey.</i>	80%
B) <i>Percent of survey respondents who would recommend the program to a friend.</i>	90%

Performance metrics are subject to change any time during the course of this competitive bidding process as funding sources and corresponding performance metrics are confirmed. Successful respondents will be notified of any updates or changes at the time of award.

Program Evaluation

Rigorous evaluation of the WorkReady summer employment program is essential for understanding the impact on youth outcomes for the purposes of continuously improving the program and expanding opportunities for youth. PYN may contact providers to participate in

such evaluation activities, including but not limited to conducting surveys, holding qualitative interviews, or requesting additional information and data.

One such effort anticipated for 2017 is a randomized evaluation. A growing body of research indicates the positive impact that summer employment can have on youth in the short- and long-term. The best evidence for this comes from randomized controlled trials. In summers 2015 and 2016, PYN has partnered with researchers from the University of Pennsylvania to better understand the impact of WorkReady programs. Random assignment is only possible because the demand far outpaces the need: in 2015, over 16,000 young people applied for 8,800 slots. Providers may be asked to assign a percentage of their slots randomly as participants in the larger evaluation efforts. This allows WorkReady Philadelphia programs the opportunity to define impact, as well as a more equitable way of distributing a limited number of slots. Bidders will be asked to describe their capacity for and desire to participate in random assignment. There is the possibility that providers who demonstrate capacity for and desire to participate in random assignment study could receive funding for additional slots.

IV. Model Descriptions

As noted above, this Request for Proposal consists of four program models: Career Exposure, Service Learning, Work Experience, and Internship. If applying to operate multiple models, bidders must submit a separate proposal for each model.

CAREER EXPOSURE MODEL

The goals of the Career Exposure model are to provide opportunities for rising 8th grade youth to explore skills and experience that careers require and to be exposed to four key 21st century skills, specifically focusing on introducing long term and short term goal setting, and providing opportunities to build their social networks.

Youth will engage in the process of mastering four important 21st-century work-readiness skills described in the following table.

21st Century Skill	Definition
Teamwork & Collaboration	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
Productivity & Accountability	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
Initiative & Self-Direction	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 out opportunities for learning
Flexibility & Adaptability	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

Participants in the career exposure program will show growth in their understanding of key 21st century skills over the course of the program.

Project-Based Learning – Career Exposure Program

Effective career exposure programs will use project-based learning as a method of service delivery. Research provides evidence that youth learn more effectively when they understand the “real world” context underlying a given concept¹³. In Project-Based Learning (PBL), youth go through a process of inquiry in response to a complex question, problem, or challenge. While allowing for youth “voice and choice,” rigorous projects are carefully planned, completed, and assessed to help youth master key work-readiness content, practice 21st-century skills, and create high-quality, authentic products and presentations. PBL should be youth-driven, open-ended, on-going, and engaging. PBL should include driving questions or challenges that are connected to real-world experiences and problems and require youth to develop and apply problem-solving skills.

Successful providers must implement a Project-Based Learning (PBL) experience that fosters 21st-century skill development for the above four 21st century skills and an increased awareness of careers and various pathways to enter them. The project must be completed by all participating youth and connect directly to the youth's interests. PBL will assist youth in articulating their learning and engage youth in the process of building an increased understanding of the essential 21st Century skills needed for success in career and school. In short, the project-based experience will focus on the intentional development of 21st century skills.

To facilitate an effective PBL experience, project-based learning plans must be completed to map out all of the steps and activities necessary to complete the project. It is important to craft plans with a vision in mind for how projects will enable youth to forge connections between their research and actual skill(s) being learned. A comprehensive learning plan that includes the core components of PBL is instrumental in creating a high-quality youth experience that is intriguing, yet complex.

More information about project-based learning can be found here: <http://www.bie.org/>.

Each Career Exposure program will be required to implement key program activities through an integrated project based approach that targets each of the four 21st century skills. The model requires that programs incorporate these activities into the program and learning plan. These activities can be found in the Program Requirements section.

SERVICE LEARNING MODEL

Description of the WorkReady Summer Service Learning Model

The Service Learning Model, designed for youth with minimal to no prior work experience, will allow youth to collectively address real-world issues, problems and needs within the local, regional, national or global community. Youth work in groups to explore these issues through research, reflection, and development of projects, as well as through direct service and/or

¹³ Chapin, Duncan, Hannaway, J. (1996). *High School Employment: Meaningful Connections for At-Risk Youth*. Washington, DC: Urban Institute.; Swail, W.S. and Kampits, E. (2004). *Work-Based Learning and Higher Education: A Research Perspective*. Washington, DC: Educational Policy Institute, Inc.

advocacy. During their projects, youth should acquire the necessary knowledge to develop targeted work-readiness skills.

Characteristics of the WorkReady Summer Service Learning Model

Youth Profile:	For young people, ages 14-18 (must be 14 by the start of the program), with minimal to no career-connected experiences, who have not matriculated into postsecondary opportunities, and have an interest in civic engagement.
Supervision Ratio:	1:15 supervisor to youth ratio
Minimum participants per individual program:	25
Duration of program:	Six weeks, 120 hours (average 20 hours per week)
Youth Payment:	\$7.25 per hour = \$870 total wages
Operating cost per slot:	\$425 per slot

Core Program Components

A high-quality Service Learning program should integrate the following components¹⁴:

1. Youth placement in a group/teamwork setting that engages youth in a service project that is meaningful to the participants and the targeted beneficiaries (e.g., neighborhoods and residents where the services take places).
2. Development of specific learning goals and/or content designed to promote citizenship, academics, teamwork, problem solving, and the exploration of 21st century skills.
3. Selection of projects that help youth gain understanding, appreciation, and respect for individuals of diverse backgrounds
4. Selection of projects that can be completed and evaluated within a given time-frame.
5. Integration of youth voice in the development of identified partners for service projects as well as the articulation of partner needs.
6. Opportunity for monitoring and reflection of the quality and value of the service project for both the youth and communities they impact.
7. Training of staff to ensure a high-quality experience for youth prior to and through the duration of the program.

