



Advance & Earn Program Request for Proposals

EPIN: 26019I0007

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IMPORTANT NOTE: This Request for Proposals is issued through the HHS Accelerator system to those organizations prequalified in the relevant service areas. Likewise, proposals must be submitted through the HHS Accelerator system in the manner set forth in the “Procurements” section of the system by those same prequalified organizations. Go to www.nyc.gov/hhsaccelerator to learn more.

Basic Information

RFP Release Date	May 1, 2019
Proposal Due Date	June 26, 2019 at 2:00PM
Pre-proposal Conference	<p>Date: May 15, 2019 at 2:00 PM Location: Department of Youth and Community Development 2 Lafayette Street, 14th Floor Auditorium New York, NY 10007</p> <p>Please arrive early to allow time for the security check.</p>
Anticipated Contract Term	The contract term will be for three (3) years and six (6) months, from November 1, 2019 to April 30, 2023, with an option for DYCD to renew the contracts for up to two (2) additional years. Program services to youth will be expected to start on February 3, 2020.
Competition Pool and Program Components	<p>There will be one competition pool. It is anticipated that six (6) programs will be funded, with at least one program in each borough.</p> <p>Advance & Earn will comprise three integrated program components:</p> <ul style="list-style-type: none"> • Pre-High School Equivalency (HSE) Instruction • HSE Preparation • Advanced Training <p>Each proposer must submit one proposal detailing how it will provide all three program components whether directly or through subcontracting. Organizations interested in proposing for more than program must submit a separate and complete proposal for each program proposed.</p> <p>It is anticipated that each program contract will fill at least 150 seats per year through the cohort model detailed in the RFP under “Program Services,” Section 2.E.1.a.iv.</p>
Eligibility for Award	For-profit and nonprofit organizations are eligible.
Anticipated Funding and Payment Structure	<p>The total anticipated annual funding is \$13,000,000. Of this amount, \$9,100,000. will be available for provider funding. Wages and stipends will be paid separately by DYCD through its payroll vendor.</p> <p>The price per seat will be:</p> <ul style="list-style-type: none"> • Pre-HSE: \$8,414 • HSE: \$10,721 • Advanced Training: \$6,636 with an additional \$3,000 - \$6,000 for costs of the advanced training instruction <p>The anticipated payment structure for contracts awarded from this RFP will be based on line-item reimbursement in the first year. DYCD reserves the right to add a performance-based bonus payment structure to a line-item budget after the first year of the contracted program. In partnership with the Mayor’s Office for Economic Opportunity (NYC Opportunity), the agency would review data collected during the first year of the program and engage with providers to identify appropriate deliverables, targets, and performance-based milestones.</p>

<p>Questions Regarding this RFP</p>	<p>Questions regarding this RFP must be transmitted in writing by June 19, 2019 to the agency contact: rfpquestions@dycd.nyc.gov. Please indicate “Advance & Earn” in the subject line.</p> <p>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.</p>
<p>Subcontracting</p>	<p>Subcontracting is allowed subject to the following conditions:</p> <ul style="list-style-type: none"> • Expectations set out in the RFP that apply to the contractor apply equally to any subcontractor. • Proposed subcontractors must be identified in the proposal. • No more than 45 percent of the total budget may be subcontracted. • A selected subcontractor for a subcontract in excess of \$20,000 shall not enter into any subcontract without the prior written approval of DYCD. • All subcontractor payments must be reported using the Payee Information Portal (PIP) at www.nyc.gov/pip.
<p>Liability Insurance</p>	<p>The contractor shall maintain, at a minimum, the following insurance:</p> <p>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; and professional liability insurance or errors and omissions insurance of at least \$1 million per claim for the services to be provided by the Licensed Clinical Social Worker(s) under the Agreement. 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. DYCD will not be able to proceed with processing an awarded contract until it has obtained proof of the necessary insurance coverage.</p>
<p>Use of Certified MWBE Businesses</p>	<p>The contractor is encouraged to utilize businesses and individual proprietors listed on the NYC Online Directory of Certified MWBE Businesses, available at www.nyc.gov/sbs, as sources for its purchases of goods, supplies, services, and equipment using funds obtained through the Agreement. The 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 the Agreement.</p>

Proposal Submission Information

Service Unit	Enter the total annual funding request.																
Single Competition Pool	Advance & Earn Program																
Proposal Title	Enter Proposal Title																
Custom Question 1	In which borough would services be located?																
Custom Question 2	Which component(s) would be provided by the proposer/lead provider?																
Custom Question 3	Which services, if any, will be subcontracted?																
Custom Question 4	For which occupation(s) do you propose advanced training?																
Custom Question 5	What is your proposed price per seat for advanced training?																
Required Documents	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Document Type</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td>Proposal</td> <td>Completed Structured Proposal Form, Attachment B</td> </tr> <tr> <td>Organizational Chart</td> <td>Proposer's Organizational Chart</td> </tr> <tr> <td>Resumes/Job Descriptions</td> <td>Resumes for key staff identified for positions/ Job Descriptions for key staff not yet identified</td> </tr> <tr> <td>Assessment Tools</td> <td>Assessment tools used to identify needs and placement of participants</td> </tr> <tr> <td>Community Partnership Agreement</td> <td>Signed Community Partnership Agreement, Attachment C, for each proposed community partnership</td> </tr> <tr> <td>Budget</td> <td>Completed Proposal Budget Summary, Attachment D</td> </tr> <tr> <td>Doing Business Data Form</td> <td>Completed Doing Business Data Form, Attachment E</td> </tr> </tbody> </table>	Document Type	Description	Proposal	Completed Structured Proposal Form, Attachment B	Organizational Chart	Proposer's Organizational Chart	Resumes/Job Descriptions	Resumes for key staff identified for positions/ Job Descriptions for key staff not yet identified	Assessment Tools	Assessment tools used to identify needs and placement of participants	Community Partnership Agreement	Signed Community Partnership Agreement, Attachment C, for each proposed community partnership	Budget	Completed Proposal Budget Summary, Attachment D	Doing Business Data Form	Completed Doing Business Data Form, Attachment E
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Additional Requirements:																	
Proposal document file size cannot exceed 12 MB.																	
Proposal documents must be in one of the following file formats: Word (.doc, .docx), PDF (.pdf), and Excel (.xls, .xlsx).																	
Please note: only one document file can be added to each required document slot.																	
General Guidelines	All proposals must be submitted utilizing the procurement tab of the HHS Accelerator system at www.nyc.gov/hhsacceleratorlogin 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.																
	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).

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.

Providers are responsible for the timely electronic submission of proposals. It is strongly recommended that providers complete and submit their proposals at least 24 hours in advance of the Proposal Due Date and Time.

Resources such as user guides, videos, and training dates are listed at www.nyc.gov/hhsaccelerator. For more information about submitting a proposal through the HHS Accelerator system, please contact help@mocs.nyc.gov.

