

December 19, 2011

ADDENDUM #3

Re: Out-of-School Time Program for Elementary and Middle School Youth REQUEST FOR PROPOSALS PIN: 26012OSTRFP

Dear Prospective Proposer:

Pursuant to Sections 3-02(i) and 3-03 (f)(2) of the Procurement Policy Board (PPB) Rules, the Department of Youth and Community Development (DYCD) is issuing Addendum #2 to the Out-of-School Time Program for Elementary and Middle School Youth REQUEST FOR PROPOSALS PIN: 26012OSTRFP.

ADDENDUM ITEM(S)

- 1. Section I – Timetable, C. Proposal Due Date, Time and Location, page 4, and Addendum #2 issued on November 28, 2011, Addendum Item number 1.** The first line under the heading, Proposal Due Date, Time and Location,

Date: Tuesday, December 20, 2011 at 2:00pm

is **deleted** and replaced with the following:

Date: Friday, January 6, 2012 at 2:00pm



Michael Owh
Agency Chief Contracting Officer



November 28, 2011

ADDENDUM #2

Re: Out-of-School Time Program for Elementary and Middle School Youth REQUEST FOR PROPOSALS PIN: 26012OSTRFP

Dear Prospective Proposer:

Pursuant to Sections 3-02(i) and 3-03 (f)(2) of the Procurement Policy Board (PPB) Rules, the Department of Youth and Community Development (DYCD) is issuing Addendum #2 to the Out-of-School Time Program for Elementary and Middle School Youth REQUEST FOR PROPOSALS PIN: 26012OSTRFP.

ADDENDUM ITEM(S)

- 1. Section I – Timetable, C. Proposal Due Date, Time and Location, page 4.** The first line under the heading, Proposal Due Date, Time and Location,

Date: Friday, December 16, 2011 at 2:00pm

is **deleted** and replaced with the following:

Date: Tuesday, December 20, 2011 at 2:00pm

- 2. Section II – Summary of the RFP, Service Areas, Funding, and Competitions, pages 8-9.** The anticipated total annual funding is now \$69,941,409. The funding allocated for the competitions under this RFP has been revised and the new figures are set out in the Revised Funding Allocation Chart attached to this Addendum.
- 3. Section II – Summary of the RFP, G. Anticipated Payment Structure, page 12.** The paragraph under the heading, Service Areas 1 and 2: Elementary and Middle School Programs,

Contract payments will be based on line-item reimbursement although DYCD reserves the right to withhold up to 10 percent of the value of the contract pending achievement of the following performance targets:

- Maintaining enrollment throughout the contract period*

- *In elementary school program, ensuring that 80 percent of enrolled participants complete 432 school-year program hours*
- *In middle school programs, ensuring that 75 percent of enrolled middle level participants complete 229 school-year program hours*

is deleted and replaced with the following:

It is anticipated that the payment structure of the contracts awarded from this RFP will be based on line item reimbursement, subject to the achievement of the following performance targets:

- **Reaching full enrollment for the school year by mid-October of each year and maintaining full enrollment throughout the school year period;**
- **Achieving the respective rate of participation (ROP) defined below for each school year period:**
 - **For elementary school programs, an ROP of 80 percent, calculated as the cumulative number of days of attendance by all enrolled participants divided by the sum of the required days in the period multiplied by the contracted number of participants;**
 - **For middle school programs, an ROP of 75 percent, calculated as the cumulative number of hours of attendance by all enrolled participants divided by the sum of the required number of hours in the period multiplied by the contracted number of participants.**

DYCD reserves the right to retain up to 10 percent of the maximum annual contract amount pending achievement of these targets and to adjust the performance targets during the contract term.

4. **Section II – Summary of the RFP, Anticipated Payment Structure, page 12.** Under the heading, Service Areas 3 and 4: Technical Assistance and Outcomes Tracking/Evaluation Services, the first sentence

The anticipated payment structure will be based on a Full Day Equivalent (FDE) rate representing seven hours per day of consulting time.

is deleted and replaced with the following

The anticipated payment structure will be based on a Full Day Equivalent (FDE) rate representing seven hours per day of consulting time and the maximum FDE rate is \$1,300. Personnel costs and all other expenses relating to delivery of the TA services would be covered by the FDE rate. These expenses would include costs incurred for pre-service assessments, preparation for training or consulting

sessions, consultation projects, workshops, follow-up activities, equipment, training materials, travel, and space.

5. **Section II – Summary of the RFP, Subcontracting/Consultants, page 12.** Under the heading, “Subcontractors,” the following bullet is added:

- *Service Area 4 (Outcomes Tracking and Evaluation): no more than 50 percent of the total value of the DYCD contract may be subcontracted.*

6. **Section III – Scope of Services, Service Areas 1 and 2, Minimum Duration/Hours and Key Features, page 19.** The following fourth bullet is added:

During school vacation periods during the school year and for the summer component, funding may be used to provide services at a sleep-away or day camp that is located outside the City, or for travel outside the City. Services at a sleep-away or day camp outside the City must comply with all requirements of the RFP and regulations for camps, including staffing, safety regulations, and camp permit. Such programs will only be credited with 10 hours per day of services toward meeting the minimum daily hourly requirements and must meet the minimum program duration requirements stated in the RFP. There will be no change in the maximum price per participant offered by DYCD.

7. **Section III C. Contractor and Staff Qualifications/Experience, page 17.** The fourth bullet

All program staff, including youth workers and certified teachers would be qualified for their roles and have a minimum of two years experience working with students in elementary or middle school.

is **deleted** and replaced with the following:

All program staff, including youth workers and certified teachers would be qualified for their roles and meet the regulatory standards set out in the New York State School Age Child Care (SACC) Regulations Section 414.13. Staff assigned the responsibilities of a “group leader” or “Head of Group” would have an Associate’s degree in a related field or two years of experience working with students in elementary or middle school. See http://ocfs.ny.gov/main/childcare/regs/414_SACC_regs.asp#s13.

8. **Section III – Scope of Services, Service Area 3: Technical Assistance, Vendor and Staff Qualifications/Experience, page 29.** The 9th bullet

The vendor would have an effective client and project management process.

is redundant with the 3rd bullet under Agency Assumptions Regarding Organizational Capability on page 28 and is **deleted**.

9. **Section IV – Format and Content of the Proposal, Service Areas 1 and 2, page 40.** Under the heading, “Organizational Capability,” item iv., the reference to

calendar year 2007

is **deleted** and replaced with

calendar year 2008

10. **Section IV – Format and Content of the Proposal, Service Areas 1 and 2, Proposal Package Contents Checklist, page 45.** To the list of information items that go on the label of the sealed envelope, the following items are added:

- **Borough and zip code of proposed program site location**
- **Competition (Target Zip Code or Non-Target Zip Code)**

11. **Section IV – Format and Content of the Proposal, Service Area 4, Proposal Package Contents Checklist, page 52.** The following list of information items that go on the label of the sealed envelope

- *The title and PIN of this RFP*
- *OST Program RFP Service Area 4*
- *The proposer’s name and address*
- *The name and telephone number of the proposer’s contact person*

is **deleted** and replaced with the following

- **The title and PIN of this RFP**
- **OST Program RFP Service Area 3**
- **Competition (1,2,3,4, or 5)**
- **The proposer’s name and address**
- **The name and telephone number of the proposer’s contact person**

12. **Section IV – Format and Content of the Proposal, Service Area 4, Proposal Package Contents Checklist, page 56.** Under the bullet, “proposal,” items 9 and 11 do not apply to Service Area 4 and are therefore **deleted**.

13. **Appendix C, New York City Housing Authority Sites and Conditions, pages 65-68.** The listing of NYCHA OST Recommended Centers – Selected Zip Codes is deleted and replaced with a revised listing, a copy of which is attached to this Addendum.

CLARIFICATIONS

- 1. Section II – Summary of the RFP, Eligible Proposers/Sites – Service Areas 1 and 2 ONLY, page 11.** In the fourth bullet, a “Beacon Community Center site” is defined as the address at which the program is located. This means that other schools with the same address, such as schools on the same public school “campus,” are all ineligible sites for an OST program.
- 2. Section II – Summary of the RFP, Minimum Qualification Requirements: Service Areas 1 and 2 Only, page 13.** In the case of school-based programs, the School Partnership Agreement would be signed by the principal of the host school. In the case of center-based programs, which may recruit from several schools, the School Partnership Agreement would be signed by the principal of the school from which the greatest number of students will be recruited.
- 3. Section II – Summary of the RFP, School Opening Fees, page 15.** It is anticipated that the DOE will continue to cover opening fees for the regular operating hours of OST programs: 3pm-6pm on weekdays during the school year and 8am to 6pm during the summer and school closing days. Outside the regular OST hours, proposers should include these costs in their proposed budgets.
- 4. Section IV – Format and Content of the Proposal, Program Design, pages 19-21.** Proposers must meet the total required minimum program hours year-round, as stated in the RFP. If the schedule of activities offered differs from the schedule set out in the RFP due to religious observance or other reasons (for example, charter school extended hours), the proposer must provide a justification.
- 5. Section III – Scope of Services, Service Areas 1 and 2, page 20.** Under the heading Enrichment elementary school programs are required to offer ALL enrolled participants two hours per week of literacy or STEM-focused enrichment activities in any combination. To fulfill this requirement, they could offer a minimum of one hour of literacy and one hour of STEM activities per week. Alternatively, they could offer two hours of literacy or two hours of STEM. These minimum requirements apply throughout the year, including the summer.
- 6. Section III – Scope of Services, Service Areas 1 and 2, page 20.** Under the heading Physical Activity and Healthy Living elementary school programs must offer ALL enrolled participants some form of physical activity for at least 90 minutes per week, year-round.
- 7. Section III – Scope of Services, Service Areas 1 and 2, Staffing, page 22.** Under the third bullet, Education/Curriculum Specialist, the reference to “25 percent of a full-time position” refers to 25 percent of a 35-hour week.
- 8. Section III – Scope of Services, Service Areas 1 and 2, Participation Goals and Performance Targets, pages 23 and 24.** The participation goals and performance targets for elementary school and middle school programs represent goals and targets programs should strive to achieve. The targets established for performance payments are set out above in Addendum item 2.

9. **Section IV - Format and Content of the Proposal Service Areas 1 and 2, Price Proposal, page 44.** The Budget to be submitted with the proposal is a 12-month budget.

A handwritten signature in black ink, appearing to read 'M. Ow', is positioned above a horizontal line.

Michael Ow
Agency Chief Contracting Officer

REVISED FUNDING ALLOCATION CHART

Service Area	Competition		Anticipated Annual Funding (\$)	Approximate Number of Contract Awards
1. OST Programs for Elementary School Students	Brooklyn	Target Zip Codes	12,285,820	31
		Non-Target Zip Codes	5,265,352	13
	Bronx	Target Zip Codes	8,009,099	20
		Non-Target Zip Codes	3,432,471	9
	Queens	Target zip Codes	7,692,970	20
		Non-Target Zip Codes	3,296,987	8
	Manhattan	Target Zip Codes	3,934,847	10
		Non-Target Zip Codes	1,686,363	4
Staten Island	Target Zip Codes	1,775,254	5	
	Non-Target Zip Codes	760,823	2	
Subtotal			48,139,986	122
2. OST Programs for Middle School Students	Brooklyn	Target Zip Codes	4,911,085	23
		Non-Target Zip Codes	2,104,751	10
	Bronx	Target Zip Codes	3,449,622	16
		Non-Target Zip Codes	1,478,409	7
	Queens	Target Zip Codes	3,418,537	16
		Non-Target Zip Codes	1,465,087	7
	Manhattan	Target Zip Codes	1,847,360	9
		Non-Target Zip Codes	791,726	4
Staten Island	Target Zip Codes	815,392	4	
	Non-Target Zip Codes	349,454	2	
Subtotal			20,631,423	98
3.TA Services	Program Activity Design and Implementation		275,000	1
	Program Content: Literacy		185,000	1
	Program Content: STEM		185,000	1
	Organizational Support		200,000	1
	Support for Transition to High School Programs		75,000	1
Subtotal			920,000	5
4. Outcomes Tracking and Evaluation			250,000	1
Total Funding			\$69,941,409	

Note: In the chart above, the number of contract awards was calculated using the minimum price-per-participant and the current figures for the average OST program in terms of numbers of participants: 131 participants (elementary) and 114 (middle). **Due to rounding, the actual number of contract awards may be fewer than the subtotals shown above.**

Revised NYCHA OST Recommended Centers - Selected Zip Codes

BOROUGH	DEVELOPMENT/ ADDRESS	SPONSOR	APPROXIMATE SIZE (Sq. ft.)	FACILITY CHARACTERISTICS	OPEN HOUSE DATES/TIMES
Bronx	Butler 1368 Webster Avenue Bronx, NY 10456	NYCHA	5,204	8 program rooms, 3 bathrooms, 1 computer lab, 1 kitchen	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Bronx	Baychester 1220 E. 229th St. Bronx, NY 10466	Private	15,700	1 gym, 6 class rooms, 1 bathroom, full size kitchen, 1 office	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Bronx	Sotomayor 1000 Rosedale Avenue, Bronx, NY 10472	NYCHA	19,585	6 program rooms, 4 bathrooms, 1 gym, 1 computer lab, 1 commercial kitchen	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Brooklyn	Albany 164 Troy Avenue NY 11213 Brooklyn,	NYCHA	5,148	6 program rooms, 4 bathrooms, 1 computer lab, 1 kitchen	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Brooklyn	Carey Gardens 2315 Surf Avenue Brooklyn, NY 11224	NYCHA	10,384	10 program rooms, 6 bathrooms, 1 gym, 1 computer lab, 1 kitchen	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Brooklyn	Unity Plaza (Sites 4-27) 576 Blake Avenue NY 11207 Brooklyn,	NYCHA	6,000	6 program rooms, 4 bathrooms, 1 kitchen	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Brooklyn	Van Dyke I 392 Blake Avenue Brooklyn, NY 11212	NYCHA	14,275	10 program rooms, 2 bathrooms, 1 gym, 1 computer lab, 1 kitchen	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm

Brooklyn	Williamsburg 195 Graham Avenue Brooklyn, NY 11206	NYCHA	20,261	7 program rooms, 4 bathrooms, 1 gym, 1 computer lab, 1 kitchen	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Manhattan	Douglass 885 Columbus Ave. New York, NY 10025	Private	15,567	1 gym, 2 floors, 8 bathrooms,	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Manhattan	Grant Community Center (*) 1301 Amsterdam Avenue New York, NY 10027	VACANT	5,121	4 program rooms, 3 bathrooms, 1 kitchen	November 16th - 1:00pm - 3:00pm November 17th - 1:00pm - 3:00pm
Manhattan	King Towers 2 West 115th St New York, NY 10026	NYCHA	12,000	8 program rooms, 1 computer room, 2 kitchens, 5 bathrooms (4w/stalls)	November 16th - 1:00pm - 3:00pm November 17th - 1:00pm - 3:00pm
Manhattan	Manhattanville (*) 530 West 133rd St New York, NY 10027	NYCHA	30,000	15 program rooms, 6 bathrooms (2 w/5 stalls each), 2 kitchens, computer lab; gym	November 16th - 1:00pm - 3:00pm November 17th - 1:00pm - 3:00pm
Manhattan	Rutgers 200 Madison St New York, NY 10002	NYCHA	7,500	3 program rooms, 1 computer lab, 1 multipurpose room, 4 bathrooms (2 w/stalls), kitchen; gym	November 16th - 1:00pm - 3:00pm November 17th - 1:00pm - 3:00pm
Queens	Beach 41st Street 426 Beach 40th St Far Rockaway, NY 11691	NYCHA	12,188	8 program rooms, 5 bathrooms, 1 computer lab, 1 gym, 1 kitchen	November 17th - 12:00pm - 2:00pm

(*) facility is shared with either a senior or day care center program.

Current OST Site Locations on NYCHA Grounds

BOROUGH	DEVELOPMENT/ ADDRESS	SPONSOR	APPROXIMATE SIZE (Sq. ft.)	FACILITY CHARACTERISTICS	OPEN HOUSE DATES/TIMES
Bronx	Throggs Neck Community Center 550 Balcom Avenue Bronx, N. Y. 10465	Private	18,000	6 program rooms, 1 computer room, 1 gym, 1 multipurpose room, 1 kitchen, 6 bathrooms	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Bronx	Millbrook (*) 201 St. Ann's Ave Bronx, N. Y. 10454	Private	9,154	3 multipurpose rooms, 6 program rooms, 2 kitchens, 4 bathrooms	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Bronx	Mitchel Community Center 210 Alexander Avenue Bronx, N.Y. 10454	Private	8,705	1 multipurpose room, 3 program rooms, 1 gym, 1 kitchen, 4 bathrooms	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Bronx	Patterson 340 Morris Avenue Bronx, N. Y. 10451	Private	8,000	11 program rooms, 1 multipurpose room, 1 kitchen, 2 bathrooms	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Bronx	Marble Hill (*) 5365 Broadway Bronx, NY 10463	NYCHA	10,600	2 multipurpose rooms, 5 program rooms, 1 computer lab, 1 kitchen, 2 bathrooms	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Bronx	Castle Hill (*) 625 Castle Hill Avenue Bronx, NY 10473	Private	8,412	11 program rooms, 1 computer lab, 1 multipurpose room, 1 gym, 1 kitchen, 7 bathrooms	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Bronx	Melrose 286 East 156th Street Bronx, NY 10451	NYCHA	20,000	4 program rooms, 1 multipurpose room, 1 computer room, 1 gym, 1 kitchen, 6 bathrooms	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Brooklyn	Louis Armstrong II 495 Gates Avenue Brooklyn, NY 11221	Private	15,000	7 program rooms, 1 multipurpose room, 1 computer lab, 1 kitchen, 1 gym, 7 bathrooms	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm

Manhattan	Rangel (*) 159-36 Harlem Rver Dr New York, N. Y. 10039	NYCHA	2,599	5 program rooms, 1 kitchen, 10 bathrooms	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Manhattan	McKinley 751 East 161st St Bronx, N. Y. 10456	Private	5,000	2 program rooms, 2 multipurpose rooms, 1 kitchen, 2 bathrooms	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Manhattan	Drew-Hamilton (*) 2672 Frederick Douglass Blvd New York, NY 10030	Private	8,926	5 program rooms, 1 kitchen, 8 bathrooms Note: Address is for the Day Care Center	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Manhattan	Washington (*) 1775 Third Avenue New York, N. Y. 10029	Private	11,562	3 multipurpose rooms, 5 program rooms, 1 kitchen, 4 bathrooms	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Manhattan	Lillian Wald 888 East 6th Street New York, NY 10009	Private	16,000	5 program rooms, 1 mulitpurpose room, 1 gym, 1 kitchen, 3 bathrooms	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Manhattan	Amsterdam Addition (*) 250 West 65th Street New York, NY 10023	Private	23,000	8 program rooms, 1 gym, 1 computer lab, 2 kitchens, 4 bathrooms	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Queens	Pomonok (*) 67-09 Kissena Blvd Flushing, N. Y. 11367	Private	16,691	10 program rooms, 1 kitchen, 4 bathrooms	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Queens	Queensbridge North (*) 10-25 41st Avenue Queens, NY 11101	Private	10,092	5 program rooms, 1 computer room, 1 multipurpose room, 1 gym 1 kitchen, 2 bathrooms	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Manhattan	Edward Corsi Houses (*) 307 E 116th St New York, NY 10029	Private	27,500	7 program rooms, 1 gym, 6 bathrooms	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm



November 9, 2011

ADDENDUM #1

Re: Out-of-School Time Program for Elementary and Middle School Youth REQUEST FOR PROPOSALS PIN: 26012OSTRFP

Dear Prospective Proposer:

Pursuant to Sections 3-02(i) and 3-03 (f)(2) of the Procurement Policy Board (PPB) Rules, the Department of Youth and Community Development (DYCD) is issuing Addendum #1 to the Out-of-School Time Program for Elementary and Middle School Youth REQUEST FOR PROPOSALS PIN: 26012OSTRFP

ADDENDUM ITEMS

- 1. Section II – Summary of the RFP, page 7.** Under the subheading, “OST Program Sites,” the following sentence

Available NYCHA and Parks Sites, with site-specific features and requirements are listed in Appendix C and D respectively.

is **deleted** and replaced with the following:

NYCHA sites: Proposers may propose to locate an OST program at any NYCHA site except where a DYCD-funded Cornerstone program is located. The ineligible Cornerstone sites are listed in Revised Appendix B. NYCHA-recommended sites are listed in Appendix C. All proposals to locate programs at the available NYCHA sites will be scored according to the same criteria as set out in Section V of the RFP. NYCHA conditions, directions regarding the required General Linkage Agreement, and contact information for the NYCHA Borough Directors are in Appendix C.

Parks sites: Available Parks sites, together with site-specific features and requirements, are listed in Revised Appendix D.

Copies of Revised Appendix B and Revised Appendix D are attached to this Addendum.

2. **Section II – Summary of the RFP, page 9.** Under the heading, “Service Area 3: TA Services,” and after the competition title, “Program Design and Implementation,” the figure in parentheses

\$275,000

is **deleted** and replaced with the figure

\$325,000

3. **Section II – Summary of the RFP, page 10.** Under the heading, “Eligible Proposers/Sites – Service Areas 1 and 2 ONLY,” the second bullet

Not-for profit publicly-funded charter schools and private schools may submit proposals provided the proposed programs would be located at schools they do not operate and with which they are not affiliated. However, they are NOT eligible to submit proposals for programs that would be located at schools which they operate or with which they are affiliated.

is **deleted**.

4. **Section III – Scope of Services, Service Area 3: Technical Assistance Services, page 28.** In the sentence above Section A

Given the division of TA into six distinct areas, DYCD will expect TA vendors to cross-refer contractors with whom they are working to other TA vendors, as appropriate.

the word “six” is replaced with “five” as follows:

Given the division of TA into five distinct areas DYCD will expect TA vendors to cross-refer contractors with whom they are working to other TA vendors, as appropriate.

5. **Section IV - Format and Content of the Proposal, Service Areas 1 and 2, page 43.** Under the heading, “Program Design,” the following paragraph

*Schedule of Program Activities for the First Four Weeks
Following the instructions provided, complete Attachment 4 to describe the schedule of activities that the program would provide in the first four weeks of operation.*

is **deleted**.

6. **Section IV - Format and Content of the Proposal, Service Area 3: Technical Assistance Services, page 47.** Under the heading “Experience and Qualifications,” the 7th bullet

- *Proposer has knowledge of and expertise in the elements of DYCD’s OST model for both elementary and middle school programs as laid out in this RFP.*

is redundant with the 3rd bullet and is **deleted**.

7. **Section IV - Format and Content of the Proposal, Service Area 3: Technical Assistance Services, page 49.** Under the heading “Competition 1: Program Activity Design and Implementation,” the following is added as the last bullet

- **Describe the steps the proposer will take to coordinate and convene an annual OST conference as described in Section III-Scope of Services of the RFP**

8. **Section IV - Format and Content of the Proposal, Service Area 3: Technical Assistance Services, page 50.** Under the heading, “Competition 4: Effective Administrative/Organizational Support,” the final bullet

Describe the steps the proposer will take to coordinate and convene an annual OST conference as described in Section III-Scope of Services of the RFP

is **deleted.**

9. **Section IV - Format and Content of the Proposal, Service Area 3: Technical Assistance Services, Proposal Package Contents (“Checklist”), page 52.** Under the 3rd bullet, “Proposal,” the 8th item

Job descriptions and resumes/qualifications/organizational chart for staff positions, as appropriate

is **deleted.**

10. **Section IV - Format and Content of the Proposal, Service Area 4: Outcomes Tracking and Evaluation, Proposal Package Contents (“Checklist”), page 56.** Under the 3rd bullet, “Proposal,” the 8th item

Job descriptions and resumes/qualifications/organizational chart for staff positions, as appropriate

is **deleted.**

11. **Appendix B, List of Ineligible Sites: Beacon and Cornerstone, page 61.** Appendix B is deleted and replaced with **Revised Appendix B**, a copy of which is attached to this Addendum. The corrections to the list are:

- The Beacon at PS 147 in Queens was relocated to IS 109.
- The Beacon at PS 195 in Manhattan was relocated to PS 123.
- JHS 349 and JHS 345 were added to the list.
- IS 347 was deleted from the list and IS 349 in Brooklyn was updated to reflect two school numbers, IS 347 and IS 349.

12. **Appendix D, New York City Department of Parks and Recreation Sites and Conditions, page 69.** Appendix D is deleted and replaced with **Revised Appendix D**, a copy of which is attached to this Addendum, to clarify the information on the sites.

- 13. Attachment 1, Proposal Summary Form Service Area 1 and Service Area 2, page 79.**
Attachment 1 is deleted and replaced with **Revised Attachment 1**, a copy of which is attached to this Addendum, to include the tax identification number for any proposed subcontractor.
- 14. Attachment 2, Proposal Summary Form Service Area 3 and Service Area 4, page 81.**
Attachment 2 is deleted and replaced with **Revised Attachment 2**, a copy of which is attached to this Addendum, to include the tax identification number for any proposed subcontractor.
- 15. Attachment 5, Parks Linkage Agreement, page 87.** Attachment 5 is deleted and replaced with **Revised Attachment 5**, a copy of which is attached to this Addendum, to include a box for the New York City Department of Parks Seal.

CLARIFICATION ITEMS

- 1. Section III –Scope of Services, Service Area 2: Middle School Programs, page 20.** Under the subheading, “Hours,” it should be noted that the minimum of 65 hours required on at least 13 school closing days is included in the minimum of 305 hours during the school year. Together with the minimum of 108 hours required during the summer, the total annual minimum hours for middle school programs is 413 hours.
- 2. Section IV - Format and Content of the Proposal, Service Areas 1 and 2, page 43.** Under the subheading, “Collaborative Relationships/Linkages,” it should be noted that in addition to the information included in the School Partnership Agreement, Attachment 6, proposers should describe the common vision in the proposal narrative.
- 3. Section IV - Format and Content of the Proposal, Service Areas 1 and 2, Collaborative Relationships/Linkages, page 43.** With regard to linkages with schools, it should be noted that principals are allowed to sign School Partnership Agreements with more than one proposer.



