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SERVING NEW YORK CITY YOUTH, FAMILIES, AND COMMUNITIES**

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JEANNE B. MULLGRAV
Commissioner

June, 2011

Dear Community Members:

DYCD shortly will issue a Request for Proposals (RFP) for Out of School Time (OST) Programs for Elementary and Middle School Youth. Building on the OST initiative launched in 2005, this RFP will seek qualified service providers to deliver high-quality OST programs for students in grades K through 8 who attend public and private schools in New York City. The RFP also will seek vendors to provide technical assistance support for the OST program contractors and to undertake outcomes tracking and evaluation.

In advance of the release of the RFP, DYCD has developed a concept paper, a copy of which is enclosed, setting out the anticipated goals and expectations for the next generation of OST elementary and middle school programs. Highlights of the model include: a requirement that nonprofit OST providers and school administrators create a shared vision; an emphasis on integrating Science Technology Engineering and Math (STEM) and literacy skill-building activities; an expectation that OST providers will actively involve parents and support them in becoming learning partners who contribute to their children's success in school; and a renewed focus on programming that is aligned with education standards and supports both academic achievement and social-emotional learning.

As we develop and finalize the RFP, we welcome constructive feedback from all stakeholders as an essential part of our planning process. Please email your comments to conceptpaper@dycd.nyc.gov. If you prefer, you may mail your written comments to:

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Please note that we are only able to consider written comments received no later than July 29, 2011.

I look forward to hearing from you and thank you for your careful consideration of the OST Concept Paper.

Sincerely,


Jeanne B. Mullgrav





**Department of
Youth & Community
Development**

**Jeanne B. Mullgrav
Commissioner**

CONCEPT PAPER

for

**OUT OF SCHOOL TIME PROGRAMS FOR ELEMENTARY AND
MIDDLE SCHOOL YOUTH
REQUEST FOR PROPOSALS**

June 2011

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Out-of-School Time (OST) Concept Paper

I. Purpose

This concept paper is a precursor to a forthcoming Request for Proposals (RFP) through which the Department of Youth and Community Development (DYCD) will seek appropriately qualified not-for-profit organizations to deliver out-of-school time (OST) programs for students ages four and older, in grades K through 8, attending New York City (City) public and private schools.¹ Programs will be located in neighborhoods throughout the City. In addition, DYCD will seek separate vendors to provide technical assistance (TA) to support the OST program contractors and to undertake outcomes tracking.

In recent years, the demand for high-quality afterschool services has increased and the impetus to strengthen and enhance OST programs has continued.² At the same time, the economic recession of 2008-2009 and its aftermath have resulted in budget cutbacks that affect the delivery of these services. This concept paper attempts to confront these facts squarely while reflecting the many lessons learned since 2005, findings from afterschool research and evaluation studies, and input from stakeholders including providers, school principals, local and national experts, and representatives of key City agencies.

Background

Launched in 2005, the City's far-reaching OST system extended access to free, structured OST programs to thousands of children for the first time.³ Now, with 485 programs in schools, community-based centers, parks, and New York City Housing Authority (NYCHA) facilities, OST is one of the largest afterschool systems in the country. Over the past six years, DYCD has combined private and public funding to serve from 58,000 to 85,500 youth annually, providing safe, supportive care during the hours when children are not in school. Currently, 167 OST non-profit contractors provide more than 55,000 OST elementary and middle school-age youth with a diverse range of opportunities that promote positive development. Programs throughout the City operate after school, on holidays, and during the summer. Through DYCD and its vendors, contractors receive TA services, and their staff gain access to professional development opportunities.

To support the OST system, DYCD invested in an online reporting and attendance-tracking system, commissioned a series of external evaluations,⁴ regularly convened stakeholders to gather their feedback, and developed various aids to support quality programming, including a program quality monitoring tool and written guidelines on youth worker and supervisor competencies.⁵

OST Going Forward: Areas for Improvement

Evaluations of the OST system demonstrate that participants report positive experiences in DYCD OST programs and that the OST system offers rich content, including academic support and youth development activities in welcoming environments.⁶ Through the new RFP, DYCD will seek to leverage the best elements of the existing system. While retaining a robust youth development framework,⁷ DYCD will introduce changes to ensure that strategies identified by OST evaluators and supported in the afterschool research are expanded and institutionalized.⁸ In the upcoming RFP, DYCD will seek to improve practices in three critical areas:

(i) integration of youth development and academic skill-building; (ii) parent engagement; and (iii) relationships between OST contractors and schools. Each of these areas, and corresponding requirements, are described below.

II. Elementary and Middle School Programs

OST Goals

The new RFP will require OST programs to offer activities that support the following five goals:

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

These goals are intended to sharpen the focus of the OST system and improve outcomes. Goals 1 through 4 relate to skill-sets and opportunities that OST programming should provide to help youth as they mature and as they face the critical transitions from elementary to middle school and prepare for high school and careers. Goal 5 reflects the importance of involving parents and caretakers to help them support their children. DYCD will require that the learning goals and skill gains specified for each OST activity relate to one or more of these five goals and will assess the performance of the OST system relative to these goals.

Target Population

Programs will serve children in elementary and middle school (kindergarten through 8th grade) including vulnerable children, such as court-involved youth, homeless youth, youth in foster care, and youth with special needs or disabilities. Contractors will be required to give priority to children eligible for state-subsidized child care slots funded locally through the Administration for Children's Services (ACS). Contractors will be encouraged to serve NYCHA residents.