Contextual Learning Strategy – Service Learning Projects

All Service Learning programs must implement a Contextual Learning Component, delivered as a service-learning project. The project is an essential part of the WorkReady Summer experience, one that fosters 21st-century skill development. The project must be completed by all participating youth and connect directly to the service project selected by the youth. The project will demonstrate the research that went into its development, the competencies

¹⁴ Guidance pulled from the National Youth Leadership Council: <http://www.nylc.org/sites/nylc.org/files/wisl/index.html#mainNavLinks=1>

required to complete the project, and the solution that addresses the identified community need. Service learning projects should be implemented as a community-based service learning program in a specific neighborhood or community, which is accessible to the general population of participants. In short, the Contextual Learning Component will include *both* a meaningful service project *and* the intentional development of the 21st century skills.

PYN will employ Contextual Learning Specialists who will be available to providers, as needed, to assist with the implementation of the Contextual Learning Component and the development and completion of the project. Providers will be required to assess youth projects and portfolios and submit grading rubrics via the PYN Portal.¹⁵

WORK EXPERIENCE MODEL

Description of the WorkReady Summer Work Experience Model

The Work Experience model, which is designed to provide a structured early work experience combined with learning opportunities to youth who have never worked before, will help youth understand how to best prepare themselves to become active and productive members of the world of work by exposing them to a specific career area while developing the 21st-century skills necessary to succeed in today's labor market. Keys to a successful work experience program for youth are (1) intentional skill development and (2) ongoing interaction with a trained adult supervisor.

Characteristics of the WorkReady Summer Work Experience Model

Youth Profile:	For ages 14-18 (must be 14 by the start of the program), with minimal to no career-connected experiences, who have not matriculated into postsecondary opportunities, and have an interest in gaining experience in a workplace.
Supervision Ratio:	1:3 supervisor to youth ratio
Minimum participants per individual program:	25
Duration of program:	Six weeks, 120 hours (average 20 hours per week)
Youth Payment:	\$7.25 per hour = \$870 total wages
Operating cost per slot:	\$425 per slot

¹⁵ PYN can *recommend* the receipt of elective credit for students in the School district of Philadelphia who successfully complete a Work-based Learning Project and meet all of the performance criteria. PYN does not have the ability to apply the credit to an individual profile.

Core Program Components

A high-quality Work Experience program should integrate the following components:

1. Youth placement in a structured and professional work environment appropriate for a first-time employment opportunity
2. Youth participation in pre-employment training prior to the start of the job and engagement in structured, on-going learning opportunities
3. Opportunities for youth to engage regularly with a trained adult supervisor, who will provide direct oversight through the duration of the program
4. Development of necessary, but experience-appropriate, tasks valuable for both the youth and worksite
5. Promotion of improved outcomes for youth facilitated by exploration and practice of 21st-century skills, provision of wage-bearing experiences, and exposure to career options
6. Opportunities for youth to engage in reflective activities that align with academic learning
7. Worksite Supervisor and staff member participation in training focused on ensuring a high-quality experience for the youth prior to and through the duration of the program.

Contextual Learning Strategy – Work-Based Learning Project

All Work Experience programs must implement a Contextual Learning Component, delivered as a work-based learning project that allows time for reflection. The project is an essential part of the WorkReady Summer experience, one that fosters 21st century skill development. The project must be completed by all participating youth and connect directly to the day-to-day work that takes place at the worksite. The project will demonstrate the development over the course of the six-week program of workplace competencies and the acquisition of 21st-century skills. The project can be implemented by youth individually or by groups of youth whose work relate. In short, the Contextual Learning Component of Work Experience programs will include *both* a meaningful work-based learning project *and* the intentional development of the 21st-century skills.

PYN will employ Contextual Learning Specialists who will be available to providers, as needed, to assist with the implementation of the Contextual Learning Component and the development and completion of the project. Providers will be required to assess youth projects and portfolios and submit grading rubrics via the PYN Portal. ¹⁶

INTERNSHIP MODEL

Description of the WorkReady Summer Internship Model

The Summer Internship Model, which is designed for youth with prior work or leadership experience, will provide youth with exposure to professional careers otherwise not accessible to teenagers and/or young adults, opportunities to develop and refine their 21st century skills, and engagement in ongoing professional development workshops. In addition, the internship

¹⁶ PYN can *recommend* the receipt of elective credit for students in the School district of Philadelphia who successfully complete a Work-based Learning Project and meet all of the performance criteria. PYN does not have the ability to apply the credit to an individual profile.

provides the opportunity for youth to work closely with a trained adult supervisor who will serve in an instructional role throughout the duration of the experience.

Characteristics of WorkReady Summer Internship Model

Youth Profile:	For young people, ages 16-21 ¹⁷ , with previous work and/or leadership experience who have not matriculated into post-secondary opportunities and display the following: <ul style="list-style-type: none"> o Basic understanding of 21st century skills o Knowledge of workplace expectations and realities o Job-seeking skills
Supervision Ratio:	1:3 supervisor to youth ratio
Minimum participants per individual program:	25
Duration of program:	Six weeks, 120 hours (average 20 hours per week)
Youth Payment:	\$7.25 per hour = \$870 total wages
Operating cost per slot:	\$425 per slot

Core Program Components

A high-quality Internship program should integrate the following components:

1. Youth placement in an intentional experience that promotes a level of skill development that cannot be obtained from a part-time job.
2. Youth placement in structured settings that connect youth to local and regional high-growth industries, and to the extent possible, match youth based on identified interests and skill level.
3. Youth participation in an orientation prior to the start of their experience and engagement in ongoing professional development workshops.
4. Opportunities for youth to engage in reflective activities that align with academic learning.
5. Opportunities for youth to engage regularly with a trained adult supervisor who will provide direct oversight through the duration of the program.
6. Worksite Supervisor and staff member participation in training focused on ensuring a high-quality experience for the youth prior to, and through, the duration of the program.
7. Development of more advanced and value add tasks for both the youth and worksite.
8. Promotion of improved outcomes for youth by refining 21st-century skills, providing wage-bearing experiences,, and professional connections

¹⁷ Opportunities for youth aged 19-21 years old will be limited.

