

**Beacon Community Centers (2 Schools) 2018  
Request for Proposals (RFP)**

**EPIN: 26018I0005**

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**IMPORTANT NOTE:** This RFP is issued through the HHS Accelerator system to organizations that prequalify in the relevant service areas. Prequalified organizations are required to submit their proposals through the HHS Accelerator system as instructed in the “Procurements” section of the system. Go to [www.nyc.gov/hhsaccelerator](http://www.nyc.gov/hhsaccelerator) to learn more.

## Basic Information RFP

<b>Release Date</b>	March 23, 2018
<b>Proposal Due Date</b>	May 1, 2018 by 2:00PM
<b>Pre-proposal Conference</b>	<p>It is recommended but not mandatory that you attend.</p> <p><b>Date: April 12, 2018</b> <b>Time: 3:00 pm</b></p> <p>Location: Department of Youth and Community Development 2 Lafayette Street, 14th floor Auditorium New York, NY 10007</p> <p>Please arrive early to allow for security check.</p> <p>Note: A Department of Education (DOE) representative will be present at the pre-proposal conference.</p> <p>DYCD will post the transcripts, sign in sheets and presentation slides on our website for all sessions above.</p>
<b>Anticipated Contract Term</b>	July 1, 2018 to June 30, 2020, with options to renew for up to two years.
<b>Agency Contact</b>	<p><a href="mailto:RFPQUESTIONS@dycd.nyc.gov">RFPQUESTIONS@dycd.nyc.gov</a></p> <p>Please indicate “Beacon Community Centers 2 Schools RFP” in the subject line.</p>
<b>Eligible Sites / Competition Pools</b>	<p><b>The eligible sites for this RFP are the two schools listed below:</b></p> <ol style="list-style-type: none"> <li><b>1. PS 185 The Early Childhood Discovery and Design Magnet School</b> <ul style="list-style-type: none"> <li>• Address: 20 W 112th St, New York, NY 10026</li> <li>• School DBN: 03M185</li> <li>• School Phone Number: 212-534-7490</li> <li>• Principal Name and Email: Jane Murphy; <a href="mailto:jmurphy32@schools.nyc.gov">jmurphy32@schools.nyc.gov</a></li> </ul> </li> <li><b>2. Bronx Alliance Middle School</b> <ul style="list-style-type: none"> <li>• Address: 3750 Baychester Avenue, Bronx NY 10466</li> <li>• School DBN: 11X355</li> <li>• School Phone Number: 718-652-2060</li> <li>• Principal Name and Email: Steven Cobb; <a href="mailto:SCobb@schools.nyc.gov">SCobb@schools.nyc.gov</a></li> </ul> </li> </ol>
<b>Anticipated Total Funding</b>	<p>Total anticipated funding for the two eligible sites listed above for the entire contract term is \$2,382,168.</p> <p>For the purpose of the proposal, proposers should submit a budget that reflects a full (12 month) program year based on funding per site of \$587,583. This figure reflects COLA wage adjustments of \$37,583 for FY19.</p>

	<p>In FY20, contractors will receive a total of \$603,501 per site, reflecting COLA adjustments of \$53,501 for that year.</p> <p>Total annual funding will increase to take account of annual wage adjustments referred to below.</p>
<b>Minimum Requirement</b>	A <b>signed School Partnership Agreement</b> (Attachment C) is a minimum requirement for this RFP. If a proposal is submitted without the signed School Partnership Agreement, it will be deemed non-responsive and will not be further considered.
<b>Eligibility for Contract Award</b>	To submit a proposal, organizations must be prequalified for this RFP in the HHS Accelerator system. To receive an award, the proposer must be a nonprofit organization.
<b>Subcontracting</b>	<p>Subcontracting is allowed subject to the following conditions:</p> <ul style="list-style-type: none"> <li>• The contractor must identify the subcontractor in the proposal.</li> <li>• The contractor expectations set out in the RFP equally apply to any subcontractor.</li> <li>• Services provided by the subcontractor must be integrated into the overall program design.</li> <li>• No more than <b>30 percent</b> of the program budget may be subcontracted.</li> <li>• All subcontractors and subcontracts are subject to DYCD approval before any expenses are incurred or any payments are made to them by the prime contractor and must be reported using the Payee Information Portal.</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• Subcontractors are not required to be pre-qualified in HHS Accelerator and are not required to be nonprofit organizations.</li> <li>• Contractor is encouraged to utilize business and individual proprietors listed on the NYC Online Directory of Certified MWBE Businesses, available at <a href="http://www.nyc.gov/sbs">www.nyc.gov/sbs</a>, as sources for its purchases of goods, supplies, services and equipment using funds obtained through the Agreement. Contractor is also encouraged to utilize businesses and individual proprietors owned/operated by people with disabilities as sources for its purchases of goods, supplies, services and equipment using funds obtained through this agreement.</li> </ul>
<b>Annual Enrollment Requirements</b>	Minimum annual enrollments will vary according to which summer option is selected (see “Summer Operating Hours and Enrollment Requirements” in Section 2.D.1.d.ii, below): Option 1 - 1,200 participants; Option 2 – 1,250 participants; Option 3 - 1,300 participants.
<b>Community Partnerships</b>	A minimum of three Community Partnership Agreements must be submitted with the proposal. See Section 2 B of the RFP and Attachment E for details.

<b>Co-locators</b>	<ul style="list-style-type: none"> <li>• Co-locators are independently-funded groups or organizations who provide services or benefits to Beacon participants in exchange for rent-free space.</li> <li>• Co-locators are allowed to provide up to 30 percent of Beacon program hours. The Beacon contractor must provide at least 70 percent of the program hours.</li> </ul>
<b>SACC Regulations and New York State Day Camp Regulations</b>	<p>Where applicable, contractors must comply with requirements set out in the New York State School Age Child Care (SACC) Regulations (see <a href="http://ocfs.ny.gov/main/childcare/daycare_regulations.asp">http://ocfs.ny.gov/main/childcare/daycare_regulations.asp</a> for the regulations effective June 1, 2015) and the New York State Day Camp Regulations (see <a href="http://www.health.ny.gov/publications/3601/">http://www.health.ny.gov/publications/3601/</a>).</p> <p><b>Food and Snacks.</b> To comply with the SACC Regulations, the contractor would work with the host school principal to plan appropriate food offerings for students in the Beacon program. The DOE Office of School Food will assign a login post award to log into the system at <a href="http://www.opt-osfns.org/osfns/Resources/SpecialPrograms/Login.aspx">http://www.opt-osfns.org/osfns/Resources/SpecialPrograms/Login.aspx</a>.</p> <p>Should you have specific questions about the meal process you can also call (718) 707-4322/4320 where someone can assist you.</p>
<b>Background Checks and Fingerprinting</b>	<p>The contractor must comply with all applicable state and local requirements regarding background checks and fingerprinting of program staff, and perform background checks and fingerprinting of program staff as otherwise directed by DYCD.</p>
<b>Liability Insurance</b>	<p>The contractor shall maintain, at a minimum, the following insurance: Commercial general liability insurance of at least \$1 million per occurrence and \$2 million aggregate, workers' compensation insurance, employers' liability insurance, and disability benefits insurance. The contractor must demonstrate that necessary insurance coverage is in place from the first day of the contract by providing a certificate of insurance naming the City of New York, together with its officials and employees, as an Additional Insured with coverage at least as broad as the most recently issued ISO Form CG 20 10 or CG 20 26 along with the additional insured endorsement pursuant to which the necessary Additional Insured coverage is provided, and a Broker's Certificate. In the case where program services are to be offered at a New York City Department of Education (DOE) or a New York City Housing Authority (NYCHA) facility, Contractor's certificate of insurance must also name DOE or NYCHA, as the case may apply, including their officials and employees, as an additional insured. DYCD will not be able to proceed with processing an awarded contract until it has obtained proof of the necessary insurance coverage.</p>
<b>Questions Regarding this RFP</b>	<ul style="list-style-type: none"> <li>• Questions regarding this RFP must be transmitted in writing to the agency contact: <a href="mailto:rfpquestions@dycd.nyc.gov">rfpquestions@dycd.nyc.gov</a> (Indicate "Beacon RFP Reissue" in the subject line) by <b>April 20, 2018</b>.</li> </ul>