Michael Owh
Agency Chief Contracting Officer

REVISED APPENDIX B

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP

LIST OF INELIGIBLE SITES: BEACON AND CORNERSTONE

**(Beacon Community Center and Cornerstone Program sites
that are NOT eligible sites for the purpose of this RFP.)**

PROGRAM AREA	PROGRAM FULL NAME	PROGRAM ADDRESS	PROGRAM BOROUGH	PROGRAM ZIP CODE
BEACON	C.E.S. 11 THE HIGH BRIDGE SCHOOL	1257 OGDEN AVENUE	BRONX	10452
BEACON	I.S. 143 ELEANOR ROOSEVELT SCHOOL	511 WEST 182 STREET	MANHATTAN	10033
BEACON	I.S. 347/349 SCHOOL OF MATHEMATICS, SCIENCE & TECHNOLOGY	35 STARR STREET	BROOKLYN	11221
BEACON	INTERMEDIATE SCHOOL 271	1137 HERKIMER STREET	BROOKLYN	11233
BEACON	P.S. 269 NOSTRAND SCHOOL	1957 NOSTRAND AVENUE	BROOKLYN	11210
BEACON	I.S. 220 JOHN J. PERSHING SCHOOL	4812 9 AVENUE	BROOKLYN	11220
BEACON	I.S. 291 ROLAND HAYES SCHOOL	231 PALMETTO STREET	BROOKLYN	11221
BEACON	INTERMEDIATE SCHOOL 117	1865 MORRIS AVENUE	BRONX	10453
BEACON	M.S. 328 MANHATTAN MIDDLE SCHOOL FOR SCIENCE	401 WEST 164 STREET	MANHATTAN	10032
BEACON	I.S. 302 RAFAEL CORDERO Y. MOLINA SCHOOL	350 LINWOOD STREET	BROOKLYN	11208
BEACON	C.I.S. 219 NEW VENTURE ACADEMY	3630 THIRD AVENUE	BRONX	10456
BEACON	I.S. 166 GEORGE GERSHWIN SCHOOL	800 VAN SICKLEN AVENUE	BROOKLYN	11207
BEACON	J.H.S. 50 JOHN D. WELLS JUNIOR HIGH SCHOOL	183 SOUTH 3 STREET	BROOKLYN	11211
BEACON	I.S. 96 SETH LOW SCHOOL	99 AVENUE P	BROOKLYN	11204
BEACON	M.S. 258 COMMUNITY ACTION SCHOOL	154 WEST 93 STREET	MANHATTAN	10025
BEACON	M.S. 45 THOMAS C. GIORDANO SCHOOL	2502 LORILLARD PLACE	BRONX	10458
BEACON	P.S. 15 PATRICK F. DALY SCHOOL	71 SULLIVAN STREET	BROOKLYN	11231
BEACON	I.S. 10 HORACE GREELEY SCHOOL	45-31 31 AVENUE	QUEENS	11103
BEACON	I.S. 141 STEINWAY SCHOOL	37-11 21 AVENUE	QUEENS	11105
BEACON	I.S./H.S. 265 DR. SUSAN MCKINNEY	101 PARK AVENUE	BROOKLYN	11205
BEACON	I.S. 109 JEAN NUZZI INTERMEDIATE SCHOOL	213-10 92 AVENUE	QUEENS	11428
BEACON	P.S. 149 CHRISTA MCAULIFFE SCHOOL	93-11 34 AVENUE	QUEENS	11372
BEACON	P.S. 123 MAHALIA JACKSON (M123)	301 WEST 140 STREET	MANHATTAN	10030
BEACON	MIDDLE SCHOOL 201	730 BRYANT AVENUE	BRONX	10474
BEACON	MARTA VALLE SECONDARY SCHOOL	145 STANTON STREET	MANHATTAN	10002
BEACON	I.S. 93 RIDGEWOOD INTERMEDIATE SCHOOL	66-56 FOREST AVENUE	QUEENS	11385
BEACON	M.S. 54 BOOKER T. WASHINGTON SCHOOL	103 WEST 107 STREET	MANHATTAN	10025
BEACON	P.S. 194 COUNTEE CULLEN SCHOOL	244 WEST 144 STREET	MANHATTAN	10030
BEACON	I.S. 259 WILLIAM MCKINLEY EDUCATIONAL CENTER	7301 FT HAMILTON PARKWAY	BROOKLYN	11228
BEACON	P.S./I.S. 288 SHIRLEY TANYHILL SCHOOL	2950 WEST 25 STREET	BROOKLYN	11224
BEACON	I.S. 204 OLIVER WENDELL HOLMES MIDDLE SCHOOL	36-41 28 STREET	QUEENS	11106
BEACON	P.S. 19 MARINO P. JEANTET SCHOOL	98-02 ROOSEVELT AVENUE	QUEENS	11368

BEACON	M.S./H.S. 414 NYC MUSEUM SCHOOL	333 WEST 17TH STREET	MANHATTAN	10011
BEACON	I.S. 49 BERTHA DREYFUS SCHOOL	101 WARREN STREET	STATEN ISLAND	10304
BEACON	TOTTENVILLE HIGH SCHOOL	100 LUTEN AVENUE	STATEN ISLAND	10312
BEACON	M.S. 142 JOHN PHILIP SOUSA SCHOOL	3750 BAYCHESTER AVENUE	BRONX	10466
BEACON	MIDDLE SCHOOL 113	3710 BARNES AVENUE	BRONX	10467
BEACON	P.S. 8 ISSAC VARIAN	3010 BRIGGS AVENUE	BRONX	10458
BEACON	P.S. 86 KINGSBRIDGE HEIGHTS SCHOOL	2756 RESERVOIR AVENUE	BRONX	10468
BEACON	WADLEIGH SECONDARY SCHOOL FOR PERFORMING AND VISUA	215 WEST 114 STREET	MANHATTAN	10026
BEACON	I.S. 192 PIAGENTINI-JONES SCHOOL	650 HOLLYWOOD AVENUE	BRONX	10465
BEACON	J.H.S. 349/345	345 BROOK AVENUE	BRONX	10454
BEACON	WINGS ACADEMY	1122 EAST 180 STREET	BRONX	10460
BEACON	I.S. 218 JAMES PETER SINNOTT MAGNET SCHOOL	370 FOUNTAIN AVENUE	BROOKLYN	11208
BEACON	KAPPA V	985 ROCKAWAY AVENUE	BROOKLYN	11212
BEACON	Q333 GOLDIE MAPLE ACADEMY	365 BEACH 56TH STREET	QUEENS	11692
BEACON	JUNIOR HIGH SCHOOL 190	68-17 AUSTIN STREET	QUEENS	11375
BEACON	INTERMEDIATE SCHOOL 323	210 CHESTER STREET	BROOKLYN	11212
BEACON	M.S. 2	655 PARKSIDE AVENUE	BROOKLYN	11226
BEACON	P.S./I.S. 138	760 PROSPECT PLACE	BROOKLYN	11216
BEACON	P.S./I.S. 181 THE JOHN STEPTOE SCHOOL OF THE 21ST	1023 NEW YORK AVENUE	BROOKLYN	11203
BEACON	I.S. 296 HALSEY SCHOOL	125 COVERT STREET	BROOKLYN	11207
BEACON	P.S./I.S. 217 ROOSEVELT ISLAND SCHOOL	645 MAIN STREET	MANHATTAN	10044
BEACON	J.H.S. 216 GEORGE J. RYAN JUNIOR HIGH SCHOOL	64-20 175 STREET	QUEENS	11365
BEACON	M.S. 158 MARIE CURIE SCHOOL	46-35 OCEANIA STREET	QUEENS	11361
BEACON	M.S. 172 IRWIN ALTMAN MIDDLE SCHOOL 172	81-14 257 STREET	QUEENS	11004
BEACON	P.S. 1 BERGEN SCHOOL	309 47 STREET	BROOKLYN	11220
BEACON	P.S. 35 DECATUR CLEARPOOL SCHOOL	272 MCDONOUGH STREET	BROOKLYN	11233
BEACON	PUBLIC SCHOOL 503/506	330 - 59TH STREET	BROOKLYN	11220
BEACON	I.S. 232 WINTHROP SCHOOL	905 WINTHROP STREET	BROOKLYN	11203
BEACON	I.S. 68 ISAAC BILDERSEE SCHOOL	956 EAST 82 STREET	BROOKLYN	11236
BEACON	I.S. 217 SCHOOL OF PERFORMING ARTS	977 FOX STREET	BRONX	10459
BEACON	M.S. 8 JHS 8 RICHARD S GROSSLEY	108-35 167 STREET	QUEENS	11433
BEACON	GRAND STREET HIGH SCHOOL	850 GRAND STREET	BROOKLYN	11211
BEACON	J.H.S. 126 JOHN ERICSSON JUNIOR HIGH SCHOOL	424 LEONARD STREET	BROOKLYN	11222
BEACON	P.S. 198 ISADOR & IDA STRAUS SCHOOL	1700 3 AVENUE	MANHATTAN	10128
BEACON	I.S. 5 WALTER H. CROWLEY INTERMEDIATE SCHOOL	50-40 JACOBUS STREET	QUEENS	11373
BEACON	ACADEMY OF ENVIRONMENTAL SCIENCE SECONDARY HIGH SC	410 EAST 100 STREET	MANHATTAN	10029
BEACON	I.S. 45 JOHN C. ROBERTS SCHOOL	2351 1ST AVENUE	MANHATTAN	10035
BEACON	INTERMEDIATE SCHOOL 168	158-40 76 ROAD	QUEENS	11366
BEACON	J.H.S. 226 VIRGIL I. GRISSOM SCHOOL	121-10 ROCKAWAY BOULEVARD	QUEENS	11420
BEACON	M.S. 72 CATHERINE & COUNT BASIE SCHOOL	133-25 GUY R BREWER BOULEVARD	QUEENS	11434
BEACON	P.S./I.S. 43	160 BEACH 29 STREET	QUEENS	11691

BEACON	I.S. 2 GEORGE EGBERT SCHOOL	333 MIDLAND AVENUE	STATEN ISLAND	10306
BEACON	P.S. 18 JOHN GREENLEAF WHITTIER SCHOOL	221 BROADWAY	STATEN ISLAND	10310
BEACON	EAST SIDE COMMUNITY HIGH SCHOOL	420 EAST 12 STREET	MANHATTAN	10009
BEACON	M.S. 131 DR. SUN YAT SEN SCHOOL	100 HESTER STREET	MANHATTAN	10002
BEACON	M.S. 210 ELIZABETH BLACKWELL SCHOOL	93-11 101 AVENUE	QUEENS	11416
BEACON	J.H.S. 194 WILLIAM H. CARR SCHOOL	154-60 17 AVENUE	QUEENS	11357
BEACON	J.H.S. 189 DANIEL CARTER BEARD SCHOOL	144-80 BARCLAY AVENUE	QUEENS	11355
CORNERSTONE	OCEAN BAY	57-10 BEACH CHANNEL DRIVE	QUEENS	11692
CORNERSTONE	DYCKMAN	3782 TENTH AVENUE	MANHATTAN	10034
CORNERSTONE	BAY VIEW	5955 SHORE PARKWAY	BROOKLYN	11236
CORNERSTONE	BETANCES VI	465 ST. ANN'S AVE.	BRONX	10455
CORNERSTONE	BRONX RIVER	1619 EAST 174TH ST.	BRONX	10472
CORNERSTONE	CYPRESS HILLS	475 FOUNTAIN AVE.	BROOKLYN	11208
CORNERSTONE	TAYLOR-WYTHE	80 CLYMER ST.	BROOKLYN	11211
CORNERSTONE	MARLBORO	2298 WEST 8TH ST.	BROOKLYN	11223
CORNERSTONE	FARRAGUT	228 YORK ST.	BROOKLYN	11201
CORNERSTONE	BUSHWICK	50 HUMBOLDT ST.	BROOKLYN	11206
CORNERSTONE	SUMNER	862 PARK AVE.	BROOKLYN	11206
CORNERSTONE	CONEY ISLAND - SURFISIDE	2947 WEST 28TH ST.	BROOKLYN	11224
CORNERSTONE	PINK HOUSES	2702 LINDEN BLVD.	BROOKLYN	11208
CORNERSTONE	RAVENSWOOD	35-40 21ST ST.	QUEENS	11106
CORNERSTONE	GERARD CARTER COMMUNITY CENTER	230 BROAD STREET	STATEN ISLAND	10304
CORNERSTONE	EDENWALD	1150 EAST 229TH ST.	BRONX	10466
CORNERSTONE	EASTCHESTER GARDENS	3016 YATES AVE.	BRONX	10469
CORNERSTONE	SOUNDVIEW	1680 SEWARD AVE.	BRONX	10473
CORNERSTONE	REDFERN	1544 HASSOCK ST.	QUEENS	11691
CORNERSTONE	SOUTH JAMAICA II	109-04 160TH ST.	QUEENS	11433
CORNERSTONE	JOHNSON	1820 LEXINGTON AVE.	MANHATTAN	10029
CORNERSTONE	LEWIS H. LATIMER GARDENS	34-30 137TH ST.	QUEENS	11354
CORNERSTONE	POLO GROUNDS TOWERS	2965 EIGHTH AVENUE	MANHATTAN	10039
CORNERSTONE	INGERSOLL	177 MYRTLE ST.	BROOKLYN	11201
CORNERSTONE	TWO BRIDGES	286 SOUTH ST.	MANHATTAN	10002

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP

NYC PARKS AND RECREATION DEPARTMENT SITES

The New York City Department of Parks & Recreation (NYC Parks) is partnering with DYCD to make the 27 Recreation Centers and Park Houses listed below available as OST program sites. Each facility is unique in its physical structure and connection to the neighboring community, but most are equipped with the essentials to support afterschool programs, and all the facilities have potential as OST program sites for elementary and middle school youth. Parks will, in particular, be able to help OST providers meet the Physical Activity and Healthy Living requirements set out in the RFP.

The NYC Parks sites offer opportunities to engage youth in sports, fitness, and outdoor adventure activities such as swimming, soccer, hiking, basketball, volleyball, and dance. In addition, NYC Parks can offer stewardship/service learning projects through Acorn to Oaks (A20), a six-month afterschool program that celebrates trees and NYC's natural heritage.¹

The Recreation Centers and Park Houses offer some or all of the following kinds of facilities:

- **Gymnasiums**- can be used for a wide range of activities, including basketball, volleyball, floor hockey, and kickball. (Note that most gyms have nets for basketball and volleyball.)
- **Indoor Tracks** - can be used for indoor walking and running activities.
- **Classrooms/Multi-Purpose Rooms**- can be used for a variety of activities, including homework help, academic instruction, arts programming, and exercise classes.
- **Computer Resource Centers**- equipped with computers, printers, digital cameras, and internet access.
- **Dance Rooms**- can be used for a variety of activities, including dance, theater, and martial arts.
- **General Athletic Fields**- including, but not limited to, football, softball, baseball and soccer fields.
- **Athletic Courts** - outdoor basketball, handball and tennis courts.
- **Swimming Pools** - Indoor and outdoor pools; the 10 indoor pools are open year-round.
- **Playground/Surrounding Parks** – open areas and fields that enable a wide variety of activities, including tennis, baseball, basketball, soccer, handball, and track.
- **Stages** – can be used for an array of cultural activities and performances (poetry slams, plays, readings, concerts).
- **Kitchens** – equipped with standard cooking appliances and other kitchen amenities.

The sites would be available for afterschool activities, 3PM-6PM, Monday-Friday, during the school year. OST contractors would have access 2:30pm-6:30pm to allow for proper prep-time and clean-up. In some locations, programs could also operate on Saturdays. Programming during the summer would be limited to specific facilities, since NYC Parks operates its own summer camps and recreation centers are open to members. Full details for each site are set out on the charts below.

¹ NYC Parks will provide train-the-trainer sessions to OST staff on the A20 curriculum and the care of street trees, allowing OST programs to plant a tree and care for it during the school year. NYC Parks Rangers will also be available to lead field trips and activities at nature centers across the city

NYC Parks Conditions

OST contractors would:

- Sign all participants in and out of the OST program and, as necessary, stay on-site to address late pick-ups and other issues with parents/guardians.
- Comply with all NYC Parks rules and regulations as well as the policies of the individual Recreation Centers.
- Organize program activities so as not to displace Recreation Center teen and adult members, who use the sites daily.
- Ensure that every OST participant becomes a NYC Parks Recreation Center Member, which is free for youth 17 and younger.
- Comply with NYC Parks standards and any subsequent guidelines issued.
- Provide supplies needed to implement activities; where necessary, contractors would provide desks, chairs, tables, chalkboards, and other furniture, with storage subject to approval by NYC Parks.

Please note: OST contractors will not have access to dedicated office space at the sites. However, Parks will provide access to existing supplies and equipment (such as phones and computers) to support OST programming .

Proposers may contact the officials listed below to arrange site visits and obtain additional information about the sites, including any opportunities for Parks to offset the cost of snacks. Where Parks has a pre-existing partnership with local schools and organizations, officials can help promote relationships between them and proposers.

Kim McNeal
Manhattan Chief of Recreation
212 408-0243

Chris Davis
Manhattan Deputy Chief of Recreation
212 408-0243

Eileen Dalton
Brooklyn Deputy Chief of Recreation
718 965-8938

Neil Harmon
Bronx Deputy Chief of Recreation
718 430-1825

Kelly Gillen
Queens Deputy Chief of Recreation
718 520-5916

Mary Cali
Staten Island Chief of Recreation
917 642-1318

BRONX RECREATION CENTERS					
Center Amenities (Including and in addition to designated, programmable space)	St. Mary's	Owen Dolen	Williamsbridge Oval	West Bronx	Hunts Point
Address	450 Saint Ann's Avenue Bronx, NY 10455	2551 Westchester Square Bronx, NY 10461	3225 Reservoir Oval East Bronx, NY 10467	1527 Jessup Avenue Bronx, NY 10452	765 Manida Street Bronx, NY 10474
Gymnasium	✓			✓	✓
Classrooms/ Multi-Purpose Room(s)	✓	✓	✓	✓	
Computer Room	✓	✓		✓	✓
Football Field			✓	✓	
Outdoor Basketball Court			✓		✓
Tennis Court			✓		
Track			✓		✓
Swimming Pool	✓				
Playground/Park			✓		✓
Stage					✓
Kitchen	✓	✓			✓
Other Facilities	Dance Room	Backyard	Game Room	Football Field could support Soccer, Baseball, other activities	Exterior Athletic Field

Information Relating to Designated, Programmable OST Space	Capacity*	100	40	120	140	80
	Available for Summer Programming?	No	No	✓	✓	No
	Sinks	5	2	6	8	4
	Working bathroom stalls	8	2	10	7	7
Centers may be available for Saturday programming. This will be determined on a case-by-case basis.						

*Capacities have been approximated based on available sinks, working bathroom stalls, square footage, and other guidelines outlined in DOHMH's Regulations for Buildings and Equipment for School-Age Child Care (SACC). These measurements and calculations are estimated and would require verification by DOHMH.

BROOKLYN RECREATION CENTERS

Center Amenities (Including and in addition to designated, programmable space)	Brownsville	Red Hook	Ft. Hamilton	McCarren Park	Von King
Address	1555 Linden Boulevard Brooklyn, NY 11212	155 Bay Street Brooklyn, NY 11232	9941 Fort Hamilton Parkway Brooklyn, NY 11209	776 Lorimer Street Brooklyn, NY 11222	670 Lafayette Avenue Brooklyn, NY 11216
Gymnasium	✓	✓		✓	
Classroom/ Multi-Purpose Room(s)	✓	✓	✓	✓	✓
Computer Room	✓	✓	✓	✓	✓
Football Field				✓	
Outdoor Basketball Court		✓		✓	
Tennis Court				✓	
Track				✓	
Swimming Pool	✓	✓		✓	
Playground/Park	✓	✓		✓	✓
Stage	✓				✓
Kitchen			✓		✓
Other Facilities	Recording Studio/ Rollerblading/ Hand Ball	Multiple athletic fields	Ballroom	Baseball/ Soccer Fields	Baseball Field/ Arts & Crafts Room

Information Relating to Designated, Programmable OST Space	Capacity*	55	40	87	100	40
	Available for Summer Programming?	✓	No	✓ (only space for 20)	✓	No
	Sinks	3	2	5	5	2
	Working bathroom stalls	3	2	6	6	2
	Centers may be available for Saturday programming. This will be determined on a case-by-case basis.					

*Capacities have been approximated based on available sinks, working bathroom stalls, square footage, and other guidelines outlined in DOHMH's Regulations for Buildings and Equipment for School-Age Child Care (SACC). These measurements and calculations are estimated and would require verification by DOHMH.

MANHATTAN RECREATION CENTERS

Center Amenities (Including and in addition to designated, programmable space)	Tony Dapolito	Alfred E. Smith	Chelsea	Hansborough	Highbridge Field House	Thomas Jefferson	Pelham Fritz
Address	1 Clarkson Street New York, NY 10014	80 Catherine Street New York, NY 10038	430 West 25th Street New York, NY 10001	35 West 134th Street New York, NY 10037	2301 Amsterdam Avenue New York, NY 10033	2180 1 st Avenue New York, NY 10029	18 Mount Morris Park West New York, NY 10027
Gymnasium	✓	✓	✓	✓	✓	✓	
Classroom/Multi-Purpose Room(s)	✓	✓	✓	✓	✓	✓	✓
Computer Room	✓	✓	✓	✓	✓	✓	✓
Field	✓						
Outdoor Basketball Court		✓	✓	✓		✓	✓
Tennis Court				✓			
Track	✓ (Indoor)			✓		✓	
Swimming Pool	✓		✓	✓	✓	✓	✓
Playground/Park	✓	✓	✓		✓	✓	✓
Stage							
Kitchen							✓
Other Facilities	Outdoor Rooftop/ Multiple Floors	Multiple Floors/ Artificial Turf Field	Dance Rooms/ Arts & Crafts/ Ping-Pong	Outdoor Rooftop/ Multiple Floors	Soccer Field/ Arts & Crafts Room	Multiple Athletic Fields	Baseball Field/ Dance Room

Information Relating to Designated, Programmable OST Space	Capacity*	130	80	60	80	222	20	40
	Available for Summer Programming?	✓	No	No	✓	No	✓	✓
	Sinks	13	4	3	4	12	1	3
	Working Bathroom stalls	12	6	4	6	16	1	2
Centers may be available for Saturday programming. This will be determined on a case-by-case basis.								

*Capacities have been approximated based on available sinks, working bathroom stalls, square footage, and other guidelines outlined in DOHMH's Regulations for Buildings and Equipment for School-Age Child Care (SACC). These measurements and calculations are estimated and would require verification by DOHMH.

QUEENS RECREATION CENTERS					
Center Amenities (Including and in addition to designated, programmable space)	Lost Battalion Hall	ARROW Community Center	Det. Keith Williams Field House	Vic Hanson Field House	Al Oerter
Address	93-29 Queens Boulevard Rego Park, NY 11374	35-30 35th Street Astoria, NY 11106	106-16 173 rd Street Jamaica, NY 11433	133- 39 Guy R. Brewer Blvd. Jamaica, NY 11434	131-40 Fowler Avenue Flushing, NY 11355
Gymnasium	✓				✓
Classroom/ Multi-Purpose Room(s)		✓		✓	✓
Computer Room	✓	✓		✓	✓
Football Field					✓
Outdoor Basketball Court	✓	✓	✓		✓
Tennis Court			✓		
Track			✓		✓
Swimming Pool			✓		✓
Playground/Park	✓		✓		
Stage					
Kitchen			✓		
Other Facilities	Arts & Crafts Room	Garden	Garden/ Athletic Fields		

Information Relating to Designated, Programmable OST Space	Capacity*	160	40	32	28	20
	Available for Summer Programming?	✓	✓	✓	No	✓
	Sinks	8	2	5	4	1
	Working Bathroom Stalls	9	3	3	3	1
	Centers may be available for Saturday programming. This will be determined on a case-by-case basis.					

*Capacities have been approximated based on available sinks, working bathroom stalls, square footage, and other guidelines outlined in DOHMH's Regulations for Buildings and Equipment for School-Age Child Care (SACC). These measurements and calculations are estimated and would require verification by DOHMH.

STATEN ISLAND RECREATION CENTERS					
Center Amenities (Including and in addition to designated, programmable space)	Faber Park Field House	Levy Park House	McDonald Park House	De Matti Park House	Greenbelt
Address	Faber Street & Richmond Terrace Staten Island, NY 10301	Jewett Ave. and Castleton Ave. Staten Island, NY 10302	Forest Ave., Myrtle Ave., Broadway, N. Burgher Ave. Staten Island, NY 10310	Tompkins Avenue, Chestnut Street, & Shaughnessy Lane Staten Island, NY	501 Brielle Avenue Staten Island, NY 10314
Gymnasium					
Classroom/ Multi-Purpose Room(s)	✓	✓	✓	✓	✓
Computer Room	✓				✓
Football Field					
Outdoor Basketball Court			✓	✓	✓
Tennis Court					✓
Track					
Swimming Pool					
Playground/Park		✓	✓	✓	
Stage					
Kitchen					
Other Facilities			Handball Courts/ Asphalt Field	Asphalt Field	Nature Trail/ Full Sized Soccer Field

Information Relating to Designated, Programmable OST Space	Capacity*	40	18	20	18	70
	Available for Summer Programming?	✓	✓	✓	✓	✓
	Sinks	2	2	2	2	4
	Working Bathroom Stalls	4	4	4	4	4
Centers may be available for Saturday programming. This will be determined on a case-by-case basis.						

*Capacities have been approximated based on available sinks, working bathroom stalls, square footage, and other guidelines outlined in DOHMH's Regulations for Buildings and Equipment for School-Age Child Care (SACC). These measurements and calculations are estimated and would require verification by DOHMH.

**OST PROGRAM SERVICE AREA 1 AND SERVICE AREA 2
PROPOSAL SUMMARY**

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP

Proposer Name:		
Address:		
City	State	Zip Code

Tax Identification #:

Contact Person:	Title:
Telephone #:	Fax #:
Authorized Representative:	Title:
Email Address:	

Proposed Program Site:		
Address:		
City	State	Zip Code

Signature: _____ **Date:** / /

Proposed Service Area (Check ONE box below)

Service Area 1: **Service Area 2**

Proposed Competition and Program Site Zip Code

- Check box to indicate the proposed borough.
- Check box to indicate whether the program is located in a Target or Non-Target zip code.
- Write in the zip code.

Borough: **Bronx** **Brooklyn** **Manhattan** **Queens** **Staten Island**

Zip Code: **Target Zip Code** _____

Non-Target Zip Code _____

Program Costs and Price per Participant

	A. Number of participants to be served annually	B. Price per participant \$	Cost to DYCD (AxB) \$
Participants without disabilities			
Participants with disabilities			
Total Cost to DYCD (=Total DYCD Funding Request)			

Linkage Agreements (Check boxes to indicate Linkage Agreements submitted with the proposal and provide the information requested.)

Parks Linkage Agreement (Attachment 5)

Parks site:

School Partnership Agreement (Attachment 6). Failure to do submit the School Partnership Agreement shall result in a determination that the proposal is nonresponsive.

Name of School(s):

General Linkage Agreement (s) (Attachment 7)

Name of Linked Organization(s):

Proposed Subcontractor(s) if applicable:

1. _____ **Tax Identification #:** _____

2. _____ **Tax Identification #:** _____

3. _____ **Tax Identification #:** _____

Multiple Proposals

Has proposer submitted more than one proposal in response to this RFP?

Yes No

If yes, complete Attachment 2, Multiple Proposals.

Is the response printed on both sides, on recycled paper containing the minimum percentage of recovered fiber content as requested by the City in the instructions to this solicitation?

Yes No

**PROPOSAL SUMMARY FORM
SERVICE AREA 3 AND SERVICE AREA 4**

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP

Proposer Name:		
Address:		
City	State	Zip Code

Tax Identification #:

Contact Person:	Title:
Telephone #:	Fax #:
Authorized Representative:	Title:
Email Address:	

Proposed Training Facility, if applicable:		
Address:		
City	State	Zip Code

Signature: _____ **Date:** / /

Proposed Subcontractor(s) if applicable:

- 1. _____ **Tax Identification #:** _____
- 2. _____ **Tax Identification #:** _____
- 3. _____ **Tax Identification #:** _____

Proposer has submitted multiple proposals in response to this RFP? Yes No

Proposed Service Area: Check relevant box to indicate Service Area to which the proposal relates, and, in the case of Service Area 3, the relevant competition.

Service Area 3: Technical Assistance Services

DYCD Annual
Funding Request: \$ _____ Full Day Equivalent Rate \$ _____

Competitions (Check one)

- Competition 1 (Program Activity Design and Implementation)
- Competition 2 (Program Content: Literacy)
- Competition 3 (Program Content: STEM)
- Competition 4 (Organizational Support)
- Competition 5 (Support for Transition to High School Programs)

Service Area 4: Outcomes Tracking and Evaluation

Training Site: _____

Address: _____

City

State

Zip Code

PARKS LINKAGE AGREEMENT

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP

Proposer:

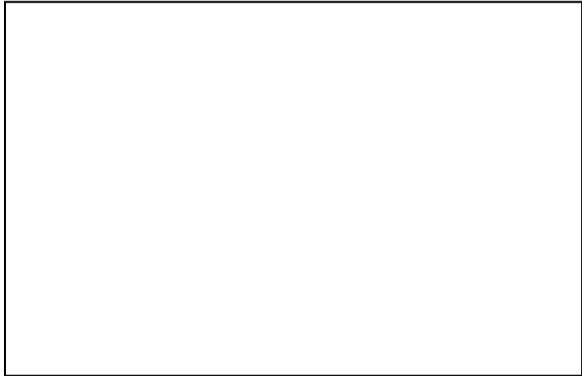
[INSTRUCTIONS: This agreement is documentation that the proposer is familiar with the Parks site at which it has proposed to offer services. The proposer should submit a separate NYC Parks Linkage Agreement for each Parks site being proposed. Duplicate this form as needed.]

In support of the proposal submitted by _____ (Proposer) in response to the OST Request for Proposals from the Department of Youth and Community Development, on _____ (date) a representative of the proposer has visited the NYC Parks site located at _____, inspected the site, and met with the undersigned Site Manager to review the conditions and restrictions, if any, applicable to the site.

Signed:

NYC Parks Site Manager

NYC Parks Department Seal:



Executive Director of Proposer

Date: _____



**Department of
Youth & Community
Development**

Jeanne B. Mullgrav
Commissioner

**Out-of-School Time Program for Elementary and Middle School Youth
REQUEST FOR PROPOSALS
PIN: 26012OSTRFP**

RFP RELEASE DATE: Monday, October 31, 2011

DEADLINE FOR PROPOSALS: Friday, December 16, 2011 at 2:00pm

RETURN TO: Office of Contract Procurement
Department of Youth and Community Development
156 William Street, 2nd Floor
New York, New York 10038

ATTENTION: Michael Owh, Agency Chief Contracting Officer

PRE-PROPOSAL CONFERENCE
Date: Service Areas 1 and 2
Tuesday, November 15, 2011
Time: 10:00am OR 2:00pm
Make-up Date: Wednesday November 16, 2011
Time: 10:00am
Location: New York City College of Technology
Klitgord Center
285 Jay Street Brooklyn, NY 11201.

PRE-PROPOSAL CONFERENCE
Date: Service Areas 3 and 4
Thursday November 17, 2011
Time: 2:00pm
Location: DYCD
156 William Street, 2nd Floor Auditorium
New York, New York 10038

This Request for Proposals (RFP) must be obtained directly from the Department of Youth and Community Development (DYCD) in person or by downloading it from DYCD's web site, www.nyc.gov/dycd. If you obtained a copy of this RFP from any other source, you are not registered as a potential proposer and will not receive addenda DYCD may issue after release of this RFP, which may affect the requirements and/or terms of the RFP.



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**OST Program
REQUEST FOR PROPOSALS (RFP)
PIN: 26012OSTRFP**

**THE CITY OF NEW YORK
DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT**

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AUTHORIZED AGENCY CONTACT PERSONS

The authorized agency contact persons for all matters concerning this Request for Proposals are:

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NOTE ON E-MAIL INQUIRIES: Proposers should enter “OST Program RFP” in the subject line of the e-mail. DYCD cannot guarantee a timely response to phoned-in and written questions regarding this RFP received less than one week prior to the RFP due date.

Proposers should note that any telephone or written response that may constitute a change to the RFP will not be binding unless DYCD subsequently issues such a change as a written addendum to the RFP.

SECTION I – TIMETABLE

A. Release Date: Monday, October 31, 2011

B. Pre-Proposal Conferences

Service Areas 1 and 2 (Direct Program Services)

Date: Tuesday, November 15, 2011

Time: 10:00am OR 2:00pm

Proposers may attend either the morning or the afternoon sessions and need not register in advance.