Contextual Learning Strategy

Providers must deliver a series of professional development workshops that will help youth develop skills in the following areas: vocational identity development, career exploration, 21st-century work-readiness, and post-secondary readiness. In addition, youth will be required to complete either a work-based learning project or a work portfolio that supplements the professional development series and connects to the day-to-day work that takes place at the worksite. The project or portfolio will demonstrate each youth's reflection and critical analysis of the 21st century skills.

PYN will employ Contextual Learning Specialists who will be available to providers, as needed, to assist with the implementation of the Contextual Learning Component, as well as the development and completion of the project or portfolio. Providers will be required to assess youth projects and portfolios and submit grading rubrics via the PYN Portal.¹⁸

¹⁸ PYN can *recommend* the receipt of elective credit for students in the School district of Philadelphia who successfully complete a Work-based Learning Project and meet all of the performance criteria. PYN does not have the ability to apply the credit to an individual profile.

V. General Application Information and Process

Period of Performance

This request for proposals is intended to cover a period beginning no later than April 1, 2017 and concluding September 30, 2017. At the discretion of Philadelphia Works and the Philadelphia Council for College and Career Success, two optional one-year extensions may be granted based on performance and the availability of funding.

Who is Eligible to Submit a Proposal?

To implement WorkReady Philadelphia 2017, the Philadelphia Youth Network is seeking proposals from schools, non-profits, and for-profit youth-serving organizations, with significant capacity, demonstrable youth-development experience and outcomes to operate WorkReady Summer 2017 employment programs during the contract period. All respondents will be required to demonstrate that they have the fiscal and administrative capacity to manage a program at whatever scale they propose.

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

Application Process

Respondents must follow the procedures outlined in this Request for Proposals (RFP). The RFP will be available on the Philadelphia Works website (www.philaworks.org), the Philadelphia Council for College and Career Success website (www.philadelphiacouncil.org), the Philadelphia Youth Network website (www.pyninc.org). Respondents who want to apply for multiple WorkReady Summer models need to submit a *separate* proposal for each pathway they propose to operate: **Career Exposure, Service Learning, Work Experience, and Internship.**

PROPOSAL TIMELINE

RFP Release Date	July 28, 2016
Bidders' Conference	August 15, 2016 Time: 10:00AM Location: The Free Library of Philadelphia, Montgomery Auditorium, 1901 Vine Street, Ground Floor
Notification of Intent to Apply	Due August 22, 2016, 5:00 PM
Final Opportunity to Submit Questions about the RFP	Due August 29, 2016, 5:00 PM
Proposal	Due September 16, 2016, 12:00 PM
Review and Selection Period	September to October 2016
Selected Applicants Approved	December 2016

Notification	January 2017
Contract Start Date	No later than April 1, 2017

Notification of Intent to Apply

Prospective respondents are required to submit the attached “Notification of Intent to Apply” form (Attachment 1) to inform PYN and the Council of their intent to submit an application. The form may be emailed to the Philadelphia Youth Network at wr-rfp@pyninc.org and is due no later than 5:00 p.m. on August 22, 2016. Failure to notify PYN and the Council **will** disqualify you from submitting a proposal. This notification is for planning purposes to assist in securing the necessary number of reviewers.

Bidders’ Conference

The Bidders’ Conference will be held on **August 15, 2016**. Attendance is STRONGLY ENCOURAGED. Please RSVP your attendance to wr-rfp@pyninc.org. You will be required to include the number of persons attending and the name of your organization.

Note: Questions regarding development and submission of this RFP **MUST BE SUBMITTED IN WRITING** to Philadelphia Youth Network at wr-rfp@pyninc.org. Questions MUST be submitted by August 8, 2016 at 5:00 PM 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.pyninc.org. **The final deadline for all questions is August 29, 2016 by 5:00 PM.**

Proposal Submission

One electronic copy stored on a flash drive and one original paper copy must be submitted. **All applications must be received by noon on September 16, 2016.**

Respondents must answer all of the questions in the Program Narrative section of this RFP and submit all of the following attachments *in the exact formats specified (one electronic copy stored on a flash drive and one original paper copy)*. **PROPOSAL REVIEWERS WILL RECEIVE THE EXACT VERSION SUBMITTED ON THE FLASH DRIVE.** Please ensure that the version you submit is complete and appropriate for review.

The electronic flash drive submission must include:

1. **One PDF** containing completed versions of the following:
 - Attachment 2- Proposal Checklist
 - Attachment 3- Proposal Cover Sheets
 - A signed copy of the completed “Contact Amount-Summary Page” found on worksheet A of the Budget document
2. **One PDF** containing the completed narrative adhering to the submission specifications outlined in this document. PDF should include the following:
 - Table of contents (this does not count towards page limit)
 - Answers to all narrative questions (10 pages or less)
 - Proposed program schedules (this does not count towards page limit)

- *May include* letters of commitment from current or potential partners or funders who will contribute to the proposed project (this is optional and does not count towards the page limit)
3. **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
 - Budget Narrative
 4. Appropriately labeled PDFs containing 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.)

The original paper submission must include:

- **One hardcopy paper proposal must also be submitted** containing completed versions of all documents described in the electronic submission.
- **The original paper proposal should not be placed in a binder or stapled.** Please use binder clips only.

Delivered to:

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

Proposal Verification: *Following the submission deadline,* completeness of proposals and consistency with guidelines set forth in this RFP will be verified on both the electronic and paper copies. **Proposals that are incomplete or do not follow the required format will not be considered for review.**

Please refer to the Proposal Checklist (Attachment 2) at the end of this RFP to ensure the proposal submission is complete.

No incomplete, faxed, e-mailed or late applications will be considered. Proposals that do not follow the required format will not be reviewed.