	<ul style="list-style-type: none"> <li>Substantive information/responses to questions will be released in an addendum to the RFP to all organizations that are prequalified to propose to this RFP through the HHS Accelerator system, unless in the opinion of the agency, the questions are of a proprietary nature.</li> </ul>	
<b>Proposal Submission Information</b>		
<b>Service Unit</b>	Enter the Total Annual Funding Request as indicated in the RFP.	
<b>Competition Pools</b>	<p>Select the Beacon site your organization is proposing for:</p> <ul style="list-style-type: none"> <li><b>03M185 - PS 185 The Early Childhood Discovery and Design Magnet School</b></li> <li><b>11X355 – Bronx Alliance Middle School</b></li> </ul> <p>NOTE: A separate and complete proposal, including all required documents, must be submitted for each competition (eligible school sites).</p>	
<b>Proposal Title</b>	Enter Proposal Title.	
<b>Proposal Contact Information</b>	Select a member of your organization that will be the contact person for this proposal.	
<b>Custom Question 1</b>	Which school/eligible site is being proposed?	
<b>Custom Question 2</b>	Which Borough is the host school in?	
<b>Custom Question 3</b>	What is the address of the host school?	
<b>Custom Question 4</b>	Enter the school DBN.	
<b>Custom Question 5</b>	Which Summer Program Option have you selected?	
<b>Custom Question 6</b>	If selected, who is the Public Assistance Hiring Rider contact? Include name, title, phone number and email.	
<b>Site Information</b>	Please indicate the proposed site address(es) where the services will be provided.	
<b>Proposal Documents</b>		
<b>Required Documents</b> Note: A complete and separate proposal, including all required documents,	<b>Document Type</b>	<b>Description</b>
	Proposal	Completed Structured Proposal Form, Attachment B
	School Partnership Agreement	Completed School Partnership Agreement, Attachment C <b>Note: if a proposal is submitted without the signed School Partnership Agreement, it will be deemed non-responsive and will not be further considered.</b>

<b>must be submitted for each program site.</b>	Schedule of Program Activities	Completed Schedule of Program Activities, Attachment D
	Community Partnership Agreement	Completed Community Partnership Agreements, Attachment E (a minimum of three Community Partnership Agreements must be submitted with the proposal)
	Organizational Chart	Proposer's Organizational Chart
	Budget	Completed Proposal Budget Summary, Attachment F
	Doing Business Data Form	Completed Doing Business Data Form, Attachment G
	Resumes – Key Staff	Resume for the Beacon director or a Job Description if no candidate has been identified for this position.
<b>Additional Requirements for Documents</b>	<ul style="list-style-type: none"> <li>• Proposal document file size cannot exceed 12 MB.</li> <li>• Proposal documents must be in one of the following file formats: Word (.doc, .docx), PDF (.pdf), and Excel (.xls, .xlsx).</li> <li>• Only one document file can be added to each required document slot. If you need to combine documents, complete one of the following steps: <ul style="list-style-type: none"> <li>○ For Word documents: Cut and paste contents of all resumes into one Word document.</li> <li>○ For PDF documents: Combine files into a single PDF.</li> </ul> </li> </ul>	
<b>General Guidelines</b>	<ul style="list-style-type: none"> <li>• All Proposals must be submitted utilizing the Procurement Tab of the HHS Accelerator system at <a href="http://www.nyc.gov/hhsacceleratorlogin">www.nyc.gov/hhsacceleratorlogin</a> by providers with approved HHS Accelerator Applications, including Business Application and required Service Application(s) for the areas listed in the Services and Providers Tab.</li> <li>• Proposals received 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 3-16(o)(5).</li> <li>• Please allow sufficient time to complete and submit Proposals, which includes entering information, uploading documents and entering log-in credentials. The HHS Accelerator system will only allow Providers to submit Proposals prior to the Proposal Due Date and Time.</li> <li>• Providers are responsible for the timely electronic submission of proposals. <b>It is strongly recommended that Providers complete and submit their Proposals at least 24 hours in advance of the Proposal Due Date and Time.</b></li> <li>• Resources such as user guides, videos, and training dates are listed at <a href="http://www.nyc.gov/hhsaccelerator">www.nyc.gov/hhsaccelerator</a>. For more information about submitting a proposal through the HHS Accelerator system, please contact <a href="mailto:help@mocs.nyc.gov">help@mocs.nyc.gov</a>.</li> </ul>	

## SECTION 1

### PROGRAM BACKGROUND

#### A. Purpose

Through this Request for Proposals (RFP) the Department of Youth and Community Development (DYCD) is seeking qualified nonprofit organizations to operate Beacon Community Centers (Beacons) at The Early Childhood Discovery and Design Magnet School in Manhattan and the Bronx Alliance Middle School (for full details, see page 2 of the RFP). Each school site is a separate competition.

Beacons serve youth from Kindergarten through age 21 and adults ages 22 and older including seniors. Located in public schools across New York City (City) and operating year-round in non-school hours on weekdays, weekends and in the summer, each Beacon transforms its host school into a resource for the whole community by offering an integrated range of programming tailored to local needs. For all participants, especially youth, Beacons offer a safe place to engage in recreational activities, discover new interests, acquire skills, and find opportunities to contribute to the community, guided and supported by program staff.