Section 1 - Program Overview

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.

Through this request for proposals (RFP) the Department of Youth and Community Development (DYCD), in collaboration with the Mayor's Office for Economic Opportunity (NYC Opportunity) and the NYC Young Men's Initiative (YMI), is seeking qualified organizations to provide new education and workforce development programs for opportunity youth (young adults ages 16-24 who are not in school and not working). Programs will combine services currently offered through DYCD's Young Adult Literacy Program (YALP) and Intern & Earn (formerly Young Adult Internship Program [YAIP]). The new programs will offer a continuum of education and employment services from literacy instruction through advanced training and job placement or college enrollment supported by comprehensive support services tailored to individual needs.¹

A. Background and Career Pathways Approach

Background

The characteristics of the current opportunity youth population present increased challenges for workforce and education programs. Qualitative assessments show that today's opportunity youth are more likely to need comprehensive supports to overcome barriers such as skills deficiencies, mental health challenges, housing instability, lack of childcare, and histories of trauma and poverty.² It is encouraging to note that, since the recession, the number of opportunity youth aged 16-24 in New York City (City) has declined. In 2010 the number was over 196,000 (or 18 percent of the age group); in 2016 the number was close to 132,000 (15 percent).³ However, given the challenges noted above, comprehensive programs for opportunity youth that provide access to social services, counseling, and enriched support remain essential.

Among the most consequential skills in relation to labor market outcomes are literacy and numeracy skills. The ability to read, write, and carry out mathematical calculations is essential to advancing along a career pathway. Employers use the attainment of a high school diploma as an indicator that someone has sufficient skills to handle the tasks associated with entry-level employment. Among opportunity youth nationally, 42 percent of youth 16-19 years of age and 30 percent of youth 20-24 years of age lack high school diplomas.⁴ At the same time, the number of youth taking and passing the High School Equivalency (HSE) exam has decreased dramatically. From 2010-2017, the City experienced a 40 percent drop in the number of individuals taking the test and a 44 percent drop in

¹For background information on YAIP and YALP see the following:

YAIP: <https://medium.com/nyc-opportunity/new-evaluation-shows-significant-short-term-gains-for-out-of-school-out-of-work-youth-but-still-d0619f4b8016>.

YALP: https://www1.nyc.gov/assets/opportunity/pdf/yalp-ceo_2015_report.pdf.

²Lazar Treschan and Irene Lew, "Barriers to Entry: Fewer Out-of-School, Out-of-Work Young Adults, as Warning Signs Emerge," Community Service Society and JobsFirstNYC, March 2018.

³2010 and 2016 American Community Survey Public Use Micro Sample analysis by NYC Opportunity.

⁴Martha Ross and Nicole Svajlenka, "Employment and Disconnection Among Teens and Young Adults: The Role of Place, Race, and Education," Brookings, May 2016.

the number of individuals passing the test.⁵ Programs designed to serve the needs of opportunity youth must offer literacy instruction (reading, writing, and math) and simultaneously sustain participants' engagement so that those who lack high school diplomas prepare for, take, and pass the HSE exam. This underscores the need for comprehensive support services noted above and engagement strategies such as paid internships.

The attainment of a high school diploma is a necessary, but not a sufficient, condition for economic success. Youth also need to build their employability skills by pursuing college degrees or advanced occupational training.⁶ These credentials, combined with work experience and work readiness, can provide youth with the foundational skills necessary to secure full-time employment with career advancement opportunities. Therefore, programs for opportunity youth should include resources to assist youth when transitioning to college or advanced occupational training.

The Career Pathways Approach

Advance & Earn objectives align with the City's Career Pathways initiative, which represents a commitment by Mayor Bill de Blasio to build an economy in which every New Yorker maintains stable employment and earns a wage that can support a family. In its 2014 report entitled *Career Pathways—One City Working Together*, the Jobs for New Yorkers Task Force outlined a strategy to reorient workforce development services toward higher-paying jobs and longer-term career progression and away from the traditional emphasis on job placement regardless of job quality. A recent review of research on career pathways identified four strategies that encompass both programmatic and systemic reform: aligned, connected programs; multiple entry and exit points; focus on careers and employer engagement; and support services that promote student progress and completion.⁷ A recent report by MDRC also emphasized the need for partnerships and coordination among service providers to keep youth progressing along a career ladder toward success.⁸ These strategies represent the most promising practices for diverse target populations, including opportunity youth.

The Advance & Earn Program model represents a major redesign of YALP and Intern & Earn. Through an innovative career pathways approach, this new model aims to accommodate opportunity youth at different stages of skill development and provide them with positive short-term outcomes as well as the skills and tools they need to reach their own goals and achieve long-term career success. Throughout the development of the new program model, DYCD together with NYC Opportunity solicited feedback on the integrated career pathways approach from a wide variety of stakeholders. Feedback from stakeholder and youth town hall sessions, focus groups, surveys, and responses to the Advance & Earn Concept Paper were taken into consideration in designing the program model. On August 8, 2018, the Workforce Professional Training Institute (WPTI), one of DYCD's capacity building providers, along with JobsFirstNYC and the Workforce Field Building Hub, convened a town hall meeting that included current YALP and Intern & Earn providers, workforce and literacy providers not funded by DYCD, and workforce and literacy advocates to hear their thoughts. A second session sought feedback from youth. On September 13, a follow-up focus group of YALP and Intern & Earn program staff was held.

In the program design set forth in this RFP, DYCD has adopted many of the recommendations from stakeholders, including youth. Recommendations from advocates and CBO staff included: providing strong case management and case conferencing; addressing the need for better collaboration among service providers and with public agencies; teaching foundational skills that span multiple employment sectors; recruiting employers that are a good

⁵These decreases are attributed to the replacement of the GED exam by the TASC, a more difficult test to pass, and the reduction in funding for adult education. See Tom Hilliard, "Out of Reach: Too Few New Yorkers are Earning a High School Equivalency Diploma," Center for an Urban Future, October 2018.

⁶Louisa Treskon, "What Works for Disconnected Young People," MDRC, February 2016.

⁷Richard Kazis, "MDRC Research on Career Pathways," MDRC Issue Brief, March 2016.

⁸Dan Bloom and Cynthia Miller, "Helping Young People Move Up: Findings from Three New Studies of Youth Employment Programs," MDRC, November 2018.

fit for young adults; having one lead provider or a lead provider with subcontracting for some of the services; and allowing providers to set program schedules. Recommendations from youth included: providing more services within one organization; embedding career-readiness training across the entire pathway; providing more options for employment and internships that match participant needs; providing enhanced support services around transitions and employing specific techniques as youth navigate career pathways; and incorporating flexibility in programming. Providers recommended phasing in performance-based budgeting beginning with the second year of the contract. They favor structuring payment as a bonus rather than by withholding a portion of the contract value for release upon attainment of performance measures.