Pre-Proposal Make-up Date: Wednesday November 16, 2011

Time: 10:00am

Location: NYC Technical College, Klitgord Center
285 Jay Street Brooklyn, NY 11201.

Service Areas 3 and 4 (Technical Assistance and Outcomes Tracking and Evaluation)

Date: Thursday November 17, 2011

Time: 2:00pm

Location: DYCD
156 William Street, 2nd Floor Auditorium
New York, New York 10038

Attendance at the pre-proposal conference is optional but recommended. DYCD strongly urges proposers to submit any questions in advance of the pre-proposal conference by email to: RFPquestions@dycd.nyc.gov.

C. Proposal Due Date, Time, and Location:

Date: Friday, December 16, 2011 at 2:00pm

Drop-off location: 156 William Street, Second Floor, New York City

Hand-deliver proposals to: Office of Contract Procurement

156 William Street, 2nd Floor

New York, New York 10038

Attention: Michael Owh, Agency Chief Contracting Officer

DYCD will not accept e-mailed or faxed proposals.

Proposals received at this location after the Proposal Due Date and Time are late and shall not be accepted, except as provided under New York City's Procurement Policy Board Rules, Section 3-03(f)(5).

In accordance with Section 3-03(f)(5), DYCD will consider requests made to the Agency Chief Contracting Officer to extend the Proposal Due Date and Time prescribed above. However, unless DYCD issues a written addendum to this RFP to extend the Proposal Due Date and Time for all proposers, the Proposal Due Date and Time prescribed above shall remain in effect.

D. Anticipated Contract Start Date:

Service Area 1: OST Elementary School Programs: September 1, 2012

Service Area 2: OST Middle School Programs: September 1, 2012

Service Area 3: Technical Assistance: August 1, 2012

Service Area 4: Outcomes Tracking and Evaluation: July 1, 2012

SECTION II – SUMMARY OF THE REQUEST FOR PROPOSALS

A. Purpose

Through this RFP, the Department of Youth and Community Development (DYCD) seeks qualified not-for-profit organizations to deliver year-round out-of-school time (OST) programs to New York City (City) public and private, including charter, school students in kindergarten through the middle school grades.¹ The OST programs will be located in neighborhoods throughout the City. In addition, DYCD seeks vendors to provide technical assistance (TA) to support the OST program contractors and conduct outcomes tracking and evaluation.

DYCD launched the City's far-reaching OST system in 2005, providing access to free structured OST programs to thousands of children for the first time.² Today, OST is one of the largest afterschool systems in the country with programs located in schools, community centers, and facilities operated by the New York City Department of Parks and Recreation (Parks), New York City Housing Authority (NYCHA), and other public agencies. OST offers a diverse range of activities after school, on holidays, and during the summer throughout the City. In order to raise and maintain program and staff quality, OST contractors receive TA and professional development services through DYCD and external vendors. To further support the OST system, DYCD has invested in an online reporting and attendance-tracking system, commissioned a series of external evaluations,³ convened meetings with stakeholders on a regular basis, and developed a variety of resources to promote quality programming, including a program quality monitoring tool and written guidelines on youth worker and supervisor competencies.

A growing body of research continues to highlight the benefits and opportunities that OST programs offer.⁴ However, since 2008, the economic recession has resulted in significant budget reductions. Thus, while informed by lessons learned since 2005, the wider research and evaluation literature, and input from a broad range of stakeholders including OST providers, school principals, local and national experts, and representatives of key City agencies, the RFP also reflects the current financial realities.

Despite the challenges arising from the state of the economy, the RFP aims to leverage the best elements of the existing OST system to expand and institutionalize effective strategies highlighted in OST evaluations and other research. In particular, DYCD seeks to strengthen the integration of youth development and academic skill-building, secure effective collaborations between OST contractors and the schools from which participants will be recruited, and foster increased parental engagement.

¹ OST programs offer free structured activities in safe, supportive environments during times when children are not in school. For additional description of current programming, see the DYCD website:

http://www.nyc.gov/html/dycd/html/afterschool/out_of_school_time.shtml

² Additional resources, especially for infrastructure development, were provided by the Wallace Foundation.

³ The series of OST evaluations commissioned since 2005 are posted on DYCD's website at http://www.nyc.gov/html/dycd/html/afterschool/out_of_school_time.shtml. See, in particular, Evidence of Program Quality and Youth Outcomes in the DYCD Out-of-School Time Initiative: Report on the Initiative's First Three Years. September 2009. Policy Studies Associates, Inc. http://www.nyc.gov/html/dycd/downloads/pdf/Policy_Studies_Associates_year3_OST_Evaluation_Report.pdf and http://www.nyc.gov/html/dycd/downloads/pdf/DYCD_Response_to%20year3_Evaluation2.pdf.

⁴ See, for example, Issue Brief No. 47, March 2011. Quality Afterschool: Helping Programs Achieve It and Strengthening Policies to Support It. http://www.afterschoolalliance.org/issue_47_quality.cfm.

Youth Development

Healthy youth development, fostered in family, school and community settings, involves the acquisition of interrelated competencies that span social, emotional, moral, cognitive and physical domains. The program approach laid out in this RFP highlights the connections between different aspects of youth development and reflects standards articulated in the *DYCD Core Competencies for Youth Work Professionals* and *Core Competencies for Supervisors of Youth Work Professionals*.⁵

Best practices in youth development intentionally combine social and emotional learning (SEL) and cognitive development. SEL is the process through which young people acquire the knowledge, skills, and attitudes they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively.⁶ SEL skills are fostered in safe, supportive environments where youth feel valued, respected, and engaged in learning. Cognitive development focuses on the development of critical thinking and reasoning skills, information processing, language development, and experience of competence. Effective OST programs not only foster SEL competencies, but offer important opportunities for youth to build cognitive skills through structured activities with explicit learning goals.

Quality Programming and Staffing

Recent evaluations of DYCD programs as well as other research have found that quality programs feature active, project-based learning and staff whose qualifications enable them to successfully implement sequenced, skill-building activities. The evaluators also discovered that the presence of qualified staff is the norm in many DYCD-funded programs. One report found that 86 percent of program directors had completed a four-year degree or higher, 37 percent had a master's degree or higher, and 17 percent were certified to teach. In addition, the evaluations found that quality was linked to factors such as the designation of a part-time staff person as a master teacher or education specialist, hiring certified teachers and specialists, and use of lesson plans and curriculum resources.⁷ Thus, OST program directors will generally be expected to have a relevant four-year degree, a track record of successful supervisory experience, and the coursework for site supervisors mandated under the School Age Child Care (SACC) Regulations. In addition, DYCD is requiring every program to have a staffing pattern that includes a qualified educational specialist who can help align program activities with recognized learning standards. The new staffing requirements are especially relevant given current thinking about the potential of OST programs to strengthen basic literacy and numeracy skills and stimulate the interest of children in Science, Technology, Engineering, and Math (STEM) subjects, both of which are reflected in the RFP.

⁵ See http://www.nyc.gov/html/dycd/downloads/pdf/core_competencies_for_yw_professionals.pdf and http://www.nyc.gov/html/dycd/downloads/pdf/supervisor_core_competencies-full_document102009.pdf.

⁶ See, e.g., "Frequently Asked Questions (FAQs) about Social and Emotional Learning (SEL)" Developed by The Illinois Children's Mental Health Partnership School Policies and Standards Committee with technical support from the Collaborative for Academic, Social, and Emotional Learning (CASEL).

http://www.isbe.net/ils/social_emotional/pdf/sel_learning_faq.pdf. The close connection between healthy social and emotional development and cognitive development has recently been acknowledged by the New York State Board of Regents who, on July 18, 2011, adopted the voluntary *Social and Emotional Development and Learning (SEDL) Guidelines*. <http://www.p12.nysed.gov/sss/sedl/SEDLguidelines.pdf>. See also, Joseph A. Durlak & Roger P. Weissberg: The Impact of After-School Programs That Promote Personal and Social Skills. Collaborative for Academic, Social, and Emotional Learning (CASEL), 2007, <http://www.caseel.org/downloads/ASP-Exec.pdf>;

Joseph A. Durlak, Roger P. Weissberg et al. The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, January/February 2011, Number 1.

⁷ Achieving Program Quality in the DYCD Out-of-School Time Initiative: Strategies from 15 Programs. PSA May 2010. http://www.nyc.gov/html/dycd/downloads/pdf/OST_In-Depth_Evaluation-Report_2010.pdf. Also see Staffing and Skill-Building in the DYCD Out-of-School Time Initiative: Findings from 10 Programs. PSA March 2011. http://www.nyc.gov/html/dycd/downloads/pdf/Year_5_OST_in-depth_report_March_2011.pdf.

OST Program Sites

DYCD will continue to encourage the location of OST programs in a variety of settings including community centers and facilities operated by NYCHA, Parks, the Division of Youth and Family Justice at the Administration for Children’s Services, and other public agencies, in addition to public and private schools. Available NYCHA and Parks sites, with site-specific features and requirements, are listed in Appendix C and D respectively.

The School Partnership

Another indicator of a strong OST program identified by DYCD evaluators and other researchers is a robust OST-school relationship. The presence of staff with higher educational credentials helps raise the credibility of the program in the eyes of school principals and teachers and thereby contributes to successful relationship-building with schools. The RFP underscores the importance of the OST-school partnership in facilitating alignment between OST activities and school learning goals and calls for partnerships founded on a common vision and involving collaborative planning, frequent and ongoing communication, and coordination. An OST-school partnership agreement is a minimum requirement for the RFP and must be submitted with the proposal. Failure to do submit the School Partnership Agreement shall result in a determination that the proposal is nonresponsive. Receipt of notification is defined as the day notice is e-mailed or faxed (if the proposer has provided an e-mail address or fax number), or not later than five days from the date of mailing or upon delivery, if delivered. In the case of school-based programs, this agreement would be between the proposer and the school where the program will be located. In the case of center-based programs, this agreement would be between the proposer and the school(s) from which the majority of students are expected to be recruited.

Year-round Programming

DYCD aims to provide summer activities for all youth who participate in OST during the school year. There is a growing body of research that attributes a significant part of the educational achievement gap to what is known as “summer learning loss.” Researchers have also found that effective summer programming can be an important strategy to prevent summer learning loss and close the achievement gap.⁸ In addition, studies suggest youth gain maximum benefit from OST programs if they attend over multiple years, and OST evaluations have found that retention from one year to the next is influenced by participation in summer programs. Therefore, the RFP mandates a summer component designed to serve the same number of students as during the school year, for both elementary and middle school programs. Optimally, participants in the summer component will be the same students who participated in the school-year program.

Parent/Caregiver Engagement

This RFP acknowledges the key role that parents/caregivers play in youth outcomes, including educational outcomes and the research that links parental involvement to program quality.⁹ Parents/caregivers are the primary adults in the lives of children and the first people who are likely to shape their values and behavioral norms. Such adults provide love and support, comfort and security, encouragement and reassurance, structure and discipline. They are largely responsible for determining whether children attend school as required or participate in OST programs on a regular basis. Since OST program staff members may have closer relationships than school staff with the

⁸ See, for example, Making Summer Count How Summer Programs Can Boost Children's Learning by Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross. RAND Corporation , 2011. <http://www.rand.org/pubs/monographs/MG1120.html>

⁹ See, e.g., *Issue Topic: Building the Future of Family Involvement*, Special Issue of *The Evaluation Exchange*, Harvard Family Research Project. Spring 2008. <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/building-the-future-of-family-involvement>.

parents/caregivers of their participants, they are especially well-positioned to encourage parental interest in their children’s education in the broadest sense. Engaging parents/caregivers in OST is not primarily about provision of additional services to parents; rather, it is about providing parents with information about the OST program and suggesting strategies that strengthen their ability to advocate on behalf of their children. Therefore, the RFP requires programs, in the best interests of the youth they serve, to adopt strategies that will maximize parental/caregiver engagement.

Technical Assistance and Evaluation

This RFP reflects the priority which DYCD has always placed on raising the capacity of its OST contractors to provide quality programming. Thus, TA resources will focus on specific capacity-building needs, including program design and implementation and program content areas relating to literacy and STEM, in addition to organizational support. DYCD will also provide funding to enable an external evaluator to conduct an annual outcomes tracking survey and undertake a variety of other short-term evaluation projects that will help monitor the quality of the OST system.

B. Service Areas, Funding, and Competitions

Anticipated total annual funding through this RFP will be \$75,859,700, divided between four service areas and multiple competitions, as indicated in the chart below.

Service Area 1 (Programs for elementary school students in grades K through 5) and Service Area 2 (Programs for middle school students in grades 6 through 8)

It is anticipated that the borough allocations and number of contract awards will be as indicated in the chart below. The funding allocations are based on the following formula: .7 (the percent share of youth in age cohort) + .15 (percent share of low-income youth) + .15 (percent share of youth in State subsidized child care). There are separate competitions for target zip codes (see Appendix A) and for non-target zip codes.¹⁰ Each borough’s approximate share of total funding for program services (\$74,609,700) is as follows: Brooklyn – 36%, Bronx - 24%, Queens – 23%, Manhattan - 12%, and Staten Island – 5% .

All the above anticipated funding allocations are based on availability of funding and subject to change.

¹⁰ Target zip codes have been identified using a need index comprising the following factors: youth in poverty, English language learners, and youth in State subsidized child care.

Service Area	Competition		Anticipated Annual Funding (\$)	Approximate Number of Contract Awards
1. OST Programs for Elementary School Students	Brooklyn	Target Zip Codes	13,328,815	34
		Non-Target Zip Codes	5,712,348	15
	Bronx	Target Zip Codes	8,689,025	22
		Non-Target Zip Codes	3,723,868	9
	Queens	Target zip Codes	8,346,058	21
		Non-Target Zip Codes	3,576,882	9
	Manhattan	Target Zip Codes	4,268,892	11
		Non-Target Zip Codes	1,829,525	5
Staten Island	Target Zip Codes	1,925,963	5	
	Non-Target Zip Codes	825,413	2	
Subtotal			52,226,790	133
2. OST Programs for Middle School Students	Brooklyn	Target Zip Codes	5,328,008	25
		Non-Target Zip Codes	2,283,432	11
	Bronx	Target Zip Codes	3,742,475	17
		Non-Target Zip Codes	1,603,918	7
	Queens	Target Zip Codes	3,708,751	17
		Non-Target Zip Codes	1,589,465	7
	Manhattan	Target Zip Codes	2,004,190	9
		Non-Target Zip Codes	858,938	4
Staten Island	Target Zip Codes	884,614	4	
	Non-Target Zip Codes	379,120	2	
Subtotal			22,382,910	103
3.TA Services	Program Activity Design and Implementation		325,000	1
	Program Content: Literacy		200,000	1
	Program Content: STEM		200,000	1
	Organizational Support		200,000	1
	Support for Transition to High School Programs		75,000	1
Subtotal			1,000,000	5
4. Outcomes Tracking and Evaluation			250,000	1
Total Funding			\$75,859,700	

Note: In the chart above, the number of contract awards was calculated using the minimum price-per-participant and the current figures for the average OST program in terms of numbers of participants: 131 participants (elementary) and 114 (middle).

Service Area 3: TA Services

There are five TA competitions:

1. Program Design and Implementation: (\$275,000)
2. Program Content: Literacy (\$200,000)
3. Program Content: STEM (\$200,000)
4. Organizational Support (\$200,000)
5. Support for Transition to High School Programs¹¹ (\$75,000)

¹¹ For details see, Out-of-School Time (OST) Programs for High School Youth Request for Proposals (RFP) Pin # 26009OSHSRFP accessible through the DYCD website at: http://www.nyc.gov/html/dycd/html/resources/contracting_opportunities_ost_highschool_youth_redirect.shtml

Note: TA services in competition 4 (organizational support) will be offered to contractors providing OST High School Transition programs as well as OST programs under Service Areas 1 and 2 of this RFP.

Service Area 4: Outcomes Tracking and Evaluation

There is a single competition (\$250,000).

For all service areas, DYCD reserves the right to award less than the full amount of the funding requested by proposers, adjust the number of participants to be served by each proposer, and to modify the allocation of funds among the competitions in the best interests of the City.

C. Multiple Proposals

Service Area 1 (Elementary) and Service Area 2 (Middle):

- Proposers may submit proposals for programs at specific sites in more than one borough competition, in more than one zip code within a borough, and for more than one school within a particular zip code. However, proposers must submit a separate proposal for each site proposed. Proposers who intend to serve elementary and middle school students at the same school site must also submit separate proposals.
- A proposer selected for award of a contract (or subcontract) under Service Area 1 or Service Area 2 will not be eligible for an award under Service Area 3 or Service Area 4.

Service Area 3 (TA):

- Proposers may submit proposals in more than one competition provided they submit a separate proposal for each competition.
- A proposer selected for award of a contract (or subcontract) under Service Area 3 will not be eligible for an award under any other service area.

Service Area 4 (Outcomes Tracking and Evaluation):

- A proposer selected for award of a contract (or subcontract) under Service Area 4 will not be eligible for an award under any other service area.

D. Eligible Proposers/Sites - Service Areas 1 and 2 ONLY

Service Area 1 and Service Area 2:

- **Eligible proposers will be not-for-profit organizations.** Under this RFP, DYCD will only award contracts under Service Areas 1 and 2 to not-for-profit organizations that are tax exempt under Internal Revenue Code Section 501(c) (3). See Section V Proposal Evaluation and Contract Award Procedures, subsection C.
- **Not-for-profit publicly-funded charter schools and private schools** may submit proposals provided the proposed programs would be located at schools they do not operate and with which they are not affiliated. However, they are **NOT** eligible to submit proposals for programs that would be located at schools which they operate or with which they are affiliated.
- **Government entities and their affiliates**, including but not limited to, public libraries, public schools, affiliates of the State University of New York and the City University of New York, and other City agencies, are **NOT** eligible for a contract award under this RFP.

However, such entities can participate through subcontracts, for example, to provide STEM-focused enrichment activities in elementary programs or leadership activities in middle school programs.

- **Beacon Community Center or DYCD Cornerstone sites** are **NOT** eligible sites for the purpose of this RFP. See Appendix B for a list of Beacon Community Center and DYCD Cornerstone sites.

E. Price per Participant - Service Area 1 (Elementary) and Service Area 2 (Middle)

The anticipated price per participant paid by DYCD will be within the following ranges:

Service Area 1 (Elementary): \$3,000 - \$3,200

Service Area 2 (Middle): \$1,900 - \$2,100

Youth with Disabilities

DYCD will consider a higher price per participant for programs serving youth with physical or mental health challenges, including emotional, behavioral, and cognitive impairments.¹²

Proposers would justify their proposed price per participant based on factors such as:

- Clinical assessments of the disabilities affecting the youth to be served
- Demonstrated need for specialist services or resources
- Distinctive features/modifications in the program design necessitated by the inclusion of youth with specified disabilities
- Anticipated number and percentage of participants with disabilities who will be served
- The proposer's experience as a specialist provider of services to youth with specified disabilities

The higher price per participant would apply only to participants with disabilities. Proposers would indicate the cost breakdown between youth with and without disabilities in the Proposal Summary Form (Attachment 1). Any contract awarded that reflects a higher price per participant will be subject to prior and continuing review by DYCD to ensure that services provided justify the higher price. In particular, DYCD will monitor the presence of distinctive program features or modifications referred to by the contractor to justify the higher price per participant for youth with disabilities.

F. Anticipated Contract Term

Service Areas 1 and 2

It is anticipated that the term of all the contracts awarded from the OST RFP under Service Areas 1 and 2 will be from September 1, 2012 to August 31, 2015, with an option for DYCD to renew the contracts for up to an additional three years.

¹² The Americans with Disabilities Act (ADA) of 1990, as amended by the ADA Amendments Act of 2008, requires OST and other programs to make reasonable accommodations to avoid discrimination against children with disabilities. (Under Title III of the ADA, OST programs are included under "places of public accommodation.") See, for example, *Out of School Programs and the Americans with Disabilities Act Updated March 2009*, Child Care Law Center and *Inclusion Tool Kit*, Special Needs Inclusion Project, January 2009, <http://www.childcarelaw.org/docs/ADA%20and%20OST%20Providers%20final.pdf> and <http://www.snipsf.org/docs/InclusionToolKitV3.pdf> respectively.

Service Area 3

It is anticipated that the term of all the contracts awarded from the OST RFP under Service Area 3 will be from August 1, 2012 to July 31, 2014, with an option for DYCD to renew the contracts for up to an additional four years.

Service Area 4

It is anticipated that the term of the contract awarded from the OST RFP will be from July 1, 2012 to June 30, 2014, with an option for DYCD to renew the contract for up to an additional two years.

G. Anticipated Payment Structure

Service Areas 1 and 2: Elementary and Middle School Programs

Contract payments will be based on line-item reimbursement, although DYCD reserves the right to withhold up to 10 percent of the value of the contract pending achievement of the following performance targets:

- Maintaining enrollment throughout the contract period
- In elementary school programs, ensuring that **80** percent of enrolled participants complete **432** school-year program hours
- In middle school programs, ensuring that **75** percent of enrolled middle level participants complete **229** school-year program hours

Service Areas 3 and 4: Technical Assistance and Outcomes Tracking Survey/Evaluation Services

The anticipated payment structure will be based on a **Full Day Equivalent (FDE) rate** representing **seven hours per day** of consulting time. Payments to the vendors would be made monthly, upon receipt of approved invoices submitted to DYCD. Each monthly payment would be contingent upon completion of the deliverables due and approval by DYCD of the activities undertaken within the month for which services are invoiced.

H. Subcontracting/Consultants

Subcontractors

Services funded through this RFP may be subcontracted **subject to the following conditions:**

- The proposer must identify any proposed subcontractor in the proposal.
- Agency assumptions regarding contractor approach and qualifications as set out in Section III—Scope of Services and other sections of this RFP apply equally to any proposed subcontractor.
- All subcontractors and subcontracts shall be subject to DYCD approval before any work is undertaken or expenses are incurred or payments made under the subcontract. In the case of Service Area 3 (TA), approval is required before work plans are finalized.
- *Service Area 1 (Elementary) and Service Area 2 (Middle)*: no more than 35 percent of the total value of the contract may be subcontracted.
- *Service Area 3 (TA)*: no more than 50 percent of the total value of the DYCD contract may be subcontracted.

Consultants

Contractors and vendors are permitted to utilize the services of consultants, independent entities with professional or technical skills retained to perform specific discrete tasks or complete projects that cannot be accomplished by the contractor's regular staff, on the following conditions:

- Proposed consultants have the relevant experience and qualifications indicated in the RFP.

- Proposed consultants and consulting agreements receive DYCD approval before any expenses are incurred and payments made.
- *Service Area 3 (TA)*: consultants would have relevant experience as providers of the TA services for which they are hired.

I. Minimum Qualification Requirements: Service Areas 1 and 2 Only

Proposals that do not meet the following requirement will be deemed to be non-responsive and will not be further considered:

- **At least one School Partnership Agreement** signed by the principal of one school from which program participants will be recruited must be submitted with the proposal. For details, see Section III – Scope of Services, Service Areas 1 and 2, subsection D. 5. g. Collaborative Relationships/Linkages under the subheading *School Partnership Agreement*, and Attachment 6.

Failure to submit the School Partnership Agreement shall result in a determination that the proposal is nonresponsive. Proposers will be notified of the status of their proposal. Receipt of notification is defined as the day notice is e-mailed or faxed (if the proposer has provided an e-mail address or fax number), or not later than five days from the date of mailing or upon delivery, if delivered.

J. Regulatory Framework

Nondiscrimination. The contractor shall provide services to all persons regardless of actual or perceived race, color, creed, national origin, alien or citizenship status, gender (including gender identity), sexual orientation, disability, marital status, arrest or conviction record, status as a victim of domestic violence, lawful occupation, and family status.

Americans with Disabilities Act (ADA). Program facilities should be easily accessible to people with disabilities and should meet all requirements of the ADA. If they do not, DYCD-approved alternative measures, such as access to other suitable space, should be used to make activities accessible to persons with disabilities.

Service Areas 1 and 2 Only:

State School-Age Child Care (SACC) Regulations (Part 414). For programs serving seven or more youth under age 13, the contractor shall comply with applicable State School-Age Child Care (SACC) regulations. These regulations pertain to various aspects of programs including, but not limited to, program content, facilities, staff qualifications, and training.

DYCD will not release funds to any proposer awarded a contract until it has obtained a SACC registration through the Bureau of Day Care of the City Department of Health and Mental Hygiene (DOHMH). Any program which does not have a SACC registration should consult the definitions in 18 NYCRR 413.2 to determine if such registration is required.

For information regarding the SACC regulations, see New York State Office of Children and Family Services (OCFS) Division of Child Care Services at http://www.ocfs.state.ny.us/main/childcare/regs/414_SACC_regs.asp.¹³ For procedures for

¹³ Alternatively, a hard copy may be obtained from DYCD's Office of Contract Procurement.

For information regarding the SACC regulations, see New York State Office of Children and Family Services (OCFS) Division of Child Care Services

applying for and renewing registration of a SACC license, see:
http://www.ocfs.state.ny.us/main/childcare/regs/414_SACC_regs.asp#s2.

Summer Day Camp Permits. All Summer Day Camps, Children’s Overnight Camps, and Children’s Traveling Summer Day Camps and Municipal Camps located in the City which are occupied by ten or more children must obtain a summer camp permit from DOHMH. Summer Camp permit applications must be submitted to DOHMH 60 days prior to the Day Camp start date. For information regarding applications for permits, see “Summer Camps - Director’s Information about Summer Camps and forms” at <http://www.nyc.gov/html/doh/html/camp/camp-directors-info.shtml>.

Fingerprinting/Personnel Investigation/Arrest Notification. All OST program staff, whether paid or volunteer, shall be fingerprinted. In addition, the contractor must undertake appropriate background checks of all staff paid under any DYCD program. Such checks will include verification of prior employment and references through direct contact by the contractor with former employers. The contractor will be required to provide rosters of all staff in the program, whether funded directly by DYCD or otherwise, and to verify the actual existence of claimed staff through an inspection by DYCD. Upon receipt of an award, the contractor shall comply with all federal, State, and City regulations, including 42 U.S.C. §5119, with respect to investigation for criminal conviction histories of program staff members (proposed or currently employed), including volunteers, including the requirement that all such persons in programs serving youth under the age of 21 be fingerprinted. Such regulations, policies, and procedures shall also determine whether individuals with criminal conviction histories may continue their employment in the program. In addition, the contractor shall report to DYCD any conviction or subsequent arrest of any staff member (paid or volunteer) of which it becomes aware.

For any non-SACC licensed program operating outside of a public school, fingerprinting procedures have been developed by DYCD, the costs of which are reimbursable under the contract as part of the unit price. Youth staff (paid and volunteers) who are 17 years old or younger and still attending school are not required to be fingerprinted.

DYCD Fee Policy. The contractor shall not charge any fee to program participants for services provided under contracts awarded from this RFP or require any other payment, purchase, or participation in any activities that will raise funds as a condition of eligibility for the OST program. (Fundraising activities without this condition are allowed.) Failure to comply with the provisions of the DYCD fee policy would constitute a material breach of the contractor’s agreement with DYCD. However, DYCD reserves the right to amend this policy within the term of the contract. DYCD will notify contractors in advance of any amendments and their possible implications.

Snacks and Meals. The contractor shall provide a healthy snack for participants in programs operating three or more hours on any given day and a meal in programs operating more than four hours a day. At DOE school sites, DOE will cover the costs of snacks. At NYCHA sites, NYCHA will cover the costs of the snacks and meals. Information regarding the availability of subsidized snacks and meals may be obtained from DOE’s Office of School Food and Nutrition at <http://www.opt-osfns.org/> and from the federal summer food program at <http://www.fns.usda.gov/cnd/summer/>.

New York City is committed to promoting access to healthy, nutritious food for all New Yorkers with the goal of improving the health of all New Yorkers served by City agencies.

Proposers should be aware that the City has developed New York City Agency Food Standards (“Food Standards”), which are at <http://www.nyc.gov/dycd> and which currently include

“Standards for Meals/Snacks Purchased and Served in City-Funded Programs” (Part I) and “Standards for Beverage Vending Machines within City Facilities” (Part II). In addition, Standards for Food Vending Machines within City Facilities may be implemented by the City as part of the Food Standards during the term of the contract. The successful proposers will be required to comply with all applicable provisions of these Food Standards.

Contractors will be required to comply with any new and/or changed Food Standards during the term of the contract. Notwithstanding the foregoing, if the implementation of such new or changed Food Standards will result in a material adverse effect on the contractor’s cost, upon submission to DYCD of documentation satisfactory to DYCD demonstrating such effect, contractor and DYCD may amend the contract as agreed upon between DYCD and contractor, subject to all necessary approvals. If DYCD and contractor are unable to reach agreement on such amendment, DYCD and contractor may resolve this dispute in accordance with PPB Rules § 4-09 provided, however, that the contractor shall continue to perform under the contract and shall comply with the new and/or changed Food Standards as directed by DYCD.

School Opening Fees. It is anticipated that programs in DOE school sites will not be charged opening fees.