#### DYCD

##### ***Our Mission:***

*The New York City Department of Youth and Community Development (DYCD) invests in a network of community-based organizations and programs to alleviate the effects of poverty and provide opportunities for New Yorkers and communities to flourish.*

##### ***Our Vision:***

*DYCD strives to improve the quality of life of New Yorkers by collaborating with local organizations and investing in the talents and assets of communities to help them, develop, grow and thrive.*

#### **Background**

The first Beacons were established in 1991 by then Commissioner Richard Murphy. Initially located in 10 high-poverty neighborhoods at a time of widespread concern about public safety and drug-related crime, they were conceived as prevention-focused, collaborative, multi-service safe havens for both youth and adults. As Commissioner Murphy put it, the idea was to create dozens of “small universes” in which young people could learn, dream and grow and, in the process, stay out of trouble. With each host school transformed, during non-school hours, into a neighborhood hub for the whole community, the creation of the Beacons represented “*a giant step towards making schools one of our City’s most valuable community resources.*”

The Beacons represented a unique convergence of youth and community development, aiming, in particular, to keep youth out of harm’s way while simultaneously strengthening local communities through an integrated range of services, provided in an educational environment, and tailored to local needs and opportunities for work and volunteering. Notably, they shifted the focus from “problems” and “deficits” to create a flagship program for positive youth development. Founded on community strengths and community input, with a mission to give participants the tools to tackle neighborhood issues, the Beacons represented a new strategy to engage “*the energy, commitment, and sense of personal responsibility of community residents.*” (See Michele Cahill, *Beacons of Hope: New York City’s School-Based Community Centers*, National Institute of Justice Program Focus, U.S. Department of Justice Office of Justice Programs, 1996.)

In keeping with their broad mission to serve members of multiple age groups, the Beacons are especially well-placed to provide activities and services for New York City's diverse communities and respond to the changing needs of neighborhoods, including those where there are significant numbers of recent immigrants. In recognition of its long track record as an important community resource, the de Blasio Administration has committed to a significant increase in funding for the Beacon initiative, with goals that are closely aligned with Mayoral priorities of equity and opportunity in the areas of education, health and well-being, empowered residents and neighborhoods, and personal and community safety.

This RFP is informed by DYCD's mission and vision to alleviate the effects of poverty by drawing on the strengths of individuals and communities, promoting synergy among programs and providers, and creating a culture that supports community-building efforts. This strategic approach seeks to ensure that all DYCD programs, including the Beacons, operate as part of an integrated network of community resources, facilitate access by participants to the widest possible range of services and opportunities, and offer programming that purposefully responds to local needs and priorities, and reflect DYCD's guiding principles.<sup>1</sup> In addition, each Beacon will be expected to address the diverse needs of the individuals and families it serves and ensure that all program staff are culturally and linguistically competent and able to help new immigrants participate fully in the Beacon.

## **B. Goals**

The overarching goals of the Beacons are to:

- a. Promote the positive development of all participants through programming characterized by safe environments, multiple supportive relationships, inspiring role models, high expectations, family engagement, and intergenerational activities.
- b. Create a trusted, neighborhood service hub that helps community members access services, strengthens community bonds, and fosters a sense of belonging.
- c. Provide opportunities for all participants to develop skills, increase their personal and family well-being.
- d. Strengthen community life by expanding partnerships, tapping into the City's rich array of resources, encouraging residents to participate in neighborhood activities and connecting community resources to the Beacon.
- e. Support student engagement in school, including among students with chronic absenteeism.
- f. Ensure participants and community members are viewed as potential contributors to the Beacon and the community, are enlisted to help identify local needs, and engaged in the ongoing development of the Beacon program.

## **C. Administrative Requirements**

Each contractor would, at a minimum, be required to:

- a. Comply with all DYCD policies, administrative procedures. These include but are not limited to attendance by the program director or other senior staff person at DYCD-sponsored monthly program meetings and DYCD-organized trainings and other events

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<sup>1</sup> A list of DYCD's guiding principles can be found at <http://www1.nyc.gov/site/dycd/about/about-dycd/about-dycd.page>.



- designed to promote best practices and enhance skill levels of program staff; compliance with DYCD contract obligations; cooperation regarding site visits by DYCD program managers; and reporting incidents.
- b. Engage in continuous quality improvement practices.
  - c. Adopt an appropriate social media policy to guide social media communications between staff and youth that conform to the requirements in *Social Media Policy for DYCD Providers*<sup>2</sup>
  - d. Collect and report statistical data, as requested by DYCD, in a format consistent with DYCD policies and procedures; utilize designated DYCD data management systems and comply with all DYCD reporting requirements. DYCD staff will review enrollment and participation data to ensure each Beacon meets required minimum enrollment and service levels and monitor compliance with the attendance measures and targets for each age group in accordance with contractual obligations. These requirements and expectations are set forth below in Section 2 (D), Target Population/ Service Levels.
  - e. Cooperate with DYCD (or an outside consultant working on its behalf) in connection with the administration of any surveys or evaluation studies.
  - f. Ensure that program staff has access at the program facility to computers and a high-speed Internet connection. DYCD strongly recommends a Microsoft Windows operating system no older than three generations from the current version (as of 2016, Windows 7 is the oldest version supported), an up-to-date browser, antivirus software, a computer system that employs multilevel password protection to define and restrict access to specified users, and firewall software or hardware.

#### **D. School Partnership**

DYCD evaluations and other researchers have identified a robust CBO-school relationship as one indicator of a strong program. Accordingly, a School Partnership Agreement (Attachment C) between the nonprofit provider and host school principal is a minimum requirement for this RFP and must be submitted with the proposal. **If the signed School Partnership Agreement is not submitted, the proposal will be deemed non-responsive and will not be evaluated.** The School Partnership Agreement would be between the proposer and the host school and signed by the principal.

The school partnership will ensure alignment between the Beacon program and other services at the host school and in the surrounding neighborhood. As part of the School Partnership Agreement, the principal will select a liaison from his/her staff to facilitate ongoing communication and include the Beacon director in the school governance structure. In addition, the proposer may involve the school principal in the selection of the Beacon director.

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<sup>2</sup> See, [http://www1.nyc.gov/assets/dycd/downloads/pdf/DYCD\\_Provider\\_Social\\_Media\\_Policy.pdf](http://www1.nyc.gov/assets/dycd/downloads/pdf/DYCD_Provider_Social_Media_Policy.pdf).

**Note:**

The principal of the host school may sign School Partnership Agreements with multiple proposers. However, DYCD will only award one contract per eligible school. If proposers experience any difficulty obtaining an appointment to discuss their Beacon proposal with the principal of either eligible school listed in this RFP, they should immediately email [RFPQuestions@dycd.nyc.gov](mailto:RFPQuestions@dycd.nyc.gov) with the details, identifying the school and the principal so that the Department of Education can provide assistance and follow up with the school. As stated above, a principal may sign a school partnership agreement with more than one organization. DYCD and the Department of Education encourage school principals to meet with all interested proposers.