Unlike traditional approaches in which a young person would enroll in one program for basic skills, then another for HSE Prep, and a third for job assistance, Advance & Earn will offer all three program areas so youth can progress to meet their educational and employment goals. The program will not only provide a coordinated career pathway, but also address the personal and social service needs each youth encounters along the way. Programs would serve opportunity youth aged 16-24, but would make concerted efforts to recruit especially vulnerable populations. A strong case management system would be in place, including case conferencing among the staff and service providers with which each youth is engaged.

Youth who read at fourth- to eighth- grade levels will be offered basic literacy and numeracy skills instruction (Pre-HSE). After reaching the ninth-grade reading level, youth will transition to HSE preparation classes (HSE Prep). Upon attainment of the HSE, youth may choose to seek employment, enroll in college, or continue with the program by moving on to advanced occupational training. Depending on their skill levels, youth may enter the continuum of services at the Pre-HSE, HSE Prep, or Advanced Training component. At enrollment, each youth will participate in a comprehensive assessment to determine appropriate placement as well as career interests and social service needs. Instruction will be designed to promote career awareness and build foundational employment skills for employment in multiple sectors or specific industry sectors that offer opportunities for income growth and career advancement, such as healthcare or information technology. Each level of engagement will be accompanied by work readiness, college and career exploration, and comprehensive support services.

Youth in the Pre-HSE component will receive weekly stipends based on attendance in instructional activities and career awareness training. HSE Prep participants will receive paid internship opportunities and will complete one or more basic industry credentials such as, but not limited to, National Retail Federation (NRF), Microsoft Office Suites (MOS), Occupational Safety and Health Administration (OSHA), or ServSafe Food Handler. DYCD invites proposers to suggest additional basic industry credentials with demonstrated value in the labor market/evidence of employer demand. Youth in the advanced training component will receive specialized instruction and complete advanced occupational training in one of the de Blasio administration's identified priority sectors, which at the time of this RFP include: healthcare, information technology, construction, industrial/manufacturing, and food service. Programs may also select to offer advanced training in another sector, based on current market analysis. Examples of advanced occupational trainings include: Certified Nursing Assistant, cyber security, emergency medical technician, etc. The advanced training provider will provide one or more occupational trainings. DYCD encourages providers to propose more than one occupational training; DYCD will select which of the proposed trainings would be offered to ensure a diversity of trainings across the program. Youth in the advanced training component will be placed in paid internships that align with their advanced occupational training and career interests. Providers would have sufficient partnerships and qualified staff to provide quality work experiences and job placement in the selected employer demand-driven sector(s).

The continuum of services will be administered by one organization to aid in retention and keep youth engaged as they work toward their goals. Research shows that when participants must move from one type of program to another to access the services they need, they are more likely to drop out of services altogether.⁹ Youth may have developed strong relationships within one program but then have to establish new ones at their next stopping points,

⁹Christian Gonzalez-Rivera, "Building the Workforce of the Future," Center for an Urban Future, July 2016.

leading them to feel as if they are “starting all over.” Advance & Earn seeks to address this challenge by funding programs that can provide all services of the continuum—from Pre-HSE through advanced occupational training—within their organizations. DYCD recognizes, however, that many organizations, while experts in one area or another, do not have the capacity to provide the complete continuum of services. Those organizations may subcontract with one or more organizations to provide some of the required services in the continuum while ensuring that the lead organization oversees case management, youth progress, support services, transitions, and post-program placements. Whether program components are provided by one organization alone or with some services subcontracted, effective strategies would be in place to facilitate communication, collaboration, and the transitions of participants from one program component to another.

B. Program Goals

The goal of the Advance & Earn Program is to promote opportunity youth along the Career Pathways continuum by preparing them for employment, postsecondary education, or advanced training. The program will help young people attain HSE credentials and career-readiness skills through:

- Literacy and math instruction
- HSE test preparation
- Basic and advanced industry credential attainment
- Work-readiness training
- College and career exploration
- Paid work experience
- Support services
- Transition guidance and support

The program supports opportunity youth at any educational level—from fourth-grade reading through attainment of HSE credentials or some college credits—providing on-ramps and the tools needed to gain skills to meet their educational and career goals. Interim milestones along the pathway and performance measures will be used to gauge achievements during program duration and upon conclusion. At program enrollment, each youth will be assessed to determine the appropriate starting point.

C. Program Components

Advance & Earn will comprise the following three program components, each supported by case management services and support during transitions.

1. Pre-HSE Instruction will provide basic skills instruction at the fourth-eighth grade reading levels, incorporating work-based themes. In addition to receiving basic skills instruction in reading, writing, and math, youth will focus on college and career exploration and work readiness. Organizations are also encouraged to propose instructional models that aim to prepare participants for entry in a higher education level, occupational skills training or career-track jobs by delivering basic skills instruction within the context of a specific industry sector or career focus (commonly referred to as a bridge program approach). Stipends will be provided to youth on a weekly basis, contingent on meeting participation requirements.
2. HSE Preparation will prepare participants for the Test Assessing Secondary Completion (TASC) exam. Classroom instruction will incorporate work-based themes and support youth in acquiring foundational employment skills. This component will also include credential instruction, college and career exploration, financial literacy, tutoring, and work-readiness instruction for all new participants, before placement in paid internships.

3. Advanced Training will provide sector-focused, occupational skills training leading to industry-based and employer-recognized skills or credentials for youth who have achieved high school diplomas or HSE credentials. During the advanced occupational skills training, youth will be placed in internships in the same industry sectors as the training. Youth will continue to explore college and career options, receive support services, and receive job placement or postsecondary placement support.

D. Target Populations/Service Levels

1. The Pre-HSE Instruction component will provide and fill an annual maximum of 300 seats for opportunity youth aged 16-24 who have fourth- to eighth-grade reading levels and have not attained high school diplomas or HSE credentials.
2. The HSE Preparation component will provide and fill an annual maximum of 300 seats for opportunity youth aged 16-24 who have ninth-grade or higher reading levels and have not attained high school diplomas or HSE credentials.
3. The Advanced Training component will provide and fill an annual maximum of 300 seats for opportunity youth aged 18-24 who possess high school diplomas or HSE credentials.

The Advance & Earn Program components may be provided by the proposing organization or through subcontracts that will be overseen by the proposer who will serve as the lead organization. If services will be subcontracted, the proposer must clearly state which services will be subcontracted and how it proposes to coordinate and oversee all aspects of the program. Any proposed subcontractor must be named in the Structured Proposal Form, Attachment B. Subcontracting may not comprise more than 45 percent of the total budgeted amount for all three components.