Program Approach

Integration of Youth Development and Academic Skill-Building

The principles of youth development remain fundamental to quality OST programming. These principles are now well-known among OST practitioners, experts, and advocates and have been incorporated into DYCD's core competencies for youth worker professionals and supervisors. The external evaluators of the OST system have found that the best OST programs exhibit features and practices that reflect these principles, and they continue to stress their importance for the system as a whole.⁹

In brief, youth development requires that programs operate in a safe and secure environment, set high expectations for youth, focus on youth assets (not deficits), foster positive relationships among participants and adult staff, as well as peers, give youth voice and choice, and provide participants with new experiences and exposure to new ideas and perspectives.¹⁰ Critical youth assets include the social and emotional learning¹¹ (SEL) skills that build resiliency and help youth make healthy choices and succeed in school. These skills are especially important as youth confront transitions from pre-school to elementary, elementary to middle school, and middle school to high school.¹² Recent research has shown that programs which promote SEL skills,

including resiliency, motivation, and the ability to handle challenging situations constructively, support academic success.¹³

Today's youth will, in addition, enter a complex work environment that demands problem-solving, teamwork, and critical thinking skills. Development of these "21st century"¹⁴ skills should begin early in life, and OST programs can play an important role in this regard by focusing on skill-building, by exposing youth to a variety of career and educational pathways, and by introducing youth to successful adults who can serve as role models.

Increasingly, OST programs are expected to contribute to student learning and skills development and are well-positioned to do so by offering activities that engage youth and giving them opportunities to exercise and master the skills they need to succeed in school. In the City and across the country, OST programs are taking up this challenge through "expanded learning time" initiatives and other efforts.¹⁵ To succeed, programs must adopt approaches that build skills in a deliberate manner. While many OST programs have begun to adopt such strategies, the new RFP will seek to ensure that all DYCD-funded programs do so.¹⁶

Well-designed activities provide opportunities for participants to practice the skills taught during the school day and develop the interpersonal skills they need. Alignment with academic standards can raise OST program quality by requiring providers to articulate learning goals and identify appropriate activities through which they can be achieved.¹⁷ Proposers will be expected to articulate clear objectives, identify anticipated skill/learning gains, and adopt activity plans or curricula. They will be expected to demonstrate how their specified program goals and activities relate to New York State (State) and DOE learning standards in areas such as youth development and leadership, the arts, English, science, technology, engineering and mathematics (STEM), and physical education.¹⁸ At the same time, proposers will be encouraged to combine youth development approaches with learning principles shown to work well in the OST environment.¹⁹

To help design and implement skill-focused activities with explicit learning goals, the RFP will require all contractors to include the services of an educational specialist with the qualifications and experience needed to implement curricula and develop activity plans.

Program Elements

All programs will foster social and emotional skills, and thereby support Goal 1, as well as infuse their activities with reading, writing, and math to strengthen participants' literacy and math skills. The importance of these basic skills to student success is well established.²⁰ OST programs can reinforce what students learn in school not only through explicit academic support, but also by giving them opportunities to use these basic skills in all their activities.

All program activities will be based on a curriculum or set of sequenced activity plans that map a path to achievement of specific learning goals or skills.²¹ Goals would reflect relevant learning standards.

Elementary School Programs

Programs for elementary school students in grades K through 5 will offer structured activities, with clear goals that reflect learning standards, under the following three categories.²² A single activity may blend the content of more than one category, such as a cooking class that teaches cooking techniques, healthy nutrition, mathematics, and the science of the food chain.

- a. Academic Support. These services will include homework help and individual or small group tutoring. They will be designed in accordance with explicit policies worked out with the school or schools attended by program participants. *Academic support activities support OST goal 3.*
- b. Enrichment. These activities will address literacy and STEM learning goals and may include theater, music, and other creative arts activities. Activities will be structured and provide experiential learning opportunities, in addition to strengthening basic skills. All programs will provide at least two hours per week of literacy or STEM-focused enrichment activities. *Enrichment activities, in particular, support OST goals 2, 3, and 4.*
- c. Physical Activity and Healthy Living. These activities will include organized sports, dance, martial arts, and other forms of physical exercise as well as active learning designed to teach healthy living practices and the importance of physical activity and good nutrition. All programs will be required to provide a minimum of two 45-minute sessions of physical activity per week during the program year. *These activities, in particular, support OST goals 1 and 2.*

Middle School Programs

Programs for middle school students in grades 6 through 8 will offer structured activities, with clear goals that reflect learning standards, under the following categories.

Required Activities: DYCD will require a minimum of two hours per week in each category, a and b, set out below.

- a. Enrichment. Projects will be designed to build basic literacy and math skills as well as 21st century skills such as teamwork, problem-solving, and critical thinking. They will focus on literacy, the arts, STEM, or a combination of these areas. In all cases, projects will be structured and provide opportunities for participants to explore their interests, engage in experiential learning, and build skills. *Enrichment activities support, in particular, OST goals 2 and 3.*
- b. Leadership Development. Leadership skills encompass a range of critical competencies that foster engagement in school and community. They help youth make informed choices about their futures and encourage socially responsible behaviors. Programs for middle school youth will be required to include both (1) civic engagement and service learning projects and (2) activities that include support for the transition to high school and awareness and exploration of post-secondary and career pathways. *Leadership development activities support OST goal 4.*

Optional Activities: DYCD will allow contractors to offer activities in the following categories during the remainder of the required hours:

- c. Academic support. These services will include individual or small group tutoring. They will be designed in accordance with explicit policies worked out with the school or schools attended by program participants. (For middle school programs, homework help and test preparation are not acceptable activities. Such activities, if offered in a middle school program, would be conducted by the school staff as a voluntary contribution from the school to the program.) *Academic support activities support OST goal 3.*

- d. **Physical Activity and Healthy Living.** These activities will include sports, martial arts, and other forms of physical exercise as well as active learning designed to teach healthy living practices and the importance of physical activity and good nutrition. *These activities, in particular, support OST goals 1 and 2.*

In offering the middle-school activities, contractors will be encouraged to adopt a project-based learning club model. During middle-school, youth become more independent and exercise greater choice in what they do after school. OST programs must remain attractive in order to retain their participation. The club model has proven to be an effective way to increase attendance in OST activities for middle school.²³ A recent evaluation of DYCD's OST programs identified the need for programs to adopt project-based learning activities and offer more opportunities for youth voice.²⁴ Project-based learning relies on teamwork, offers leadership opportunities, and supports skills mastery. The project-based learning club model for DYCD would have the following features.