**E. Advisory Council**

Each Beacon must have an Advisory Council whose primary role is to contribute to the assessment of community needs, suggest activities that reflect community priorities, and leverage resources to enhance the program. The Advisory Council has no executive role and its members serve on a voluntary basis. However, it can fashion its own agenda to make the Beacon a vibrant hub for the local community, including setting goals such as making the Beacon better known as a resource for the community. Where Beacons have a strong and active Advisory Council in which a majority of members are fully engaged it helps to promote a sense of community ownership, adds valuable resources, and has a positive impact on program quality. The Advisory Council is required to meet at least four times a year and submit minutes of meetings, including attendance sheets, to DYCD. Membership may include, but is not limited to, the contractor's executive director and program staff, parents of current Beacon participants, adult members of the community, youth, host school principal, school personnel, and representatives from local organizations and groups, health and mental health treatment providers, law enforcement, local business owners, and elected officials.

**Youth Advisory Council:** To ensure that middle and high school-age youth have meaningful opportunities to influence the development of program activities and services, the Beacon would either ensure youth are adequately represented on the Advisory Council or establish a separate Youth Advisory Council. Establishing a Youth Advisory Council is considered a best practice for ensuring youth voice in decisions about the operation and development of Beacon programming.

**SECTION 2**  
**PROGRAM EXPECTATIONS AND PROPOSAL INSTRUCTIONS**

**A. Organizational Experience**

**1. Program Expectations**

The Beacons are community center programs for youth, adults and families with close ties to the communities they serve. Accordingly:

- a. The contractor would have at least five years of successful experience (within the last seven years) providing a wide range of program activities and services for multiple age groups. For the purpose of this RFP, successful experience is defined as operating programs that:
  - i. Demonstrate high rates of participant recruitment, attendance, and retention.
  - ii. Have appropriately-qualified, well-supervised staff and low staff turnover.
  - iii. Meet or exceed program goals/outcomes as evidenced by findings in external evaluations or self-assessments using monitoring tools accepted in the field.
  - iv. Have policies and procedures in place to promote continuous quality improvement.
- b. The contractor would have at least five years of experience (within the last seven years) providing services in the Community District of the proposed Beacon site.
- c. The contractor's experience would include:
  - i. Identifying and developing programming in response to community needs and priorities.
  - ii. Working successfully with public schools.
  - iii. Working successfully with other community-based organizations, agencies and groups in the neighborhood of the Beacon.
  - iv. Monitoring program quality based on analyses of program data and participant outcomes and adjusting program content in response to changing needs.
  - v. Operating programs in accordance with the organization's overall mission and ensuring staff at headquarters provide supports and oversight to program staff.

**2. Proposal Instructions**

- a. Complete the relevant sections of the Structured Proposal Form, Attachment B.
- b. Attach an organizational chart demonstrating how the proposed program would be integrated into the contractor's overall operations. If proposing for more than one program site, include all proposed programs in the organizational chart.

**3. Evaluation**

- a. This section will be evaluated based on the extent to which the proposer demonstrates successful relevant experience to operate the program according to the criteria listed. It is worth a maximum of **20 points** in the Proposal Evaluation.

**B. Community Partnerships**

**1. Program Expectations**

- a. The contractor would have strong community connections and sound knowledge of services in the neighborhood where the program is located. In all cases, the contractor's community connections would enhance the program for the benefit of the participants, helping it respond to needs in a more holistic manner. If the contractor is a multi-service organization,

community connections may include other units, divisions or programs operated by the contractor's own organization. *Community partnerships* are community connections with organizations separate from the contractor's organization. Community partnerships promote service integration at the local level and supportive networks among different providers.

- b. In considering relevant partnerships, the contractor would take account of the particular needs and preferences of those living in the community served—e.g., the need among new immigrants for legal services or English Language classes.
- c. The contractor would have a **minimum of three community partnerships**. Community partnership arrangements may include ongoing referrals, joint projects, and co-location of services and subcontracts. The types of organizations that can serve as community partners may include organizations managing other DYCD-funded programs, libraries, local precincts, and specialist service providers offering, for example, health, mental health, dental, or legal services. *Discover DYCD* can be used to identify DYCD-funded programs by neighborhood (see <http://www.dycdportal.nyc/discoverdycd/home>).

**Note:**

- i. Subcontractors are a type of community partner. Accordingly, proposers should complete and submit a Community Partnership Agreement (Attachment E) for subcontractors as for all other community partners.
  - ii. If the community partnership involves co-location of services at the program site or a satellite site, and the proposer is deemed eligible for award, the community partner would become subject to specific DYCD policies or requirements that relate to operations at the program site(s). For additional information, see:
    - Co-locator template  
[http://www1.nyc.gov/assets/dycd/downloads/pdf/Co-Locator\\_Template%208-31-16.pdf](http://www1.nyc.gov/assets/dycd/downloads/pdf/Co-Locator_Template%208-31-16.pdf)
    - Satellite site template  
[http://www1.nyc.gov/assets/dycd/downloads/pdf/Co-Locator\\_Template%208-31-16.pdf](http://www1.nyc.gov/assets/dycd/downloads/pdf/Co-Locator_Template%208-31-16.pdf)
  - iii. DYCD reserves the right to confirm the validity of any Community Partnership Agreement with the proposed partner organization.
  - iv. The proposer should describe in the Structured Proposal Form (Attachment B) all its community connections including program enhancements offered by other units or divisions in its own organization and external community partners. However, for each *community partnership*, the proposer must, in addition, submit a *Community Partnership Agreement Form* signed by the Executive Director of the community partner (see Attachment E and the Proposal Instructions below).
- d. *School Partnership*. The Beacon program would have a solid relationship with the Beacon's host school. The school would refer families to the program and provide resources to ensure effective delivery of the Beacon services. The proposer should describe the arrangements agreed with the Beacon's host school in the relevant section of the School Partnership Agreement (Attachment C).

## 2. Proposal Instructions

- a. Complete the relevant sections of the Structured Proposal Form, Attachment B.
- b. Complete Community Partnership Agreement Form, Attachment E, that is signed by the Executive Director of the community partner.
- c. Complete the School Partnership Agreement Form, Attachment C.

## 3. Evaluation

- a. This section will be evaluated based on the contribution the partnerships, including the school partnership, and subcontracts (if applicable), will make to the overall program design. It is worth a maximum of **15 points** in the Proposal Evaluation.