VI. Proposal Review Process

Philadelphia Youth Network and Philadelphia Works, on behalf of the Council, in soliciting proposals and carrying out youth programming, shall not discriminate against any person or organization submitting a proposal pursuant to this Request for Proposals because of race, color, creed, religion, sex, sexual orientation, age, disability, ethnic group, national origin, or other basis prohibited by law.

The weighting of the narrative sections is as follows:

Section	Weight
Organization Capacity and Relevant Experience	10
Program Components	60
Staffing	10
Assessment and Evaluation	10
Budget, Budget Narrative & Program Revenue	10

An independent review committee 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. Responses to the proposal narrative prompts will be evaluated by external reviewers using the following scoring guidance found below.¹⁹ The independent reviewer may not be familiar with your organizations historical performance and will only evaluate the proposal based on information presented.

Quality Indicator	Description	Scoring Value
Very Good	The response is specific and comprehensive. There is complete, detailed, and clearly articulated information as to how the criteria are met. The ideas presented are well-conceived, supported by strong evidence, and thoroughly developed.	4
Good	The response is reasonably comprehensive and includes sufficient detail. It contains many of the characteristics of a response that is very good, though it requires additional specificity, support or elaboration in places.	3

¹⁹ Scoring rubrics for each model will be made available at the Bidders' Conference

<p>Fair</p>	<p>The response addresses some of the selection criteria, but not all. The response is non-specific and lacks focus and detail. Some ideas presented are sound, but others are not responsive to the purpose of the RFP. Additional information is needed in order to be reasonably comprehensive and meet the criteria of a response that is good.</p>	<p>2</p>
<p>Poor</p>	<p>The response does not meet many criteria; provides inaccurate information or provides information that requires substantial clarification as to how the criteria are met; lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.</p>	<p>1</p>
<p>Very Poor</p>	<p>The response does not address the prompt or simply re-states the prompt. The response lacks sufficient evidence, is not well conceived or thorough.</p>	<p>0</p>

VII. Proposal Narratives

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

Respondents that want to apply for multiple program models need to submit a separate proposal for each model.

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

- a) Formatted using 1" margins and no smaller than a 12-point font
- b) Include table of contents
- c) Cannot exceed 10 single-sided, single spaced pages
- d) Pages should be numbered and include a header and footer identifying the respondent's name and program model
- e) Label each section and subsection

CAREER EXPOSURE MODEL NARRATIVE

1. Organizational Capacity and Relevant Experience

- a) Provide a profile of the applicant organization (including brief history, mission, programs and services, populations served, major funding sources).
- b) Provide information on your organization's experience providing quality services to youth, experience in operating youth workforce development programs, capacity to serve the proposed number of youth, and specific quantitative outcomes from youth workforce development programs over the last five years. How have these outcomes been used to improve program performance?
- c) Describe the staffing plan for this program. Include each staff position, the responsibilities of that position, and the characteristics you will look for in the staff to fulfill those roles. How does this program and staffing structure fit within the overarching structure of the organization?
- d) How will the use of incentives be implemented into the program?

2. Program Components

- a) Describe your youth-recruitment plan, including methods and, to the extent possible, detail your approach to recruitment within high-need zip codes (refer to map on Appendix C). An additional point will be awarded to proposals that articulate a partnership with Community Schools.
- b) Detail your enrollment and orientation process. How will you ensure that youth are aware of what is expected of them and prepared for participation in the program?

- c) Describe the program's retention strategy. Beyond incentives, what strategies will the program use to keep youth engaged for the duration of the program?
- d) Describe in detail the proposed six-week program. Be sure to consider the Core Program Components listed in the model description in Section IV and include:
 - i. Describe how you will provide opportunities for youth to build the connection between academic achievement and career goals. What work-readiness activities do you propose to incorporate into your programming?
 - ii. What opportunities will students have to develop and practice 21st-century skills? Which skills do you plan to focus on? How will they be taught?
 - iii. How will you integrate project-based learning into the program? How will you incorporate youth in planning for the project? What reflection activities will students participate in? What preliminary project ideas do you have?
 - iv. Describe your plan for including educational and vocational activities, such as job shadowing, college trips, career panel into programming.
- e) Present a schedule for a typical week in the program, as well a schedule that includes major program milestones (the schedule document does not count toward page limit; please include as an attachment).

3. Partnerships²⁰

- a) Please list the partnerships, if any, you have developed to deliver the program.
- b) Please describe the roles, responsibilities, and commitments of each partner. *(Include a letter of commitment from each organization that has already committed to the program, printed on organization letterhead, which identifies roles, responsibilities, and commitments.)*
- c) List any other funders – public or private – who are supporting this program or to whom you have applied for support. *(Include letters from committed funders documenting their support).*

4. Assessment and Evaluation

- a) How will you evaluate the effectiveness of the program? Describe the specific outcomes to be achieved by the proposed project and the measures that will be used to determine the degree to which the outcomes are being accomplished.

²⁰ Partners assist in the development and delivery of a program. These may include additional funders, other youth- serving organizations, or other organizations that assist in delivering a high-quality program.

- b) What does successful completion of the Career Exposure program look like at your organization?
- e) How will you ensure that all data is submitted to PYN in an accurate and timely manner (including pre/post assessments and satisfaction surveys)? Who in the program will be responsible for data and reporting?

SERVICE LEARNING MODEL NARRATIVE

1. Organizational Capacity and Relevant Experience

- a) Provide a profile of the applicant organization (including brief history, mission, programs and services, populations served, major funding sources).
- b) Provide information on your organization's experience providing quality services to youth, experience in operating youth workforce development programs, capacity to serve the proposed number of youth, and specific quantitative outcomes from youth workforce development programs over the last five years. How have these outcomes been used to improve program performance?
- c) Describe the staffing plan for this program. Include each staff position, the responsibilities of that position, and the characteristics you will look for in the staff to fulfill those roles. How does this program and staffing structure fit within the overarching structure of the organization?