SECTION III - SCOPE OF SERVICES

SERVICE AREAS 1 AND 2: OST PROGRAMS FOR ELEMENTARY SCHOOL STUDENTS AND OST PROGRAMS FOR MIDDLE SCHOOL STUDENTS

A. Goals

OST program activities would be designed to support all the following five goals:

Goal 1: Foster social and emotional competencies and physical well-being

Goal 2: Provide opportunities for youth to explore their interests and creativity

Goal 3: Build skills that support academic achievement

Goal 4: Cultivate youth leadership and community engagement

Goal 5: Engage parents and other caretakers to support the above goals

B. Agency Assumptions Regarding Organizational Capability

DYCD's assumptions regarding the organizational capability of a contractor organization are as follows:

- The contractor would be fiscally sound and capable of managing the program/services.
- The contractor's Board of Directors would fulfill its fiduciary responsibility and remain free of conflicts and exercise active oversight of:
 - program management, including regular reviews of executive performance, compensation, audits, and financial controls; and
 - program operations and outcomes.
- The contractor would have the capacity to integrate the proposed program/services into its overall operations.
- The contractor would be a tax-exempt organization and incorporated as a not-for-profit in New York State.
- The contractor would engage in successful joint efforts with other organizations providing services to the target population.
- The contractor's internal monitoring system would be effectively used to identify personnel and fiscal issues and provide corrective action procedures.
- The contractor would have a continuous quality improvement process that includes quality assurance measures for all aspects of the program.
- The contractor would have capacity to ensure that all staff members (including volunteers) properly fulfill their respective roles in the program.
- The contractor would have effective procedures for the selection, orientation, training, and professional development of all front-line staff, including the capacity to ensure compliance with staff training requirements under the SACC regulations and the staffing standards set out in this RFP.
- The contractor would have an effective computerized system for data collection and management that meets the following specifications:
 - Microsoft Internet Explorer 7 or greater or Mozilla Firefox 3.5 or greater.
 - A minimum connection speed of 512 kb/s download speed (basic DSL) is required. Dial-up modems are not sufficient.
 - Up-to-date antivirus software is required.
 - Firewall software or hardware is strongly recommended.

- A computer system that employs hierarchical password protection to define and restrict access to specified users is required.
- The contractor would ensure that program staff has access to computers and the Internet.

DYCD's assumptions regarding the best approach for achieving the goals and objectives set out above are as follows:

C. Contractor and Staff Qualifications/Experience

- The contractor would have a minimum of three years *successful* experience within the last five years providing structured after school programming for students in Grades K through 8, solely or in collaboration with others. (For indicators of successful experience, see Section IV –Format and Content of the Proposal below.)
- The contractor would be an organization with a track record of successful experience working with the targeted participants and the communities where they live.
- The contractor would have experience in the management and supervision of volunteers.
- All program staff, including youth workers and certified teachers would be qualified for their roles and have a minimum of two years experience working with students in elementary or middle school.
- All staff, including volunteers, would be screened through background checks and fingerprinting.
- The program director would have a relevant four-year Bachelors degree and at least three years of demonstrated successful experience in a supervisory position providing services to elementary or middle school youth, as applicable. In exceptional circumstances, DYCD would consider a candidate with a two-year Associates degree in child development, elementary education, physical education, recreation, or a related field and a minimum of four years of demonstrated successful experience in a supervisory position. In either case, the program director would, as the on-site supervisor, have met all the qualifications mandated for SACC licensure.
- Program directors of elementary and middle school programs would have the appropriate qualifications and a track record of successful experience providing services to elementary school youth or middle school youth, as applicable.
- All programs would have an educational specialist with expertise in curriculum development and lesson planning. The educational specialist would have at least a four-year college degree; experience in lesson planning, curriculum development, and implementation of structured programming for students in elementary and middle school; and preferably, teaching credentials and some teaching experience.
- Program staff would be computer-literate, with ability to use electronic spreadsheet programs such as Microsoft Excel.

D. Assumptions Regarding Program Approach

1. Key Features of the OST Program Model

The OST program model calls for structured, focused activities with goals aligned to learning standards:

- All activities would be structured and fall within the categories specified in this RFP. Activities would be based on a curriculum or set of sequenced activity

plans that map a path to achievement of specific learning goals or acquisition of specific skills that reflect relevant City/State learning standards. Contractors would work with schools to align their programming with school goals and identify relevant standards.¹⁴

- Programs would intentionally foster social and emotional skills and infuse all activities with reading, writing, and math to strengthen and offer opportunities to practice basic literacy and math skills as well as develop problem-solving, teamwork, and critical thinking skills.
- Programs would reinforce school-day learning, not only through explicit academic support but by including opportunities to practice basic skills in all activities and exposing participants to new experiences, ideas, and perspectives.

2. Participants

- Programs would serve children in elementary or middle school (kindergarten through eighth grade), but would be permitted to target sub-groups of youth who would benefit from program designs that are tailored to their specific needs.
- Programs would offer priority enrollment to children eligible for ACS subsidized child care services.
- Participants would include special-needs and vulnerable youth. These might include, for example, youth with disabilities, court-involved youth, and homeless youth.
- In both elementary and middle school programs, the contracted service levels would be met during the summer as during the school year. All school year participants would be given the opportunity to continue in OST programming during the summer.
- In programs located at NYCHA developments, at least 51 percent of participants would be residents of NYCHA facilities.

3. Outreach, Recruitment, Enrollment, Orientation

- Contractors would have effective outreach and recruitment strategies to ensure that they meet their contractual service levels.
- Contractors would schedule an orientation for participants and their parents/ caretakers designed to provide all relevant information about the program and make clear expectations for attendance and behavior.

¹⁴ NYS Common Core Standards being adopted by DOE can be accessed through the following website: http://www.p12.nysed.gov/ciai/common_core_standards/ For DOE information entitled “NYC and the Common Core:” <http://schools.nyc.gov/Academics/CommonCoreLibrary/Why/NYSStandards/default.htm>. FAQs and answers: <http://schools.nyc.gov/NR/ronlyres/B84E2869-B047-42F9-8ECA-77BC7FF7315F/0/FAQs7June11version.pdf> Examples of other NYS standards include: Youth Development & Leadership: <http://www.nasetalliance.org/youthdev/index.htm>; National Youth Leadership Council: <http://www.nylc.org/k-12-service-learning-standards-quality-practice>; STEM learning standards: <http://www.p12.nysed.gov/ciai/mst/>; NY State STEM Education Collaborative: <http://www.nysstemeducation.org/mission.html>; Physical Education standards: <http://www.p12.nysed.gov/ciai/pe/pels.html>; Health Education standards: <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/GuidanceDocumentFinal1105.pdf>; Career Development standards, <http://www.p12.nysed.gov/cte/cdlearn/>.

4. Program Facility

- The program facility would be accessible by public transportation and appropriate in size and design to accommodate staff, participants, and the program activities.
- The contractor would have site control of the facility by the contract start date and for the duration of the contract term, as evidenced, for example, by a lease or other appropriate documentation.
- The contractor would ensure compliance with all security measures at the site, including emergency procedures.

See Appendices C and D for details of site-specific features and requirements at NYCHA and Parks sites, respectively.

5. Program Design

Program Start-Up Period

DYCD expects contractors to be ready to start operations on the designated OST contract start date and reach their full enrollment within four weeks. The first four weeks will be used to offer program activities, phase in staff and students, hold orientations, and provide staff development. By the full enrollment date in October, programs should be fully operational and able to provide the required hours of services as indicated below.

a. Minimum Duration/Hours and Key Features

i.) Service Area 1: Elementary School Programs

Hours

Programs would operate **year round** for a minimum of **1,020 hours annually**, scheduled as follows:

- *During the school year: a minimum of 3 hours per day after school, Monday to Friday*, generally from 3 pm to 6 pm for a minimum of 36 weeks (**540 hours**), with the option to offer additional program hours on Saturdays or Sundays. Programs unable to fulfill the required program hours on weekdays due to the requirements of religious observance would be permitted to make up their minimum hours by offering OST activities at the weekend.
- *On at least 13 school closing days: 10 hours a day, from 8 am to 6 pm (130 hours)*. The closing days on which programs operate would vary according to the needs of the participants and their communities. No coverage is anticipated for the following holidays: New Year's Day, Presidents' Day, Memorial Day, Independence Day, Thanksgiving Day, or Christmas Day.
- *During the summer: 10 hours per day, Monday to Friday, from 8 am to 6 pm, for a period of 7 weeks (350 hours)*, with the option to offer additional hours on Saturdays.

Required program activities

Programs for elementary school students in Grades K through 5 would offer structured programming under all three categories described below.

However, a single activity could incorporate content from more than one category; for example, a cooking project might include cooking techniques,

recipes for health, mathematics, and the science of the food chain or the chemistry of cooking.

- *Academic Support.* These services would include homework help and individual or small group tutoring designed in accordance with explicit policies agreed on with the principals of the schools attended by the participants.
- *Enrichment.* These activities would emphasize Literacy and STEM and could include theater, music, and other creative arts activities that incorporate literacy learning goals. Activities would be structured and provide experiential learning opportunities, in addition to strengthening basic skills. All programs would provide at least 2 hours per week of literacy or STEM-focused enrichment activities.
- *Physical Activity and Healthy Living.* These activities would include organized sports, dance, martial arts, and other forms of physical exercise as well as active learning designed to teach healthy living practices and the importance of physical activity and good nutrition. **All programs would provide a minimum of 90 minutes of physical activity per week during the program year.** Physical activity includes dance, fun fitness games such as tag and jump rope, and other activities that use the major muscles of the legs and arms and elevate breathing and heart rates, as well as gym/physical education, sports, and sports practice.¹⁵ During each 3-hour OST session, programs are encouraged to schedule short, physical activity breaks of at least 15 minutes.¹⁶ Participants should not be subjected to more than 60 minutes of sedentary activity at a time.

ii.) Service Area 2: Middle School Programs

Hours

Programs would operate **year round** for a minimum of **413 hours annually**, scheduled as follows:

- *During the school year: a minimum of 305 hours across a minimum of 30 weeks, Monday to Saturday.* Programs would provide services on at **least two weekdays, for a minimum of 8 hours per week.** Of the required minimum of 8 hours per week, programs would offer **at least 2 hours of enrichment and at least 2 hours of leadership activities.** Programs unable to fulfill the required program hours on weekdays due to the requirements of religious observance would be permitted to make up their minimum hours by offering OST activities at the weekend.
- *On at least 13 school closing days, a minimum of 5 hours per day (65 hours).* The closing days on which programs will operate will vary according to the needs of the participants and their communities. No coverage is anticipated for the following holidays: New Year's Day,

¹⁵ See, for example, JumpBunch, Inc. at <http://jumpbunch.com/over-70-different-activities/> or U.S. Department of Health and Human Services Administration for Children and Families "Activity/Game Ideas" at <http://nccic.acf.hhs.gov/fitsource/fitsource.cfm?search=Age Groups&subSearch=School Age&ageId=3#Activity/Game Ideas>.

¹⁶ Healthy Kids, Healthy New York –After-School Initiative Toolkit. New York State Healthy Eating and Physical Activity Alliance, 2008. http://www.nyshepa.org/documents/healthy_kids_healthy_ny_afterschool_toolkit.pdf.

Presidents' Day, Memorial Day, Independence Day, Thanksgiving Day, or Christmas Day.

- *During the summer:* programs would provide services a **minimum of 108 hours across at least 4 weeks**. Saturdays would not be included in the summer schedule.
- Beyond the requirements set out above, middle school programs would have flexibility as to how their activities are scheduled.

Required program activities

All program activities, whether required or optional, would be structured, have clear goals, and reflect State and City learning standards. Contractors would be required to offer activities in the following two areas for a **minimum of 2 hours per week:**

- *Enrichment Activities.* These would be designed to build basic literacy and math skills as well as “21st century skills” such as teamwork, problem-solving, and critical thinking. Activities would focus on literacy, the arts, STEM, or a combination of these areas. In all cases, projects would be structured and provide opportunities for participants to explore their interests, engage in experiential learning, and build skills.
- *Leadership Development.* These activities would be designed to foster engagement in school and community and develop skills that encompass a range of critical competencies. They would help youth make informed choices about their futures and encourage socially responsible behaviors. Programs would include (1) civic engagement and service learning projects and (2) activities designed to help participants successfully transition to high school, including awareness and exploration of post-secondary education options and career opportunities and pathways.

Optional Activities

For the remaining 4 hours of required minimum weekly hours, contractors would be permitted to offer activities that fall within the following two categories specified below but could also offer additional enrichment and leadership activities.

- *Academic Support.* These services would include homework help and individual or small group tutoring designed in accordance with explicit policies agreed upon with the principals of the schools attended by the participants.
- *Physical Activity and Healthy Living.* These activities would include sports, martial arts, dance, and other forms of physical exercise, as well as active learning designed to teach healthy living practices and the importance of physical activity and good nutrition to health. DYCD encourages proposers to include opportunities for physical activity in their program designs, given the widespread concerns about obesity among youth.

Project-based Learning Club Models

To encourage recruitment and retention of middle school youth, DYCD encourages adoption of project-based learning models characterized by the following features:

- *Structured activities* that support development and mastery of skills, expose youth to new experiences and perspectives, and have clear goals, sequenced activities, tangible end products, and opportunities for teamwork and leadership
- *Activities aligned with relevant learning standards* that give students the chance to practice skills learned during the school day
- *Cohort models* in which the same group of students works together for the duration of the project
- *Participant voice and choice* in the selection of projects, project development and implementation, and topic areas for new projects
- *Opportunities to participate in several projects of the students' choice* during the course of the program year.
- *Increased participant responsibility over time* to encourage students to take ownership of their chosen projects
- *Reflection of the organization's mission and strengths* in order to take advantage of its particular expertise and specialization and its specialist staff.

Incentives to Participation

DYCD encourages contractors to hold recognition ceremonies to promote the enrollment and retention of middle school youth. Other permissible non-cash incentives would include tickets for ball games, shows, and book tokens. Contractors would not be allowed to offer regular payments or stipends as incentives to participation.

b. Staffing

- *Staffing pattern.* The program's staffing would comply with the requirements set out in the SACC regulations, and all staff members would be qualified for their roles.
- *Program Director.* The program director would be appropriately qualified and have a successful record providing services to elementary or middle school youth, as applicable. (See above under "Contractor and Staff Qualifications/Experience.") Programs serving 90 participants or more would have a full-time director.
- *Education/Curriculum Specialist.* The role of the education specialist would be to identify suitable curricula, help staff create activity plans, oversee implementation of program activities, foster continuous quality improvement (e.g., through data-informed decision-making and effective supervision and professional development), and build productive relationships with the schools attended by program participants.
 - The education specialist would be on staff or a consultant. **The position would not necessarily be full-time**, depending on the size and design of the program and its overall staffing pattern. DYCD anticipates that for a single OST program, the role of education specialist would comprise at least 25 percent of a full-time position, and one full-time education specialist would be able to provide services for up to four OST programs.
 - In programs serving fewer than 90 participants, the program director would be permitted to serve as the education specialist, provided he/she meets the qualifications for the position set out in this RFP.

- *Staff training.* The proposer would provide staff training, as needed, to ensure effective implementation of the program.

c. Parent Engagement

Parent engagement is an important indicator of a strong OST program. Contractors would be expected to adopt specific strategies to involve parents/caretakers in their children’s OST experience. Strategies may include but are not limited to the following:

- Intentional creation of a family-friendly environment where parents/caretakers feel welcome and free to ask questions and share information about their children’s needs.
- Providing parents/caretakers with an orientation that covers essential information about the OST program including but not limited to: the schedule of activities offered, program content, staffing, planned events/outings/performances, expectations with regard to participant attendance and standards of behavior.
- Providing periodic *Parent Updates* that give parents feedback on their children’s participation and progress.
- Creating a written parent/caretaker agreement that sets out the rights and responsibilities of each party.
- Offering parents/caretakers opportunities to be actively involved in and contribute to the OST program, for example, as volunteers
- Liaising with teachers and the school parent coordinator to encourage parental engagement in their children’s overall education; for example, encouraging fathers to participate in “Dads Take Your Child to School Day.”
- Offering occasional workshops or providing written information on topics such as how to navigate the school system, access educational resources, or contribute effectively to their children’s success.

d. Participation Goals and Performance Targets

i) Service Area 1: Elementary School Programs

Participation Goal

Contractors are expected to meet their contracted enrollment numbers by the OST full enrollment date (four weeks from the start of the contract) and to maintain full enrollment through the program end date in June.

Performance Target

Eighty percent of elementary level participants would attend the program for at least **432** hours of the required **540** *school-year* hours of operation **excluding** 13 school holidays.

ii) Service Area 2: Middle School Programs

Participation Goal

Contractors are expected to meet their contracted enrollment numbers by the OST full enrollment date (four weeks from the contract start date) and maintain full enrollment through the end of the contract year.

Performance Target

Seventy five percent of middle level participants would attend the program for at least **229** hours of the required **305** hours of the *school-year* hours of operation, **including** 13 school closing days.

e. Staff-to-Participant Ratios

Staff-to-participant ratios would comply with the requirements of the SACC regulations, as follows:

Minimum Staff/Child Ratios Based on Group Size

Age of Children	Minimum Required Staff per Number of Children	Maximum Group Size (*)
through 9 years	1:10	20
10-12 years	1:15	30

*The term “group size” refers to the number of children cared for together as a unit and is used to determine the minimum staff/child ratio based upon age of the children in the group. If groups include children over and under 10 years of age, the staff to participant ratio will be the one applicable to the youngest child in the group.

f. Continuous Quality Improvement

Contractors are expected to have a continuous program quality improvement protocol to identify program strengths and weaknesses on an ongoing basis and enable them to raise quality through data-driven decision-making.¹⁷ In general terms, continuous quality improvement at the program level entails a repeating cycle of defining or clarifying program goals and participant outcomes, monitoring progress through observation and the collection and analysis of data, and making adjustments to staff practice based on the analysis.¹⁸ It also entails a constant, ongoing reflection upon how the program approach is promoting or inhibiting participants from achieving outcomes. Implementing effective continuous improvement practices starts with the creation of a protocol that guides program staff through the cycle.

The protocol would state the roles and responsibilities of staff related to quality improvement. Staff supervision would emphasize observations of line-staff

¹⁷ There is a growing emphasis on the importance of continuous quality improvement approaches in after-school programming. See e.g., Wilson-Ahlstrom, A., Yohalem, N., and Pittman, K.: *Building Quality Improvement Systems: Lessons from Three Emerging Efforts in the Youth-Serving Sector*, Forum for Youth Investment, March 2007 <http://www.forumfyi.org/qc/resources>. For a recent example of the application of this approach to an after-school literacy program, see J. Sheldon and L. Hopkins, *Supporting Success: Why and How to Improve Quality in After-School Programs*, http://www.ppv.org/ppv/youth/youth_initiatives.asp?section_id=8, Public/Private Ventures, February 2008, http://www.ppv.org/ppv/youth/youth_initiatives.asp?section_id=8.

¹⁸ The elements of the quality improvement cycle are common and noted in a variety of educational program development management approaches in addition to “continuous quality improvement” such as professional learning communities, facilitative administration, and data-driven decision making. See Richard DuFour, “What Is a Professional Learning Community?,” *Educational Leadership*, May 2004; Tawana Brandy, et al., “How Program Administrators Can Support Out-of-school Time Staff,” *Child Trends Brief* #2009-32, June 2009; and Ashleigh Collins, et al., “Data-Driven Decision Making in Out-of-School Time Programs,” *Child Trends Brief* #2009-34, June 2009.

directing activities, followed by coaching and support based on those observations. The protocol would specify a schedule of regular meetings with staff to share assessments, review data, and formulate action steps for improving participant outcomes.¹⁹ It would create a common point of reference among OST providers, DYCD program managers, and TA vendors in support of improving program quality.

g. Collaborative Relationships/Linkages

i.) Linkages

Contractors will be expected to have multiple relationships that reflect, build on, and communicate the strengths that youth, staff, parents, schools, and local community organizations can bring to the OST program. DYCD expects linkages to be more than a referral-only arrangement and to bring tangible resources (for example, equipment or additional staff) that enhance the program. The most critical linkages will be with the schools where program participants are enrolled.

DYCD encourages proposers to establish linkages with NYC public libraries to take advantage of resources such as library cards, access to computers and online resources, and book club opportunities. The OST contact persons for the libraries by borough are:

Manhattan, Bronx, Staten Island
H. Jack Martin, Assistant Director
455 Fifth Avenue
New York, NY 10016
212-340-0851

Brooklyn
Sheila Schofer, Coordinator
10 Grand Army Plaza
Brooklyn, NY 11233
718-230-2237

Queens
Vikki C. Terrile, Coordinator
89-11 Merrick Boulevard
Jamaica, NY 11432
718-990-5151

Parks Linkage Agreement

Any proposer planning to utilize a Parks site as its program site must secure a signed Parks Linkage Agreement (Attachment 5) and submit this with its proposal.

¹⁹ See, e.g., After-School Toolkit: Tips, Techniques and Templates for Improving Program Quality by Nora Gutierrez, Molly Bradshaw and Kathryn Furano. P/PV February 2008
http://www.ppv.org/ppv/publications/assets/228_publication.pdf

School Partnership Agreement

- Contractors would have at least one linkage with a neighborhood school from which they will recruit participants. This linkage would be documented, initially, in a School Partnership Agreement (see Attachment 6), signed by the school principal.
- The School Partnership Agreement is a minimum requirement for this RFP and would be submitted with the proposal. It would outline a common vision shared by the proposer and the school and signal the school's support for the proposed program. It would briefly describe the contributions and commitments of each party, including, in particular, the school's agreement to provide space, if applicable, for program activities, encourage students to participate, encourage involvement of teachers in the program, and the commitment of the OST program to align its goals with school goals. Failure to do submit the School Partnership Agreement shall result in a determination that the proposal is nonresponsive. Receipt of notification is defined as the day notice is e-mailed or faxed (if the proposer has provided an e-mail address or fax number), or not later than five days from the date of mailing or upon delivery, if delivered.

After a proposer is nominated for a contract award, a *final* School Partnership Agreement would be negotiated, with assistance from DYCD. This document would set out in more detail how the parties will mutually support student success and would be executed by the parties during contract negotiations.

h. Staff Training/Technical Assistance (TA) Services

OST contractors will be supported by DYCD-funded TA services (described below under Service Area 3), whose role will be to help them with the design and implementation of program activities and provide effective administrative and organizational support.

i. Tracking, Reporting, Monitoring and Evaluation

Tracking and Reporting

In all program years, contractors would be required to track and report (at a minimum) on participant demographics, enrollment, and program attendance. Contractors would enter the data into the DYCD electronic tracking system, DYCD Online. Data collected through DYCD Online would be used for program monitoring and for internal and external program evaluation.

Monitoring

DYCD supports quality programming through its program monitoring system and investment in technical assistance and professional development. Following the award of contracts, programs will be assessed at least three times a year to ensure quality services using the DYCD Program Quality Monitoring Tool which is available on the DYCD website. The PQMT is used to identify best practices as well as areas in need of improvement. DYCD expects programs to receive a minimum overall rating of FAIR on the PQMT, and the rating will be a factor in decisions relating to program contracts.

Evaluation

Contractors would be required to cooperate with the DYCD evaluators, whose task will be to conduct surveys and analyze data as part of an assessment of the quality of the OST system as a whole.

SECTION III - SCOPE OF SERVICES

SERVICE AREA 3: TECHNICAL ASSISTANCE SERVICES

DYCD will support its OST contractors in areas crucial to creating and maintaining program quality, building organizational capacity, and improving reporting and management of program data through five new TA contracts. For details of the DYCD OST program models for elementary and middle school youth, proposers should refer to Section III-Scope of Services of this RFP which relates to Service Areas 1 and 2. For a description of the OST Transition to High School program, proposers should refer to the OST Programs for High School Youth RFP of 2009 which can be accessed through the DYCD website.²⁰

Four of the TA contracts will focus on the interrelated areas of program design, implementation, and continuous quality improvement. The area of focus of the largest contract in this group will be the design and implementation of the program models described in the RFP and raising and maintaining program quality. As new OST programs are launched, contractors need effective protocols of continuous quality improvement²¹ to help them adapt to unanticipated circumstances, refine program designs, and overcome a variety of implementation challenges. Two contracts will specifically focus on challenges elementary and middle school programs may encounter as they seek to incorporate literacy and STEM activities into their programming. A fourth contract will be devoted to supporting the OST Transition to High School program.

Organizational development and administration, where typical challenges include issues relating to staffing, reporting, and relationships between an individual program and its parent organization, will be addressed under a separate TA contract. If a single organization has multiple DYCD contracts, the TA vendor will be expected to address any common problems across the contractor's programs to seek broader organizational solutions, which may, in turn, necessitate working both with individual program directors and senior management from the parent organization.

Given the division of TA into six distinct areas, DYCD will expect TA vendors to cross-refer contractors with whom they are working to other TA vendors, as appropriate.

A. Agency Assumptions Regarding Organizational Capability

DYCD's assumptions regarding the vendor organization are as follows:

- The vendor would be fiscally sound and capable of managing the services outlined below in section C3.
- The vendor would have the capacity to integrate the proposed services into its schedule of operations.
- The vendor would have effective client management and quality assurance processes.
- The vendor would have the capacity to leverage resources or use existing relations within the TA field and specialized area to enhance service delivery.
- The vendor would have the capacity to undertake successful joint efforts with other organizations and agencies providing TA services similar to those set out in Section III –Scope of Services of the RFP to which the proposal relates.

²⁰http://www.nyc.gov/html/dycd/html/resources/contracting_opportunities_ost_highschool_youth_redirect.shtml

²¹ See "Continuous Quality Improvement" in Section III Scope of Services for Service Areas 1 and 2 subsection f.

- The vendor would have a computer system that employs hierarchical password protection to define and restrict access to specified users.

B. Assumptions Regarding Vendor Approach

1. Vendor and Staff Qualifications/Experience

- The TA vendor would have as its primary mission the delivery of TA services to not-for-profit organizations operating after school programs or an existing specialist unit within its organization that undertakes this work.
- The vendor would be knowledgeable of and have expertise in the elements of DYCD's OST model for both elementary and middle school programs as laid out in this RFP.
- The vendor and all key staff assigned to the contract, including consultants, would have at least five years of demonstrated successful experience delivering TA services similar to those required under the competition to which the proposal applies.
- Staff assigned to the DYCD contract, whether employees or consultants of the vendor or any subcontractor, would have demonstrated expertise in delivery of TA to not-for-profit after-school providers in the area of the relevant competition.
- The vendor would have experience conducting pre-service assessments of TA needs.
- The vendor would have experience providing TA follow-up services.
- The vendor would have experience conducting short-term outcomes evaluations.
- The vendor would have experience in all the modalities that might be used to deliver the TA services outlined under the relevant competition.
- The vendor would have an effective client and project management process.
- All staff would provide services in a manner that is sensitive to the backgrounds and cultures of the OST contractors and the communities they serve.

2. TA Services Training Facility

- The vendor would provide a facility, accessible by public transportation and adequate in size and design for the training and convening activities to be conducted there.
- The vendor would have site control of a training facility by the contract start date and for the duration of the contract term.
- The vendor would have adequate and appropriate technology and equipment to conduct trainings and presentations and to disseminate information, as necessary.

3. Assessment/Modalities

TA services would be tailored to the needs of not-for-profit contractors and include four key components: assessment, intervention, follow-up services, and short-term outcome evaluation.

- An assessment would be undertaken prior to a consulting engagement and may consist of a site visit, a pre-test before trainings, interviews with program staff to establish needs and priorities, or conferences with providers to identify general and widespread needs before a consulting engagement.
- TA interventions would employ a variety of modalities in addressing the particular needs of the contractor. TA modalities may include sequenced workshops with small groups of contractors, on-site coaching, peer exchanges, mini-conferences, train-the trainer sessions, and other effective ways of building and institutionalizing best practices and peer support networks that raise program quality.

- Follow-up services would include phone or e-mail communication to establish how the contractor utilized the intervention.
- Short-term outcome evaluations would include follow-up surveys or phone interviews to assess utilization and impact of the TA intervention used.

4. TA Outcomes

The outcomes for which the TA providers will be held accountable would vary with the services and interventions they provide. Every intervention undertaken by a TA vendor would have explicitly stated outcomes. These outcomes would be included in the work plan and their achievement would be included in the quarterly report to DYCD. (The work plan and quarterly report are discussed below in section B6: Administrative Tasks.)

5. Design of TA Services

Competition 1: Program Design and Implementation

Goals

The vendor would provide evidence-based interventions that support the capacity of OST contractors to:

- Effectively design program activities that integrate youth development with academic skill-building.
- Successfully align OST program activities with recognized state learning standards.
- Assess participant skill gains and achievement of activity learning goals.
- Implement an effective continuous quality improvement protocol to improve delivery of OST services and achievement of participant outcomes.

Services

The vendor would:

- Carry out the following sequence of tasks twice per year in order to assess and respond to program challenges related to activity design and implementation, as well as establish an effective continuous quality improvement protocol:
 - Survey. Design, administer, and analyze a survey of all OST program directors to identify emerging needs, challenges, and successes with implementation of program activities and their continuous quality improvement protocol.
 - Convene Provider Groups. Based on the survey results, convene groups of program directors and educational specialists to discuss common challenges, share best practices, and, where appropriate, design TA interventions to address those challenges. These meetings will also be used to cultivate peer networks.
 - Report. Prepare a summary report on the survey results and provider group meetings to be shared with DYCD and all program providers. (December and June)
- Design and execute TA interventions that address challenges such as:
 - Integration of youth development approaches with structured, skill-building enrichment activities aligned with state learning standards.
 - Successful adoption of conflict resolution and peer mediation techniques.
 - Selection of effective, age-appropriate enrichment curricula.