DYCD is committed to providing New York City's opportunity youth with the possibility to gain the support, educational credentials, and work skills they need to succeed. Contractors would be encouraged to recruit vulnerable populations such as foster care, runaway and homeless, immigrant, court-involved, and LGBTQ youth. Contractors would also be encouraged to serve youth with documented disabilities, including youth with cognitive or physical impairments or mental health challenges. Contractors would provide services directly or connect enrolled youth with disabilities to the necessary support services and resources to help them succeed in the program.

E. Administrative Requirements

Each contractor would:

- comply with all DYCD policies and administrative procedures. These requirements include compliance with DYCD contract obligations; cooperation with DYCD regarding site visits, operations, participant services, and documentation required to demonstrate compliance with DYCD contract obligations.
- comply with all DYCD reporting requirements and maintain files that include registration forms with participant demographic data, individual service strategy (ISS), case notes, test scores, and other documentation to validate achievement of performance measures, as well as enrollment and daily attendance records for each participant.
- ensure that designated staff members attend all meetings related to Advance & Earn that are deemed mandatory by DYCD.
- create and maintain accounts through the Payee Information Portal (PIP) system, an online reporting system that allows contractors and subcontractors to manage their own contact information, view financial

transactions with the City of New York, and record subcontractor payments. For more information go to www.nyc.gov/PIP.

- have an appropriate social media policy to guide social media communications between staff and participants; at a minimum, the contractor would follow DYCD's policy.
- ensure that staff members have access to computers and a high-speed Internet connection; a Microsoft Windows operating system (currently, Windows 10 build 1809). Windows operating systems will no longer be supported by DYCD after Microsoft extended support deadline has passed, current expiration dates are Windows 7 Service Pack 1 in January 2020 and Windows 8.1 in January 2023. 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 are required. Support for multi-factor authentication will be required beginning in July 2019, using the Microsoft Authenticator application. Contractors must notify DYCD immediately (no later than within 24 hours) if an employee who has access to any DYCD system leaves employment or loses access rights for any other reason. Each case manager would have an individual computer.
- provide computer access for participants for training, test-taking, resume writing, job applications, etc.
- provide the option for participants to complete the TASC readiness assessment using either the online or paper version.

Section 2 - Program Expectations and Proposal Instructions

A. Organizational Experience

1. Program Expectations

- a. The contractor and any subcontractor would have at least three (3) years of successful experience within the last five (5) years operating a youth workforce development program.
- b. The contractor and any subcontractor providing the Pre-HSE and HSE Prep components would have at least three (3) years of successful experience within the last five (5) years providing literacy and numeracy instruction in the context of workforce development.
- c. The contractor and any subcontractor providing the Advanced Training component would have at least three (3) years of successful experience within the last five (5) years providing advanced occupational training services.
- d. The contractor and any subcontractor would have at least three (3) years of experience within the last five (5) years in working with opportunity youth.
- e. The contractor and any subcontractor would have experience engaging in joint efforts with other organizations to provide workforce development services to opportunity youth.
- f. The contractor and any subcontractor would have experience using labor market data and would understand labor market trends and requirements that will inform its program trainings, job development, and educational themes.
- g. The contractor and any subcontractor providing the Advanced Training component would have strong existing relationships with employers in the sector(s) of proposed advanced training.
- h. The contractor and any subcontractor would have experience with developing and facilitating internships and long-term or permanent employment, educational, and training opportunities. The contractor would have experience in supporting participants with transitions among program services and career pathways.

2. Proposal Instructions

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

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. Staffing

1. Program Expectations

- a. Roles for required and recommended staff for all three components are described below.
- b. Staff would have the appropriate qualifications, including skills related to current trends in literacy instruction and workforce development. *See below for specific requirements by title.*
 - i. Program Director: There would be one program director with overall responsibility for all three program components. If program component(s) are subcontracted, there would be a coordinator of the subcontracted component(s) who would report to the program director. The director will serve as the primary liaison to DYCD; oversee key program staff; be

responsible for DYCD administrative deliverables; and lead quality, day-to-day program operations. To support agency priorities, align with best practices, and foster positive outcomes, the director and/or their designated staff member(s) will also be responsible for performance monitoring and program evaluation. They will manage data collection, reporting, performance monitoring, and evaluation activities to ensure that collected data follow NYC's Common Metrics, which standardize the terms used to describe key performance measures. The program director would support all external evaluation activities with relevant internal and external personnel. *Directors must possess bachelor's degrees and at least five (5) years of relevant experience.*

- ii. Coordinator for Workforce Development: A coordinator for workforce development/academics would supervise the case managers, the work readiness and credential instructors, and the job developer and would specialize in program activities related to workforce development instruction and internships. *The Coordinator for Workforce Development would have at least three (3) years of successful workforce development experience serving opportunity youth.*
- iii. Coordinator for Academics: A coordinator for academics would supervise instructors and specialize in program activities related to academic instruction and curriculum development. *The Coordinator for Academics would have at least three (3) years of successful experience in providing literacy and/or numeracy instruction and in selecting and adapting curricula resources for opportunity youth.*
- iv. Job Developer/Internship Coordinator: A job developer/internship coordinator would develop internships and manage worksite relationships, as well as monitor worksites and collection of timesheets. *The Job Developer/Internship Coordinator would have at least three (3) years of successful and relevant experience serving opportunity youth, including but not limited to, job development, employer engagement, recruitment, and targeted industry experience.*
- v. Licensed Clinical Social Worker (LCSW) or Licensed Master Social Worker (LMSW): At least one onsite, full-time LCSW or LMSW would be on staff to provide specialized support to case managers and participants. The LCSW/MSW would provide necessary mental health supports to participants either directly or through referrals. *The LCSW/LMSW would have at least three (3) years of successful and relevant supervisory experience and experience in mental health counseling (e.g., trauma-informed care).*
- vi. Case Managers: Case managers would provide general case management and career coaching, work with participants to create individual service strategies (ISS), document progress, and provide life skills support. The case managers would also support participants during transitions and the follow-up period after exit. *Case Managers would have at least three (3) years of experience providing case management services to opportunity youth and must possess bachelor's degrees.*
- vii. Navigator: A specialist navigator would support participants in accessing various programs to obtain needed benefits and supports (childcare, housing, etc.). *The navigator would have at least three (3) years of successful and relevant experience serving opportunity youth.*

Note regarding Case Managers and Navigators: Programs may elect to have either three or four full-time case managers. If three are selected, caseloads would not exceed 30 per case manager, and a full-time navigator would also be on staff. If four are selected, each case manager would also have navigator responsibilities and caseloads would not exceed 20 per case manager.