- *Cohorts and activities.* All program activities will be designed as structured projects with clear learning goals and tangible end products. The same group of students will work together for the duration of the project.
- *Participant voice and choice.* Students will choose their projects and be able to suggest the focus for new projects. They will have the opportunity to participate in several projects during the course of a program year.
- *Relevant learning standards.* Project goals and activities will reflect relevant learning standards.
- *Responsibility/ownership.* Activities will be designed to give participants increasing responsibility over time to encourage them to assume ownership of their chosen project. Participants will understand that they are accountable to the other members of the cohort and make a commitment to attend scheduled activities and complete the project.
- *Contractor's mission and strengths.* Project and activity designs will reflect the mission and area of expertise or specialization of the contractor.

School Age Child Care (SACC) Regulations²⁵

Proposers must have a SACC license by the time of contract award, and DYCD will require compliance with the SACC regulations, including the minimum staff/child ratios based on group size. These are as follows:

- Children through age 9: 1 staff member for 10 children; maximum of 20 children per group.
- Children 10-12 years: 1 staff member for 15 children; maximum of 30 children per group.

Parent/caretaker Engagement

External evaluations have found that parent satisfaction with OST programming is high and the system is meeting the needs of working families.²⁶ However, DYCD would like parents to be more actively engaged, since research and external evaluations indicate that family involvement in OST is a critical ingredient of a strong program.²⁷ Indeed, parent engagement has been correlated with a wide range of positive youth outcomes including improved academic achievement, social skills, school attendance, graduation, post-secondary education, and better child/caretaker relationships.²⁸

DYCD will expect contractors to create family-friendly environments in which parents/caretakers become meaningfully involved in their children's OST experience. It is vital that parents feel welcome and comfortable. Providing key information about the program, articulating program expectations of youth and parents, offering opportunities for active parental involvement, and supporting parents to become learning partners and contribute to their children's overall success in school are among a wide range of strategies that help foster parental engagement. Accordingly, the new RFP will ask proposers to describe their strategies that would include, but not be limited to, the following:

- *Parent/caretaker orientations* that include provision of information about program activities, goals, and requirements;
- *A parent/caretaker-OST program agreement, signed by both parties*, that sets out parents' basic obligations, e.g., ensuring children attend the program for the required hours and taking responsibility for their children's compliance with program rules and behavioral standards;
- *Parent Updates* to provide parents with periodic feedback regarding their child's activity and progress in the program.
- *Workshops/written materials* to help parents/caretakers effectively communicate their concerns to the school, obtain DOE resources, understand educational requirements, reinforce academic and developmental lessons, and assist their children with homework assignments.
- *Opportunities for parents/caretakers to volunteer* in the OST program;
- *Invitations to program performances and culminating events* where parents/caretakers can witness their children's achievements in the program.

Relationships between Contractors and Schools

Research demonstrates that effective OST programs depend on positive relationships between the OST contractors and the schools that program participants attend. External evaluations, too, have found that the best OST programs reflect positive, mutually beneficial relations.²⁹

Good relationships between OST programs and the schools from which participants are recruited lead to optimal use of resources.³⁰ They are founded on joint planning, a common vision, alignment of goals, and agreement regarding the contributions and commitments of each party. They require frequent and ongoing communication and collaboration, not just between the principal and the program director, but among staff at all levels. Teachers can help create activity plans and contribute to the professional development of OST staff. The OST supervisor responsible for parent outreach can coordinate efforts with the school's parent liaison. The program director can serve on the school leadership team to ensure that OST activities are an integral part of the school's priorities. The principal and OST director can work together on issues such as information sharing, hiring of OST staff, and professional development. These examples illustrate how coordination between the different learning environments requires OST programs and schools to interact on multiple levels. Since this kind of synchronization is a critical marker of an effective program, DYCD will require that principals and OST contractors negotiate and maintain a school partnership agreement that defines how they will mutually support student success.

School Partnership Agreement

For school-based programs, the contractor will be required to negotiate and maintain a school partnership agreement with the school principal in a two-step process as follows:

First, the proposer will be required to submit with its proposal a preliminary school partnership agreement demonstrating the school's support for the proposed program based on a common vision. The preliminary agreement will include a brief description of the main components of the proposed OST program that have been agreed with the school, including size, schedule, activities, staffing, and space requirements. Since principals cannot know in advance which organizations will receive a contract award, they will be encouraged to sign at least two agreements with two separate proposing organizations.

Second, following announcement of contract awards, DYCD will work with the selected organization and the school to develop and execute a full school partnership agreement as a condition to award of the DYCD OST contract.

Outcomes

Activity outcomes will be the learning or skills gain that an activity is designed to achieve for participants. The activities within a single program would result in multiple outcomes, which proposers will be asked to identify. Programs would not report to DYCD on individual outcome achievement, but will be asked to describe how they would assess participants' progress toward the outcomes.