2. Program Components

- a) Describe your youth-recruitment plan, including methods and, to the extent possible, detail your approach to recruitment within high-need zip codes (refer to map on Appendix C). An additional point will be awarded to proposals that articulate a partnership with Community Schools.
- b) Describe how you will assess youth previous work experience prior to enrollment to ensure that youth are a good match for the program. What is the program's target population; whom do you plan to serve?
- c) Detail your enrollment and orientation process. How will you ensure that youth are aware of what is expected of them and prepared for participation in the program?
- d) Describe the program's retention strategy. Beyond wages, what strategies will the program use to keep youth engaged for the duration of the program?
- e) Describe in detail the proposed six-week program. Be sure to consider the Core Program Components listed in the model description in Section IV., and include:
 - i. *Central Issue*. What is the real-world issue that youth will address?

- ii. *Research and Development*. Describe the process youth will follow to research and develop the service and project that they will deliver.
 - iii. *Service*. What is the intended direct service or advocacy effort? Will youth have a role in determining this? If so, what will their role be and what process will they follow? What product will youth produce to document their service/advocacy action and the process they engaged in to arrive at that action?
 - iv. *Progress monitoring and reflection*. How will youth monitor the quality of service-project implementation and progress toward project goals? How will the program provide opportunities for youth to reflect on their service activities?
 - v. *Learning goals*. How will the program teach and help youth practice the 21st-century work readiness skills? What other specific learning goals, if any, does the program hold for participants and how will these be delivered?
- f) Present a schedule for a typical week in the program, as well as a six-week schedule that includes major program milestones (the schedule document does not count toward page limit; please include as an attachment).
- g) If the program has already identified potential worksites, what process will you implement to ensure that identified worksites meet Worksite Quality Criteria laid out in Appendix A? If you have yet to identify sites, what process will you use to accomplish the same?

3. Assessment and Evaluation

- a) Describe the specific outcomes to be achieved by the proposed project and the measures that will be used to determine the degree to which the outcomes are being accomplished. How will you evaluate the effectiveness of the program toward meeting these outcomes? (Will you collect information beyond mandated outcomes?)
- b) How will you ensure that all data is submitted to PYN in an accurate and timely manner (including pre/post assessments and satisfaction surveys)? Who in the program will be responsible for data and reporting?

4. Random Assignment

- a) Discuss your ability and desire to distribute positions to youth randomly. What percentage of your proposed slot level would you be willing to reserve for youth randomly assigned to receive a position? Please give a rationale for your response.

WORK EXPERIENCE MODEL NARRATIVE

1. Organizational Capacity and Relevant Experience

- a) Provide a profile of the applicant organization (including brief history, mission, programs and services, populations served, major funding sources).
- b) Provide information on your organization's experience providing quality services to youth, experience in operating youth workforce-development programs, capacity to serve the proposed number of youth, and specific quantitative outcomes from youth workforce-development programs over the last five years. How have these outcomes been used to improve program performance and service delivery?
- c) Describe the staffing plan for this program. Include each staff position, the responsibilities of that position, and the characteristics you will look for in the staff to fulfill those roles. How does this program and staffing structure fit within the overarching structure of the organization?
- d) How will you ensure that all financial reporting is submitted to PYN in an accurate and timely manner (including invoices)? Who in the program will be responsible for financial reporting?

2. Program Components

- a) Describe your youth recruitment plan including methods and, to the extent possible, detail your approach to recruitment within high-need zip codes (refer to map on Appendix C). An additional point will be awarded to proposals that articulate a partnership with Community Schools.
- b) Describe how you will assess youth interests and level of work experience prior to enrollment to ensure that youth are a good match for the program. What is the program's target population; whom do you plan to serve?
- c) Detail your enrollment and orientation process. How will you ensure that youth are aware of what is expected of them and prepared for participation in the program?
- d) Describe the program's retention strategy. Beyond wages, what strategies will the program use to keep youth engaged for the duration of the program?
- e) Describe in detail the proposed six-week program. Be sure to consider the Core Program Components listed in the model description in Section IV., and include:
 - i. *Target industry*. What is/are the program's target industry area(s)?

- ii. *Pre-employment training.* How will the program prepare participants for their experience prior to the start of the job?
 - iii. *Assignment to a trained adult supervisor.* How will the program ensure that participants work with an appropriately trained supervisor who understands the program and the skill development that they should reinforce? Explain how the program intends to structure participants' interaction with their supervisor.
 - iv. *Contextual Learning Strategy.* Describe in detail the type of work-based learning project that participants will produce. Give a concrete example of a project and the process participants will go through to create it.
- f) Present a schedule for a typical week in the program, as well as a six-week schedule that includes major program milestones (the schedule document does not count toward page limit; please include as an attachment).
- g) If the program has already identified potential worksites, what process will you implement to ensure that identified worksites meet Worksite Quality Criteria laid out in Appendix A? If you have yet to identify sites, what process will you use to accomplish the same?

3. Assessment and Evaluation

- a) How will you evaluate the effectiveness of the program? (Will you collect information beyond mandated outcomes?) Describe the specific outcomes to be achieved by the proposed project and the measures that will be used to determine the degree to which the outcomes are being accomplished.
- b) How will you ensure that all data is submitted to PYN in an accurate and timely manner (including pre/post assessments and satisfaction surveys)? Who in the program will be responsible for data and reporting?

4. Random Assignment

Discuss your ability and desire to distribute positions to youth randomly. What percentage of your proposed slot level would you be willing to reserve for youth randomly assigned to receive a position? Please give a rationale for your response.

INTERNSHIP MODEL NARRATIVE

1. Organizational Capacity and Relevant Experience

- a) Provide a profile of the applicant organization (including brief history, mission, programs and services, populations served, major funding sources).

- b) Provide information on your organization's experience providing quality services to youth, experience in operating youth workforce-development programs, capacity to serve the proposed number of youth, and specific quantitative outcomes from youth workforce-development programs over the last five years. How have these outcomes been used to improve program performance?
- c) Describe the staffing plan for this program. Include each staff position, the responsibilities of that position, and the characteristics you will look for in the staff to fulfill those roles. How does this program and staffing structure fit within the overarching structure of the organization?