- viii. Work Readiness/Credential Instructors: Two full-time equivalent (FTE) instructors would provide credential instruction (e.g., MOS, ServSafe, NRF) and work-readiness instruction. (Full-time or part-time will be allowed.) *These instructors would be content specialists with at least three (3) years of demonstrated experience and have the requisite certifications when applicable.*
 - ix. Academic Instructors: Two FTE instructors, including at least one full-time instructor, would provide literacy and/or math instruction and academic support (Pre-HSE and HSE Prep). *Academic instructors would have at least three (3) years of demonstrated successful experience and must possess bachelor's degrees.*
 - x. Administrative Specialist for Intake/Outreach/Data Entry: An administrative specialist would recruit and assess 150 participants per year and perform data entry. This staff member would conduct initial intake assessments; provide administrative support for the overall program; and maintain participant files. *The administrative specialist would preferably possess a bachelor's degree and would have at least two (2) years of successful and relevant experience.*
- c. All staff would have the necessary cultural sensitivity to effectively work with opportunity youth from any background, including foster care, immigrant, runaway and homeless, court-involved, and LGTBQ youth.
 - d. Programs would identify academic resources to support Pre-HSE and HSE Prep instruction.
 - e. Program staff would participate in training and staff development activities relevant to their job titles. DYCD will set a minimum number of staff development hours that would be required annually and would be provided by DYCD, the Advance & Earn provider, or other training resources.
 - f. DYCD anticipates the creation of a facilitated learning community to provide technical assistance and support to contractors and support them in coordinating the activities of the contractor, any subcontractor, and employers that provide paid work experiences, internships, and job placements. Programs would fully participate in the learning community, ensuring that appropriate staff attend applicable sessions and would create a web of services for Advance & Earn participants by connecting providers to community resources.
 - g. Agencies using volunteers must provide volunteer training appropriate to the program design and maintain records of volunteer time commitment.

2. Proposal Instructions

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

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.

C. Program Approach

1. Program Expectations

All programs would adhere to the following specific requirements:¹⁰

- a. Safe and Welcoming Environment: The contractor would ensure a friendly and supportive environment where youth feel welcome and are treated with dignity and respect, regardless of age, gender or gender identity, sexual orientation, culture, or background.
- b. Strengths-based Approach: The contractor would embrace DYCD's strengths-based approach in which the strengths and assets of individuals and communities are valued. Since many opportunity youths have experienced trauma, programs would adopt trauma-informed practices and address the emotional and mental health needs of the participants. A central focus would be caring, empathic relationships that reflect an understanding of the effects of trauma on the youths' development.

The contractor would adopt the interconnected concepts of Positive Youth Development (PYD), Social and Emotional Learning (SEL), and Youth Leadership set out in DYCD's Promote the Positive frameworks.¹¹ Program staff would function as responsible, caring adults and positive role models, promoting participant safety, engagement, confidence, and empowerment. Programs would demonstrate the benefits of prosocial behaviors and responsible decision-making, reliability, critical thinking, and good communication skills and offer youth opportunities to be good team players, leaders, and role models. These could include opportunities for youth to be cohort/peer leaders, provide input into planning activities such as community service, and assist with recruitment and outreach as peer connectors.

- c. Family Engagement: The contractor would embrace the principles and vision underpinning DYCD's Circles of Support family engagement framework.¹² DYCD defines family in broad terms to include those individuals who care for and support participants but are not blood relatives. Programs would create opportunities for those who have positive influences on program participants to engage with the program. These might include involving families in marketing and recruitment strategies, providing them with ongoing program information, and inviting families to program events and celebrations.
- d. Youth Voice: The contractor would provide a mechanism for ongoing feedback from youth (e.g., anonymous online comment card survey, monthly feedback session) for program improvement.

2. Proposal Instructions

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

3. Evaluation

- a. This section will be evaluated based on the quality of the program approach. It is worth a maximum of 10 points in the Proposal Evaluation.

¹⁰All requirements under Program Approach and Program Elements also apply to subcontractors, as appropriate.

¹¹See DYCD's online "Promote the Positive Flip Book" at <https://www.flipsnack.com/NYCDYCD/dycd-promote-the-positive-flipbook-for-rfp.html>.

¹²Available at https://www1.nyc.gov/assets/dycd/downloads/pdf/16-5268b_v12SONYC_FamilyEngagement_Brief03739.001.02_FNL.pdf.

D. Community Partnerships

1. Program Expectations

- a. The contractor would have knowledge of local and citywide resources relevant to opportunity youth and a set of established community partnerships with external organizations. Community partnerships may take different forms and would include referral agreements, co-location of services, joint projects, and subcontracted services. If not providing all three program components within its organization, the contractor would provide the other(s) through a subcontract agreement that would identify each organization's responsibilities and provide for strong mechanisms of collaboration for the shared work.
- b. The partnerships would intentionally promote service integration at the local level and build provider networks that maximize options for opportunity youth. Community partners may include other DYCD-funded youth workforce development programs and other services funded through DYCD. The *Discover DYCD* digital tool is available to help identify DYCD-funded programs by neighborhood. Community partners might also include other City agencies and specialists in areas such as housing, mental health, health, dental health, legal services, childcare, financial literacy and counseling, arts/culture, and recreation.

2. Proposal Instructions

- a. Complete the relevant section of the Structured Proposal Form, Attachment B.
- b. Complete a Community Partnership Agreement for each proposed community partnership, Attachment C.

3. Evaluation

- a. This section will be evaluated based on the quality of the community partnerships. It is worth a maximum of 5 points in the Proposal Evaluation.

E. Program Services

1. Program Expectations

- a. Key elements for all three components include the following:
 - i. Outreach and Recruitment: The contractor would employ a comprehensive marketing and outreach strategy to recruit youth to the program, keeping in mind that innovative strategies are needed to ensure that opportunity youth are successfully engaged and retained. Creative, effective recruitment and retention strategies are especially important for serving this population with multiple needs.
 - ii. Comprehensive Assessment/Intake: Upon enrollment, each youth will participate in a comprehensive assessment to determine placement in the appropriate program component. One product of the initial assessment would be an ISS for each participant. The ISS would identify and prioritize the service needs and goals for the participant, including career interests, career pathway mapping, and post-program placement planning. Literacy and numeracy skills would be assessed using the Test of Adult Basic Education (TABE),

version 11 & 12. Readiness to take the TASC exam would be assessed using the TASC readiness assessment.

As part of case management, contractors would provide reassessments at multiple points throughout the program to determine changes in youth interests and needs. Participants in the Pre-HSE and HSE Prep components would be post-tested at the end of each twenty-week cycle to determine whether they would advance to the next component, continue the component, or be referred for the TASC exam. Participants would also be tested after ten weeks to determine whether they would remain in their current placement, advance to the next level, or be referred for the TASC exam.

A participant may remain in the Pre-HSE component until reaching ninth-grade reading level; a participant may remain in HSE Prep until passing the TASC exam. However, if a student does not make progress over a period of time determined by the program, the program may refer the participant to other services.