Program quality as evidenced through DYCD's Quality Monitoring Tool will be taken into account in determining whether or not a program is achieving or has the capacity to achieve the outcomes identified in the lesson plans or curricula for its activities.

At the system level, DYCD will review enrollment and participation data from OST Online, DOE data on participants' school-day attendance rates, and the results of the annual DYCD Outcomes Tracking Survey administered to program participants. Currently, the DYCD Outcomes Tracking Survey domains comprise educational motivation and skills, new interests and skills mastery, social and emotional skills, life skills, leadership skills, community and civic engagement, and work readiness skills.

Organizational Experience and Staffing – Elementary and Middle School Programs

Experience and qualifications

Contractors will be organizations that have a track record of successful experience working with the targeted participants and the communities where they live and the schools they attend. All program staff, including youth workers, certified teachers, and volunteers, will be qualified for their roles in the program. All staff, including volunteers, will be screened through background checks, including fingerprinting.

Program Directors

- DYCD anticipates that program directors would have a relevant four-year degree and at least three years of successful supervisory experience providing services to elementary or middle school youth.
- The RFP will require the program directors of middle school programs to have appropriate qualifications and a track record of successful experience providing services to middle school youth.
- Programs with 90 participants or more will have a full-time director.

Curriculum/Educational Specialist

- All programs will be required to include the services of an educational specialist on staff or as a consultant. The role of the educational specialist will be to identify appropriate curricula, help staff create activity plans, oversee implementation of program activities, and develop a system and foster a culture of continuous quality improvement.
- The educational specialist will have expertise in curriculum development and lesson planning with at least a four-year college degree and experience in curriculum development and implementation. Teaching credentials are recommended.
- The position of educational specialist would not necessarily be full time. The exact amount of time needed would depend on the size and design of the program and the overall staffing pattern. DYCD estimates that a single program would require 25 percent of a full-time position.
- In programs serving fewer than 90 participants, the program director may serve as the curriculum/educational specialist, if he or she meets the qualifications set out above.

Capacity to select, orient, train, and develop front-line staff

- The contractor will ensure that all front-line staff, including volunteers, can properly fulfill their respective roles in the program.
- The contractor will be responsible for creating effective mechanisms for the selection, orientation, training and development of front-line staff. This will include responsibility for ensuring compliance with staff training requirements under the SACC regulations.

Minimum Service Levels/Hours of Operation

It is anticipated that OST programs of any size may be proposed; there will be no minimum or maximum enrollment levels. However, contractors will be expected to maintain enrollment and will report on student participation and enrollment via DYCD Online.

Elementary School Programs

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

- During the school year, programs will provide a minimum of 540 hours across 36 weeks, Monday to Friday, three hours per day after school, generally from 3 p.m. to 6 p.m. Programs will be able to offer additional program hours on Saturdays.
- On at least 13 school closing days, programs will operate 10 hours a day, from 8 a.m. to 6 p.m. (130 hours). The closing days on which programs will operate will vary according to the needs of the participants and their communities. No coverage is anticipated for the following holidays: New Year's Day, Martin Luther King Junior's Birthday, Presidents' Day, Memorial Day, Independence Day, Thanksgiving Day, or Christmas Day.
- During the summer, programs will operate 10 hours per day, Monday to Friday, from 8 a.m. to 6 p.m., for seven weeks (350 hours). Programs may offer additional hours on Saturdays.

Middle School Programs

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

- Minimum of 305 hours across a minimum of 30 weeks during the school year, Monday to Saturday. The 305 hours include a *minimum of 5 hours per day on at least 13 school closing days (65 hours)*. The closing days on which programs will operate will vary according to the needs of the participants and their communities.

No coverage is anticipated for the following holidays: New Year's Day, Martin Luther King Junior's Birthday, Presidents' Day, Memorial Day, Independence Day, Thanksgiving Day, or Christmas Day.

- Minimum of eight hours per week during the school year, operating at least two weekdays. Of the eight hours, at least five hours of enrichment and leadership activity would be offered.
- Minimum of 108 hours during the summer across at least four weeks. Saturdays would not be included in the summer schedule.

Beyond these requirements, programs may be flexible in how their program activities are scheduled.

Professional Development

The required program hours above include 15 hours of staff training and professional development each year.

Participation Goals

Consistent attendance is necessary for youth to benefit from OST programs. Therefore, the OST participation goals are as follows:

- Elementary school participants will be expected to attend for at least **432** hours of the required **540** school year hours of operation, excluding holiday and summer hours.
- Middle school participants will be expected to attend for at least **229** hours of the required **305** school year hours of operation, including the 13 school closing days, but excluding summer hours.

III. Technical Assistance Services

In the RFP, DYCD will seek TA approaches that strengthen competencies among on-site program directors and supervisors. (See endnote 5 for the DYCD link to the DYCD Core Competencies.) DYCD anticipates that a separate vendor will be selected to provide services in the three TA areas listed below.

TA Areas

1. **Program Activity Design and Implementation.** TA vendor would provide support that focuses on curriculum implementation and activity planning; specialized content areas (for example, literacy and STEM); alignment of program activity goals with school goals and learning standards; assessment of participant outcomes; and inclusion of youth with disabilities and special needs. This TA vendor will provide support for supervisors of

front-line staff, in line with the *DYCD Core Competencies for Supervisors of Youth Professionals*, with a particular focus on supervision techniques designed to foster continuous quality improvement. Training sessions may include DYCD's OST staff.