## C. Program Staffing

### 1. Program Expectations

- a. *The staffing plan.* This would comply with minimum staff-to-participant ratios for children 5 to 13 years required under the New York State SACC Regulations and include the key staff positions described under paragraph i. below.
- b. *Connecting participants to needed services.* Staff at all levels would understand the importance of connecting participants to external resources and be knowledgeable and capable of providing information about the whole range of activities and services that can be accessed through the Beacon.
- c. *Resource Coordination.* The contractor would assign responsibility for coordination of all services provided through the Beacon (including referrals) to the Beacon director or another senior staff person (see further below). The resource coordinator would act as liaison with other units of the contractor's organization to whom participants are referred as well as with external community partners such as co-locators and subcontractors.
- d. *Outreach.* The contractor would ensure effective outreach to hard-to-reach youth and young adults who do not participate in afterschool or community-center programs. The outreach function would be assigned to an outreach coordinator or other staff member with the skills and personality to forge relationships with youth who are chronically absent or have dropped out of school and persuade them to engage in Beacon programming and in school. If the outreach function is covered by a staff member with other responsibilities within the Beacon program or another program, he/she must dedicate and clearly delineate specific, separate hours to outreach work for the Beacon program in addition to having the necessary experience, skills and personal qualities, as described in the RFP.

Staff members who undertake the outreach role would be "credible messengers" with strong community connections, a good grasp of neighborhood dynamics and how to address conflicts that have potential to undermine community cohesion and trigger violent clashes. They would also have the experience, skills and personal qualities to function as mentors to youth they enroll in the Beacon.

- e. *Staff qualifications, training and development.* All staff, whether paid or volunteer, would be qualified for their roles and trained in areas including but not limited to: youth, family, and community development; social and emotional learning and skill-building; youth leadership; neighborhood priorities; trauma-informed approaches; provision of services for

individuals with disabilities; and cultural competence, including sensitivity to LGBTQ issues. Accordingly:

- i. Staff at all levels will be familiar with the neighborhood and have the necessary language skills to effectively communicate with and serve non-English-speaking participants.
  - ii. Staff at all levels will show appreciation for and sensitivity to the diverse languages, cultures, traditions, lifestyles, family structures, and sexual orientations and gender identities of participants and will integrate that knowledge into their service delivery.
  - iii. Where Beacons serve neighborhoods with populations of new immigrants, staff will have the necessary linguistic and communication skills to be able to reach out and interact with newcomers to the City in positive ways and respond effectively to their needs.
  - iv. Staff supervising homework help will have the necessary knowledge and literacy and numeracy skills to provide appropriate assistance.
  - v. Staff implementing activities for older youth would have experience delivering project-based activities that successfully engage teens and young adults.
  - vi. Staff responsible for adult programming would have the experience and managerial skills needed to provide, lead, and coordinate the activities.
  - vii. All staff would receive training on DYCD's "Core Competencies for Youth Work Professionals," see: <http://www1.nyc.gov/assets/dycd/downloads/pdf/Youth-Work-Professional-Core-Competencies-full-document-6-2009.pdf>.
- f. The contractor would provide program staff with information on the *Family Development and Credentialing Program* (FDC) and, where appropriate, refer staff for that training.<sup>3</sup>
- g. *SACC and Summer Day Camp Regulations*. All staff providing services to youth 5-13 years, including youth workers and certified teachers, will meet the regulatory standards set out in the SACC regulations Section 414 and the New York State Day Camp Regulations applicable to programs serving ten or more participants under age 13. See, generally, [http://ocfs.ny.gov/main/childcare/daycare\\_regulations.asp](http://ocfs.ny.gov/main/childcare/daycare_regulations.asp).
- h. *Supervision where a contractor holds multiple DYCD contracts*. If a nonprofit organization submits proposals for two or more sites, it would demonstrate that it has an effective program management model that includes senior supervision and support for program directors at multiple sites.
- i. *Key staff positions, roles, qualifications, experience*. Key staff would include the Beacon director, the outreach coordinator, and other staff who provide regular and substantial direct services to youth and adults. All key staff would be qualified for their roles and have appropriate experience and expertise and an understanding of the neighborhood where the Beacon is located through prior work experience or other connections such as engagement in community activities.
- j. *Beacon Director*. The success of the Beacon program depends critically on the performance of its director who has a demanding, full-time role, with overall responsibility for administration of the entire program. This would include establishing and maintaining partnerships and coordinating resources. The director must be a credible leader in the eyes

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<sup>3</sup> FDC is a New York State initiative that provides select frontline workers with the skills and competencies they need to empower families. Paid program staff members are eligible for competitive scholarships to the FDC program offered through DYCD. For additional information, see <http://www1.nyc.gov/site/dycd/involved/funding-and-support/fdc-program.page>.

of all stakeholders including the host school, with the qualifications and experience that reflect the demands of the job. Notably, the director must be able to coordinate with the principal of the host school and other community stakeholders to align assets and services with needs, and work with Beacon staff to ensure high quality activities and programming. Accordingly, the Beacon director would have a Bachelor's degree or higher, in addition to strong communication and leadership skills and a minimum of five years of relevant experience, *at least three of which were in a supervisory position*. In exceptional circumstances, DYCD may waive the degree requirement. The Beacon director would also have completed the coursework for site supervisors mandated under the New York State School Age Child Care (SACC) Regulations.

Note: The Beacon director will be expected to designate a suitably qualified staff member to oversee Beacon program operations in his/her absence.

## **2. Proposal Instructions**

- a. Complete the relevant sections of the Structured Proposal Form, Attachment B.
- b. Attach the resumes for the Beacon director, resource coordinator (if other than the program director) and outreach coordinator. If a candidate has not been identified for a position, attach a job description.

## **3. Evaluation**

- a. This section will be evaluated based on the quality of the staffing plan. It is worth a maximum of **20 points** in the Proposal Evaluation.

## **D. Target Population/Service Levels**

### **1. Program Expectations**

- a. The Beacon would provide activities and services for school-age youth, families, and adults ages 22 years and older, including seniors. In keeping with the original concept, the contractor would make special efforts to engage hard-to-recruit youth and young adults for whom participation in activities that foster positive youth development, social emotional learning (SEL) and leadership skills are especially beneficial.
- b. Each Beacon must enroll a minimum of 1,200 individuals during the program year as set out in the chart below. This would include a minimum of 600 youth and 100 adults in drop-in or planned activities and 500 youth and/or adults in community events.

**Note:** For the purpose of required minimum service levels for drop-in and planned activities, youth must visit the Beacon program at least three times and adults must visit at least once. For community events, participants of all ages count if they attend at least one event.

**Annual Service Levels and Enrollment Criterion by Age Category and Activity Type**

Age Category	Activity Type	Number	Enrollment Criterion
Youth (under 22 years)	Drop-in and planned activities	600*	3 visits
Adults (22 years and older)	Drop-in and planned activities	100	1 visit
Adults and Youth (any age)	Community events	500	1 event
<b>Total</b>		<b>1,200</b>	

\*Of the 600 youth under 22 years, DYCD expects Beacons to enroll at least 100 elementary, 100 middle school students and 100 high school-age youth. These requirements reflect the fact that the Beacons are community centers that serve multiple age groups. Annual service levels refer to unduplicated participants. For example, a participant who visits the Beacon three times for drop-in or planned activities, and, in addition, attends a community event, will only be counted once in the calculation of annual service levels.