- Design and implementation of successful project-based learning club models, incorporating the features summarized above in Section III of the RFP.
- Appropriate matching of staff to program activities.
- Developing capacity of supervisors, including the education specialist, to teach line staff how to create quality activities in different areas.
- Conducting transfer training sessions for supervisory staff on how to carry out their own activity observations and coach line staff.
- Developing staff capacity to foster teamwork and leadership skills among program participants.
- Institutionalizing an effective continuous quality improvement protocol to improve implementation of the program model and outcomes for participants.
- How to work closely with school teachers to build upon, not replicate, the learning goals and strategies employed in the school day.
- How to design effective project-based learning club models for middle school students that are informed by the youth culture of potential participants, adopting concepts such as “segmentation” commonly used in commercial marketing strategies.²²
- How to adjust program designs to accommodate the special needs of participants with disabilities.
- Assessing participant progress and outcomes.
- Developing effective parental engagement strategies, focusing on ways in which the OST program can inform parents and other caretakers to strengthen their advocacy efforts on behalf of their children.
- Coordinate TA interventions with vendors providing TA for Literacy and STEM to avoid duplication and maximize positive impacts.
- Plan, organize, and hold an annual OST conference for all OST contractors (elementary, middle, and high school). The vendor would coordinate closely with DYCD in all phases of the conference. The purpose of the conference would be to reflect on OST successes and challenges during the past school year, learn about current research in OST, and consolidate peer networks. The OST conference would take place in July.

Competition 2: Program Content: Literacy

Goals

The vendor would provide evidence-based interventions that support the capacity of OST contractors to:

- Effectively integrate literacy-focused activities into their programming.
- Successfully align literacy-focused activities with recognized state learning standards and support school-day learning.
- Assess participant progress in terms of gains in reading, writing, and numeracy skills.

Services

The vendor would:

- Collaborate with the education specialist, using on-site coaching with individual programs or working with small groups of contractors, to review and, if necessary, modify activity plans and curricula to incorporate literacy components.

²² See *e.g.*, Rescue Social Change Group: FACI –The Functional Analysis for Cultural Interventions 2009, <http://rescuescg.com/pdf/faci-research.pdf>.

- Share and support adoption of best practices in integrating literacy skill-building in afterschool programming.
- Help OST contractors align literacy-related program activities/components with State standards and school-day learning and goals.
- If appropriate, conduct activity observations and convene debriefings with the education specialist, program director, and other staff, including teachers in the schools from which participants are recruited, in order to clarify issues and identify specific challenges related to literacy.
- Coach supervisory staff on how to conduct observations and address any special issues and challenges related to literacy.
- Guide OST staff on how to gauge progress in development of literacy skills and formulate strategies to address challenges in achieving activity goals.

Competition 3: Program Content: STEM

Goals

The vendor would provide evidence-based interventions that support the capacity of OST contractors to:

- Effectively integrate STEM activities into their program designs.
- Align STEM-related activities with State standards and support school-day learning.
- Assess STEM-related skill gains among their participants.

Services

The vendor would:

- Collaborate with the education specialist, using on-site coaching with individual programs or working with small groups of contractors, to review and, if necessary, modify activity plans and curricula to incorporate STEM components.
- Share and support adoption of best practices in integrating STEM learning goals in afterschool programming.
- Help OST contractors align STEM-related program activities/components with State standards and school-day learning and goals.
- If appropriate, conduct activity observations and convene debriefings with the education specialist, program director, and other staff, including teachers in the schools from which participants are recruited, in order to clarify issues and identify specific challenges related to STEM.
- Coach supervisory staff on how to conduct observations and address any special issues and challenges related to STEM.
- Guide OST staff on how to gauge progress in development of STEM learning goals and formulate strategies to address challenges in achieving activity goals.

Competition 4: Organizational Support

Goals

The vendor would provide evidence-based interventions to support the capacity of contractors to:

- Operate effectively in terms of staff recruitment, retention, supervision, and professional development; engagement and retention of participants; and implementation of best practices in youth development and educational programming across the agency.

- Achieve greater consistency and effectiveness in approach to areas such as management of participant behavior; parent engagement; cultural competency; sensitivity to issues of sexual orientation and gender; and compliance with health, safety, and ADA requirements.
- Establish organizational systems that promote staff compliance with agency policies and legal requirements and foster commitment to program quality, continuous quality improvement, and professional development.
- Effectively support the success of their OST program(s) from the agency's executive staff and program oversight staff.

Services

The vendor would:

- Participate in a meeting, organized by DYCD, with DYCD program managers in August, prior to the start of OST program activity, to review the portfolio of direct service providers, work scopes, and proposed activity schedules in order to anticipate and identify initial TA needs.
- Assist a wide range of OST contractors serving elementary, middle and high school youth from different communities, cultures, and socio-economic backgrounds.
- Address all issues relating to the management and organizational development of the organizations operating OST programs, including staffing, reporting, and relationship between a program and its parent organization.
- Assist contractors with effective financial management to ensure maximum appropriate use of OST resources to support quality programming.
- Help the OST program supervisors develop the competencies documented in the *DYCD Core Competencies for Supervisors of Youth Work Professionals*.²³
- Where a single organization has multiple DYCD contracts and common problems across its programs, work with individual program directors and senior management of the parent organization to reach broader organizational solutions.
- Equip organizational leaders and managers with the necessary understanding and skills to raise program quality and achieve program goals.
- Provide TA services covering systems and processes designed to ensure continuous quality improvement and enable organizations to sustain and build on practices introduced through TA, including, but not limited to, the following:
 - Leadership development
 - Strategies for successful program implementation, particularly across multiple sites
 - Goals- and results-oriented decision-making consistent with DYCD priorities
 - Accountability for tracking personnel and organizational performance
 - Successful contractor-school partnerships
 - Management of participant behavior utilizing culturally-appropriate, asset-based approaches such as positive reinforcement, teamwork, cooperative learning; leadership development, and other non-punitive techniques to maintain safe, orderly environments for all participants.
- Help contractors institutionalize strategies that involve parents and caretakers in their children's OST experience.

²³ See http://www.nyc.gov/html/dycd/downloads/pdf/Supervisor_Core_Competencies-full_document.pdf

Competition 5: Support for High School Transition Programs

Goals

The vendor would provide evidence-based interventions that support the capacity of contractors to:

- Implement effective systems for monitoring participant progress.
- Identify student needs and facilitate access to relevant support services.
- Foster peer support networks and supportive family environments.
- Build effective relationships with school personnel.

Services

The vendor would:

- Have a detailed understanding of the Transition to High School program model whose purpose is to help participants manage the demands and maximize the benefits of high school with support from peers, family, and, as necessary, tutoring and other services that can help students stay on track and address any special challenges.²⁴
- Concentrate its resources to ensure that participants during the first two months of the school year receive a quality orientation to high school and the OST program, form a supportive cohort, and establish a solid relationship with the counselor advocate.
- Train counselor advocates to:
 - Design effective activities that foster peer bonding and help students adjust to high school throughout the academic year, including orientations, retreats, workshops, and presentations.
 - Create an effective system for building relationships with participants, identifying their needs and keeping track of their progress and any special challenges they may be facing *e.g.*, academic problems, family situations, health and mental health issues.
 - Build strong relationships with school staff, including grade 9 teachers and guidance counselors, and with participants' family members.
- Teach contractors strategies for educating parents/guardians on the demands of high school, student responsibilities, graduation requirements, and how they can be supportive.

6. Administrative Tasks

- The vendor would discuss its planned schedule of TA interventions and follow-up services with DYCD. Work under the contract would not begin prior to DYCD giving final approval to the schedule.
- In all cases, DYCD would review requests for TA and determine priorities based on challenges identified by DYCD staff or through assessments conducted by the TA vendor.
- Work Plans. For TA interventions exceeding two FDEs, the vendor would be required to fill out a work plan and obtain DYCD approval, in advance, for the planned intervention. Priority for such TA interventions would be given for contractors referred by DYCD

²⁴ For a more detailed description of the model, see the OST High School RFP posted on DYCD's website at http://www.nyc.gov/html/dycd/html/resources/contracting_opportunities_ost_highschool_youth.shtml.

staff, including referrals that are part of a corrective action.²⁵ The work plan, informed by a pre-service assessment, would specify and justify the services to be provided as well as the modality/modalities to be utilized. In all cases, the work plan would also:

- Articulate measurable short-term and long-term outcomes to be achieved through the proposed TA.
- Describe the TA activities to be undertaken, including the number and sequencing of sessions, meetings, and location(s).
- Delineate responsibilities between the contractor and the vendor in relation to specified outcomes.
- Identify the level(s) or type(s) of contractor staff targeted (for example, line staff, program directors, and executive directors).
- State the names and qualifications of staff to be assigned to carry out the work.
- Describe follow-up activities, including the anticipated start and end dates of such activities.
- Describe tools to be used to assess the impact of the TA services in each proposed modality.
- Describe the customer satisfaction survey(s) to be administered immediately after trainings, if applicable, given as part of the TA intervention.
- Provide a budget with the projected number of FDEs.

Upon approval of a work plan by DYCD, the vendor would be responsible for delivery of TA and follow-up services described in the work plan, whether employees, consultants, or subcontractors undertake the work. The vendor would monitor the results of services being provided under the work plan and submit any proposed revisions for approval to DYCD.

Following completion of the work, the vendor would submit a final report to DYCD on the outcomes of the intervention.

- In addition to work plan final reports, the vendor would prepare quarterly reports of all TA activities undertaken in each three-month period of the contract year. The monthly report would include details regarding assessment, service delivery, follow-up, outcomes achieved, and customer satisfaction.

²⁵ A corrective action is a plan for specific steps to be taken by a contractor to remedy a contractual or programmatic deficiency identified by DYCD.

SECTION III - SCOPE OF SERVICES

SERVICE AREA 4: OUTCOMES TRACKING AND EVALUATION

A. Goal

- Evaluate the quality of the OST system.

B. Agency Assumptions Regarding Organizational Capability

DYCD's assumptions regarding the vendor organization are as follows:

- The vendor would be fiscally sound and capable of managing the services outlined below in section C3.
- The vendor would have the capacity to integrate the proposed services into its schedule of operations.
- The vendor would have effective client management and quality assurance processes.
- The vendor would have a computer system that employs hierarchical password protection to define and restrict access to specified users.

C. Assumptions Regarding Vendor Approach

1. Vendor and Staff Qualifications/Experience

- The vendor or an existing specialist unit within its organization would have as its primary mission research and evaluation of OST programs.
- The vendor would have an effective client and project management process.
- Staff assigned to the contract, whether employees or consultants of the vendor or any subcontractor, would have **at least five years** of demonstrated successful experience, within the last seven years, in designing, administering, and analyzing the results of outcomes tracking surveys and conducting evaluations of OST systems.

2. Facility

- The vendor would have appropriate technology and equipment for undertaking the work relating to the design and administration of surveys and the analysis of data relating to OST systems.

3. Design of Services

DYCD Afterschool Outcomes Tracking Survey

The vendor would administer an *annual* outcomes tracking survey to OST program participants and participants in Beacon and Neighborhood Development Area (NDA) afterschool programs, analyze the results, and prepare a report for DYCD. A copy of the current outcomes tracking survey questions is available on the DYCD website. In July of each contract year, the vendor would secure approval from the Department of Education to administer the survey. The components of the work related to the outcomes tracking survey are as follows:

- Survey participants. The survey would be administered to all students in grades 3 through middle school enrolled in OST and other DYCD afterschool programs such as the Beacon Community Centers and NDA afterschool programs. It is anticipated that a total of approximately 35,000 youth in OST, Beacon and other DYCD afterschool programs would be surveyed. _____ The exact number of participants to whom the survey would be administered would depend on the enrollment and participation data in the prior month.
- Survey administration. The surveys would be administered by OST program staff. The vendor would propose to DYCD the best method for administering the tracking survey. It would base its recommendation on an assessment of the practicalities of using online surveys versus machine-scannable paper surveys or a combination of the two approaches. If a mixed method approach is adopted, the vendor would subsequently merge survey data from the online and scannable surveys. The vendor would ensure the confidentiality of student data collected for the purpose of the survey (and other projects).
- Consent: Parental/caretaker consent for students to participate in the survey (a DOE requirement) would be obtained through the program enrollment process; research approval from the principals of schools where school-based programs are located would be obtained using a standard DOE approval form.
- Maintenance of up-to-date records. The vendor would maintain up-to-date contact information to minimize risk of surveys getting lost or misplaced.
- Integration of survey results with other types of assessment. The vendor would link survey data tracked at the program and participant level to other data sources, if practicable; for example, linking the survey data with data collected through DYCD Online (the agency's electronic data management system) and DOE student data. The vendor would help DYCD integrate the results of the survey with other assessments to evaluate the quality of the OST system.
- Feedback on the survey administration process. The vendor would conduct telephone interviews with directors of school-based and center-based programs to obtain feedback on the survey administration.
- Outcomes Survey Report. The vendor would prepare an annual report on the results of the outcomes survey. The report would include a comparison of results for different DYCD program areas, an analysis of relationships among survey data and data collected through DYCD Online and DOE student data, and recommendations on how to improve survey administration. The vendor would also prepare a file of survey results by program and program area, so individual program directors can receive results for their program and how it compares to the overall results in their program area and for all programs surveyed.

Principals' Survey. The vendor would create, administer, and analyze a survey to be administered to the *principals* of schools attended by OST participants to capture the school perspective on the implementation of the OST programs.

Additional Projects. The vendor would conduct one to two additional, short-term evaluation projects per year whose primary purpose would be to identify progress relating to key features of the new OST program model: for example, the alignment of program activities with educational standards.

Approval of Work Schedules/Planned Interventions. The vendor would discuss its planned schedule of work with DYCD. Work under the contract would not begin prior to DYCD giving final approval to the schedule.

SECTION III - SCOPE OF SERVICES

ADDITIONAL COMPLIANCE REQUIREMENT ALL SERVICE AREAS

Compliance with Local Law 34 of 2007

Pursuant to Local Law 34 of 2007, amending the City's Campaign Finance Law, the City is required to establish a computerized database containing the name of any "person" who has "business dealings with the City" as such terms are defined in the local law. In order for the City to obtain necessary information to establish the required database, **vendors responding to this solicitation are required to complete the attached Doing Business Data Form (Attachment 10) and return it with this proposal, and should do so in a separate envelope.** If the City determines that a vendor has failed to submit a Data Form or has submitted a Data Form that is not complete, the vendor will be notified by DYCD and will be given four calendar days from receipt of notification to cure the specified deficiencies and return a complete Data Form to DYCD. Failure to do so will result in a determination that the proposal is nonresponsive. Receipt of notification is defined as the day notice is e-mailed or faxed (if the vendor has provided an e-mail address or fax number), or not later than five days from the date of mailing or upon delivery, if delivered.

SECTION IV - FORMAT AND CONTENT OF THE PROPOSAL

SERVICE AREAS 1 AND 2: OST PROGRAMS FOR ELEMENTARY SCHOOL STUDENTS AND OST PROGRAMS FOR MIDDLE SCHOOL STUDENTS

Instructions: Proposers should provide all information requested in the format below:

- The proposal, including attachments if appropriate, should be typed on both sides of 8½" x 11" white paper.
- Lines should be double-spaced with 1" margins, using 12-point font size.
- Pages should be numbered and include a header or footer identifying the proposer.
- Proposals should preferably not exceed 25 pages (12 sheets front and back plus one additional page), excluding the Budget Justification and requested attachments.
- The proposal should include a Table of Contents, placed directly following the Proposal Summary Form.
- The City of New York requests that all applications be submitted on paper with no less than 30 percent post consumer material content, *i.e.*, the minimum recovered fiber content level for reprographic papers recommended by the United States Environmental Protection Agency. (For any change to that standard please consult: <http://www.epa.gov/cpg/products/printing.htm>.)

All proposals must be submitted in hard copy with the appropriate signatures. **DYCD will not accept proposals by e-mail or fax.**

A. Proposal Format

1. Proposal Summary Form

The Proposal Summary Form (Attachment 1) transmits the proposal package to DYCD. It should be completed in full, signed, and dated by the Board Chair or Executive Director of the proposer. Completing this form fully and accurately assists DYCD in the evaluation of the proposal.

2. Table of Contents

3. Program Proposal

The Program Proposal is a clear, concise narrative which addresses the following:

- a. **Organizational Capability** (preferable page limit: 5 pages, excluding attachments)

Demonstrate the proposer's programmatic, managerial, and financial capability to perform the services described in Section III—Scope of Services of the RFP: Specifically address the following points.

- i. Describe steps the proposer will take to ensure that program operations will begin on September 1, 2012. Provide a brief timeline for the start-up activities.
- ii. Demonstrate the proposer's capacity to incorporate the program into the organization's overall operations. Attach an organizational chart and show where the proposed program will fit within the organization. Describe how the proposed

program and program staff will relate to the overall organization and any planned collaborations and resource sharing within the organization.

- iii. Describe the active oversight of the Board of Directors in (a) program management (including matters such as regular reviews of executive performance, compensation, audits, and financial controls); and (b) program operations and outcomes. Provide examples to illustrate the Board's involvement in the program.
- iv. Attach a copy of the most recent financial audit of the organization conducted by a certified public accountant, indicating the period covered, OR, if no audit has been performed, the most recent financial statement, indicating the period covered and an explanation of why no audited financial statement is available. Financial audits covering time completely prior to calendar year 2007 will not be accepted as fulfilling this requirement.
- v. Describe the organization's successful joint efforts with other organizations and agencies to provide services to the target population.
- vi. Describe the organization's internal monitoring system and demonstrate how it is used to identify personnel and fiscal issues. Describe the corrective action procedures used to address identified issues.
- vii. Describe the evaluation and quality improvement protocol through which the contractor ensures continuous improvement of program delivery and achievement of participant outcomes.
- viii. Describe the proposer's system for managing data collection and reporting requirements from multiple funders.
- ix. Confirm that the organization's computer system meets (or will meet by program start date) the specifications set out in Section III B.
- x. Demonstrate that program staff will have access to PC computers with a current operating system for tracking enrollment and attendance of program participants and broadband Internet access.
- xi. Complete and submit with the proposal the **Corporate Governance Certification (Attachment 9)**.
- xii. Provide the following details for two relevant funding references: the name of the organization and the name, title, and telephone number of a contact person. If there are no funding sources other than DYCD, details for other relevant references may be provided instead.
- xiii. Complete the **Multiple Proposals Form (Attachment 3)** if more than one proposal is being submitted in response to this RFP.

b. Experience and Qualifications (preferable page limit: 5 pages, excluding requested attachments)

Experience and qualifications of the proposer

Describe the proposer's successful relevant experience within the past five years providing structured programming for youth enrolled in elementary and middle schools. For each program cited, provide the following information: program name, services offered, dates of operation, target population(s), and the most recent annual total dollar value. In addition:

For **up to three** of the programs cited above, demonstrate successful experience by specifically addressing the following points.

- Program design, content, goals, curricula and the age range of the participants served
- Activities/projects that best characterize the program

- Using the chart below (reproduce as necessary), provide, whenever possible, details of the most recent quantitative measures of success to demonstrate the effectiveness of each program in the following two areas:
 - Achievement of enrollment numbers that met or exceeded funder/program expectations (target levels vs. actual enrollments)
 - Achievement of outcomes that met or exceeded funder/program expectations (projections vs. actual outcomes)

Program Time Period (Describe only one time period for this program.)	Target Enrollment	Actual Enrollment
Outcome 1:	Projected Achievement	Outcome Actually Achieved
Outcome 2:	Projected Achievement	Outcome Actually Achieved
Outcome 3:	Projected Achievement	Outcome Actually Achieved

Include any additional evidence that demonstrates the effectiveness of the program(s) featured in the chart(s).

- **For proposers who had contracts from DYCD in the three fiscal years from 2008 to 2010** to provide services to elementary or middle school youth through OST, Beacon, Cornerstone or Neighborhood Development Area Middle School Youth Educational Support & Leadership programs: DYCD will take into account the overall VENDEX ratings relating to these contracts when evaluating the proposer’s experience. Accordingly, proposers may comment on the VENDEX ratings they received.

Staff experience and qualifications

- i. Attach resumes where personnel have already been identified for positions in the program.
- ii. Attach job descriptions setting out the experience and qualifications the proposer would require for all staffing positions included in the program for which no staff has yet been identified.
- iii. Job descriptions and resumes should specifically demonstrate the following:
 - *Program Director.* The person appointed will have a relevant four-year Bachelors degree and at least three years demonstrated successful experience in a

supervisory position providing services to elementary or middle school youth, as applicable. In exceptional cases, he/she will have two-year Associates degree in child development, elementary education, physical education, recreation or a related field, and minimum of four years demonstrated successful experience in a supervisory position providing services to elementary or middle school youth, as applicable. In either case, as the on-site supervisor, the program director will, in addition, have met all the qualifications mandated for SACC licensure.

- *Education Specialist.* The person appointed will have at least a four-year college degree together with expertise and experience in curriculum development and implementation, and, if possible, teaching credentials.
- *All staff.* Whatever their position, all staff will have appropriate qualifications and skills for their roles and at least 2 years of experience. For example, staff assigned to enter data into DYCD Online will have the necessary technological/computer skills.

iv. For staff already identified for specific positions in the program: provide at least one specific example of his/her success implementing a program similar to the one proposed.

c. **Program Approach** (preferable page limit: 12 pages, excluding requested attachments)

Describe in detail how the proposed OST program will be provided and how it will achieve the goals and objectives set out in Section III – Scope of Services of the RFP by addressing each of the following points:

i. **Program Facility**

- Demonstrate that the facility will be appropriate in size and design to accommodate program staff, participants, and activities.
- Attach a lease or other relevant document demonstrating the availability of the facility for use by the contractor by the contract start date and for the duration of the contract term. If the proposal relates to a school-based program, the School Partnership Agreement submitted with the proposal (see below under Linkages) would constitute evidence of the school's agreement to provide space for the program.
- Describe how the proposer will ensure compliance with all security measures at the site, including emergency procedures.

ii. **Program Design**

Describe the proposed program in detail. Specifically address the following points indicated in Section III - Scope of Services of the RFP:

Program Goals and Objectives

- How the program design will effectively meet the goals and objectives set out in Section III – Scope of Services.
- The rationale for selecting the proposed activities listed in the Schedule of Activities.
- How the program will integrate youth development and skill-building.
- How the program will foster social and emotional skills, and infuse activities with reading, writing, and math.
- How the program will incorporate STEM-related activities.

- How the proposer will align program activities with school goals and educational standards to reinforce knowledge and skills learned by participants during the school day.
- The specific types of activities the program will offer under the categories specified by DYCD.
- Strategies the proposer will adopt to effectively engage parents and caretakers.

Schedule of Program Activities for the First Four Weeks

Following the instructions provided, complete **Attachment 4** to describe the schedule of activities that the program would provide in the first four weeks of operation.

Youth To Be Served by the Program

Describe the youth who will be targeted by the proposed program.

Service Levels/Outreach and Recruitment

- State and justify the number of youth to be recruited.
- Describe the proposer's outreach and recruitment strategies and explain how they will ensure achievement of the proposed service levels and participation goals set out in Section III- Scope of Services of the RFP.

Engagement/Retention Strategies

- Explain how the program design will successfully engage and retain the targeted participants so that it meets the attendance and participation goals and performance targets set out in Section III- Scope of Services of the RFP.
- Service Area 2: In addition, include details of any non-cash incentives that will be used to encourage participant attendance.

Staffing

- Describe the proposed staffing pattern and demonstrate that the proposed staff will meet all the expectations for staff qualifications and experience set out in Section III- Scope of Services above.
- Demonstrate that all program staff will be qualified for their positions, have at least two years experience working with the elementary or middle school youth (as applicable), and be capable of effectively implementing all program components.
- Demonstrate that all staff, including consultants (as defined above in Section II – Summary of the RFP, subsection H) and volunteers, will provide the services in a manner that is sensitive to the ethnic, racial, and linguistic characteristics of the target population.
- If applicable, describe plans for staff training, including focused training on planned activities and specific curricula.

Collaborative Relationships/Linkages

- *Schools*. Describe the proposer's relationship with the school or schools from which participants will be recruited. Attach the **School Partnership Agreement (Attachment 6)** setting out the common vision shared by the proposer and the school and the respective commitments and contributions of each partner to the program, as indicated in Section III - Scope of Services of this RFP. Failure to submit the School Partnership Agreement shall result in a determination that the proposal is nonresponsive.

- *Other linkages.* Briefly describe any other collaborative relationships designed to enhance the effectiveness of the proposed OST program and documented in a **General Linkage Agreement (Attachment 7)**. Explain how the relationship will help the program meet the goals set out in Section III – Scope of Services.

Schedule of Program Activities for Four Weeks

In the proposal narrative, list and describe in detail each of the proposed activities to be offered during the first four weeks of the program. The descriptions should identify the curriculum or set of sequences that map the path to achievement of specific learning goals or acquisition of specific skills. These goals and skills should be clearly indicated for each activity. Proposers are encouraged, but not required, to identify the relevant City/State learning standards that align with each activity in their proposal. Complete **Attachment 4**, Schedule of Program Activities.

4. Price Proposal

Budget Summary

Complete the **Proposal Budget Summary Form (Attachment 8)**.

Budget Justification (preferable page limit: 3 pages)

Justify how the requested funds will be used to deliver the proposed program services. Demonstrate that the budget and budget justification are consistent with the proposed program design. Specifically, justify the expense under each major budget category by addressing the following:

- *Personnel Services*
 - List each position (full time and part time). Explain how the costs for each position were determined (such as a percentage of a full-time salary or the hourly rate to be paid, multiplied by the number of hours to be completed). Indicate which resume or job description is intended for the positions described.
- *Non-Staff Services* (as Applicable)
 - List each subcontractor or consultant (as defined in the Budget Summary Form, Attachment 8) and the associated cost included in the funding request, explaining how the cost of the assigned work for the program (as described in the Program Approach narrative) was calculated.
 - For each type of non-program service purchased from a vendor, describe the nature of the service, why it is needed, and how the costs relating to its purchase were determined.
- *Other Than Personnel Services* (as applicable)
 - For consumable supplies, describe the type and quantity of supplies to be purchased and explain how the costs for these items were determined.
 - If the program design includes incentives, describe how these will be awarded and the rationale for the stated amounts.
 - Explain why each piece of equipment and equipment-related expenses are necessary for the proposed program.
 - Describe the space costs, including those involving a rental expense, their importance in the proposed program, and how costs were determined.
 - For travel expenses, describe the purpose of the travel and justify the cost.

- For utilities, telephone, and other operational expenses, list each item and explain how the costs (of each one) were determined.

B. Proposal Package Contents (“Checklist”)

The Proposal Package should contain all the materials listed below. Proposers should utilize the checklist set out below for the service area to which the proposal relates to ensure proposals are complete before they are submitted to DYCD. The Proposal Package should include **one original set and four duplicate sets** of all documents listed below, in the following order:

- Proposal Summary Form (**Attachment 1**)
- Multiple Proposals Form (**Attachment 3**), if applicable
- **Program Proposal**
 - Table of Contents
 - Narrative
 - Job Descriptions and Resumes, as applicable
 - Organizational Chart
 - Audit Report or Certified Financial Statement or a statement as to why no report or statement is available
 - References
 - Schedule of Activities (**Attachment 4**)
 - Parks Linkage Agreement (**Attachment 5**), if applicable
 - School Partnership Agreement(s) (**Attachment 6**) **The School Partnership Agreement is a minimum requirement of the RFP.** Failure to submit the School Partnership Agreement shall result in a determination that the proposal is nonresponsive.
 - General Linkage Agreement(s) (**Attachment 7**)
 - Corporate Governance Certification (**Attachment 9**)
- **Price Proposal**
 - Budget Summary Form (**Attachment 8**)
 - Budget Justification
- **Doing Business Data Form (Attachment 10).** One original and one duplicate of this form should be placed in a sealed inner envelope.
- **Acknowledgement of Addenda Form (Attachment 11)**

For each proposal submitted, enclose the documents listed above in **a sealed envelope** and **hand deliver** to DYCD Office of Contract Procurement, attention: Michael Owh, Agency Chief Contracting Officer. Label the envelope with the following:

- The title and PIN of this RFP
- OST Program RFP Service Area 1 or Service Area 2
- The proposer’s name and address
- The name and telephone number of the proposer’s contact person.

SECTION IV – FORMAT AND CONTENT OF THE PROPOSAL

SERVICE AREA 3: TECHNICAL ASSISTANCE SERVICES

Instructions: Proposers should provide all information requested in the format below:

- The proposal, including attachments if appropriate, should be typed on both sides of 8½” x 11” white paper.
- Lines should be double-spaced with 1” margins, using 12-point font size.
- Pages should be numbered and include a header or footer identifying the proposer.
- Proposals should preferably not exceed 25 pages (12 sheets front and back plus one additional page), excluding the Budget Justification and requested attachments.
- The proposal should include a Table of Contents, placed directly following the Proposal Summary Form.
- The City of New York requests that all applications be submitted on paper with no less than 30 percent post consumer material content, *i.e.*, the minimum recovered fiber content level for reprographic papers recommended by the United States Environmental Protection Agency. (For any change to that standard please consult: <http://www.epa.gov/cpg/products/printing.htm>.)

All proposals must be submitted in hard copy with the appropriate signatures. **DYCD will not accept proposals by e-mail or fax.**

A. Proposal Format

1. Proposal Summary Form

The Proposal Summary Form (**Attachment 1**) transmits the proposal package to DYCD. It should be completed in full, signed, and dated by the Board Chair or Chief Executive of the proposer. Completing this form fully and accurately assists DYCD in the evaluation of the proposal.