- iii. Orientation: Youth will take part in an orientation that will include, but need not be limited to, introductions to agency staff; a comprehensive program overview, including program goals, expectations, and logistics; opportunities for cohort team-building and relationship building with staff; information about other agency services; and an introduction to other DYCD-funded programs.
- iv. Program Duration, Enrollment, Cohort Model, and Size: Programs would comprise two twenty-week cohorts: from September to January and February to June, with mid-program assessments at ten weeks. (See “Summer Activities,” below.) For Pre-HSE and HSE Prep program components, cohort size would not exceed 25 youth. For Advanced Training, cohort size would be 20-25 youth.

All enrollments would be completed within the first two weeks of the cycle. Enrollment would then be closed to encourage the development of a cohort model to promote relationship-building and a supportive learning community among the youth.

Literacy instruction and advanced training cycles would run concurrently to facilitate transitions from one component to another and to preserve the cohort model. However, mid-cohort program progressions will be allowed. For example, if a slot became available, a Pre-HSE student who is ready could move up mid-cohort. Similarly, an HSE Prep student may take the TASC exam at any point if deemed ready.

DYCD reserves the right to revise program requirements (e.g., regarding enrollment and number of times a participant can repeat a twenty-week cycle) during the term of the contract.

- v. Instruction:
Literacy Instruction: Class size may not exceed 25 participants but the provider may offer multiple classes at smaller class sizes. Literacy and numeracy instruction will incorporate work-based themes. The minimum number of hours of literacy instruction would be 12 hours weekly for Pre-HSE and 6 hours weekly for HSE Prep.

Basic Industry Credential Instruction: Instruction would be offered for a basic industry credential (MOS, ServSafe Food Handler, etc.). This training would be offered to all participants in the HSE Prep component.

Advanced Training: Advanced Training instruction would include specialized instruction with employer-informed content leading to an industry-recognized credential and/or opportunities in jobs with ladders for career advancement. Examples include but, are not limited to, Emergency Medical Technician (EMT), Clinical Medical Assistant, Certified Nursing Assistant, Patient Care Technician, Certified Recovery Peer Advocate, Medical Billing, Commercial Driver’s License, Cable Installation, Web Coding, Quality Assurance Tester, and Cybersecurity.

Computer Literacy: Digital literacy instruction, including basic keyboarding skills, navigating the Internet, and using technology to research and connect information across multiple sources would be incorporated into classroom instruction and work-readiness activities within all three components of the Advance & Earn Program.

- vi. Paid Work Experiences: Participants in Pre-HSE would receive weekly stipends for participating in career exploration and work-readiness activities. For participants in the HSE Prep and Advanced Training components, providers would develop partnerships with employers to provide internships paid at minimum wage. Providers would develop and maintain partnerships, monitor participant placements at the worksites, and obtain feedback from worksite representatives on participant progress. Worksites for the Advanced Training component would provide work experiences related to the training instruction provided.
- vii. Job Placement Assistance: The program would have developed partnerships with employers in targeted industries to facilitate placement of Advanced Training participants in the industries for which they received training. HSE Prep participants would ideally be placed in internships at targeted industries that match their credentials, future areas of training and/or areas of study. Job placement assistance would include helping participants research job opportunities, prepare résumés and cover letters, arrange interviews, and prepare for interviews. Job coaching would be provided once placements have been secured. Job placement assistance would be available to any participant who decides to leave the program at any point along the continuum to seek employment.
- viii. Case Management: Each youth would work with the program staff to develop an ISS and would be assigned to a case manager. In addition to providing assistance on an as-needed basis, case managers would have regular monthly check-in sessions for participants in Pre-HSE and HSE Prep and biweekly check-in sessions for participants in Advanced Training. The case manager would help the youth connect to needed services, reassess and revise the ISS as needed, assist in transition phases between program components and placements, provide group counseling as needed, and follow up with youth for a period of 90 days after they leave the program. Case management would include case conferencing among the staff and service providers with which the youth is engaged, at least monthly.

Case managers will play a key role in sustaining participant engagement; ideally each youth would work with the same case manager throughout all components of the program. Follow-up would be extended to those participants who appear to have dropped out, and case managers would work to reengage participants with poor attendance through strategies such as telephone contact, home visits, and family outreach. Programs would have the option of assigning a navigator role to case managers, or employing a navigator to assist participants with referrals and ensure that they keep appointments for outside services. (See “Note regarding case managers,” within Section B, Staffing, above, for optional staffing patterns and caseload requirements.)

- ix. Work-Readiness Training: All youth in each component will participate in work-readiness activities to build the foundational skills that apply in any work setting. Work-readiness training would prepare participants for placement in internships and jobs. The training would also address topics such as résumé building, cover letter writing, interview skills, completing job applications, conflict resolution, and workplace dress codes.
- x. College and Career Exploration: All youth will participate in activities to explore college and career options. Career exploration activities may include work-based learning experiences, career assessments, workplace tours, career panels, and career mentoring. College exploration activities may include college trips, assistance with completing financial aid applications, and reviewing educational/training requirements for career interests.
- xi. Transition Assistance: The contractor would have strong and effective transition strategies in place to ensure that participants maintain motivation and feel supported as they move from one program component to another or to next steps outside the organization. “Warm handoffs” can include practices such as connecting youth to case managers and staff in the next program, convening “transition prep” meetings, and confirming connections before ending support services.
- xii. Scheduling: Weekly required program content and hours are noted in the chart following this section. Programs will have the flexibility to offer instruction at varying times throughout the week in a manner that best supports the participants.
- xiii. Summer Activities: Programs will remain open during the summer and will focus, in part, on providing opportunities for participants to earn income from placement in internships. Active program participants may be referred to the Summer Youth Employment Program (SYEP). While classroom instruction would not be provided, other activities might include tutoring, college and career exploration, and continued support services. Provider staff would be expected to participate in learning communities during the summer period.
- xiv. Follow-up: Program staff will follow up with participants for 90 days after the completion of their program components or to support next steps if for some reason they can’t complete a program cohort. Follow-up services would include employment services such as job coaching, counseling and placement, and assistance with continued training or post-secondary education applications. Programs will also help address any possible challenges that may arise for participants in employment and educational placements; work with participants’ employers and schools to assist participants in achieving career and educational goals; assist youth with additional job placements and promotions and counsel them on long-term education and career planning; and document the follow-up services that participants receive, including any job placements that occur during this period.
- xv. Employment and Education Partnerships: The contractor would devise strategies to recruit and work with employers to identify employer needs and provide high-quality work experiences that could lead to career-track employment. This would include participation in local employer networks to better understand local labor markets and identification of a range of employment options that are a good fit for young adults. Programs would develop partnerships with advanced training providers and postsecondary institutions to support programming in Advance & Earn and aid transitions.
- xvi. Reporting, Performance, and Evaluation Requirements: The contractor would be required to:

- a) Submit regular reports to DYCD, including reporting on achievement of milestones and performance measures, and cooperate with any other requests for data by DYCD and/or NYC Opportunity. Contractors would be responsible for timely and accurate provision of all such reports/responses to requests.
- b) Participate in ongoing monitoring and evaluation activities, led by NYC Opportunity and its designated evaluation firms. Such activities may include: site visits, surveys, interviews, focus groups, administrative records reviews, and other data collection and evaluation strategies. Additional evaluation strategies could include participation in a randomized control trial or comparison study, which may involve conducting additional outreach, implementing a random assignment procedure, or assisting with collecting data on a comparison group of youth who are not participating in Advance & Earn. Contractors may also be required to submit client-level and aggregate program data for evaluation purposes that are in addition to any DYCD requirements, request client consent, and, as appropriate, use performance data to manage and continuously improve program operations.

b. In addition to the common elements noted above, there are distinctive elements among the components listed in the chart below.