2. **Effective Administration/Organizational Support.** TA vendor would provide support that focuses on organizational challenges related to managing finances and reporting, personnel issues, professional development, and supervision of frontline staff, in line with the *DYCD Core Competencies for Frontline Workers*. The key recipients of this TA will be site supervisors, multi-site supervisors, and senior organizational leadership as needed.
3. **OST Data Management.** DYCD administers DYCD Online, an online data management system used to track participant enrollment and attendance and contractor staffing. The TA vendor would provide technical assistance, day-to-day support through a help desk, and regular training to contractors.

Modalities

TA vendors will be expected to deliver their services through a variety of modalities including sequenced workshops, small group and coaching models, and peer exchanges. DYCD experience suggests these are effective ways to build and institutionalize best practices and foster peer support networks that help to raise program quality.

Experience and Qualifications

- TA vendors would have at least five years of successful experience in the last seven years (a) providing TA services to not-for-profit organizations to help develop staff capacity among supervisors of frontline youth workers and (b) delivering TA services focused on the specific content areas listed above.
- TA vendors' key staff involved in providing services under the contract would have at least three years of successful experience in delivering curricular and TA support services to not-for-profit organizations.
- OST programs have unique management challenges that require specialized knowledge and expertise. OST programs have site directors who oversee site coordinators, who may or may not be co-located with them. The TA provider should be familiar with theories on distance management, as well as the *DYCD Core Competencies for Supervisors of Youth Professionals*. (See endnote 5 for the DYCD link to the Core Competencies.)

IV. Outcomes Tracking and Evaluation

The Outcomes Tracking and Evaluation vendor would administer an annual outcomes tracking survey to all participants, analyze results, and prepare a report to DYCD. The vendor would assist DYCD in integrating the results of the survey with other assessments to evaluate the quality of the OST system. In addition, the vendor would:

- create, administer, and analyze a principal survey to be administered to principals of the schools attended by OST participants;
- analyze DYCD Online data to assess participation, dosage, and retention of participants in individual programs; and
- conduct additional, short-term assignments at DYCD's request.

Experience and Qualifications

The Outcomes Tracking and Evaluation vendor would have a minimum of five years of successful experience in the last seven years conducting external evaluations of OST programs, administering surveys, and procuring and analyzing data from large-scale data collection systems.

V. Collaborations with Other City Agencies

Since 2005 OST has gained numerous benefits from collaborations with other City agencies, and it anticipates enhancing those collaborations under the forthcoming RFP. Currently, over 270 OST programs are located in DOE schools and 19 are located at NYCHA facilities. In addition, unique partnerships have resulted in the location of OST programs in City park sites and juvenile detention facilities. Collaborations with other city agencies have included working with the Department of Cultural Affairs to provide our City's young people with enriching arts, educational, and diverse learning experiences at over 160 program sites.

Going forward, DYCD will continue to work with DOE to strengthen relationships between schools and OST programs through closer alignment of activities with learning standards, staff interaction, and cross-training opportunities. In addition, the agency will consult with ACS, particularly with respect to a transition from early care and preschool to school-aged afterschool. DYCD will work with the Department of Parks and Recreation and NYCHA to identify suitable sites for OST programs and coordinate resources for effective delivery of services to children throughout the City.

VI. Service Areas and Competitions

Service Areas

The RFP will comprise four separate service areas:

1. OST Programs for Elementary School Students (grades K through 5)
2. OST Programs for Middle School Students (grades 6 through 8)
3. TA Services
4. Outcomes Tracking and Evaluation

Competitions

Within each service area, funding will be available through the following competitions:

Service Area 1: OST Programs for Elementary School Students (grades K-5)

There will be five borough-based competitions. Approximately 70 percent of the funding for these competitions will be allocated to the target zip codes listed below that have been identified as neighborhoods with a high-need for OST programs.

Service Area 2: OST Programs for Middle School Students (grades 6-8)

There will be five borough-based competitions. Approximately 70 percent of the funding for these competitions will be allocated to the target zip codes listed below.

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

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

Service Area 3: TA Services

There will be three competitions:

1. Program Activity Design and Implementation
2. Effective Administration/Organizational Support
3. OST Data Management

Service Area 4: Outcomes Tracking and Evaluation

There will be one competition.

Multiple Proposals

- Under Service Area 1, Elementary Programs, and Service Area 2, Middle School Programs, proposers will be permitted to submit proposals for programs in specific sites in more than one borough competition and in more than one zip code within a borough. Proposers will submit a separate proposal for each site proposed.
- Under Service Area 3, TA Services, proposers will be permitted to submit proposals in more than one competition, but must submit a separate proposal for each competition.
- A proposer selected for award under Service Area 3, TA Services, **or** Service Area 4, Outcomes Tracking and Evaluation, **will not be eligible** for award in another service area.

VII. Funding, Number of Contract Awards, and Price per Participant

The chart below shows the anticipated funding and approximate number of contract awards by competition. Each borough's share of total funding for program services (\$74 million) is as follows: Brooklyn – 35.7%, Bronx - 23.8%, Queens – 23.1%, Manhattan - 12.0%, and Staten Island – 5.4%.