2. Table of Contents

3. Proposal

The Proposal is a clear, concise narrative which addresses the following:

a. **Organizational Capability** (preferable page limit: 5 pages, excluding requested attachments)

Demonstrate the proposer’s organizational, managerial, and financial capability to carry out the TA services described above in Section III – Scope of Services to which the proposal relates. Specifically address the following points:

- Demonstrate that the proposer is fiscally sound and capable of providing the services described in Section III-Scope of Services of the RFP to which the proposal relates.
- Demonstrate the proposer’s capacity to integrate the proposed services into its existing operations. Attach a chart showing how the proposed TA services will fit in with other work being undertaken by the proposer.
- Describe how the proposed services and staff relate to the overall organization and any planned internal collaborations and resource-sharing.

- Describe the proposer’s client management and quality assurance processes. Include a description of how staff and consultants are selected for projects, client complaints are handled, and service delivery is monitored.
- Demonstrate the capacity to leverage resources or use existing relations within the TA field and specialized areas to enhance service delivery.
- Demonstrate successful joint efforts with other organizations and agencies providing TA services similar to those set out in Section III – Scope of Services of the RFP to which the proposal relates.
- Attach a copy of the most recent financial audit of the organization conducted by a certified public accountant, indicating the period covered, OR, if no audit has been performed, the most recent financial statement, indicating the period covered and an explanation of why no audited financial statement is available. Financial audits covering time completely prior to calendar year 2008 will not be accepted as fulfilling this requirement.
- Provide details of two relevant funding references/clients: the name of the funder/client; the name, title, and telephone number of a contact person at the funder; and a brief description of the services provided. If there are no funding sources/clients other than DYCD, other references may be listed.
- Confirm that the proposer’s computer system employs hierarchical password protection to define and restrict access to specified users.
- Complete the **Multiple Proposals Form (Attachment 2)** if more than one proposal is being submitted in response to this RFP.

b. Experience and Qualifications (preferable page limit: 5 pages, excluding requested attachments)

Demonstrate the following:

- Proposer or an existing specialist unit within its organization has as its primary mission, the delivery of TA services to not-for-profit organizations operating afterschool programs.
- Proposer and all key staff assigned to the contract, including consultants, have at least five years of demonstrated successful experience delivering TA services similar to those described in the RFP for the TA competition to which the proposal relates.

For proposers who had DYCD contracts in the three fiscal years from 2008 to 2010 to provide TA services to OST, Beacon, Cornerstone, or Neighborhood Development Area Middle School Youth Educational Support & Leadership programs: DYCD will take into account the overall VENDEX ratings relating to these contracts in evaluating proposals submitted in response to this RFP. Accordingly, proposers may comment on the VENDEX ratings they received.

- Proposer has knowledge of and expertise in the elements of DYCD’s OST model for both elementary and middle school programs as laid out in this RFP.
- Proposer has experience conducting pre-service assessments of TA needs.
- Proposer has experience providing TA follow-up services.
- Proposer has experience conducting outcomes evaluations.
- Proposer has knowledge of and expertise in the elements of DYCD’s OST model for both elementary and middle school programs as laid out in this RFP.
- Staff assigned to the DYCD TA contract, whether employees or consultants of the proposer or any proposed subcontractor, would have expertise in delivery of

TA to not-for-profit providers of afterschool programs in the area of the competition to which the proposal relates.

- Proposer has experience in all the modalities listed in Section III of the RFP.

c. Service Approach (Preferable page limit: 10 pages, excluding requested attachments)

i. Training Facility

- Describe the proposed training facility, including conference and/or workshop rooms, and demonstrate that it will be adequate in size and design to accommodate vendor's staff, TA participants, and TA activities.
- Describe the technology and equipment that will be used to conduct trainings and presentations and to disseminate information.
- Attach a lease or other document that demonstrates availability of the facility for use by the vendor by the contract start date and for the duration of the contract term.
- Demonstrate that the facility will be easily accessible by public transportation and people with disabilities, and that the facility meets all Americans with Disabilities Act (ADA) requirements.

ii. Service Design

- Describe the proposer's strategy for achievement of the goals set out in Section III – Scope of Services of the RFP for the competition to which the proposal relates.
- Describe the proposed services, in detail, specifically addressing the proposer's overall approach, proposed schedule for the work, and the bulleted points set out below for the competition to which the proposal relates.
- Provide a detailed staffing plan indicating how staff will be deployed to deliver the proposed services, identifying and explaining the assignment of staff. For each person expected to deliver services under the contract provide the name, qualifications, and a resume. If no staff has been identified, attach a job description.
- Describe in detail how the proposer would conduct pre-service assessments of TA needs.
- Describe and justify the different modalities the proposer would use to deliver services under the contract.
- Describe the methods and materials to be used to measure the impact of the services.
- Describe in detail the proposed TA follow-up services.
- Describe the proposer's approach to identifying and measuring short-term TA outcomes.

Address the following additional points:

Competition 1: Program Activity Design and Implementation

- Describe the proposed design for the survey of OST Program Directors referred to in Section III- Scope of Services of the RFP.
- Describe the proposed design for the meeting with groups of OST contractors to review and learn from the findings from the Program Director survey,

sharing best practices and discussing interventions to address identified challenges.

- Based on its experience, describe in detail three areas for TA interventions that the proposer would suggest are priorities in addressing the challenges outlined in Section III-Scope of Services of the RFP such as:
 - Effective integration of youth development approaches with structured, skill-building activities aligned with State learning standards
 - Selection of effective, age-appropriate enrichment curricula
 - Adoption of project-based learning club models
 - Development of teamwork and leadership skills
 - Implementing an effective continuous quality improvement protocol
 - Developing the capacity of supervisors, including the education specialist, to teach line staff how to create quality program activities in different areas
 - Working with teachers to build on, not replicate, the learning goals and strategies used during the school day
 - Assessment of participant outcomes
 - Inclusion of youth with disabilities and special needs in the OST program.
 - Fostering parental engagement
- Describe how the proposer will coordinate its activities under the contract with the vendors providing TA services relating to the incorporation of Literacy and STEM activities into enrichment programming to avoid duplication and maximize positive impacts.

Competition 2: Program Content - Literacy

- Describe how the proposer will work with the OST program education specialists to effectively incorporate literacy-related activities into enrichment programming and what its preferred modalities would be and why.
- Describe how the proposer will encourage the adoption of best practices for integrating literacy skill-building in OST enrichment programming.
- Describe how the proposer will help OST contractors align their literacy-related activities with State standards and school-day learning goals.
- Describe how the proposer will help OST program staff gauge the progress of participants in relation to literacy skills and help them address any special challenges relating to literacy skill-building through enrichment activities.

Competition 3: Program Content –STEM

- Describe how the proposer will work with the OST program education specialists to incorporate STEM activities into enrichment programming and what its preferred modalities would be and why.
- Describe how the proposer will encourage the adoption of best practices for integrating STEM-related activities into OST enrichment programming.
- Describe how the proposer will help OST contractors align their STEM-related activities with State standards and school-day learning goals.
- Describe how the proposer will help OST program staff gauge STEM-related skills gains among participants and help them address any special challenges.

Competition 4: Effective Administration/Organizational Support

- Describe how the proposer will support site supervisors, multi-site supervisors, and senior organizational leaders to address the kinds of organizational challenges referred to in Section III-Scope of Services of the RFP such as:
 - Management and organizational development of the OST contractors including areas such as recruitment and retention of staff, compliance with reporting requirements, relationship between the OST program and its parent organization.
 - Promoting systems and processes designed to ensure continuous quality improvement and enable OST contractors to sustain and build on practices introduced through TA interventions *e.g.*, leadership development, successful contractor-school partnerships, establishment of consistent practices for managing participant behavior through culturally appropriate, asset-based approaches and positive reinforcement.
 - Common problems and issues arising where a contractor has multiple DYCD contracts.
 - Equipping organizational leaders and managers with the understanding and skills to raise program quality and achieve program goals.
 - Institutionalizing parental engagement as a strategy for improving program quality and effectiveness.
- Describe the steps the proposer will take to coordinate and convene an annual OST conference as described in Section III-Scope of Services of the RFP.

Competition 5: Support for Transition to High School Programs

- Describe how the proposer will support effective implementation of the Transition to High School program model among the DYCD contractors.
- Describe the way in which the proposer will concentrate its resources during the first two months of the school year.
- Describe how the proposer will assist the counselor advocates in the design and implementation of the key elements of the program as described in Section III-Scope of Services of the 2009 RFP: for example, the design and implementation of effective activities to foster peer bonding and help participants adjust to high school; relationship-building with participants and creation of effective systems to track their progress and identify any special challenges they may face; building relationships with school staff and with participants' family members.
- Describe how the proposer will assist the contractor with strategies to educate parents/guardians about the demands of high school, student responsibilities, graduation requirements, and ways in which they can support and promote their children's success in school.

4. Price Proposal

The Price Proposal should include each of the following for providing the Scope of Services described in Section III of this RFP:

a. Prepare and submit a one-page budget that includes the following information:

- The total DYCD funding request
- The proposed rate per FDE (= 7 hours of consulting time)

- The proposed total number of FDEs
- If consultants are proposed, the estimated share of total FDEs to be provided by consultants and the TA services assigned to each consultant

b. Budget/Budget Justification

In narrative form, explain and justify the expenses under each budget category. In particular, demonstrate that the proposed FDE is comparable to FDEs which the proposer previously charged other public entities for comparable services. If the rate being proposed is not comparable to previously charged FDEs, justify the proposed difference. In addition, provide the following information on organizations for which the proposer provided comparable services: name of the organization(s), contact person name(s), and telephone number(s).

5. Doing Business Data Form

The proposer should complete the Doing Business Data Form (**Attachment 10**) and return it with the proposal. The submission of a Doing Business Data Form that is not accurate and complete may result in appropriate sanctions.

6. Acknowledgment of Addenda

The Acknowledgment of Addenda form (**Attachment 11**) serves as the proposer's acknowledgment of the receipt of addenda to this RFP which may have been issued by DYCD prior to the Proposal Due Date and Time. The proposer should complete this form as instructed on the form.

B. Proposal Package Contents (“Checklist”)

The Proposal Package should contain all the materials listed below. Proposers should utilize this section as a “checklist” to assure completeness prior to submitting their proposal to DYCD. The Proposal package should include a sealed inner envelope labeled “Proposal,” containing one original set **and** four (4) duplicate sets of the documents listed below in the following order:

- **Proposal Summary Form (Attachment 2)**
- **Multiple Proposals Form (Attachment 3)**, if applicable
- **Proposal**
 - Table of Contents
 - Narrative
 - Job Descriptions and Resumes, as applicable
 - Organizational Chart
 - Audit Report or Certified Financial Statement or a statement as to why no report or statement is available
 - References
 - List of subcontractors, if applicable
 - Job descriptions and resumes /qualifications/organizational chart for staff positions, as appropriate
 - Organizational assessment tool(s)
 - Audit Report or Certified Financial Statement or a statement as to why no report or statement is available
 - Lease or other document demonstrating vendor’s access to training facility
- **Price Proposal**
 - One-page budget and Budget Justification narrative
- **Doing Business Data Form (Attachment 10)** - one original and one duplicate of this form should be placed in a sealed inner envelope.
- **Acknowledgment of Addenda Form (Attachment 11)**

For each proposal submitted, enclose all the documents listed above in a **sealed envelope** and **hand deliver** to DYCD Office of Contract Procurement, attention: Michael Owh, Agency Chief Contracting Officer. Label the envelope with the following:

- The title and PIN of this RFP
- OST Program RFP Service Area 4
- The proposer’s name and address
- The name and telephone number of the proposer’s contact person

SECTION IV – FORMAT AND CONTENT OF THE PROPOSAL

SERVICE AREA 4: OUTCOMES TRACKING AND EVALUATION

Instructions: Proposers should provide all information requested in the format below:

- The proposal, including attachments if appropriate, should be typed on both sides of 8½” x 11” white paper.
- Lines should be double-spaced with 1” margins, using 12-point font size.
- Pages should be numbered and include a header or footer identifying the proposer.
- Proposals should preferably not exceed 25 pages (12 sheets front and back plus one additional page), excluding the Budget Justification and requested attachments.
- The proposal should include a Table of Contents, placed directly following the Proposal Summary Form.
- The City of New York requests that all applications be submitted on paper with no less than 30 percent post consumer material content, *i.e.*, the minimum recovered fiber content level for reprographic papers recommended by the United States Environmental Protection Agency. (For any change to that standard please consult: <http://www.epa.gov/cpg/products/printing.htm>.)

All proposals must be submitted in hard copy with the appropriate signatures. **DYCD will not accept proposals by e-mail or fax.**

A. Proposal Format

1. Proposal Summary Form

The Proposal Summary Form (**Attachment 2**) transmits the proposal package to DYCD. It should be completed in full, signed, and dated by the Board Chair or Chief Executive of the proposer. Completing this form fully and accurately assists DYCD in the evaluation of the proposal.

2. Table of Contents

3. Proposal

The Proposal is a clear, concise narrative which addresses the following:

a. **Organizational Capability** (preferable page limit: 5 pages, excluding requested attachments)

Demonstrate the proposer’s organizational, managerial, and financial capability to carry out the services described above in Section III – Scope of Services to which the proposal relates. Specifically address the following points:

- Demonstrate that the vendor is fiscally sound and capable of providing the services described in Section III-Scope of Services of the RFP to which the proposal relates.
- Describe steps the proposer will take to ensure that work under the contract will begin on August 1, 2012. Provide a brief timeline for the start-up activities.
- Demonstrate that the proposer has the capacity to integrate the proposed services into its existing operation. Attach an organizational chart indicating how staff

assigned to undertake the proposed services relate to the overall organization. Describe how the proposed services and staff will relate to the overall organization and any planned internal collaborations and resource-sharing.

- Demonstrate successful joint efforts with other organizations and agencies providing the services described in the RFP.
- Describe how the organization leverages resources or uses existing relationships within the field and its area of specialization to enhance its service delivery.
- Describe the number of administrative, program, and consultant staff to be assigned to the contract and their job titles. If the organization will be recruiting new staff, describe the proposed recruitment strategies that will ensure they are appropriately qualified.
- Demonstrate that the proposer has a continuous quality improvement process that includes quality assurance measures for all aspects of its services. Describe existing client management and quality assurance processes and the way staff/consultants are selected for individual projects, how client complaints are handled, and how service delivery is monitored.
- Provide details of two relevant funding/client references: the name of the funder/client; the name, title, and telephone number of a contact person at the funder; and a brief description of the services provided. If there are no funding sources/clients other than DYCD, other references may be listed.
- Attach a copy of the most recent audit or audited financial statement of the organization conducted by a Certified Public Accountant, indicating the period covered, OR, if no audit has been performed, the most recent financial statement indicating the period covered AND an explanation of why no audited financial statement is available. Financial audits covering time prior to the 2008 calendar year will not be accepted as fulfilling this requirement.
- Confirm that the proposer's computer system employs hierarchical password protection to define and restrict access to specified users.
- Provide the name, address, and contact information for all proposed subcontractors.
- State whether the proposer has submitted more than one proposal in response to this RFP and, if so, demonstrate the proposer's organizational capability to successfully provide services simultaneously in all the areas proposed.

b. Experience and Qualifications (preferable page limit: 5 pages, excluding requested attachments)

- Demonstrate that the primary mission of the proposer or an existing specialist unit within its organization is delivery of TA services or outcomes tracking /evaluations for afterschool programs.
- Demonstrate that the proposer and key staff assigned to the contract, whether employees or consultants of the organization or any subcontractor, have the necessary expertise to design, administer, and analyze the results of outcomes tracking surveys and undertake evaluations of afterschool systems.

For proposers who had contracts from DYCD in the three fiscal years from 2008 to 2010 to provide TA or research/evaluation services for programs serving elementary or middle school youth through OST, Beacon, Cornerstone or Neighborhood Development Area Middle School Youth Educational Support & Leadership programs: DYCD will take into account the overall VENDEX ratings relating to these contracts when evaluating the proposer's experience. Accordingly, proposers may comment on the VENDEX ratings they received.

- Demonstrate that the proposer and key staff assigned to the contract, whether employees or consultants of the organization or any subcontractor, have **at least five years** successful experience delivering the services described above and in Section III –Scope of Services of the RFP. To demonstrate staff experience and qualifications, attach resumes (for staff already identified) or job descriptions.

c. Service Approach (Preferable page limit: 10 pages, excluding requested attachments)

- Describe and justify the approach and methods that the proposer would recommend to DYCD for administering the Outcomes Tracking Survey, what steps the proposer would take to ensure a maximum rate of return, what methods the proposer would use to analyze the survey results, and how the proposer would integrate the results with data from other sources including DYCD Online and DOE data.
- Describe how the proposer would ensure the confidentiality of student data collected for the Outcomes Tracking Survey or other projects.
- Describe the format of the report the proposer would prepare for DYCD.
- Provide a detailed staffing plan indicating how staff will be deployed to deliver the services under the contract and identify and explain the staff assignment. For each person expected to deliver services under the contract provide the name, qualifications and a resume. If no staff has been identified, attach a job description.
- Describe how the proposer would create, administer, and analyze a survey for the principals of schools attended by OST participants. Describe the content of the survey instrument.
- In Section III - Scope of Services, it is stated that the vendor would be assigned at least one short-term evaluation project. Describe an evaluation project that, in your view, DYCD should consider. Explain why it would be important to conduct the proposed project.

4. Price Proposal

The Price Proposal should include each of the following for providing the Scope of Services described in Section III of this RFP:

a. Prepare and submit a one-page budget that includes the following information:

- The total DYCD funding request
- The proposed rate per FDE (= 7 hours of consulting time)
- The proposed total number of FDEs
- If consultants are proposed, the estimated share of total FDEs to be provided by consultants and the TA services assigned to each consultant

b. Budget/Budget Justification

In narrative form, explain and justify the expenses under each budget category. In particular, demonstrate that the proposed FDE is comparable to FDEs which the proposer previously charged other public entities for comparable services. If the rate being proposed is not comparable to previously charged FDEs, justify the proposed difference. In addition, provide the following information on

organizations for which the proposer provided comparable services: name of the organization(s), contact person name(s), and telephone number(s).

5. Doing Business Data Form

The proposer should complete the Doing Business Data Form (**Attachment 10**) and return it with the proposal. The submission of a Doing Business Data Form that is not accurate and complete may result in appropriate sanctions.

6. Acknowledgment of Addenda

The Acknowledgment of Addenda form (**Attachment 11**) serves as the proposer's acknowledgment of the receipt of addenda to this RFP which may have been issued by DYCD prior to the Proposal Due Date and Time. The proposer should complete this form as instructed on the form.

B. Proposal Package Contents ("Checklist")

The Proposal Package should contain all the materials listed below. Proposers should utilize this section as a "checklist" to assure completeness prior to submitting their proposal to DYCD. The Proposal package should include a sealed inner envelope labeled "Proposal," containing one original set **and** four (4) duplicate sets of the documents listed below in the following order:

- **Proposal Summary Form (Attachment 2)**
- **Multiple Proposals Form (Attachment 3)**, if applicable
- **Proposal**
 - Table of Contents
 - Narrative
 - Job Descriptions and Resumes, as applicable
 - Organizational Chart
 - Audit Report or Certified Financial Statement or a statement as to why no report or statement is available
 - References
 - List of subcontractors, if applicable
 - Job descriptions and resumes /qualifications/organizational chart for staff positions, as appropriate
 - Organizational assessment tool(s)
 - Audit Report or Certified Financial Statement or a statement as to why no report or statement is available
 - Lease or other document demonstrating vendor's access to training facility
- **Price Proposal**
 - One-page budget and Budget Justification narrative
- **Doing Business Data Form (Attachment 10)** - one original and one duplicate of this form should be placed in a sealed inner envelope.
- **Acknowledgment of Addenda Form (Attachment 11)**

For each proposal submitted, enclose all the documents listed above in **a sealed envelope** and **hand deliver** to DYCD Office of Contract Procurement, attention: Michael Owh, Agency Chief Contracting Officer. Label the envelope with the following:

- The title and PIN of this RFP
- OST Program RFP Service Area 4
- The proposer's name and address with name and telephone number of contact person

SECTION V

PROPOSAL EVALUATION AND CONTRACT AWARD PROCEDURES

A. Evaluation Procedures

All proposals received by the due date and time prescribed in the RFP will be reviewed to determine whether they are responsive or non-responsive to the requirements of this RFP. Proposals determined to be non-responsive will not be further considered. Proposals determined to be responsive will be sorted by appropriate service area and competition pool. DYCD's Evaluation Committees will evaluate and rate all responsive proposals based on the evaluation criteria prescribed below. DYCD reserves the right to conduct site visits of all proposed facilities, conduct interviews, and request that proposers make presentations. Although DYCD may conduct discussions with proposers submitting acceptable proposals, it reserves the right to award contracts on the basis of initial proposals received, without discussions; therefore, the initial proposal should contain the proposer's best programmatic and price terms.

B. Evaluation Criteria

For Service Areas 1 and 2, each OST proposal will be scored pursuant to the following evaluation criteria and relative weights:

Service Areas 1 and 2

Demonstrated quantity and quality of successful relevant experience	40%
Demonstrated level of organizational capability	20%
Quality of proposed program approach	40%

Service Areas 3 and 4

Demonstrated quantity and quality of successful relevant experience	40%
Demonstrated level of organizational capability	20%
Quality of proposed services approach	40%

C. Basis for Contract Award

- Within each competition pool:
 - Proposals will be rated pursuant to the evaluation criteria set forth in the RFP.
 - Proposals will be listed in descending order of overall average technical score, and a competitive range ("short list") of technically viable proposals will be established. Proposals not within the competitive range will not be further considered.

- For Service Areas 1 and 2, all short-listed proposals that propose a price per participant within the range prescribed in the RFP will be eligible for award. In addition, any short-listed proposal that will serve participants with disabilities and proposes a price per participant that exceeds the applicable maximum prescribed in the RFP will also be eligible for award, provided that DYCD determines that such proposer has effectively demonstrated that the program design justifies a higher price.
 - For Service Areas 3 and 4, all short-listed proposals that propose a price that does not exceed the maximum contract award prescribed in the RFP will be eligible for award.
- Contracts will be awarded to proposers whose proposals achieve the highest overall average technical score and do not exceed the price range stated in the RFP, taking into consideration other factors or criteria set forth in this RFP. However:
 - For Service Areas 1 and 2, DYCD reserves the right to make contract awards to ensure: 1) appropriate distribution of necessary services and programs across geographic areas and 2) program diversity (that is, programs that vary by factors such as instructional methodologies, target population sub-group, and types of partnerships and collaborations that support the program).
 - DYCD reserves the right to award less than the full amount of funding requested by each proposer, adjust the number of participants to be served by each proposer, and to modify the allocation of funds among service areas and competitions in the best interests of the City.
 - If a proposer is eligible for more than one contract award from this RFP, DYCD reserves the right to determine, based on the proposer's demonstrated organizational capability and the best interests of the City, how many, for what level of services, and for which competition the proposer will be awarded a contract, and the dollar value of each such contract.
 - No entity that has been awarded a contract to provide services under Service Area 3 or Service Area 4 will be awarded a contract under Service Area 1 or 2.
 - Contract award will be subject to the following conditions:
 - For Service Areas 1, 2, and 3, that the proposer will have control of the program site or training facility, as applicable, by the contract start date and for the duration of the term.
 - For Service Areas 1 and 2:
 - Demonstration that the proposer is incorporated as a not-for-profit organization, as documented by a copy of the certificate of incorporation, if not previously demonstrated.
 - Finalization of the School Partnership Agreement.
 - For all Service Areas, timely completion of contract negotiations between DYCD and the selected proposer.

SECTION VI - GENERAL INFORMATION TO PROPOSERS

A. Complaints. The New York City Comptroller is charged with the audit of contracts in New York City. Any proposer who believes that there has been unfairness, favoritism or impropriety in the proposal process should inform the Comptroller, Office of Contract Administration, 1 Centre Street, Room 835, New York, NY 10007; the telephone number is (212) 669-3000. In addition, the New York City Department of Investigation should be informed of such complaints at its Investigations Division, 80 Maiden Lane, New York, NY 10038; the telephone number is (212) 825-5959.

B. Applicable Laws. This Request for Proposals and the resulting contract award(s), if any, unless otherwise stated, are subject to all applicable provisions of New York State Law, the New York City Administrative Code, New York City Charter and New York City Procurement Policy Board (PPB) Rules. A copy of the PPB Rules may be obtained by contacting the PPB at (212) 788-7820.

C. General Contract Provisions. Contracts shall be subject to New York City's general contract provisions, in substantially the form that they appear in "Appendix A—General Provisions Governing Contracts for Consultants, Professional and Technical Services" or, if the Agency utilizes other than the formal Appendix A, in substantially the form that they appear in the Agency's general contract provisions. A copy of the applicable document is available through the Authorized Agency Contact Person.

D. Contract Award. Contract award is subject to each of the following applicable conditions and any others that may apply: New York City Fair Share Criteria; New York City MacBride Principles Law; submission by the proposer of the requisite New York City Department of Business Services/Division of Labor Services Employment Report and certification by that office; submission by the proposer of the requisite VENDEX Questionnaires/Affidavits of No Change and review of the information contained therein by the New York City Department of Investigation; all other required oversight approvals; applicable provisions of federal, state and local laws and executive orders requiring affirmative action and equal employment opportunity; and Section 6-108.1 of the New York City Administrative Code relating to the Local Based Enterprises program and its implementation rules.

E. Proposer Appeal Rights. Pursuant to New York City's Procurement Policy Board Rules, proposers have the right to appeal Agency non-responsiveness determinations and Agency non-responsibility determinations and to protest an Agency's determination regarding the solicitation or award of a contract.

F. Multi-Year Contracts. Multi-year contracts are subject to modification or cancellation if adequate funds are not appropriated to the Agency to support continuation of performance in any City fiscal year succeeding the first fiscal year and/or if the contractor's performance is not satisfactory. The Agency will notify the contractor as soon as is practicable that the funds are, or are not, available for the continuation of the multi-year contract for each succeeding City fiscal year. In the event of cancellation, the contractor will be reimbursed for those costs, if any, which are so provided for in the contract.

G. Prompt Payment Policy. Pursuant to the New York City's Procurement Policy Board Rules, it is the policy of the City to process contract payments efficiently and expeditiously.

H. Prices Irrevocable. Prices proposed by the proposer shall be irrevocable until contract award, unless the proposal is withdrawn. Proposals may only be withdrawn by submitting a written request to the Agency prior to contract award but after the expiration of 90 days after the opening of proposals. This shall not limit the discretion of the Agency to request proposers to revise proposed prices through the submission of best and final offers and/or the conduct of negotiations.

I. Confidential, Proprietary Information or Trade Secrets. Proposers should give specific attention to the identification of those portions of their proposals that they deem to be confidential, proprietary information or trade secrets and provide any justification of why such materials, upon request, should not be disclosed by the City. Such information must be easily separable from the non-confidential sections of the proposal. All information not so identified may be disclosed by the City.

J. RFP Postponement/Cancellation. The Agency reserves the right to postpone or cancel this RFP, in whole or in part, and to reject all proposals.

K. Proposer Costs. Proposers will not be reimbursed for any costs incurred to prepare proposals.

L. VENDEX Fees. Pursuant to PPB Rule 2-08(f)(2), the contractor will be charged a fee for the administration of the VENDEX system, including the Vendor Name Check Process, if a Vendor Name Check review is required to be conducted by the Department of Investigation. The contractor shall also be required to pay the applicable fees for any of its subcontractors for which Vendor Name Check reviews are required. The fee(s) will be deducted from payments made to the contractor under the contract. For contracts with an estimated value of less than or equal to \$1,000,000, the fee will be \$175. For contracts with an estimated value of greater than \$1,000,000, the fee will be \$350. The estimated value for each contract resulting from this RFP is estimated to be (less than or equal to \$1million) (above \$1million).

M. Charter Section 312(a) Certification. [IF APPLICABLE]

The Agency has determined that the contract(s) to be awarded through this Request for Proposals will not directly result in the displacement of any New York City employee.

Agency Chief Contracting Officer

Date

Message from the New York City Vendor Enrollment Center- Get on mailing lists for New York City contract opportunities! Submit a NYC-FMS Vendor Application – Call (212) 857-168

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP

TARGET ZIP CODES*

Bronx	Brooklyn	Manhattan	Queens	Staten Island
10451	11203	10002	11101	10301
10452	11204	10025	11102	10302
10453	11205	10026	11106	10303
10454	11206	10027	11354	10304
10455	11207	10029	11355	10310
10456	11208	10030	11367	10314
10457	11209	10031	11368	
10458	11210	10032	11369	
10459	11211	10033	11372	
10460	11212	10034	11373	
10461	11213	10035	11377	
10462	11214	10039	11385	
10463	11216	10040	11412	
10466	11218		11416	
10467	11219		11417	
10468	11220		11418	
10469	11221		11419	
10472	11223		11420	
10473	11224		11421	
10474	11225		11423	
	11226		11432	
	11228		11433	
	11229		11434	
	11230		11435	
	11232		11691	
	11233		11692	
	11234			
	11235			
	11236			
	11237			
	11238			

* Target Zip Codes have been identified using a need index comprising the following factors: youth in poverty, English language learners, youth in State subsidized child care.