	Literacy Instruction		Advanced Training
	Pre-HSE Instruction	HSE Preparation	
Target Population	Twenty-five opportunity youth (per cohort) aged 16-24 who read at the fourth- to eighth-grade levels and do not have high school diplomas or HSE credentials	Twenty-five opportunity youth (per cohort) aged 16-24 who read at the ninth-grade level or above and do not have high school diplomas or HSE credentials	Twenty to twenty-five opportunity youth (per cohort) aged 18-24 who possess high school diplomas or HSE credentials*
Program Elements (including instructional hours and internship hours)	<ul style="list-style-type: none"> • <i>Structured instructional activities for 12 hours per week (consider thematic work readiness requirement):</i> <ul style="list-style-type: none"> - Reading - Writing - Math - Digital Literacy • <i>Educational Assessment (TABE)</i> <ul style="list-style-type: none"> - Pre-test within first two weeks - Check-in after week 10 - Post-test in weeks 18-20 • <i>Career Awareness Training (7 hours a week, 140 hours for 5-month period)</i> <ul style="list-style-type: none"> - Work readiness training - College and career exploration - Life skills support 	<ul style="list-style-type: none"> • <i>Instructional activities for 6 hours per week in TASC subject areas</i> • <i>Support skills instruction with the following required components offered for 80 hours over the duration of the cohort:</i> <ul style="list-style-type: none"> - Credential instruction - College and career exploration - Financial literacy - Digital literacy - Tutoring - Job-readiness instruction: required for all new participants before placement • <i>Educational Assessment:</i> <ul style="list-style-type: none"> - TABE (pre/post when appropriate) - TASC Readiness Assessment (required) - TASC 	<ul style="list-style-type: none"> • <i>Advanced occupational training instruction**</i> <ul style="list-style-type: none"> - Instruction leading to industry-based and employer-recognized skills (ideally in the City’s priority sectors: healthcare, IT, construction, industrial/ manufacturing and food service) • <i>Required Support Skills Instruction/Activity Components</i> <ul style="list-style-type: none"> - Work-readiness training - College and career exploration - Digital literacy • <i>Assessment:</i> <ul style="list-style-type: none"> - Credential training - Certification

	<ul style="list-style-type: none"> • <i>Case Management:</i> -One-on-one meetings monthly to review ISS or conduct case conferencing -Biweekly case notes to document ongoing support • <i>Stipends:</i> \$150/week for overall participation in instruction and career awareness training at a required level of attendance set by the program (70% participation suggested) 	<ul style="list-style-type: none"> • <i>Case Management:</i> -One-on-one meetings monthly to review ISS or conduct case conferencing -Biweekly case notes to document ongoing support • <i>Internships for up to 250 hours</i> - All internships should start by week 3 and end by week 20; weekly hours are flexible - Eligibility requires continued participation in academic and skills instruction 	<ul style="list-style-type: none"> • <i>Case Management:</i> - One-on-one meetings biweekly to review ISS or conduct case conferencing - Biweekly case notes to document ongoing support • <i>Internships for up to 250 hours</i> - Flexible start date and end date - Must align with advanced training
Program Structure	Two twenty-week cycles, February-June and September-January, with mid-program check-ins at 10 weeks, and summer activities	Two twenty-week cycles, February-June and September-January, with mid-program check-ins at 10 weeks, and summer activities	Two twenty-week cycles, February-June and September-January, with mid-program check-ins at 10 weeks, and summer activities
Enrollment	<ul style="list-style-type: none"> • Twenty-five/cycle; at the beginning of the second cycle, new enrollees will be added so that each cycle starts with 25 participants. 	<ul style="list-style-type: none"> • Twenty-five/cycle; at the beginning of the second cycle, new enrollees will be added so that each cycle starts with 25 participants. 	<ul style="list-style-type: none"> • Twenty to twenty-five youth/cycle; at the beginning of the second cycle, new enrollees will be added so that the second cycle starts with 20-25 participants.
Stipends, Wages, and Incentives	<ul style="list-style-type: none"> • Stipends (see details above) • MetroCards*** • Food budget *** 	<ul style="list-style-type: none"> • Minimum wage for internship hours worked (see details above, Section 2.E.1.a.vi) • MetroCards*** • Food budget *** 	<ul style="list-style-type: none"> • Minimum wage for internship hours worked (see details above, Section 2.E.1.a.vi) • MetroCards*** • Food budget ***
Staffing	<ul style="list-style-type: none"> • Program Director • Coordinator for Workforce Development • Coordinator for Academics • Pre-HSE Instructor • Work-Readiness/Credential Instructor • Administrative Specialist • Case Managers/Navigator • LCSW or LMSW 	<ul style="list-style-type: none"> • Program Director • Coordinator for Workforce Development • Job Developer/Internship Coordinator • Case Managers/Navigator • Work Readiness/Credential Instructor • HSE Prep instructor • LCSW or LMSW 	<ul style="list-style-type: none"> • Program Director • Coordinator for Workforce Development • Job Developer/Internship Coordinator • Case Managers/Navigator • Occupational Training Instructor(s) • LCSW or LMSW
Transition and Follow-Up	<ul style="list-style-type: none"> • HSE Prep enrollment assistance • Follow-up services 	<ul style="list-style-type: none"> • Advanced training placement • Job placement assistance or college enrollment assistance, as appropriate** • Follow-up services 	<ul style="list-style-type: none"> • Job placement assistance or college enrollment assistance, as appropriate • Follow-up services

*Youth who entered the program with college enrollment as the goal may choose to exit the program after attainment of the HSE and would receive assistance with college choice, applications, and financial aid applications. Others may choose to exit to find employment and would receive job placement assistance.