2. Program Components

- a) Describe your youth recruitment plan including methods and, to the extent possible, detail your approach to recruitment within high-need zip codes (refer to map on Appendix C). An additional point will be awarded to proposals that articulate a partnership with Community Schools.
- b) Describe how you will assess youth interests, level of work experience, and preparation prior to enrollment to ensure that youth are a good match for the program. What is the program's target population; whom do you plan to serve?
- c) Detail your enrollment and orientation process. How will you ensure that youth are aware of what is expected of them and prepared for participation in the program?
- d) Describe the program's retention strategy. Beyond wages, what strategies will the program use to keep youth engaged for the duration of the program?
- e) Describe in detail the proposed six-week program. Be sure to consider the Core Components listed in the model description in Section IV. and include:
 - h) *Pre-interview and employment training.* How will the program prepare participants for their experience prior to the interview and start of the job?
 - i) *Assignment to a trained adult supervisor.* How will the program ensure that participants work with an appropriately-trained supervisor who understands the program and the skill development that they should reinforce? Explain how the program intends to structure the participants' interaction with the supervisor.
 - j) *Learning goals and professional development.* What types of workshops will you deliver to address the three required content areas: career exploration and assessment, post-secondary readiness, and work-readiness skills? What specific content will the workshops deliver and what methods will be used to deliver them? What are the workshop's specific learning goals? *(Please provide a detailed answer even if you would prefer to receive workshop*

information from PYN).

- k) *Contextual Learning Strategy*. Describe a potential work-based learning project or work portfolio that youth could complete and the process that they would follow to produce it.
- f) Present a schedule for a typical week in the program, as well as a six-week schedule that includes major program milestones (the schedule document does not count toward page limit; please include as an attachment).
- g) If the program has already identified potential worksites, what process will you implement to ensure that identified worksites meet Worksite Quality Criteria laid out in Appendix A? If you have yet to identify sites, what process will you use to accomplish the same?

3. Assessment and Evaluation

- a) How will you evaluate the effectiveness of the program? (Will you collect information beyond mandated outcomes?) Describe the specific outcomes to be achieved by the proposed project and the measures that will be used to determine the degree to which the outcomes are being accomplished.
- b) How will you ensure that all data is submitted to PYN in an accurate and timely manner (including pre/post assessments and satisfaction surveys)? Who in the program will be responsible for data and reporting?

4. Random Assignment

Discuss your ability and desire to distribute positions to youth randomly. What percentage of your proposed slot level would you be willing to reserve for youth randomly assigned to receive a position? Please give a rationale for your response.

VIII. 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, WWW.PHILADELPHIACOUNCIL.ORG, OR 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. While not all WorkReady contracts will be funded by federal funding sources, PYN is using these guidelines for all contracts. The relevant section of the Super Circular can be found [here](#).

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.

If including any costs that may be interpreted as entertainment as part of the proposed WorkReady budget, please note that the entertainment cost must be tied to a clear programmatic purpose. Please include an explanation of how the cost is tied to programming in the budget narrative.

- **Cost Per Slot (for Career Exposure)**

Operating Cost Per Slot	\$1200
Incentive Per Slot	\$300

- **Total Budget Amounts (for Career Exposure):** This amount is equal to the cost-per-participant cap, for operating cost multiplied by the number of participants. For example, if submitting an application for the Career Exposure Model for 25 participants, the maximum contract budget is \$30,000 (25 participants x \$1,200 = \$30,000 (operating)). Respondents should **not** reflect the youth incentives in the budget, unless the applicant is planning to pay additional incentives from the operating award in addition to the amount distributed by PYN.
- **Cost per Slot (for Service Learning, Work Experience, and Internship):** All three models have the same cost per slot (participant) for program operations and youth wages. Cost caps in each category are as follows:

Operating Cost Per Slot	\$425
Wages Per Slot	\$870 *

*Youth wage based upon minimum wage of \$7.25 per hour

- **Total Budget Amounts (for Service Learning, Work Experience, and Internship):** This amount is equal to the cost-per-participant cap, for operating costs only multiplied by the number of participants. For example, if submitting an application for 25 participants, the maximum contract budget is \$10,625 (25 participants x \$425 = \$10,625 (operating). Respondents should **not** reflect the wage award in the budget, unless the applicant is planning to pay additional incentives or wages from the operating award in addition to the amount distributed by PYN.

2. Worksheet A: Summary Page

- Complete top section with your organization name and enter Contract and Budget dates as 4/1/17-9/30/17
- The following section contains formulas and will calculate automatically when amounts are entered into Worksheets B-I. Please do not edit this section.
- **Fiscal Year Obligation:** Each WorkReady Summer contract spans two fiscal years. This section is used for planning purposes and is asking applicants to estimate how much of the proposed operating award is expected to be used in each fiscal year.
 - FY 2017: April 1, 2017 — June 30, 2017
 - FY 2018: July 1, 2017 — September 30, 2017
- **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.

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.
 - i. 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.
 - i. 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 **operating** award only, **not the total award including youth wages**. Please note the percentage breakdown

shown on the Summary Page to ensure that administrative costs do not exceed 10% of the operating 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.
 - i. F: Staff Salaries and Fringe Benefits
 - ii. G: Operating Expenses
 - iii. H: Equipment
 - iv. I: Supplies and Other Costs
- **Consultants and Subcontractors:** Scopes of services will be required for all consultants and subcontractors at the time of contract negotiation.
- **Youth Incentive Payments or Youth Wage Payments:** Youth incentive payments for the career exposure model or youth wage payments will be administered directly to youth through a web based youth payroll system. Youth who are earning wages will be paid at the Federal Minimum Wage, \$7.25 hourly. The maximum amount of incentives in the career exposure model will be \$300 per youth. Respondents should **not** reflect the wage award or incentives in the budget, unless the applicant is planning to pay additional incentives or wages from the operating award in addition to the amount distributed by PYN.

5. 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 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.

6. Questions

- If there are any questions when filling out the budget form, please contact wr-ftp@pyninc.org.