Service Area	Competition		Anticipated Funding (\$)	Approximate Number of Contract Awards
1. OST Programs for Elementary School Students	Brooklyn	Target zip Codes	13,219,894	39
		Non-Target Zip Codes	5,665,669	17
	Bronx	Target Zip Codes	8,618,019	25
		Non-Target Zip Codes	3,693,437	11
	Queens	Target Zip Codes	8,277,855	24
		Non-Target Zip Codes	3,547,652	10
	Manhattan	Target Zip Codes	4,234,007	12
		Non-Target Zip Codes	1,814,575	5
	Staten Island	Target Zip Codes	1,910,224	6
		Non-Target Zip Codes	818,667	2
Total			51,800,000	151
2. OST Programs for Middle School Students	Brooklyn	Target Zip Codes	5,284,468	24
		Non-Target Zip Codes	2,264,772	10
	Bronx	Target Zip Codes	3,711,892	17
		Non-Target Zip Codes	1,590,811	7
	Queens	Target Zip Codes	3,678,443	17
		Non-Target Zip Codes	1,576,476	7
	Manhattan	Target Zip Codes	1,987,812	9
		Non-Target Zip Codes	851,919	4
	Staten Island	Target Zip Codes	877,385	4
		Non-Target Zip Codes	376,022	2
Total			22,200,000	101
3.TA Services	Program Activity Design and Implementation		500,000	1
	Effective Administration/Organizational Support		125,000	1
	OST Data Management		125,000	1
4. Outcomes Tracking and Evaluation			250,000	1

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

Elementary and Middle School Programs (Service Areas 1 and 2): Anticipated borough allocations and price per participant

- It is anticipated that funding will be allocated to the boroughs according to the following formula: $.7$ (the percent share of youth in age cohort) + $.15$ (percent share of low-income youth) + $.15$ (percent share of youth in State subsidized child care).
- Elementary School Programs (Service Area 1): It is anticipated that the maximum annual funding for elementary school programs will be **\$51,800,000** for approximately 152 contract awards.

The anticipated price per participant paid by DYCD will be **\$2,600 to \$2,800**.

- Middle School Programs (Service Area 2): It is anticipated that the maximum annual funding for middle school programs will be **\$22,200,000** for approximately 103 contract awards.

The anticipated price per participant paid by DYCD will be **\$1,900 to \$2,100**.

- Note on price per participant: DYCD values inclusion and expects programs to serve children with special needs, including those with disabilities, in their programs.³¹ In cases where additional resources are required, proposers may provide justification for a higher price per participant based on the need for specialized staff, program design, and other appropriate qualifications.

TA Services (Service Area 3):

- It is anticipated that maximum annual funding for TA services will be **\$750,000**
- It is anticipated that DYCD will award one contract in each of the TA competitions for the annual amounts listed below:
 - \$500,000 for Program Activity Design and Implementation
 - \$125,000 for Effective Administration/Organizational Support
 - \$125,000 for OST Data Management

Outcomes Tracking and Evaluation (Service Area 4):

- It is anticipated that maximum annual funding for Outcomes Tracking will be **\$250,000**
- It is anticipated that DYCD will award one contract.

VIII. Anticipated Payment Structure

Elementary and Middle School Programs

Contracts will be a mixture of line-item and performance-based reimbursement. DYCD reserves the right to withhold up to 10 percent of the value of the contract pending achievement of performance targets.

It is anticipated that the performance targets will be the achievement of 1) full enrollment and 2) a minimum participation rate of **80** percent for elementary school programs and **75** percent for middle school programs.

Technical Assistance and Outcomes Tracking Survey Services

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

IX. Contract Term

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

X. Eligibility and Basis for Award

For Elementary and Middle School Programs, eligible organizations will be incorporated as not-for-profit organizations at the time of contract award. Government entities and their affiliates, including but not limited to, public libraries, public schools, affiliates of the State University of New York and The City University of New York, and other City agencies will NOT be eligible to receive a contract award under this RFP. Such entities will, however, be able to participate through linkage agreements, for example, by serving as program sites.

Proposals will be evaluated according to criteria that will include the quality and quantity of successful relevant experience, demonstrated level of organizational capability, and proposed approach and design of the program or services. Organizations selected for award will be those which demonstrate successful experience providing similar services to their targeted participants or clients and their communities. In particular, successful relevant experience will take into account past performance on DYCD contracts, where applicable. For the Outcomes Tracking and Evaluation competition, the evaluation criteria will include the proposed methods for assessing the relationship between program features and outcome results.

XI. Procurement Timeframe

It is anticipated that DYCD will release the RFP approximately 14 weeks after the release of this concept paper. The deadline for submitting proposals in response to the RFP will be approximately six weeks after the RFP release date.

Comments

Written comments may be emailed to conceptpaper@dycd.nyc.gov (entering “OST” in the subject line) or submitted by fax or mail to:

Cressida Wasserman
Department of Youth and Community Development
156 William Street, 2nd Floor
New York, NY 10038
Fax No: (212) 676-8160

The deadline for all written comments is July 29, 2011.

ENDNOTES

¹ OST programs offer free structured activities, in safe, supportive environments, during times when children are not in school. For additional description of current programming, see the DYCD website: http://www.nyc.gov/html/dycd/html/afterschool/out_of_school_time.shtml.

² See, for example, Issue Brief No. 47 March 2011. Quality Afterschool: Helping Programs Achieve It and Strengthening Policies to Support It, http://www.afterschoolalliance.org/issue_47_quality.cfm.

³ The current system is supported by substantial City funding for programming, TA, and evaluation as well as by The Wallace Foundation for infrastructure development.

⁴ The series of OST evaluations commissioned since 2005 are posted on DYCD's website at http://www.nyc.gov/html/dycd/html/afterschool/out_of_school_time.shtml. See, in particular, Evidence of Program Quality and Youth Outcomes in the DYCD Out-of-School Time Initiative: Report on the Initiative's First Three Years. September 2009, Policy Studies Associates, Inc., http://www.nyc.gov/html/dycd/downloads/pdf/Policy_Studies_Associates_year3_OST_Evaluation_Report.pdf and http://www.nyc.gov/html/dycd/downloads/pdf/DYCD_Response_to%20year3_Evaluation2.pdf.