**Providers should have expertise in providing occupational training or demonstrated partnerships with other organizations for occupational training for in-demand occupations leading to industry-recognized credentials and job placement in the proposed sector(s). Providers are strongly encouraged to propose innovative trainings within or outside the priority sectors that lead to jobs with better than average wages and/or solid opportunities for career advancement. The proposer should describe the occupations in detail, including relation to labor market trends and placement and retention rates and should demonstrate that it has the capacity to provide the training.

***Providers are expected to provide MetroCards for all participants in need of transportation assistance and at least one meal daily for all participants during programming.

2. Proposal Instructions

- a. Complete the relevant section of the Structured Proposal Form, Attachment B.
- b. Attach any assessment tools that will be used in the comprehensive assessment other than the TABE and TASC readiness assessment.

3. Evaluation

- a. This section will be evaluated based on the quality of the program services. It is worth a maximum of 30 points in the Proposal Evaluation.

F. Performance Measures

1. Program Expectations

Programs would be required to track and report on the following performance measures:

a. Pre-HSE Instruction

- The program enrolls 100 percent of contracted slots within two weeks of the program start date per cohort.
- Seventy (70) percent of enrolled participants will attend 70 percent of program hours per cohort.
- Fifty (50) percent of enrolled participants advance, at a minimum, one grade equivalent level in both reading and math, annually.
- Of those participants who reach ninth-grade level, 80 percent will be placed in an HSE program, employment, or advanced training per cohort.*

b. HSE Preparation

- The program enrolls 100 percent of contracted slots within two weeks of the program start date per cohort.
- Seventy (70) percent of enrolled participants will attend 70 percent of program hours per cohort.
- Fifty (50) percent of enrolled participants will attain the HSE annually.
- Eighty-five (85) percent of enrolled participants complete at least one basic industry credential per cohort.
- Of those participants who attain the HSE, 80 percent will be placed in employment, advanced training, or post-secondary education per cohort.*
- Of those participants who did not attain the HSE, 80 percent will be placed in employment or will continue in an HSE Prep program per cohort.*

c. Advanced Training

- The program enrolls 100 percent of contracted slots within two weeks of the program start date per cohort.
- Seventy (70) percent of participants who start advanced training attain certification per cohort.
- Seventy (70) percent of participants who attain certification either enroll in post-secondary education or attain employment in the sector of the advanced training per cohort.*

* Note: For those youth placed in employment, advanced training, or postsecondary education outside of the provider organization, evidence of those placements must be reported to DYCD within 30 days after the end of the 90-day follow-up period.

The above Performance Measures will be aligned with NYC's Common Metrics (Attachment G) which standardize the terms used to describe key program outcomes. DYCD will give guidance on common metrics to providers and will report on the Common Metrics for the City's workforce system to ensure that collected data aligns with these metrics. Please note that DYCD may adjust the performance measures to reflect any changes required by City policies.

Long-term goals for the use of Common Metrics include providing one view of the City's progress toward meeting the goals set forth in the Career Pathways framework, developing a way to track participants, and helping agencies understand a client's journey through the service system toward a successful career path.

2. Proposal Instructions

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

3. Evaluation

- a. This section will be evaluated based on the quality of the proposed approach to achieving the performance measure expectations listed in this section. It is worth a maximum of 5 points in the Proposal Evaluation.

G. Program Facility

1. Program Expectations

The contractor would have site control of a program facility that meets the following conditions:

- a. appropriate in size and design to adequately accommodate program staff, participants, and services
- b. compliant with local fire, health, and safety standards
- c. easily accessible by public transportation
- d. compliant with the Americans with Disabilities Act (ADA) or, if not, access to other suitable space must be in place to make activities accessible to persons with disabilities

2. Proposal Instructions

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

3. Evaluation

- a. This section will be evaluated based on the quality of the proposed program facility according to the criteria listed. It is worth a maximum of 5 points in the Proposal Evaluation.

H. Budget Management

1. Program Expectations

- a. The total funding request would be based on an annual price per seat of \$8,414 for Pre-HSE seats, \$10,721 for HSE seats, and \$6,636 for Advanced Training seats with an additional \$3,000-\$6,000 for costs of the advanced training including all associated costs including exam fees, textbooks, and uniforms.
- b. The budget and justification must demonstrate how the cost of the proposed advanced training was determined. The price per participant does not include participant wages and stipends which will be paid separately by a DYCD vendor.
- c. The costs associated with the budget would enable the effective delivery of services for the proposed program. The budget would be consistent with the proposed program design.
- d. The anticipated payment structure for contracts awarded from this RFP will be based on line-item reimbursement in the first year. DYCD may add a performance-based bonus payment structure to a line-item-based budget for future years of the program. In partnership with NYC Opportunity, the agency would review data collected during the first year of the program and engage with providers to identify appropriate deliverables, targets, and performance-based milestones.

2. Proposal Instructions

- a. Complete the relevant section of the Structured Proposal Form, Attachment B.
- b. Complete and attach the Proposal Budget Summary, Attachment D.

3. Evaluation

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

Section 3 - List of Attachments

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

- Attachment A: General Information and Regulatory Requirements
- Attachment B: Structured Proposal Form
- Attachment C: Community Partnership Agreement
- Attachment D: Proposal Budget Summary
- Attachment E: Doing Business Data Form
- Attachment F: Human Services Standard Contract
- Attachment G: Common Metrics

Section 4 - Basis for Contract Award and Procedures

A. Evaluation Procedures

All proposals accepted by DYCD will be reviewed to determine whether they are responsive or nonresponsive to the requisites of this RFP. Proposals that DYCD determines to be nonresponsive will not be further considered. DYCD's evaluation committee will evaluate and rate all remaining proposals based on the evaluation criteria prescribed below. DYCD reserves the right to make site visits, conduct interviews, or request that proposers make presentations as DYCD deems applicable and appropriate. Although DYCD may conduct discussions with proposers submitting acceptable proposals, it reserves the right to award contracts based on initial proposals received, without discussions; therefore, the proposer's initial proposal should contain its best technical and price terms.

B. Basis for Contract Award

Award selection will be based on the best technically rated proposals for which the price does not exceed the price per participant range for each component. DYCD will award contracts to the responsible proposers whose proposals are determined to be the most advantageous to the City, taking into consideration the price and other factors or criteria set forth in this RFP.

However:

- DYCD reserves the right to skip over one or more proposals to ensure geographic and programmatic diversity as well as capacity.
- DYCD reserves the right to award less than the full amount of the funding requested by proposers.

Contract award shall be subject to:

- Availability of funds and timely completion of contract negotiations between DYCD and the selected proposers.
- Demonstration of compliance with the NYC Comptroller's Office mandate that all contractors have the proper insurance.
- DYCD's review and approval of fully executed subcontracting agreements, if applicable. Proposers using subcontractors must submit fully executed subcontracting agreements for DYCD's review after award notification and in advance of contract signing.

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 contract award.