IX. Attachments and Appendices

All of the forms can be completed electronically on the separate word document of Attachments 1-3 only. For blank fields, you can type in text or numbers. For check boxes, double click on the box and select "Checked" from the menu. Alternatively, the forms can be printed and the responses entered by typewriter or handwritten (legibly).

Attachments that are separate Excel spreadsheets (budget form) can be downloaded at www.philaworks.org, www.philadelphiacouncil.org, or www.pyninc.org.

Attachment 1: Notification of Intent to Apply should be completed and submitted via email to wr-rfp@pyninc.org by 5:00 pm on August 22, 2016.

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

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

NOTIFICATION OF INTENT TO APPLY

*****THIS PAGE IS DUE ON OR BEFORE AUGUST 22, 2016 5:00PM*****

SEND BY EMAIL TO: wr-rfp@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: _____

Please indicate which program model, and how many proposals, you intend to submit under:

SUMMER YOUTH PROGRAM MODEL CATEGORIES	PROPOSALS WE INTEND TO SUBMIT
CAREER EXPOSURE	<input type="checkbox"/> # of proposals ____
SERVICE LEARNING	<input type="checkbox"/> # of proposals ____
WORK EXPERIENCE	<input type="checkbox"/> # of proposals ____
INTERNSHIP	<input type="checkbox"/> # of proposals ____

PROPOSAL CHECKLIST

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 original paper copy and 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 both the paper and electronic versions you submit are complete and appropriate for review.

Step I: Notification of Intent to Apply

This form is required to be submitted via email to wr-rfp@pyninc.org by 5:00 p.m. on August 22, 2016.

- 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 noon on September 16, 2016.

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 a 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 question
 - 1" margins and no smaller than 12-point font
 - Cannot exceed 10 single-sided, single-spaced pages
 - Pages must be numbered and include a header and/or footer identifying the respondent's name and proposed program model
 - Must include a proposed program schedule as outlines 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)

- **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
 - 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.)

Step III: Hardcopy Proposal Submission – paper copy must be submitted by 12:00 noon on September 16, 2016.

- **One hardcopy paper proposal must also be submitted** containing completed versions of all documents described in Step II.

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.*

PROPOSAL COVERSHEETS

Page 1 – Program Summary

Name of organization (applicant):
 Title of Proposed Program:
 Application category (choose one):

- CAREER EXPOSURE**
- SERVICE LEARNING (SL)**
- WORK EXPERIENCE (WE)**
- INTERNSHIP**

Number of slots requested: _____

Primary zip codes: _____

Budget Overview

Operating cost per slot	\$ 1200 (Career Exposure) \$ 425 (SL, WE, Internship)
--------------------------------	--

Total operating request (cost per slot * # of slots)	\$
---	----

Youth incentive/wages per slot	\$ 300 (Career Exposure) \$ 870 (SL, WE, Internship)
---------------------------------------	---

Total incentive/wage request (wages per slot * # of slots)	\$
---	----

Total cost per slot (per slot operating cost + per slot wage cost)	\$ 1500 (Career Exposure) \$ 1295 (SL, WE, Internship)
---	---

Total request (total operating request + total wage request)	\$
---	----

Executive Summary of Program - 2,000 characters maximum. *Please include:* (1) brief description of program, (2) specific/special populations served, (3) geographic focus, if any, (4) industry sectors targeted, if relevant, and (5) any other special features of your program. If funded, this description will be used to provide a description of your program to the general public.

PROPOSAL COVER SHEETS

Page 2 - Contact Information

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

*Authorized Representative

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

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

Organization Contact

(For questions about agency or application in general)

Name: _____
Title: _____
Phone: _____
E-mail: _____

Fiscal Contact

(For questions about the budget)

Name: _____
Title: _____
Phone: _____
E-mail: _____

Primary Program Management Contact

(For oversight of the program during operation of the contract)

Name: _____
Title: _____
Phone: _____
E-mail: _____

Primary Program Coordination Contact

(for day-to-day contact during the operation of the contract)

Name: _____
Title: _____
Phone: _____
E-mail: _____

Signature of Authorized Representative* (required):

X _____

Page 3 – Additional Applicant Information

Organization Information

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

Conflict of Interest/Union Concurrence

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

APPENDIX A: Worksite Quality Framework

Philadelphia Youth Network will:

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

Provider Representatives will:

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

Worksite Coordinators will:

- Complete the required worksite documentation in conjunction with the provider representative.
- Comply with all aspects of worksite documentation and safety and quality checklists.
- Ensure worksites have at least two adults on site while youth are present and adhere to the required supervisor-to-youth ratio.
- Attend a Worksite Orientation prior to youth arrival.

Worksite Supervisors will:

- Comply with all portions of worksite documentation and safety and quality checklists.
- Submit requisite clearances to provider.
- Attend a Worksite Orientation before youth arrival.
- Support youth in setting and maintaining realistic goals and expectations.
- Establish a safe learning environment including activities that promote development in the 21st century work-readiness skills and other identified skill sets.

<ul style="list-style-type: none"> • Ensure youth are provided a safe learning environment that promotes 21st century skill gain. • Maintain consistent communication with provider. • Follow incident reporting procedure, including immediate contact of the provider representative. • When applicable, perform any or all responsibilities of the Worksite Supervisor, most specifically when there is no distinction between the two roles. 	<ul style="list-style-type: none"> • Support youth in various aspects of the project-based learning component. • Facilitate youth debrief and reflection opportunities. • Follow incident reporting procedure, including immediate contact of the Worksite Coordinator. • When applicable, perform any or all responsibilities of the Worksite Coordinator, most specifically when there is no distinction between the two roles.
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Worksites will:

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

The youth will be offered:

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

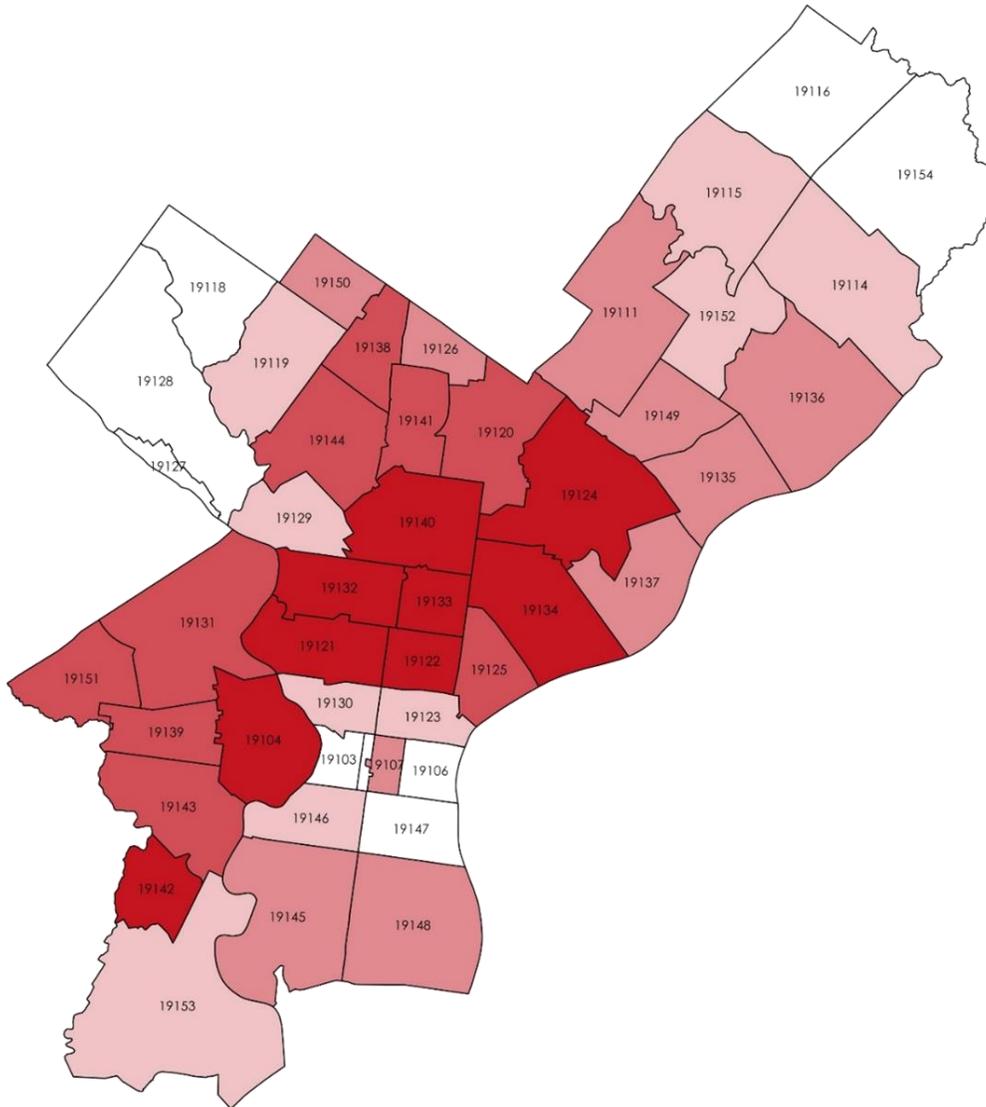
Appendix B: RFP Framework

The release of this Request for Proposals for WorkReady Summer 2017 reflects implementing a set of programs that takes the research regarding a continuum of developmentally-appropriate programs into account as well as a desire to begin filling gaps identified in a scan of previously-supported summer models. The following framework will inform this RFP process:



Appendix C: Youth Landscapes Map

Research shows that poverty is not an individual problem; it can affect entire communities. The zip code where a young person lives can impact their education, employment, health, even life expectancy²¹. For that reason, WorkReady is committed to serving youth who come from neighborhoods affected by poverty. The map and table show zip codes that WorkReady will prioritize in summer 2017.



Zip Code	Youth Employment Rate (16-24)	Percent below 150% of Poverty Level	Priority Level
19124	31.1%	50.4%	5
19142	30.2%	50.7%	
19122	31.4%	53.0%	
19121	35.0%	64.1%	
19140	31.8%	61.3%	
19132	22.4%	56.5%	
19134	23.9%	62.2%	4
19104	23.1%	63.5%	
19133	29.6%	71.7%	
19125	39.7%	38.7%	
19138	33.4%	39.6%	
19151	23.1%	35.4%	
19144	39.6%	46.1%	
19143	34.7%	43.1%	
19120	34.0%	45.0%	
19141	31.9%	44.5%	
19131	31.0%	44.8%	3
19139	33.8%	52.0%	
19137	41.9%	28.7%	
19150	33.3%	26.4%	
19136	31.5%	26.5%	
19145	45.8%	34.2%	
19111	40.9%	31.5%	
19135	42.8%	33.2%	
19126	30.7%	28.9%	
19148	42.0%	35.5%	
19149	40.4%	36.5%	2
19107	37.2%	34.8%	
19114	46.8%	18.9%	
19130	56.5%	23.8%	
19115	46.7%	19.5%	
19152	44.5%	22.5%	
19146	52.3%	31.1%	
19153	43.0%	26.6%	
19123	51.8%	33.4%	
19119	27.6%	22.4%	
19129	39.0%	27.2%	1
19106	61.4%	11.3%	
19127	83.7%	30.4%	
19154	47.0%	14.1%	
19118	40.1%	12.6%	
19128	54.7%	16.9%	
19103	61.2%	21.0%	
19147	56.6%	19.9%	
19102	43.4%	16.5%	
19116	48.0%	19.2%	

²¹ Harding, D. J. (2003). Counterfactual models of neighborhood effects: the effect of neighborhood poverty on dropping out and teenage pregnancy. *American Journal of Sociology*, 109(3), 676-719.; <http://www.societyhealth.vcu.edu/work/the-projects/mapsphiladelphia.html>; <http://www.scientificamerican.com/article/poverty-disturbs-children-s-brain-development-and-academic-performance/>; <http://www.apa.org/pi/ses/resources/indicator/2013/05/poverty-dropouts.aspx>