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP

LIST OF INELIGIBLE SITES: BEACON AND CORNERSTONE

(Beacon Community Center and Cornerstone Programs that are NOT eligible sites for the purpose of this RFP.)

Program Area	Program Full Name	Program Address	Program Borough	Program Zip Code
Beacon	C.E.S. 11 THE HIGH BRIDGE SCHOOL	1257 OGDEN AVENUE	Bronx	10452
Beacon	I.S. 143 ELEANOR ROOSEVELT SCHOOL	511 WEST 182 STREET	Manhattan	10033
Beacon	I.S. 349 SCHOOL OF MATHEMATICS, SCIENCE & TECHNOLO	35 STARR STREET	Brooklyn	11221
Beacon	INTERMEDIATE SCHOOL 271	1137 HERKIMER STREET	Brooklyn	11233
Beacon	P.S. 269 NOSTRAND SCHOOL	1957 NOSTRAND AVENUE	Brooklyn	11210
Beacon	I.S. 220 JOHN J. PERSHING SCHOOL	4812 9 AVENUE	Brooklyn	11220
Beacon	I.S. 291 ROLAND HAYES SCHOOL	231 PALMETTO STREET	Brooklyn	11221
Beacon	INTERMEDIATE SCHOOL 117	1865 MORRIS AVENUE	Bronx	10453
Beacon	M.S. 328 M.S. 328 MANHATTAN MIDDLE SCHOOL FOR SCI	401 WEST 164 STREET	Manhattan	10032
Beacon	I.S. 302 RAFAEL CORDERO Y. MOLINA SCHOOL	350 LINWOOD STREET	Brooklyn	11208
Beacon	C.I.S. 219 NEW VENTURE ACADEMY	3630 THIRD AVENUE	Bronx	10456
Beacon	I.S. 166 GEORGE GERSHWIN SCHOOL	800 VAN SICKLEN AVENUE	Brooklyn	11207
Beacon	J.H.S. 50 JOHN D. WELLS JUNIOR HIGH SCHOOL	183 SOUTH 3 STREET	Brooklyn	11211
Beacon	I.S. 96 SETH LOW SCHOOL	99 AVENUE P	Brooklyn	11204
Beacon	M.S. 258 COMMUNITY ACTION SCHOOL	154 WEST 93 STREET	Manhattan	10025
Beacon	M.S. 45 THOMAS C. GIORDANO SCHOOL	2502 LORILLARD PLACE	Bronx	10458
Beacon	P.S. 15 PATRICK F. DALY SCHOOL	71 SULLIVAN STREET	Brooklyn	11231
Beacon	I.S. 10 HORACE GREELEY SCHOOL	45-31 31 AVENUE	Queens	11103
Beacon	I.S. 141 STEINWAY SCHOOL	37-11 21 AVENUE	Queens	11105
Beacon	I.S./H.S. 265 DR. SUSAN MCKINNEY	101 PARK AVENUE	Brooklyn	11205
Beacon	P.S. 147 RONALD MCNAIR SCHOOL	218-01 116 AVENUE	Queens	11411
Beacon	P.S. 149 CHRISTA MCAULIFFE SCHOOL	93-11 34 AVENUE	Queens	11372
Beacon	INTERMEDIATE SCHOOL 195	625 WEST 133 STREET	Manhattan	10027
Beacon	MIDDLE SCHOOL 201	730 BRYANT AVENUE	Bronx	10474
Beacon	MARTA VALLE SECONDARY SCHOOL	145 STANTON STREET	Manhattan	10002
Beacon	I.S. 93 RIDGEWOOD INTERMEDIATE SCHOOL	66-56 FOREST AVENUE	Queens	11385
Beacon	M.S. 54 BOOKER T. WASHINGTON SCHOOL	103 WEST 107 STREET	Manhattan	10025
Beacon	P.S. 194 COUNTEE CULLEN SCHOOL	244 WEST 144 STREET	Manhattan	10030
Beacon	I.S. 259 WILLIAM MCKINLEY EDUCATIONAL CENTER	7301 FT HAMILTON PARKWAY	Brooklyn	11228
Beacon	P.S./I.S. 288 SHIRLEY TANYHILL SCHOOL	2950 WEST 25 STREET	Brooklyn	11224
Beacon	I.S. 204 OLIVER WENDELL HOLMES MIDDLE SCHOOL	36-41 28 STREET	Queens	11106
Beacon	P.S. 19 MARINO P. JEANTET SCHOOL	98-02 ROOSEVELT AVENUE	Queens	11368
Beacon	M.S./H.S. 414 NYC MUSEUM SCHOOL	333 WEST 17TH STREET	Manhattan	10011
Beacon	I.S. 49 BERTHA DREYFUS SCHOOL	101 WARREN STREET	Staten	10304

			Island	
Beacon	TOTTENVILLE HIGH SCHOOL	100 LUTEN AVENUE	Staten Island	10312
Beacon	M.S. 142 JOHN PHILIP SOUSA SCHOOL	3750 BAYCHESTER AVENUE	Bronx	10466
Beacon	MIDDLE SCHOOL 113	3710 BARNES AVENUE	Bronx	10467
Beacon	P.S. 8 P.S. 008 ISSAC VARIAN	3010 BRIGGS AVENUE	Bronx	10458
Beacon	P.S. 86 KINGSBRIDGE HEIGHTS SCHOOL	2756 RESERVOIR AVENUE	Bronx	10468
Beacon	WADLEIGH SECONDARY SCHOOL FOR PERFORMING AND VISUA	215 WEST 114 STREET	Manhattan	10026
Beacon	I.S. 192 PIAGENTINI-JONES SCHOOL	650 HOLLYWOOD AVENUE	Bronx	10465
Beacon	WINGS ACADEMY	1122 EAST 180 STREET	Bronx	10460
Beacon	I.S. 218 JAMES PETER SINNOTT MAGNET SCHOOL	370 FOUNTAIN AVENUE	Brooklyn	11208
Beacon	KAPPA V	985 ROCKAWAY AVENUE	Brooklyn	11212
Beacon	Q333 GOLDIE MAPLE ACADEMY	365 BEACH 56TH STREET	Queens	11692
Beacon	JUNIOR HIGH SCHOOL 190	68-17 AUSTIN STREET	Queens	11375
Beacon	INTERMEDIATE SCHOOL 323	210 CHESTER STREET	Brooklyn	11212
Beacon	M.S. 2 M.S. 2	655 PARKSIDE AVENUE	Brooklyn	11226
Beacon	P.S./I.S. 138 P.S. 138	760 PROSPECT PLACE	Brooklyn	11216
Beacon	P.S./I.S. 181 THE JOHN STEPTOE SCHOOL OF THE 21ST	1023 NEW YORK AVENUE	Brooklyn	11203
Beacon	I.S. 296 HALSEY SCHOOL	125 COVERT STREET	Brooklyn	11207
Beacon	P.S./I.S. 217 ROOSEVELT ISLAND SCHOOL	645 MAIN STREET	Manhattan	10044
Beacon	J.H.S. 216 GEORGE J. RYAN JUNIOR HIGH SCHOOL	64-20 175 STREET	Queens	11365
Beacon	M.S. 158 MARIE CURIE SCHOOL	46-35 OCEANIA STREET	Queens	11361
Beacon	M.S. 172 IRWIN ALTMAN MIDDLE SCHOOL 172	81-14 257 STREET	Queens	11004
Beacon	P.S. 1 P.S. 1 - BERGEN SCHOOL	309 47 STREET	Brooklyn	11220
Beacon	P.S. 35 DECATUR CLEARPOOL SCHOOL	272 MCDONOUGH STREET	Brooklyn	11233
Beacon	PUBLIC SCHOOL 503/506	330 - 59TH STREET	Brooklyn	11220
Beacon	I.S. 232 WINTHROP SCHOOL	905 WINTHROP STREET	Brooklyn	11203
Beacon	I.S. 68 ISAAC BILDERSEE SCHOOL	956 EAST 82 STREET	Brooklyn	11236
Beacon	I.S. 217 SCHOOL OF PERFORMING ARTS	977 FOX STREET	Bronx	10459
Beacon	M.S. 8 JHS 8 RICHARD S GROSSLEY	108-35 167 STREET	Queens	11433
Beacon	GRAND STREET HIGH SCHOOL	850 GRAND STREET	Brooklyn	11211
Beacon	J.H.S. 126 JOHN ERICSSON JUNIOR HIGH SCHOOL	424 LEONARD STREET	Brooklyn	11222
Beacon	P.S. 198 ISADOR & IDA STRAUS SCHOOL	1700 3 AVENUE	Manhattan	10128
Beacon	I.S. 5 WALTER H. CROWLEY INTERMEDIATE SCHOOL	50-40 JACOBUS STREET	Queens	11373
Beacon	ACADEMY OF ENVIRONMENTAL SCIENCE SECONDARY HIGH SC	410 EAST 100 STREET	Manhattan	10029
Beacon	I.S. 45 JOHN C. ROBERTS SCHOOL	2351 1ST AVENUE	Manhattan	10035
Beacon	INTERMEDIATE SCHOOL 168	158-40 76 ROAD	Queens	11366
Beacon	J.H.S. 226 VIRGIL I. GRISSOM SCHOOL	121-10 ROCKAWAY BOULEVARD	Queens	11420
Beacon	M.S. 72 CATHERINE & COUNT BASIE SCHOOL	133-25 GUY R BREWER BOULEVARD	Queens	11434
Beacon	P.S./I.S. 43 P.S. 43	160 BEACH 29 STREET	Queens	11691
Beacon	I.S. 2 GEORGE EGBERT SCHOOL	333 MIDLAND AVENUE	Staten Island	10306
Beacon	P.S. 18 JOHN GREENLEAF WHITTIER SCHOOL	221 BROADWAY	Staten Island	10310
Beacon	EAST SIDE COMMUNITY HIGH SCHOOL	420 EAST 12 STREET	Manhattan	10009
Beacon	M.S. 131 DR. SUN YAT SEN SCHOOL	100 HESTER STREET	Manhattan	10002
Beacon	M.S. 210 ELIZABETH BLACKWELL SCHOOL	93-11 101 AVENUE	Queens	11416

Beacon	INTERMEDIATE SCHOOL 347	35 STARR STREET	Brooklyn	11221
Beacon	J.H.S. 194 WILLIAM H. CARR SCHOOL	154-60 17 AVENUE	Queens	11357
Beacon	J.H.S. 189 DANIEL CARTER BEARD SCHOOL	144-80 BARCLAY AVENUE	Queens	11355
Cornerstone	OCEAN BAY	57-10 Beach Channel Drive	Queens	11692
Cornerstone	DYCKMAN	3782 Tenth Avenue	Manhattan	10034
Cornerstone	BAY VIEW	5955 Shore Parkway	Brooklyn	11236
Cornerstone	BETANCES VI	465 St. Ann's Ave.	Bronx	10455
Cornerstone	BRONX RIVER	1619 East 174th St.	Bronx	10472
Cornerstone	CYPRESS HILLS	475 Fountain Ave.	Brooklyn	11208
Cornerstone	TAYLOR-WYTHE	80 Clymer St.	Brooklyn	11211
Cornerstone	MARLBORO	2298 West 8th St.	Brooklyn	11223
Cornerstone	FARRAGUT	228 York St.	Brooklyn	11201
Cornerstone	BUSHWICK	50 Humboldt St.	Brooklyn	11206
Cornerstone	SUMNER	862 Park Ave.	Brooklyn	11206
Cornerstone	CONEY ISLAND - SURFISIDE	2947 West 28th St.	Brooklyn	11224
Cornerstone	PINK HOUSES	2702 Linden Blvd.	Brooklyn	11208
Cornerstone	RAVENSWOOD	35-40 21st St.	Queens	11106
Cornerstone	GERARD CARTER COMMUNITY CENTER	230 Broad Street	Staten Island	10304
Cornerstone	EDENWALD	1150 East 229th St.	Bronx	10466
Cornerstone	EASTCHESTER GARDENS	3016 Yates Ave.	Bronx	10469
Cornerstone	SOUNDVIEW	1680 Seward Ave.	Bronx	10473
Cornerstone	REDFERN	1544 Hassock St.	Queens	11691
Cornerstone	SOUTH JAMAICA II	109-04 160th St.	Queens	11433
Cornerstone	JOHNSON	1820 Lexington Ave.	Manhattan	10029
Cornerstone	LEWIS H. LATIMER GARDENS	34-30 137th St.	Queens	11354
Cornerstone	POLO GROUNDS TOWERS	2965 Eighth Avenue	Manhattan	10039
Cornerstone	INGERSOLL	177 Myrtle St.	Brooklyn	11201
Cornerstone	TWO BRIDGES	286 South St.	Manhattan	10002

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP

LIST OF NEW YORK CITY HOUSING AUTHORITY SITES

The New York City Housing Authority (NYCHA) is partnering with DYCD to make the NYCHA sites listed below available for OST programs. Each facility is unique in its physical structure and connection to the neighboring community.

The proposer would complete a General Linkage Agreement (Attachment 7) that would be signed by an authorized NYCHA representative on use of the site.

The following conditions will apply to all OST-NYCHA sites:

- The equipment located at the NYCHA facility would be available for use by the OST program.
- NYCHA would cover the cost of meals and snacks.
- The contractor would develop a written security plan in coordination with NYCHA.
- The contractor would maintain records regarding the residency of OST program participants, at least 51% of whom would be public housing residents.

Site Visits

Proposers are strongly encouraged to visit the NYCHA sites to see for themselves the space and site facilities. Site visits should take place on the scheduled dates indicated on the chart below.

The following **NYCHA Borough Directors** may be contacted to arrange for a site visit or for further information:

Contact person: Ukah Busgith, Borough Director, Manhattan Community Operations
Phone: 212-306-3276
Email: Ukah.Busgith@nycha.nyc.gov

Contact person: Byron Cave, Deputy Director, Queens / Staten Island Community Operations
Phone: 718-969-6240
Email: Byron.Cave@nycha.nyc.gov

Contact Person: Jenelle Mitchell, Borough Director, Brooklyn Community Operations
Phone: 718-453-1296
Jenelle.Mitchell@nycha.nyc.gov

Contact person: Ilia Figueroa, Borough Director, Bronx Community Operations,
Phone: 718-409-8640
Ilia.Figueroa@nycha.nyc.gov

NYCHA OST Recommended Centers - Selected Zip Codes

BORO	DEVELOPMENT/ADDRESSES	SPONSOR	APPROX. SIZE (Sq. ft.)	FACILITY CHARACTERISTICS	OPEN HOUSE DATES/TIMES
Bronx	(*R) Butler 1368 Webster Avenue Bronx, NY 10456	NYCHA	5,204	8 program rooms, 3 bathrooms, 1 computer lab, 1 kitchen	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Bronx	Baychester 1220 E. 229th St. Bronx, NY 10466	Private	15,700	1 gym, 6 class rooms, 1 bathroom, full size kitchen, 1 office	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Bronx	(*R) Sotomayor 1000 Rosedale Avenue, Bronx, NY 10472	NYCHA	19,585	6 program rooms, 4 bathrooms, 1 gym, 1 computer lab, 1 commercial kitchen	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Brooklyn	(*R) Albany 164 Troy Avenue Brooklyn, NY 11213	NYCHA	5,148	6 program rooms, 4 bathrooms, 1 computer lab, 1 kitchen	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Brooklyn	(*R) Carey Gardens 2315 Surf Avenue Brooklyn, NY 11224	NYCHA	10,384	10 program rooms, 6 bathrooms, 1 gym, 1 computer lab, 1 kitchen	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Brooklyn	(*R) Unity Plaza (Sites 4-27) 576 Blake Avenue Brooklyn, NY 11207	NYCHA	6,000	6 program rooms, 4 bathrooms, 1 kitchen	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Brooklyn	(*R) Van Dyke I 392 Blake Avenue Brooklyn, NY 11212	NYCHA	14,275	10 program rooms, 2 bathrooms, 1 gym, 1 computer lab, 1 kitchen	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Brooklyn	(*R) Williamsburg 195 Graham Avenue Brooklyn, NY 11206	NYCHA	20,261	7 program rooms, 4 bathrooms, 1 gym, 1 computer lab, 1 kitchen	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm

Manhattan	Douglass 885 Columbus Ave. New York, NY 10025	Private	15,567	1 gym, 2 floors, 8 bathrooms,	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Manhattan	(*R) Grant Community Center (* 1301 Amsterdam Avenue New York, NY 10027	VACANT	5,121	4 program rooms, 3 bathrooms, 1 kitchen	November 16th - 1:00pm - 3:00pm November 17th - 1:00pm - 3:00pm
Manhattan	(*R) King Towers 2 West 115th St NY, NY 10026	NYCHA	12,000	8 program rooms, 1 computer room, 2 kitchens, 5 bathrooms (4w/stalls)	November 16th - 1:00pm - 3:00pm November 17th - 1:00pm - 3:00pm
Manhattan	(*R) Manhattanville (* 530 West 133rd St NY, NY 10027	NYCHA	30,000	15 program rooms, 6 bathrooms (2 w/5 stalls each), 2 kitchens, computer lab; gym	November 16th - 1:00pm - 3:00pm November 17th - 1:00pm - 3:00pm
Manhattan	(*R) Rutgers 200 Madison St NY, NY 10002	NYCHA	7,500	3 program rooms, 1 computer lab, 1 multipurpose room, 4 bathrooms (2 w/stalls), kitchen; gym	November 16th - 1:00pm - 3:00pm November 17th - 1:00pm - 3:00pm
Queens	(*R) Beach 41st Street 426 Beach 40th St Far Rockaway, NY 11691	NYCHA	12,188	8 program rooms, 5 bathrooms, 1 computer lab, 1 gym, 1 kitchen	November 17th - 12:00pm - 2:00pm
CURRENT NYCHA CENTERS WITH OST PROGRAMS					
Bronx	Throggs Neck Community Center 550 Balcom Avenue Bronx, N. Y. 10465	Private	18,000	TBD	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Bronx	Millbrook 201 St. Ann's Ave Bronx, N. Y. 10454	Private	TBD	TBD	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm

Bronx	Mitchel Community Center 210 Alexander Avenue Bronx, N.Y. 10454	Private	TBD	TBD	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Bronx	Patterson 340 Morris Avenue Bronx, N. Y. 10451	Private	TBD	TBD	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Bronx	Marble Hill 5365 Broadway Bronx, NY 10463	NYCHA	10,600	TBD	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Bronx	Castle Hill 625 Castle Hill Avenue Bronx, NY 10473	Private	TBD	TBD	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Bronx	Melrose 286 East 156th Street Bronx, NY 10451	NYCHA	20,000	TBD	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Brooklyn	Louis Armstrong II 495 Gates Avenue Brooklyn, NY 11221	Private	TBD	TBD	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Manhattan	Rangel 159-36 Harlem Rver Dr New York, N. Y. 10039	NYCHA	TBD	TBD	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Manhattan	McKinley 751 East 161st St Bronx, N. Y. 10456	Private	TBD	TBD	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Manhattan	Drew-Hamilton 2672 Frederick Douglass Blvd NY, NY 10030	Private	TBD	TBD	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm

(*) -

Manhattan	Washington 1775 Third Avenue New York, N. Y. 10029	Private	TBD	TBD	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Manhattan	Lillian Wald 888 East 6th Street NY, NY 10009	Private	TBD	TBD	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Manhattan	Amsterdam Addition 250 West 65th Street NY, NY 10023	Private	TBD	TBD	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Manhattan	Edward Corsi Houses 307 E 116th St NY, NY 10029	Private	TBD	TBD	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Queens	Pomonok 67-09 Kissena Blvd Flushing, N. Y. 11367	Private	TBD	TBD	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm
Queens	Queensbridge North 10-25 41st Avenue Queens, NY 11101	Private	TBD	TBD	November 16th - 12:00pm - 2:00pm November 17th - 12:00pm - 2:00pm

Facility is shared with a senior center program.

(*R) - Facility is site recommended by NYC

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP

NYC PARKS AND RECREATION DEPARTMENT SITES

The New York City Department of Parks & Recreation (NYC Parks) is partnering with DYCD to make the 26 Recreation Centers and Park Houses listed below available as OST program sites. Each facility is unique in its physical structure and connection to the neighboring community, but most are equipped with the essentials to support afterschool programs, and all the facilities have potential as OST program sites for elementary and middle school youth.

The NYC Parks sites offer opportunities for activities such as volleyball, rollerblading, basketball and dance. In addition, NYC Parks can offer stewardship/service learning projects through Acorn to Oaks (A20), a six-month afterschool program that celebrates trees and NYC's natural heritage.²⁶

The Recreation Centers and Park Houses offer some or all of the following kinds of facilities:

- **Gymnasiums**- most gyms have nets for basketball and volleyball.
- **Multi-Purpose Rooms**- can be used for everything from homework help to dance.
- **Computer Resource Centers**- equipped with computers, printers, digital cameras, and internet access.
- **Dance Rooms**- can be used for anything from dance and theater to martial arts.
- **General Athletic Fields**- including, but not limited to, football, softball, baseball and soccer fields.
- **Athletic Courts** - outdoor basketball, handball and tennis courts.
- **Swimming Pools** - Indoor and outdoor pools; our 10 indoor pools are open year-round.
- **Playground/Surrounding Parks** – open areas that enable a wide variety of sports, fitness and cultural events to take place outdoors. Includes full playgrounds at many locations.
- **Stages** – can be used for an array of cultural activities and performances (poetry slams, plays, readings, concerts).
- **Kitchens** – equipped with standard cooking appliances and other kitchen amenities.
- **Classrooms** – can be used for everything from academic instruction to dance classes.

The sites would be available for afterschool activities, 3PM-6PM, Monday-Friday, during the school year. OST contractors would have access 2:30pm-6:30pm to allow for proper prep-time and clean-up. In some locations, programs could also operate on Saturdays. Programming during the summer would be limited to specific facilities, since NYC Parks operates its own summer camps and recreation centers are open to members. Full details for each site are set out on the charts below.

²⁶ NYC Parks will provide train-the-trainer sessions to OST staff on the A2O curriculum and the care of street trees, allowing OST programs to plant a tree and care for it during the school year. NYC Parks Rangers will also be available to lead field trips and activities at nature centers across the city

NYC Parks Conditions

OST contractors would:

- Sign all participants in and out of the OST program and, as necessary, stay on-site to address late pick-ups and other issues with parents/guardians.
- Comply with all NYC Parks rules and regulations as well as the policies of the individual Recreation Centers.
- Organize program activities so as not to displace Recreation Center teen and adult members, who use the sites daily.
- Ensure that every OST participant becomes a NYC Parks Recreation Center Member, which is free for youth 17 and younger.
- Comply with NYC Parks standards and any subsequent guidelines issued.
- Provide supplies needed to implement activities; where necessary, contractors would provide desks, chairs, tables, chalkboards, and other furniture, with storage subject to approval by NYC Parks.
- Accept sites without office space, but with access to a telephone line and space to store required equipment (*e.g.*, first aid kit and flashlights) and administrative records.

BRONX RECREATION CENTERS						
		St. Mary's	Owen Dolen	Williamsbridge Oval	West Bronx	Hunts Point
Target Zip Code		10455	10461	10467	10452	10474
Gymnasium		✓			✓	✓
Multi-Purpose Room(s)		✓	✓	✓	✓	
Computer Room		✓	✓		✓	✓
Football Field				✓	✓	
Outdoor Basketball Court				✓		✓
Tennis Court				✓		
Track				✓		✓
Swimming Pool		✓				
Playground/Park				✓		✓
Stage						✓
Kitchen		✓	✓			✓
Classrooms		✓				
Other Facilities		Dance Room	Backyard	Game Room	Football Field could support Soccer, Baseball, other activities	Exterior Athletic Field
Programmable Area for OST/AS Programming	Capacity**	100	40	120	140	80
	Available for Saturday Programming?	No	✓	No	✓	No
	Available for Summer Programming?	No	No	No	✓	No
Stats Based on Available Afterschool Space**	Sinks	5	2	6	8	4
	Working bathroom stalls	8	2	10	7	7
	Square footage	5228	3130	6141	9105	5930

BROOKLYN RECREATION CENTERS						
	Brownsville	Red Hook	Ft. Hamilton	McCarren Park	Von King	
Target Zip Code	11212	11232		11211	11216	
Gymnasium	✓	✓		✓		
Multi-Purpose Room(s)	✓	✓	✓	✓	✓	
Computer Room	✓	✓	✓	✓	✓	
Football Field				✓		
Outdoor Basketball Court		✓		✓		
Tennis Court				✓		
Track				✓		
Swimming Pool	✓	✓		✓		
Playground/Park	✓	✓		✓	✓	
Stage	✓				✓	
Kitchen			✓		✓	
Classrooms						
Other Facilities	Recording Studio/ Rollerblading/ Hand Ball	Multiple athletic fields	Ballroom	Baseball/ Soccer Fields	Baseball Field/ Arts & Crafts Room	
Programmable Area for OST/AS Programming	Capacity**	55	40	87	100	40
	Available for Saturday Programming?	✓	✓	No	✓	✓ (only available 12pm-5pm)
	Available for Summer Programming?	✓	No	✓ (only space for 20)	✓	No

Stats Based on Available Afterschool Space	Sinks	3	2	5	5	2
	Working bathroom stalls	3	2	6	6	2
	Square footage	1924	7683	3073	3799	4758

MANHATTAN RECREATION CENTERS							
		Alfred E. Smith	Chelsea	Hansborough	Highbridge Field House	Thomas Jefferson	Pelham Fritz
Target Zip Code					10033	10029	10027
Gymnasium		✓	✓	✓	✓	✓	
Multi-Purpose Room(s)		✓	✓	✓	✓	✓	✓
Computer Room		✓	✓	✓	✓	✓	✓
Football Field							
Outdoor Basketball Court		✓	✓	✓		✓	
Tennis Court							
Track				✓		✓	
Swimming Pool			✓	✓	✓	✓	✓
Playground/Park		✓	✓		✓	✓	✓
Stage							
Kitchen		✓		✓			✓
Classrooms			✓	✓			
Other Facilities		Multiple Floors/ Artificial Turf Field	Dance Rooms/ Arts & Crafts/ Ping-Pong	Outdoor Rooftop/ Multiple Floors	Soccer Field/Arts & Crafts Room	Multiple Athletic Fields	Baseball Field/ Dance Room
Programmable	Capacity**	80	60	80	222	20	40

Stats Based on Available Afterschool Space	Sinks	4	3	4	12	1	3
	Working Bathroom stalls	6	4	6	16	1	2
	Square footage	5011	3199	4179	7778	3217	2799

QUEENS RECREATION CENTERS						
		Lost Battalion Hall	ARROW Community Center	Det. Keith Williams Field House	Vic Hanson Field House	Al Oerter
Target Zip Code			11106	11433	11434	
Gymnasium		✓				✓
Multi-Purpose Room(s)			✓		✓	✓
Computer Room		✓	✓		✓	✓
Football Field						✓
Outdoor Basketball Court		✓	✓	✓		✓
Tennis Court				✓		
Track				✓		✓
Swimming Pool				✓		✓
Playground/Park		✓		✓		
Stage						
Kitchen				✓		
Classrooms						✓
Other Facilities		Arts & Crafts Room	Garden	Garden/Athletic Fields		
Programmable Area for OST/AS Programming	Capacity**	160	40	32	28	20
	Available for Saturday Programming?	✓	✓	✓	✓	✓
	Available for Summer Programming?	✓	✓	✓	No	✓
Stats Based on Available Afterschool Space	Sinks	8	2	5	4	1
	Working Bathroom Stalls	9	3	3	3	1
	Square footage	12904	2522	1148	1013	1954

STATEN ISLAND RECREATION CENTERS						
		Faber Park Field House	Levy Park House	McDonald Park House	DeMatti Park House	The Greenbelt
Target Zip Code		10301	10302	10310		
Gymnasium						
Multi-Purpose Room(s)						✓
Computer Room		✓				✓
Football Field						
Outdoor Basketball Court				✓	✓	✓
Tennis Court						✓
Track						
Swimming Pool						
Playground/Park			✓	✓	✓	
Stage						
Kitchen						
Class Rooms		✓	✓	✓	✓	✓
Other Facilities				Handball Courts/ Asphalt Field	Asphalt Field	Nature Trail/ Full Sized Soccer Field
Programmable Area for OST/AS Programming	Capacity**	40	18	20	18	70
	Available for Saturday Programming?	✓	✓	✓	✓	✓
	Available for Summer Programming?	✓	✓	✓	✓	✓

Stats Based on Available Afterschool Space	Sinks	2	2	2	2	4
	Working Bathroom Stalls	4	4	4	4	4
	Square footage	2275	650	700	650	2463

****These capacities have been approximated based on available sinks, working bathroom stalls, and square footage available for afterschool programming within Parks' afterschool sites as outlined in the Department of Health's (DOH) Regulations for Buildings and Equipment for School-Age Child Care (SACC). These regulations require 35 square feet per child, and one toilet and one sink for every 20 children. These measurements and calculations are estimated and would require verification by DOH.**

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP
LIST OF RESOURCES

Integrating Youth Development and Skill-Building

- Learning In Afterschool Position Statement
<http://www.learninginafterschool.org/position.htm>
- Practices to Keep in After-school and Youth Programs: Engaging Middle School Youth Through Project Based Learning Clubs (PDF). Youth Development Institute
<http://www.snbc.org/sites/default/files/Engaging%20Middle%20School%20Youth%20Through%20Project-Based%20Learning%20Clubs%20-%20YDI%20Report.pdf>
- The Impact of Afterschool Programs that Promote Personal and Social Skills by Joseph Durlak and Roger Weissberg, Collaborative for Academic, Social, and Emotional Learning (CASEL) 2007
http://www.learninginafterschool.org/documents/The_Impact_of_Afterschool_Durlak_Weissberg.pdf
- Resource Guide to Improve After-School Programs companion guide to *Putting It All Together: Guiding Principles for Quality After-School Programs Serving Preteens* Updated 2009 <http://www.lpfch.org/afterschool/resourceguide.html>
 - Principle 1: *Focused and Intentional Strategy* (target specific skills, well-planned)
<http://www.lpfch.org/afterschool/principle1.html>
 - Principle 2: *Exposure* (duration, intensity and breadth)
<http://www.lpfch.org/afterschool/principle2.html>
 - Principle 3: *Supportive Relationships*
<http://www.lpfch.org/afterschool/principle3.html>
 - Principle 5: *Cultural Competence* <http://www.lpfch.org/afterschool/principle5.html>
 - Principle 6: *Continuous Program Improvement* (targeted staff training, monitoring and coaching, data collection and analysis)
<http://www.lpfch.org/afterschool/principle6.html>
- English Language Learners Become Fluent in Afterschool
 After School Alliance Issue Brief 49, June 2011.
<http://www.afterschoolalliance.org/afterschoolsnack/ASnack.cfm?idBlog=7AB75AAF-D649-F21F-3C62ABA0A73513C7>
http://www.afterschoolalliance.org/issue_49_ELLs.cfm
- The Social Group Work Approach: Promoting Individual Growth and Community Building, 2009. Practices To Keep In After-School and Youth Programs 3
 Youth Development Institute.
<http://www.ydinstitute.org/resources/publications/GroupWork.pdf>

OST-School Partnerships/Alignment of OST activities with Learning Standards

- Partnerships for Learning: Promising Practices in Integrating School and Out-of-School Time Program Supports. Harvard Family Research Project, March 2010.