⁵ See the DYCD Core Competencies for Youth Worker Professionals at http://www.nyc.gov/html/dycd/downloads/pdf/core_competencies_for_yw_professionals.pdf and the DYCD Core Competencies for Supervisors of Youth Worker Professionals at http://www.nyc.gov/html/dycd/downloads/pdf/supervisor_core_competencies-full_document102009.pdf.

⁶ See endnote 4, above.

⁷ There is a very large literature on the principles and practices of youth development. For an overview, see, for example, the ACT for Youth Center of Excellence website which includes a variety of documents and web links such as: Principles of Youth Development, http://www.actforyouth.net/youth_development/development/; <http://ecommons.library.cornell.edu/bitstream/1813/21945/2/PrinciplesYD.pdf>; Understanding Youth Development Principles and Practices, http://www.actforyouth.net/resources/rf/rf_understandyd_0904.pdf; Features of Effective Youth Development Settings, http://www.actforyouth.net/youth_development/development/research/settings.cfm; Youth Development Research Base, http://www.actforyouth.net/youth_development/development/research/; http://www.actforyouth.net/youth_development/development/research/.

⁸ Selected best practices are detailed on pages 2-4, and in the "program approach" section of this concept paper. See also, Evidence of Program Quality and Youth Outcomes in the DYCD Out-of-School Time Initiative: Report on the Initiative's First Three Years, *Op cit.*, pages 46-47; Achieving Program Quality in the DYCD Out-of-School Time Initiative: Strategies from 15 Programs, May 2010, Policy Studies Associates, Inc., http://www.nyc.gov/html/dycd/downloads/pdf/OST_In-Depth_Evaluation-Report_2010.pdf; and Staffing and Skill-Building in the DYCD Out-Of-School Time Initiative: Findings from 10 Programs, Policy Studies Associates, http://www.nyc.gov/html/dycd/html/afterschool/out_of_school_time.shtml.

⁹ See, for example, Achieving Program Quality in the DYCD Out-of-School Time Initiative: Strategies from 15 Programs, *op. cit.*

¹⁰ See endnote 7, above.

¹¹ Edutopia: <http://www.edutopia.org/social-emotional-learning-introduction>.

¹² Research studies have identified a specific set of resiliency skills that help with the transition from middle school to high school. See, e.g. , <http://www.scholarcentric.com>; <http://www.scholarcentric.com/research.html>.

¹³ This research highlights the importance of a young person's ability to make choices that benefit his or her own healthy development. See Joseph A. Durlak and Roger P. Weissberg, *The Impact of After-School Programs That Promote Personal and Social Skills*, Collaborative for Academic, Social and Emotional Learning (CASEL), 2007, <http://www.casel.org/downloads/ASP-Exec.pdf>; Joseph A. Durlak and Roger P. Weissberg et al., *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions*, *Child Development*, January/February 2011, Number 1.

¹⁴ See, for example, *What Does Ready Mean?*, Lynn Olson, *Education Week*, June 12, 2007, <http://www.educationalliance.org/statescholars/Downloads/WhatDoesReadyMean.pdf>; *Are They Really Ready to Work?*, Employer's Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce, *Corporate Voices for Working Families*, 2006, http://www.21stcenturyskills.org/documents/FINAL_REPORT_PDF09-29-06.pdf; *Results that Matter-21st Century Skills and High School Reform*, *Partnership For 21st Century Skills*, March 2006, <http://www.21stcenturyskills.org/documents/RTM2006.pdf>; *Chance of a Lifetime*, *Center for An Urban Future*, May 2006, <http://www.nycfuture.org>; *Ready for Work*, *Advocate Series Action Brief #2*, Forum For Youth Investment, September 1, 2006, <http://forumforyouthinvestment.net/files/Ready%20for%20Work%20June%202008%20v2.pdf>.

¹⁵ For example, in partnership with DYCD and DOE, The After School Corporation (TASC) manages the "Expanded Learning Time" initiative, a network of 17 public elementary and middle schools in New York City that are expanding the school day by three hours. For further information, see <http://www.tascorp.org>. See also, the 2007 report funded by the C.S. Mott Foundation: *A New Day for Learning*, http://www.newdayforlearning.org/docs/NDL_Jan07.pdf.

¹⁶ See *Strategies from 15 Programs*, http://www.nyc.gov/html/dycd/downloads/pdf/OST_In-Depth_Evaluation-Report_2010.pdf; op. cit. and Issue Brief No. 47, March 2011, Afterschool Alliance, op. cit.

¹⁷ *Quality Afterschool: Helping Programs Achieve It and Strengthening Policies to Support It*, op. cit. Also see, *Best of Both Worlds – Aligning Afterschool Programs With Youth Development Principles And Academic Standard*, Sunset Neighborhood Beacon Center, <http://www.learninginafterschool.org/> and <http://snbc.org/sites/default/files/SNBC-Best%20of%20Both%20Worlds%20Guide%20%28Color%29%20for%20Website.pdf>.

¹⁸ New York State Learning Standards for the Arts, <http://www.p12.nysed.gov/ciai/arts/pub/artlearn.pdf>; STEM learning standards, <http://www.p12.nysed.gov/ciai/mst/>; NY State STEM Education Collaborative, <http://www.nysstemeducation.org/mission.html>; Youth Development & Leadership, <http://www.nasetalliance.org/youthdev/index.htm>; National Youth Leadership Council, <http://www.nylc.org/k-12-service-learning-standards-quality-practice>; Physical Education standards, <http://www.p12.nysed.gov/ciai/pe/pels.html>; Health Education standards, <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/GuidanceDocumentFinal1105.pdf>; Career Development standards, <http://www.p12.nysed.gov/cte/cdlearn/>.