**c. School Year Dosage Requirements - Performance Targets by Grade/Age Category.**

A minimum of 200 of the 600 enrolled school-aged youth would achieve the school-year dosage/attendance measure targets set out in the chart below. **At least 100 of those enrolled youth must reflect the grade levels of the host school**, but the contractor may determine the grade/age levels of the additional 100 youth who are required to achieve the specified attendance/dosage targets. If **elementary students** are among the 200 youth selected to meet the dosage requirement, the program must offer activities for 15 hours over 5 days per week for 36 weeks.

Grade/Age	Measure	Target
<b>Elementary (K-5)</b>	Average Daily Attendance	80%
<b>Middle (6-8)</b>	Hours of Beacon activity	150 hours per participant per school year
<b>High School Age</b> (grades 9 -12) and out of school youth through age 21	Hours of Beacon activity	100 hours per participant per school year

**d. Operating Hours**

Beacon program operating hours will be as follows:

**i. School Year Operating Hours**

Programs would operate for a minimum of 42 hours over 6 days (Monday to Friday plus one weekend day, either Saturday or Sunday) in the afternoons and evenings, on weekends, school holidays, and during school recess. During the week, programs would start at the end of the school day and conclude no later than 10pm. On weekends,



programs would negotiate the operating hours with the school. Within the total hours of operation, the contractor would set aside a minimum of fifteen (15) days for staff training and professional development purposes.

School Year (36 Weeks)		
Minimum Hours per Week	Operating Schedule	Total Hours
42 hours over 6 days (Mon-Fri and Sat or Sun) For additional details see RFP Section 2 D	<u>Weekdays</u> <ul style="list-style-type: none"> <li>Start: End of the school day</li> <li>End: No later than 10pm</li> </ul> <u>Weekends:</u> To be negotiated with host school	1,512

**Note:** With the agreement of the host school, the Beacon may offer some activities during the school day (e.g., SAT Prep) but any school-day scheduling would not reduce the required minimum hours indicated above.

*School Closing Days.* On at least 15 school closing days during the school year, the program would be expected to operate for **10 hours a day**, from 8am to 6pm, for a total of **150 hours**. The contractor may choose the school closing days on which it would operate according to the needs of the participants and their communities. No coverage is anticipated for the following holidays: Christmas Day, New Year’s Day, Memorial Day, Labor Day, Independence Day, or Thanksgiving Day.

ii. **Summer Operating Hours and Enrollment Requirements**

Proposers must choose one of the three options set out below. **Under all three options, the Beacon must offer a summer camp program for at least some elementary grade students.** Proposers would determine the number of participants they plan to serve in each Grade/Age category - i.e., Elementary (K-5); Middle School (6-8); High School (9-12); Out of School youth through age 21; and Adults 22 and older. They would justify their choices by reference to community needs.

**Summer Option 1 (total of 539 summer hours)**

Programs would operate for a total of 77 hours per week, Monday to Friday from 8am to 10pm and one weekend day (Saturday OR Sunday) from 3pm to 10pm.

- Under this option, programs would enroll a minimum of **175** participants. This would contribute towards the annual minimum enrollment for the Beacon which is 1,200.

**Summer Option 2 (total of 448 summer hours)**

Programs would operate for a total of 64 hours per week but would have flexibility to choose the days and times on which they would offer extended summer evening services after 6pm.

- Under this option, programs would enroll a minimum of **225** participants of whom at least **50** would be youth under age 22. This would raise the annual minimum enrollment for the Beacon to 1,250.

**Summer Option 3 (total of 350 summer hours)**

Programs would operate for a total of 50 hours per week, Monday to Friday from 8am to 6pm.

- Under this option, programs would enroll a minimum of **275** participants of whom **100** would be youth under age 22. This would raise the annual minimum enrollment for the Beacon to 1,300.

<b>Summer (7 Weeks) - Proposers must select one option</b>				
	<b>Minimum Hours per Week</b>	<b>Operating Schedule</b>	<b>Total Summer Hours</b>	<b>Minimum Enrollment Requirements</b>
<b>Option 1</b>	Mon-Fri 70 hours Weekend 7 hours Total: 77 hours	8am -10pm Sat <u>or</u> Sun 3pm-10pm	539	<b>175</b> participants
<b>Option 2</b>	64 hours per week	Flexible	448	<b>225</b> participants, including at least 50 youth under age 22
<b>Option 3</b>	Mon-Fri 50 hours	8am – 6pm	350	<b>275</b> participants, including at least 100 youth under age 22

**2. Proposal Instructions**

- Complete the relevant sections of the Structured Proposal Form, Attachment B.

**3. Evaluation**

- This section will be evaluated based on the service levels and rationale for the choice of the target population. It is worth a maximum of **5 points** in the Proposal Evaluation.

**E. Approach**

**1. Program Expectations**

*a. Framework*

DYCD expects all the programs it supports to recognize and value the strengths and capacities of individuals and communities. Key features of programs that embrace this philosophy will include caring, empathetic relationships informed by social justice principles such as inclusion, empowerment, respect and collaboration, and meaningful choices for participants through mobilization of community resources.

- i. Within this strengths-based framework, DYCD emphasizes Positive Youth Development (PYD), Social and Emotional Learning (SEL), and Youth Leadership all with the goal to help guide programs to achieve positive outcomes for youth, families and communities. See <https://www.flipsnack.com/NYCDYCD/dycd-promote-the-positive-flipbook-for-rfp.html>.
- ii. PYD is an assets-based approach that fosters healthy development and resilience by offering a safe environment, a sense of belonging, and authentic opportunities for participants to be heard and effect change in their lives. SEL involves intentional development of key skills including self-awareness, self-management, social awareness, relationships and responsible decision-making. Youth Leadership builds on SEL competencies by adding a focus on *action* (using skills learned to effect change), and *reflection* (reinforcing lessons learned, building confidence, responding to new challenges).

*b. Safe, welcoming, and inclusive environment*

Beacon programs would ensure a safe and welcoming environment for all, regardless of age, immigrant status, culture or background. Everyone who comes to the program would feel a sense of belonging. To this end, the contractor would have protocols for staff behavior and effective training and supervision to ensure the environment is friendly and supportive and everyone is treated with dignity and respect, starting from the very first encounter with program staff.

*c. Family Engagement*

Beacons would purposefully engage with the family members of participants, defining the term “family” broadly to include caretakers and families of choice in addition to families of origin. For DYCD, family engagement comprises three critical elements: *Communication* (i.e., strong and positive family interactions); *Participation* (i.e., families access the services they need); and *Mutually-beneficial partnerships* (i.e., family members assume leadership roles and take shared responsibility for outcomes). Engaging family members helps boost participant recruitment and retention and maximizes the impact of efforts to promote PYD, SEL, and youth leadership.