- <http://www.hfrp.org/publications-resources/browse-our-publications/partnerships-for-learning-promising-practices-in-integrating-school-and-out-of-school-time-program-supports>
- The Best of Both Worlds: Aligning Afterschool Programs with Youth Development Principles and Academic Standards
<http://www.snbc.org/snbc-afterschool-guide>
 - Partnerships for Learning: Resource Guide to Building School–OST Program Partnerships. Harvard Family Research Project, March 2010 <http://www.hfrp.org/out-of-school-time/publications-resources/partnerships-for-learning-resource-guide-to-building-school-ost-program-partnerships>
 - Partnerships for Learning: Profiles of Three School-Community Partnership Efforts. Harvard Family Research Project March 2010
<http://www.hfrp.org/out-of-school-time/publications-resources/partnerships-for-learning-profiles-of-three-school-community-partnership-efforts>
 - Out-of-School Time Enrichment Curricula Used by The Children’s Aid Society
<http://www.nysan.org/userfiles/file/nysan/assets/OutofSchoolTime%20Curriculum%20List.doc>
 - Verizon Thinkfinity website (access to the high-quality teaching/learning resources)
<http://www.thinkfinity.org/at-home-and-afterschool>
Thinkfinity State Standards Search <http://www.thinkfinity.org/state-standards-search>
Thinkfinity Standards Alignment <http://www.thinkfinity.org/standards>

Parent Engagement

- Beyond the Bell®: A Toolkit for Creating Effective. Afterschool Programs. Literature Review. January 2008. Jaime Stephanidis and Judith Murphy. January 2008. Learning Point Associates
<http://www.sedl.org/afterschool/toolkits/homework/pdf/BTBLitReview.pdf>
- Increasing Family and Parent Engagement in After-School. TASC 2006
<http://www.tascorp.org/content/document/detail/1455/>
- Putting It All Together: Guiding Principles for Quality After-School Programs Serving Preteens. Rachel A. Metz, Julie Goldsmith and Amy J.A. Arbretton P/PV April 2008,
http://www.ppv.org/ppv/publications/assets/234_publication.pdf
- Resource Guide to Improve After-School Programs: Companion Guide to *Putting It All Together: Guiding Principles for Quality After-School Programs Serving Preteens*
Updated Fall 2009 <http://www.lpfch.org/afterschool/resourceguide.html>
Principle 4: Family Engagement <http://www.lpfch.org/afterschool/principle4.html>
- Issue Topic: Building the Future of Family Involvement. Special Issue of The Evaluation Exchange, Harvard Family Research Project, Spring 2008.
<http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/building-the-future-of-family-involvement>

STEM

- Role of Science Learning Outside of School Grows By [Erik W. Robelen](#). Education Week April 1 2011. <http://www.edweek.org/ew/articles/2011/04/06/27is-informaloverview.h30.html?tkn=YLNf3tMqJoPuvV82Ri3DxI%2BimoOH%2FZNGHbV8&intc=es>
- Afterschool: Middle School and Science, Technology, Engineering and Math (STEM) (2010) After School Alliance Issue Brief No. 44 September 2010 http://www.afterschoolalliance.org/issue_44_stem.cfm
- Links to Science Technology Engineering Math <http://www.niost.org/Resources/science-technology-engineering-math>
- Explore Program. This is a *free* program is designed to engage children ages 8-13 in hands-on space and planetary science activities that correlate with the National Science Education Standards. It is flexible, inexpensive resource for use in out of school settings. *Explore!*, Department of Education and Public Outreach, Lunar and Planetary Institute 3600 Bay Area Boulevard, Houston TX 77058, explore@lpi.usra.edu ; <http://www.lpi.usra.edu/explore>
- National Partnerships for After School Science
The National Partnerships for After School Science (NPASS and NPASS2), based at EDC in Newton Mass is creating new, state-based cadres of professional Science Trainers who can provide long-term training and technical assistance to the afterschool field. www.edc.org For more information visit: <http://npass2.edc.org> or contact Principal Investigator Charlie Hutchison at chutchison@edc.org

Health

- Healthy Kids, Healthy New York –After-School Initiative Toolkit. New York State Healthy Eating and Physical Activity Alliance 2008. http://www.health.state.ny.us/prevention/obesity/healthy_kids_healthy_ny/healthy_kids_healthy_ny_afterschool_toolkit.pdf
- Healthy Out-of-School Time (HOST) NIOST <http://www.niost.org/Curricula-and-Toolkits>
- Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security. NIOST <http://www.niost.org/Curricula-and-Toolkits/guide-to-developing-exemplary-practices-in-healthy-eating-physical-activity-and-food-security>
- FRAC's Afterschool Meals Guide. Online resource - helps afterschool programs access federal funding to provide healthy meals to children through the Child and Adult Care Food Program (CACFP). <http://frac.org/federal-foodnutrition-programs/afterschool-programs/fracs-afterschool-meals-guide/>

**OST PROGRAM SERVICE AREA 1 AND SERVICE AREA 2
PROPOSAL SUMMARY**

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP

Proposer Name:		
Address:		
City	State	Zip Code

Tax Identification #:

Contact Person:	Title:
Telephone #:	Fax #:
Authorized Representative:	Title:
Email Address:	

Proposed Program Site:		
Address:		
City	State	Zip Code

Signature: _____ **Date:** / /

Proposed Service Area (Check ONE box below)

Service Area 1: Service Area 2

Proposed Competition and Program Site Zip Code

- Check box to indicate the proposed borough.
- Check box to indicate whether the program is located in a Target or Non-Target zip code.
- Write in the zip code.

Borough: Bronx Brooklyn Manhattan Queens Staten Island

Zip Code: Target Zip Code _____

Non-Target Zip Code _____

Program Costs and Price per Participant

	A. Number of participants to be served annually	B. Price per participant \$	Cost to DYCD (AxB) \$
Participants without disabilities			
Participants with disabilities			
Total Cost to DYCD (=Total DYCD Funding Request)			

Linkage Agreements (Check boxes to indicate Linkage Agreements submitted with the proposal and provide the information requested.)

Parks Linkage Agreement (Attachment 5)

Parks site:

School Partnership Agreement (Attachment 6). Failure to do submit the School Partnership Agreement shall result in a determination that the proposal is nonresponsive.

Name of School(s):

General Linkage Agreement (s) (Attachment 7)

Name of Linked Organization(s):

Proposed Subcontractor(s) if applicable:

1. _____

2. _____

3. _____

Multiple Proposals

Has proposer submitted more than one proposal in response to this RFP?

Yes No

If yes, complete Attachment 2, Multiple Proposals.

Is the response printed on both sides, on recycled paper containing the minimum percentage of recovered fiber content as requested by the City in the instructions to this solicitation? Yes No

**PROPOSAL SUMMARY FORM
SERVICE AREA 3 AND SERVICE AREA 4**

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP

Proposer Name:		
Address:		
City	State	Zip Code

Tax Identification #:

Contact Person:	Title:
Telephone #:	Fax #:
Authorized Representative:	Title:
Email Address:	

Proposed Training Facility, if applicable:		
Address:		
City	State	Zip Code

Signature: _____ **Date:** / /

Proposed Subcontractor(s) if applicable:

1. _____
2. _____
3. _____

Proposer has submitted multiple proposals in response to this RFP? Yes No

Proposed Service Area: Check relevant box to indicate Service Area to which the proposal relates, and, in the case of Service Area 3, the relevant competition.

Service Area 3: Technical Assistance Services

Competitions (Check one)

- Competition 1 (Program Activity Design and Implementation)
- Competition 2 (Program Content: Literacy)
- Competition 3 (Program Content: STEM)
- Competition 4 (Organizational Support)
- Competition 5 (Support for Transition to High School Programs)

Service Area 4: Outcomes Tracking and Evaluation

DYCD Annual
Funding Request: \$ _____ Full Day Equivalent Rate \$ _____

Training Site: _____

Address: _____

City

State

Zip Code

MULTIPLE PROPOSALS

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP

Complete this attachment if the proposer has submitted more than one proposal in response to this RFP.

Number of proposals submitted _____

Indicate the personnel who will manage the additional programmatic and administrative (fiscal and personnel) oversight if more than one contract is awarded. Describe how this oversight will be conducted, what form it will take, and the amount of time the assigned staff will spend on a weekly and monthly basis on oversight responsibilities

Title	Full-Time Equivalent (100% = 35 hours/week)
_____	_____
_____	_____
_____	_____
_____	_____

What funding sources will cover the above costs?

SCHEDULE OF ACTIVITIES**RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP**

The Schedule Activities is requested for the period covering the first four weeks of the OST Program (school year hours excluding holidays).

Check applicable service area: Service Area 1 (Elementary School Programs)
 Service Area 2 (Middle School Programs)

Instructions for Completing the Schedule of Activities

The Schedule of Activities consists of two charts. Chart #1 will show all the planned activities for the first four weeks of the program. Chart #2 will show when each of those activities will take place over the first four weeks of the program. Together, these charts will provide DYCD with a detailed plan of activities to evaluate with reference to the activity requirements of the applicable service area and the skills and learning goals to be gained by participants. Reproduce the charts as needed on a separate piece of paper and attach to your proposal.

Instructions for Chart #1

1. Check the boxes beside all of the Activity Categories under which you plan to offer activities.
2. For each activity proposed for the first four weeks of the program:
 - Provide a brief description. The description should contain a unique descriptive label for reference in Chart #2 and a summary of the activity's major components.
 - Identify and list the skill(s) and/or learning goal(s) to be gained by participants who complete the activity.
 - State the total hours per week and the number of weeks the activity will take place.

Instructions for Chart #2

1. Using the activity labels in Chart #1, show the time period and the days of the week during which each planned activity will take place.
2. Indicate the weekly schedule of activities for each of the 4 weeks on the chart.

CHART #1

Activity Category(ies)		Brief Description of Activity	Skill(s) /Learning Goal(s) to be gained by participants	Total Hours per week	Total Number of Weeks (1-4)
Academic Support					
<i>Homework Help</i>	<input type="checkbox"/>				
<i>Individual Tutoring</i>	<input type="checkbox"/>				
<i>Group Tutoring</i>	<input type="checkbox"/>				
Enrichment - Literacy	<input type="checkbox"/>				
Enrichment - STEM	<input type="checkbox"/>				
Physical Activity	<input type="checkbox"/>				
Healthy Living	<input type="checkbox"/>				
Leadership Development	<input type="checkbox"/>				
Parent Engagement Activities	<input type="checkbox"/>				

CHART #2

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week 3

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week 4

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

PARKS LINKAGE AGREEMENT

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP

Proposer:

[INSTRUCTIONS: This agreement is documentation that the proposer is familiar with the Parks site at which it has proposed to offer services. The proposer should submit a separate NYC Parks Linkage Agreement for each Parks site being proposed. Duplicate this form as needed.]

In support of the proposal submitted by _____ (Proposer) in response to the OST Request for Proposals from the Department of Youth and Community Development, on _____ (date) a representative of the proposer has visited the NYC Parks site located at _____, inspected the site, and met with the undersigned Site Manager to review the conditions and restrictions, if any, applicable to the site.

Signed:

NYC Parks Site Manager

Executive Director of Proposer

Date: _____

SCHOOL PARTNERSHIP AGREEMENT**RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP****Proposer:** _____

This confirms that _____ (Name of School) located at _____ (Address of School) supports the proposal for the OST Program that is being submitted to the Department of Youth and Community Development by _____ (Proposer)

OST program goals:

- Goal 1: Foster social and emotional competencies and physical well-being
- Goal 2: Provide opportunities for youth to explore their interests and creativity
- Goal 3: Build skills that support academic achievement
- Goal 4: Cultivate youth leadership and community engagement; and
- Goal 5: Engage parents and other caretakers to support the above goals

OST program requirements (selected listing):

- Programs operate year round, including 7 weeks of summer programming for elementary school students and a minimum of 4 weeks for middle school students.
- Programs operate on 13 holidays when DOE schools are not in session.
- Programs are provided free to program participants.
- Programs include in their staffing patterns an educational specialist with expertise in curriculum development and lesson planning.

Based on an awareness of the goals and requirements of the OST programs outlined above, the parties have reached a preliminary agreement on the following points:

1. For programs located in schools: the School will provide adequate dedicated space and access to the school library, computer room and other resources essential for effective implementation of the program, including space to maintain OST program administration. The Proposer will conform to school rules and protocols regarding the use of school space and resources.
2. The School will encourage its students to participate in the program if the proposer is awarded a contract.
3. The School will allow Provider to participate as a community representative on the School Leadership Team (SLT) and the School Safety Committee.
4. The School and the Proposer will share information that is relevant to the program and to school services to the extent allowed under rules of confidentiality.
5. The Proposer accepts the school's codes of behavior as the minimum standard of behavior it will require.
6. The Proposer and the School will work collaboratively to align program activities with school goals. The School will help the Proposer to align activities with relevant State and City educational standards.
7. The Proposer will implement homework help, if applicable, in accordance with policies explicitly approved by the School.

8. The Proposer and the School will work collaboratively to resolve any issues relating to the program or its participants, communicating concerns promptly and attending/convening regular meetings between program staff and school personnel, including teachers, guidance counselors, parent coordinators, and the Principal and Assistant Principal.
9. The Proposer will comply with all applicable federal, New York State, and City rules and regulations relating to matters such as health, safety, and emergency procedures and reporting of incidents or accidents.
10. The Proposer will comply with all DOE and New York State requirements concerning screening for program staff and volunteers including background checks and fingerprinting.
11. Proposer and School would sign an annual School Partnership Memorandum to sustain partnerships founded on a common vision.

Are there any additional points that the School and the Proposer would like to add?

Yes No

If "Yes," please describe each additional point in the text box below.

Signed by: _____
(Principal or Authorized Signatory for the Principal)

Executive Director of Proposer Organization

Date: _____

GENERAL LINKAGE AGREEMENT

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP

Proposer:

INSTRUCTIONS: This agreement is a demonstration of a commitment to integrate service delivery through working relationships with other organizations. It is not a consultant agreement. Provide one Linkage Agreement for each organization with which you will be working. (Duplicate this form as needed.)

Pursuant to the proposal submitted by _____ (Proposer) in response to the OST Request for Proposals from the Department of Youth and Community Development, the proposer has established or, if funded, will establish programmatic linkage with _____ (Linked Organization) in the form and manner described below.

Describe the proposed programmatic linkage, including what services or benefits the linked organization will provide, how data will be maintained and information shared between partners, and how referrals between partners will be handled. Describe how the linkage will help youth achieve program goals.

Signed by:

(Executive Director of the Linked Organization)

Executive Director of Proposer

Date: _____

BUDGET SUMMARY FORM

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP

Organization:			EIN:	
Account Code	Category		DYCD Funding Request:	
Personal Services				
1100	Salaries and Wages		\$	
	Full Time:		\$	
	Part Time:		\$	
1200	Fringe Benefits		\$	
1300	Central Insurance Program		\$	
	Total Personal Services:		\$	
Non-Staff Services				
2100	Consultants		\$	
2200	Sub-contractors		\$	
2400	Vendors		\$	
	Total Non-Staff Services:		\$	
Other Than Personal Services				
3100	Consumable Supplies		\$	
3200	Equipment Purchases		\$	
3300	Equipment Other		\$	
3400	Space Costs		\$	
3500	Travel		\$	
3600	Utilities & Telephone		\$	
3700	Other Operational Costs		\$	
	Other Costs:		\$	
	Indirect Costs:		\$	
3800	Fiscal Agent Services		\$	
	Total Other Than Personal Services:		\$	
	Total DYCD Funding Request:		\$	

Proposal Budget Summary Category Definitions

Personal Services

1100 Salaries and Wages

- The Salaries are divided in two categories:
 - Full Time employees: Persons who work 35 hours or more per week
 - Part Time employees: Persons who work less than 35 hours per week

1200 Fringe Benefits

- Fringe Benefits must include FICA. Charges to Fringe Benefits may also include unemployment insurance, worker's compensation, disability, pension, life insurance and medical coverage as per your policies. Enter the Fringe Benefit rate as indicated on the budget summary page. Fringe rates must not be less than 7.65% or exceed 30% of total salaries. If the contractor uses the Fiscal Agent, the minimum rate for Fringe Benefits is 12.65%.

1300 Central Insurance Program (CIP)

- Proposers without general liability insurance at the time of selection have the area of purchasing insurance through CIP or other sources. CIP includes general liability, special accident, property insurance (equipment), worker's compensation and disability, at a cost of 4.5% of the total program cost. CIP only covers DYCD- funded programs and activities. All funded programs must have general liability insurance of \$1 million, with a certificate naming DYCD and the City of New York as additional insureds, if they do not participate in CIP.

Non-Staff Services

2100 Consultants

- An independent entity with professional or technical skills retained to perform specific tasks or complete projects related to the program that cannot be accomplished by regular staff. Consultant cannot be a salaried employee.

2200 Subcontractors

- An independent, usually nonprofit, entity retained to perform program services. A subcontract will be part of the DYCD contract and will be registered with the NYC Comptroller. Each Subcontractor's EIN# must be listed on the subcontract and on its budget.

2400 Vendors

- An independent business entity retained to provide non-program services. Examples: Cleaning Services, Security and Accounting Services.

Other Than Personnel Services

3100 Consumable Supplies

- Supplies that are not lasting or permanent in nature, such as office, program and/or maintenance supplies.

3200 Equipment Purchases

- Purchase of equipment that is durable or permanent, such as furniture, printers, calculators, telephones, computers. All equipment and/or furniture purchased with DYCD funds at a cost of \$500 or more become the property of The City of New York/DYCD. If the program is terminated, all such items must be returned to DYCD.

3300 Equipment Other

- The rental, lease, repair and maintenance of office/programmatic equipment utilized in the program's operation. This category also includes Computer Software.

3400 Space Costs

- Public School: Opening fees and room rentals paid to the Department of Education (DOE) or
- Space Cost/Other: All other rent paid by a program for all sites utilized by that program. It also includes all related charges associated with the use of the site such as minor repairs and maintenance costs. No renovation or construction projects can be budgeted or paid for with DYCD program funds.
- After being selected, all contractors charging for space cost are required to submit a Space Cost - Cost Allocation Plan. In addition, you will be required to submit a copy of your lease, DOE permit and/or month to month rental agreement at the time of the budget submission.

3500 Travel

- Local travel (*i.e.*, bus and subway fares) by the employees of the program to and from sites that are being used for day-to-day programmatic functions. Expenditures for employees who use their personal automobile for business are reimbursed a maximum of \$0.28 per mile plus tolls. Charge to this account all participant related travel, such as bus trips and local travel.

3600 Utilities & Telephone

- Utilities & Telephone costs associated with the proposed program.

3700 Other Operational Costs

- This category is separated into two subcategories (3710 and 3720).
 - Other Costs: Items such as audit costs, postage, printing and publications, subscriptions, internet fees, etc. Also include any other operating costs that cannot be classified in any other category. In addition, include costs associated with and for the benefit of the participants such as food, refreshments, entrance fees, awards, T-shirts, uniforms, and sporting equipment. This category also includes general liability insurance for contractors not in the Central Insurance Program.
 - Indirect Costs: The purpose of Indirect Cost is to capture overhead costs incurred by a contractor operating several programs. The maximum allowable rate is 10% of the total budget.

3800 Fiscal Agent Services

- All contractors now have the area of purchasing the services of the Fiscal Agent. A contractor may also be required by DYCD to have its funds administered by the Fiscal Agent. An agency that chooses or is mandated to utilize the Fiscal Agent must have all DYCD contracts administered by the Fiscal Agent. The following is a brief description of services that will be offered by the Fiscal Agent: Establish financial records, maintain and report on available budget balance, verify invoices, provide payroll services and personnel reporting, be responsible for the timely filing and payments of employment related taxes, and maintain an Accounts Payable and Ledger system in accordance with generally accepted accounting practices and procedures.
- Fiscal Agent services will be charged from your total budgeted amount at this scale:

Budget \$ Value	Fiscal Agent Services Fee
\$0 - \$25,000	\$1,200
\$25,001 - \$50,000	\$3,500
\$50,001 - \$100,000	\$5,100
\$100,001 - \$250,000	\$7,100
Over \$250,001	\$10,000

CORPORATE GOVERNANCE CERTIFICATION

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP

To enter into a contract with DYCD, each organization must certify that its organizational capability is sufficient to support the services it has contracted to provide. To certify, complete the form below (including the attached list of the members of the Board of Directors, with the name, title, address, telephone number, and e-mail address of each member). The certification must be notarized by a Public Notary.

I, _____, am the Chairperson of the Board of _____ (“Proposer”), a not-for-profit organization that has proposed to provide certain youth or community development services. I hereby certify that the Proposer:

1. Is governed by a Board of Directors, whose names and addresses are fully and accurately set forth on the attached list.
2. Maintains its corporate books and records, including minutes of each meeting, at the Proposer address stated on the Proposal Summary Form (Attachment 1 to this RFP).
3. Has held in the past 12 months ____ meetings of the Board of Directors at which a quorum was present.
4. Reviews, at least annually, at a meeting of the Board of Directors and has reviewed in the past 12 months each of the following topics:
 - a. Executive compensation
 - b. Internal controls, including financial controls
 - c. Audits
 - d. Program operations and outcomes.

Name of Organization (Print):

Name of Board Chairperson (Print):

Signature of Board Chairperson

Sworn to before me this _____ day of _____, 20__

NOTARY PUBLIC

DOING BUSINESS DATA FORM

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP



Doing Business Data Form

To be completed by the City Agency prior to distribution			
Agency: _____		Transaction ID: _____	
Check One: <input type="checkbox"/> Proposal <input type="checkbox"/> Award	Transaction Type (check one): <input type="checkbox"/> Concession <input type="checkbox"/> Contract <input type="checkbox"/> Economic Development Agreement <input type="checkbox"/> Franchise <input type="checkbox"/> Grant <input type="checkbox"/> Pension Investment Contract		

Any entity receiving, applying for or proposing on an award or agreement must complete a Doing Business Data Form (see Q&A sheet for more information). Please either type responses directly into this fillable form or print answers by hand in black ink, and be sure to fill out the certification box on the last page. **Submission of a complete and accurate form is required for a proposal to be considered responsive or for any entity to receive an award or enter into an agreement.**

This Data Form requires information to be provided on principal officers, owners and senior managers. The name, employer and title of each person identified on the Data Form will be included in a public database of people who do business with the City of New York; no other information reported on this form will be disclosed to the public. **This Data Form is not related to the City's VENDEX requirements.**

Please return the completed Data Form to the City Agency that supplied it. Please contact the Doing Business Accountability Project at DoingBusiness@cityhall.nyc.gov or 212-788-8104 with any questions regarding this Data Form. Thank you for your cooperation.

Section 1: Entity Information

Entity Name: _____

Entity EIN/TIN: _____

Entity Filing Status (select one):

- Entity has never completed a Doing Business Data Form. *Fill out the entire form.*
- Change from previous Data Form dated _____. *Fill out only those sections that have changed, and indicate the name of the persons who no longer hold positions with the entity.*
- No Change from previous Data Form dated _____. *Skip to the bottom of the last page.*

Entity is a Non-Profit: Yes No

Entity Type: Corporation (any type) Joint Venture LLC Partnership (any type)
 Sole Proprietor Other (specify): _____

Address: _____

City: _____ State: _____ Zip: _____

Phone : _____ Fax : _____

E-mail: _____

Provide your e-mail address and/or fax number in order to receive notices regarding this form by e-mail or fax.

Section 2: Principal Officers

Please fill in the required identification information for each officer listed below. If the entity has no such officer or its equivalent, please check "This position does not exist." If the entity is filing a Change Form and the person listed is replacing someone who was previously disclosed, please check "This person replaced..." and fill in the name of the person being replaced so his/her name can be removed from the *Doing Business Database*, and indicate the date that the change became effective.

Chief Executive Officer (CEO) or equivalent officer

This position does not exist

The highest ranking officer or manager, such as the President, Executive Director, Sole Proprietor or Chairperson of the Board.

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

This person replaced former CEO: _____ on date: _____

Chief Financial Officer (CFO) or equivalent officer

This position does not exist

The highest ranking financial officer, such as the Treasurer, Comptroller, Financial Director or VP for Finance.

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

This person replaced former CFO: _____ on date: _____

Chief Operating Officer (COO) or equivalent officer

This position does not exist

The highest ranking operational officer, such as the Chief Planning Officer, Director of Operations or VP for Operations.

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

This person replaced former COO: _____ on date: _____

Section 3: Principal Owners

Please fill in the required identification information for all individuals who, through stock shares, partnership agreements or other means, **own or control 10% or more of the entity**. If no individual owners exist, please check the appropriate box to indicate why and skip to the next page. If the entity is owned by other companies, those companies do **not** need to be listed. If an owner was identified on the previous page, fill in his/her name and write "See above." If the entity is filing a Change Form, list any individuals who are no longer owners at the bottom of this page. If more space is needed, attach additional pages labeled "Additional Owners."

There are no owners listed because (select one):

- The entity is not-for-profit
- There are no individual owners
- No individual owner holds 10% or more shares in the entity
- Other (explain): _____

Principal Owners (who own or control 10% or more of the entity):

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

Remove the following previously-reported Principal Owners:

Name: _____ Removal Date: _____

Name: _____ Removal Date: _____

Name: _____ Removal Date: _____

Section 4: Senior Managers

Please fill in the required identification information for all senior managers who oversee any of the entity's relevant transactions with the City (e.g., contract managers if this form is for a contract award/proposal, grant managers if for a grant, etc.). Senior managers include anyone who, either by title or duties, has substantial discretion and high-level oversight regarding the solicitation, letting or administration of any transaction with the City. **At least one senior manager must be listed, or the Data Form will be considered incomplete.** If a senior manager has been identified on a previous page, fill in his/her name and write "See above." If the entity is filing a Change Form, list individuals who are no longer senior managers at the bottom of this section. If more space is needed, attach additional pages labeled "Additional Senior Managers."

Senior Managers:

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

Remove the following previously-reported Senior Managers:

Name: _____ Removal Date: _____

Name: _____ Removal Date: _____

Certification

I certify that the information submitted on these four pages and _____ additional pages is accurate and complete. I understand that willful or fraudulent submission of a materially false statement may result in the entity being found non-responsible and therefore denied future City awards.

Name: _____

Signature: _____ Date: _____

Entity Name: _____

Title: _____ Work Phone #: _____

Return the completed Data Form to the agency that supplied it.

For information or assistance, call the Doing Business Accountability Project at 212-788-8104.



ACKNOWLEDGMENT OF ADDENDA

RFP Title: OST Program for Elementary and Middle School Youth PIN: 26012OSTRFP

Proposer:	PIN: 26012OSTRFP
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The Acknowledgment of (Form 11 below) serves as the proposer’s acknowledgment of the receipt of addenda to this RFP that may have been issued by DYCD prior to the Proposal Due Date and Time. **Complete the details/check box below, as applicable, before signing the Acknowledgment.**

COMPLETE PART I OR PART II, WHICHEVER IS APPLICABLE.

PART I: List below the dates of issuance for **each addendum received** in connection with this RFP:

- ADDENDUM #1 DATED: ____/____/ 2011
- ADDENDUM #2 DATED: ____/____/ 2011
- ADDENDUM #3 DATED: ____/____/ 2011
- ADDENDUM #4 DATED: ____/____/ 2011
- ADDENDUM #5 DATED: ____/____/ 2011

PART II: Check, if applicable.

NO ADDENDUM WAS RECEIVED IN CONNECTION WITH THIS RFP.

PROPOSER (NAME):

PROPOSER (SIGNATURE): _____