¹⁹ See, for example, the set of learning principles articulated by the Learning In Afterschool (LIA) Project at <http://www.learninginafterschool.org/>

²⁰ See, for example, Annie E. Casey Foundation, *Early Warning! Why Reading by the End of Third Grade Matte*, 2010, <http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/123/2010KCSpecReport/Special%20Report%20Executive%20Summary.pdf>; J. Lesnick, R. Goerge, C. Smithgall, and J. Gwynne, *Reading on Grade Level in Third Grade: How Is It Related to High School Performance and College?*, Chapin Hall, University of Chicago, 2010, http://www.chapinhall.org/sites/default/files/Reading_on_Grade_Level_111710.pdf.

²¹ These points were highlighted in external evaluations. See, e.g., Staffing and Skill-Building in the DYCD Out-of-School Time Initiative: Findings from 10 Programs, Joy Sanzone, Vayette Vaden, Christina A. Russell, and Beth Sinclair, Policy Studies Associates, http://www.nyc.gov/html/dycd/html/afterschool/out_of_school_time.shtml; and Evidence of Program Quality and Youth Outcomes in the DYCD Out-of-School Time Initiative, op. cit.

²² Researchers have identified risk factors, many of which appear by grade three, that OST activities for elementary school students should address. These risk factors include reading below grade level, being chronically absent from school (i.e., missing 10 percent or more of the school year), obesity, and displaying behavioral problems. Regarding the risks of low literacy levels in early elementary grades, see, Early Warning! Why Reading by the End of Third Grade Matters, op. cit., http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/123/2010KCSpecReport/AEC_report_col_or_highres.pdf; for absenteeism, see Kim Nauer, Andrew White, and Rajeev Yerneni, *Strengthening Schools by Strengthening Families: Community Strategies to Reverse Chronic Absenteeism in the Early Grades and Improve Supports for Children and Families*, Center for New York City Affairs, Milano The New School for Management and Urban Policy, October 2008, <http://www.newschool.edu/milano/nycaffairs/documents/StrengtheningSchoolsReport.pdf>; and Hedy N. Chang and Mariajose Romero, *Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty, September 2008, http://www.nccp.org/publications/pdf/text_837.pdf; for obesity, see A. Datar and R. Sturm, Childhood Overweight and Elementary School Outcomes, *International Journal of Obesity*, Vol. 30, 2006, pages 1449–1460, http://www.rand.org/pubs/reprints/2008/RAND_RP1315.pdf; and *Solving the Problem of Childhood Obesity within a Generation*, White House Task Force on Childhood Obesity, May 2010, http://www.letsmove.gov/pdf/TaskForce_on_Childhood_Obesity_May2010_FullReport.pdf; and for behavioral issues, see Sarah B. Miles and Deborah Stipek, Contemporaneous and Longitudinal Associations between Social Behavior and Literacy Achievement in a Sample of Low-Income Elementary School Children, *Child Development*, volume 77, number 1, 2006, pages 103-117.

²³ See Best of Both Worlds and Practices to Keep in After-School and Youth Programs, op. cit.

²⁴ See Staffing and Skill-Building in the DYCD Out-Of-School Time Initiative: Findings from 10 Programs, op. cit.

²⁵ For information, see New York State Office of Children and Family Services (OCFS), Division of Child Care Services, http://www.ocfs.state.ny.us/main/childcare/regs/414_sacc_regs.asp#s1 and http://www.ocfs.state.ny.us/main/childcare/training.asp#chhttp://www.ocfs.state.ny.us/main/childcare/regs/414_sacc_regs.asp#s1. For additional guidelines and updates from OCFS, <http://www.ocfs.state.ny.us/main/childcare/letters.asp>.

²⁶ Evidence of Program Quality and Youth Outcomes in the DYCD Out-of-School Time Initiative: Report on the Initiative's First Three Years, op. cit.

²⁷ Jaime Stephanidis and Judith Murphy, *Beyond the Bell: A Toolkit for Creating Effective Afterschool Programs – Literature Review*, Learning Point Associates, January 2008, <http://www.sedl.org/afterschool/toolkits/homework/pdf/BTBLitReview.pdf>.

²⁸ On the importance of parental involvement in their children's education, see *Issue Topic: Building the Future of Family Involvement*, Special Issue of *The Evaluation Exchange*, Harvard Family Research Project, Spring 2008, <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/building-the-future-of-family-involvement>.

²⁹ Staffing and Skill-Building in the DYCD Out-Of-School Time Initiative: Findings from 10 Programs, op. cit.

³⁰ Partnerships for Learning: Promising Practices in Integrating School and Out-of-School Time Program Supports, Harvard Family Research Project, March 2010, <http://www.hfrp.org/publications-resources/browse-our-publications/partnerships-for-learning-promising-practices-in-integrating-school-and-out-of-school-time-program-supports>.

³¹ The American with Disabilities Act (ADA) of 1990, as amended by the ADA Amendments Act of 2008, requires OST and other programs to make reasonable accommodations to avoid discrimination against children with disabilities. (Under Title III of the ADA, OST programs are included under “places of public accommodation.”) See, for example, *Out of School Programs and the American with Disabilities Act Updated March 2009*, Child Care Law Center, <http://www.childcarelaw.org/docs/ADA%20and%20OST%20Providers%20final.pdf> and *Inclusion Tool Kit*, Special Needs Inclusion Project, January 2009, <http://www.snipsf.org/docs/InclusionToolKitV3.pdf>.