- i. Beacons can promote family participation by scheduling options for young children, youth and adults simultaneously. This allows those with family responsibilities to participate in the program while younger family members in their care are safely occupied in other activities.
- ii. Beacons can also provide critical information and resources that benefit both parents and children (e.g., parenting workshops, information about the public middle and high school application process, school regulations and expectations, high school graduation requirements and SAT preparation, and college admission and financial aid).
- iii. Beacons can offer intergenerational activities that benefit seniors and single adults as well as parents and children, thereby strengthening families and communities: for example, family movie nights, events that showcase participant achievements, and outings to parks and museums.

**2. Proposal Instructions**

- a. Complete the relevant sections of the Structured Proposal Form, Attachment B.

### 3. Evaluation

- a. This section will be evaluated based on the quality of the proposed program design according to the criteria listed in this section. It is worth a maximum of **10 points** in the Proposal Evaluation.

## F. Program Services

### 1. Program Expectations

- a. Assessment of neighborhood needs and resources. Proposers are expected to describe how they assessed neighborhood needs and resources to determine the priorities and age-specific activities reflected in their program design. This assessment would take into account local resources, including any DYCD-funded programs. To identify DYCD programs by neighborhood, see Discover DYCD at <http://www.dycdportal.nyc/discoverdycd/home>.
- b. Types of program activities. Each Beacon program would include three types of program activities:
  - i. *Drop-in activities*

These include activities such as recreational opportunities and self-directed study including: open gym, teen lounge, access to library and computer resources, and one-off informational sessions on topics of local interest. Drop-in activities offer a safe place where youth can spend time during out of school hours and interact with their peers and Beacon staff. They also provide opportunities for the Beacon to recruit new participants for *planned activities* (see below).
  - ii. *Planned activities*

These would be designed to offer participants a chance to pursue their passions, explore new interests, acquire knowledge, and develop skills. All planned activities would have clearly articulated learning goals and skill gains and, typically, would follow a curriculum or set of lesson plans and require regular attendance. Proposers must define in the Structured Proposal Form the anticipated learning goals and skill gains that each planned activity is designed to achieve and describe the means they would use to assess participant progress.

There are no restrictions regarding the subject matter, content or objectives of planned activities. Their focus may be music, theater, art, dance, organized sports, service projects, academic endeavors involving literacy and STEM (Science, Technology, Engineering and Math) or any other area, provided the purpose and objectives are clearly defined.
  - iii. *Community events*

These events will be designed to reflect the interests and needs of the community. Community events may include the delivery of services to participants (e.g., benefits screenings), provision of services to the community, or service projects that benefit the community as a whole (e.g., delivery of services to seniors or street clean-up and beautification projects). The Beacon must provide a minimum of three events per year, including one on health.
- c. Core Activity Areas. All Beacons would include some programming in the following five core activity areas:

- i. *Education* - e.g., ESOL/literacy classes/independent reading, academic support/tutoring, HSE prep, college application assistance, and training on common software packages.
- ii. *Community Building/Leadership* - e.g., civic engagement/service projects, leadership and advocacy training, conflict mediation/resolution, intergroup relations.
- iii. *Health: Healthy Living/Healthy Relationships/Physical Fitness* - e.g., sports, yoga, Tai Chi, emergency services/crisis intervention, counseling, mentoring, health/mental health/dental, education about nutrition, substance abuse and treatment, dating and domestic violence.
- iv. *Employment and Financial Security* - e.g., career opportunities/pathways, employment assistance/counseling, use of technology, job readiness training, work experience, internships, work-based learning, financial literacy/budgeting, benefits screening/assistance.
- v. *Recreation and Enrichment* - e.g., arts projects, activity clubs, poetry slams, book clubs, theater groups, dance troupes, and other cultural and recreational activities.
- d. Activities for adult participants. All Beacons would include programming for adults that reflects their specific needs and interests, enhances their lives, and contributes to their well-being. Examples of popular adult activities include, but are not limited to, yoga, aerobics, dance, ESOL, HSE, and computer technology instruction.
- e. Outcomes. DYCD expects Beacon programs to meet the following outcomes:
  - i. *Participant satisfaction with Beacon services*. Indicator: 80 percent of respondents to a participant satisfaction survey (designed by DYCD and administered by the contractor) confirm that the Beacon program met their expectations and needs.
  - ii. *Beacon makes all necessary external and, if applicable, internal referrals to address participant needs*. Indicator: Responses to the participant satisfaction survey confirm necessary referrals were made.
  - iii. *Social and Emotional Learning (SEL)*. DYCD anticipates introducing an SEL outcome based on a survey tool in development that will assess motivation, self-awareness, and decision-making.

## **2. Proposal Instructions**

- a. Complete the relevant sections of the Structured Proposal Form, Attachment B.
- b. Complete the Schedule of Program Activities, Attachment D.

## **3. Evaluation**

- a. This section will be evaluated based on the quality of the proposed program design according to the criteria listed in this section. It is worth a maximum of **25 points** in the Proposal Evaluation.

## **G. Budget Management**

### **1. Program Expectations**

- a. The proposed budget would cover the cost of providing program services during the 12 months of the contract.
- b. The costs associated with the budget would enable effective delivery of program services.
- c. The line item budget would be consistent with the program design.

- d. No payments shall be made, nor funds applied, to uses other than those specified in the budget.
- e. All contract payments will be subject to audit.

For additional information about budgets under DYCD contracts, see the Fiscal Manual at [https://www1.nyc.gov/assets/dycd/downloads/pdf/FY18\\_HHS-Accelerator-Financials-Fiscal-Manual-6.26.17.pdf](https://www1.nyc.gov/assets/dycd/downloads/pdf/FY18_HHS-Accelerator-Financials-Fiscal-Manual-6.26.17.pdf)

## **2. Proposal Instructions**

- a. Complete the Structured Proposal Form, Attachment B.
- b. Complete and attach the Proposal Budget Summary, Attachment F.

## **3. Evaluation**

- a. This section will be evaluated based on the appropriateness of the proposed budget according to the criteria listed in this section. It is worth a maximum of **5 points** in the Proposal Evaluation.

## SECTION 3 ATTACHMENTS\* AND RESOURCES

*\*All attachments for this RFP can be found in the RFP Documents tab in the HHS Accelerator system.*

### **A. List of Attachments**

Attachment A: General Information and Regulatory Requirements  
Attachment B: Structured Proposal Form  
Attachment C: School Partnership Agreement Form  
Attachment D: Schedule of Program Activities  
Attachment E: Community Partnership Agreement Form  
Attachment F: Proposal Budget Summary  
Attachment G: Doing Business Data Form

### **B. Resources**

#### **1. Links to resources that can be accessed through the DYCD website**

Resources for nonprofits

<http://www1.nyc.gov/site/dycd/about/news-and-media/publications.page>

Youth Connect for Information Service

<http://www1.nyc.gov/site/dycd/connected/youth-connect.page>

*Locator tool for DYCD-funded programs*

<https://dycdapps.dycdconnect.nyc/discoverdycd/home>

Link to Promote the Positive Documents

<http://www1.nyc.gov/site/dycd/about/news-and-media/publications.page>

Capacity Building and Oversight Best Practices

[http://www1.nyc.gov/assets/mocs/downloads/pdf/nonprofit\\_help/Capacity%20Building%20and%20Oversight%20Best%20Practices.pdf](http://www1.nyc.gov/assets/mocs/downloads/pdf/nonprofit_help/Capacity%20Building%20and%20Oversight%20Best%20Practices.pdf)

#### **2. Links to the websites of other City agencies**

##### **Administration for Children's Services**

*Community Partnerships*

<http://www1.nyc.gov/site/acs/about/acs-community.page>

##### **Department for the Aging**

<http://www.nyc.gov/aging>

**Department of Consumer Affairs**

*Office of Financial Empowerment* (financial education and counseling)

<http://www1.nyc.gov/site/dca/partners/financial-empowerment.page>

**Department of Education**

o *District 79 Living for the Young Family through Education Program* (support for student parents)

<http://schools.nyc.gov/Offices/District79/default.htm>

o *Division of Family and Community Engagement* (support for public school families)

<http://schools.nyc.gov/Offices/FACE/default.htm>

**Department of Finance** (rent increase exemption programs for seniors and persons with disabilities)

<http://www1.nyc.gov/site/finance/benefits/benefits-for-tenants.page>

**Department of Health and Mental Hygiene**

o Resources:

<http://www1.nyc.gov/site/doh/providers/resources.page>

o Health Topics:

<http://www1.nyc.gov/site/doh/providers/health-topics.page>

o *Nurse Family Partnership* (support for first-time mothers and their children)

<http://www1.nyc.gov/site/doh/health/health-topics/nurse-family-partnership.page>

o NYS Department of Health: Women, Infants, Children (WIC)

[www.health.ny.gov/prevention/nutrition/wic](http://www.health.ny.gov/prevention/nutrition/wic)

**Department of Homeless Services**

[www.nyc.gov/html/dhs](http://www.nyc.gov/html/dhs)

**Department of Small Business Services**

*Workforce 1 Career Centers Community Partners Program*

<http://www.nyc.gov/html/sbs/wf1/html/home/home.shtml>

**Human Resources Administration/Department of Social Services**

<http://www1.nyc.gov/site/hra/index.page>

o *Cash Assistance*

<http://www.nyc.gov/html/hra/html/services/cash.shtml>

o Food Stamp application

<http://www1.nyc.gov/nyc-resources/service/1113/food-stamps>



o Domestic Violence Support

[http://www.nyc.gov/html/hra/html/services/domestic\\_violence.shtml](http://www.nyc.gov/html/hra/html/services/domestic_violence.shtml)

o *Office of Child Support Enforcement (OCSE)* (resources for custodial and noncustodial parents)

<http://www.nyc.gov/html/hra/html/services/child.shtml>

o Office of Citywide Health Insurance Access

[http://www.nyc.gov/html/hra/html/services/health\\_coverage.shtml](http://www.nyc.gov/html/hra/html/services/health_coverage.shtml)

o SNAP benefits and food programs

<http://www.nyc.gov/html/hra/html/services/snap.shtml>

o Access NYC

<https://a069-access.nyc.gov/ACCESSNYC/application.do>

o Employment Services

<http://www1.nyc.gov/site/hra/help/employment-services.page>

### **Mayor's Office to Combat Domestic Violence**

*Healthy Relationship Training Academy (workshops on the topics of dating violence and healthy relationships for adolescents, young adults, and parents)*

<http://www.nyc.gov/html/ocdv/html/prevention/relationship.shtml>

**Mayor's Office of Immigrant Affairs** (immigrant concerns)

[www.nyc.gov/html/imm/html/home/home.shtml](http://www.nyc.gov/html/imm/html/home/home.shtml)

### **Social Security Administration**

[www.ssa.gov](http://www.ssa.gov)

### **3. Other Resources**

#### **Micro grants for NYC Projects**

*New York City Citizens Committee*

<http://www.citizensnyc.org/>

#### *North Star Fund Roots Directory*

<https://northstarfund.org/about/organization/how-nsf-works>

## SECTION 4 BASIS FOR CONTRACT AWARD AND PROCEDURES

### A. Proposal Evaluation

All proposals received by DYCD will be reviewed to determine whether they are responsive or nonresponsive to the requirements of this RFP. Proposals that are determined by DYCD to be nonresponsive will be rejected. The DYCD evaluation committee will review and rate each responsive proposal. The proposals will be ranked in order of highest to lowest technical score. DYCD reserves the right to conduct site visits or interviews or to request that proposers make presentations or demonstrations, as DYCD deems applicable and appropriate. Although discussions may be conducted with proposers submitting acceptable proposals, DYCD reserves the right to award contracts on the basis of initial proposals received, without discussions; therefore, the proposer's initial proposal should contain its best programmatic and price terms.

### B. Contract Award

Contracts will be awarded to the responsible proposers whose proposals are determined to be the most advantageous to the City, taking into consideration other factors set forth in this RFP. Awards will be made to the highest rated vendors whose proposals are technically viable.

However:

- DYCD reserves the right not to make awards in one or more competitions or solicitations depending on availability of funding or need or award less than the full amount of funding requested, depending on availability of funding or need.
- In the event that a proposer is eligible for award of more than one eligible site, DYCD reserves the right to determine, based on the proposer's demonstrated organizational capability and the best interests of the City, how many and for which sites the proposer will be awarded contracts.
- DYCD reserves the right, prior to contract award, to determine the length of the initial contract term and each option to renew, if any.
- DYCD reserves the right, prior to contract registration and during the term of the contract, to change the reimbursement rate per client, program service size, program type, or model depending on the needs of the system.
- DYCD reserves the right, prior to contract registration and during the term of the contract, to change or add Beacon sites, or both, depending on the needs of the system.

Contract awards shall be subject to:

- Availability of funds and timely completion of contract negotiations between DYCD and the selected proposers.
- Demonstration of compliance with the City Comptroller's Office mandate that all contractors have the proper insurance.
- Demonstration that the proposer is tax-exempt and incorporated as a not-for-profit organization, has tax exempt status from the I.R.S., is registered and current in its filings with the New York State Attorney General's Office Charities Bureau, and if *not* incorporated under New York law, is authorized to do business in New York State.

### **C. Responsibility Determination**

In accordance with the City's Procurement Policy Board Rules, DYCD can only make an award to a "responsible" prospective contractor. (See PPB Rules Section 2-08). Factors such as financial and personnel resources, and whether an organization is delinquent in any payment plans with DYCD, or another governmental entity, are among the factors taken into consideration during the responsibility determination process. As a result, a high score on a proposal is not a guarantee of a contract award.