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Youth & Community
Development

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Center for
Economic Opportunity

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Executive Director

Teen ACTION Program REQUEST FOR PROPOSALS PIN:26012CESLRFP

RFP RELEASE DATE: April 11, 2011

DEADLINE FOR PROPOSALS: May 13, 2011

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

ATTENTION: Michael Owh, Agency Chief Contracting Officer

PRE-PROPOSAL CONFERENCE: May 2, 2011, at 10:00am OR 2:00pm

LOCATION: Department of Youth and Community Development
2nd Floor Auditorium
156 William Street
New York, New York 10038

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



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**Teen ACTION Program
REQUEST FOR PROPOSALS (RFP)
PIN: 26012CESLRF**

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

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

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

SECTION I – TIMETABLE

A. RFP RELEASE DATE: April 11, 2011

B. PRE-PROPOSAL CONFERENCE

DATE: May 2, 2011

TIME: 10:00am OR 2:00pm

LOCATION: Department of Youth and Community Development
2nd Floor Auditorium
156 William Street
New York, New York 10038

C. PROPOSAL DUE DATE, TIME, AND LOCATION

DATE: May 13, 2011

TIME: 2:00pm

LOCATION: Hand-deliver proposals to:
Office of Contract Procurement
Department of Youth and Community Development
156 William Street, 2nd Floor
New York, New York 10038

ATTENTION: Michael Owh, Agency Chief Contracting Officer

DYCD will not accept e-mailed or faxed proposals.

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

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

D. Anticipated Contract Start Date:

Service Option 1: School-Year Teen ACTION Programs: September 1, 2011

Service Option 2: Specialized Technical Assistance: August 1, 2011

SECTION II – SUMMARY OF THE REQUEST FOR PROPOSALS

A. Purpose

Through this RFP, the Department of Youth and Community Development (DYCD) is seeking appropriately qualified organizations to deliver Teen ACTION programs¹ to school students enrolled in grades 7 through 10, at sites located in targeted neighborhoods in New York City (City). In addition, through a separate competition in the RFP, DYCD is seeking one Technical Assistance (TA) vendor to provide training on the Sexual and Reproductive Health (SRH) component of the Teen ACTION curriculum and related service projects as detailed below. This initiative is supported by the Center for Economic Opportunity (CEO) established by Mayor Michael R. Bloomberg.²

Teen ACTION is a service learning program model launched by DYCD in 2007, with sponsorship from CEO. It is founded on the principles and practices of youth development and incorporates a life-skills curriculum (Curriculum) created for DYCD by Global Kids, with support from The After School Corporation (TASC). The primary goals of the Teen ACTION initiative are to:

- reduce risk behaviors that may result in teen pregnancy or sexually transmitted infections (including HIV/AIDS);
- encourage use of health and mental health services;
- cultivate an ethic of service;
- develop life skills and critical-thinking skills; and
- promote commitment to academic achievement.

Adolescence is a time when young people struggle with developmental changes on many fronts and need challenging activities and supportive programming to promote their positive development and foster the life skills they need to stay on track through high school.³ Meaningful service projects combined with curriculum-based learning and reflection provide opportunities for youth to acquire and practice life skills, engage in teamwork and contribute to the well-being of their communities. Research demonstrates that service learning programs can foster critical thinking, personal responsibility, positive attitudes toward school, and increased civic engagement.⁴ There is also good evidence that they can reduce rates of teen pregnancy and sexually transmitted infections (STIs), especially when combined with effective classroom instruction on SRH.⁵

¹ Originally known as Service Learning programs, the programs were renamed “Teen ACTION” by the participants. ACTION is an acronym for **Achieving Change Together In Our Neighborhoods**.

² The mission of CEO is to reduce the number of people living in poverty in the City through the implementation of result-driven and innovative initiatives. For further information, see <http://home2.nyc.gov/html/ceo/html/home/home.shtml>.

³ Robert Balfanz & Liza Herzog. Keeping Middle Grades Students on Track to Graduation. Johns Hopkins University (February 2006). See also: New York City’s Middle-Grade Schools – Platforms for Success or Pathways to Failure? NYC Coalition for Educational Justice report (January 2007).

⁴ See, e.g., S.H. Billig. Using Evidence to Make the Case for Service-Learning as an Academic Achievement Intervention (2004). <http://www.service-learningpartnership.org/site/DocServer/caseforsl.doc?docID=106>. See also numerous studies listed on the web site of the National Service-Learning Clearinghouse. http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/impacts.

⁵ See Douglas Kirby. Emerging Answers 2007: Research Findings on Programs that Reduce Teen Pregnancy and Sexually Transmitted Diseases. The National Campaign to Prevent Teen and Unplanned Pregnancy (November 2007), 19-20 and 160-162. http://www.thenationalcampaign.org/EA2007/EA2007_full.pdf. Studies suggest that a health education curriculum combined with service activities is more effective than a health education curriculum alone. See L. O'Donnell, A. Stueve, C. O'Donnell, R., Duran, A. San Doval, R.F. Wilson, D. Haber, E. Perry, and J. H. Pleck, (2002). Long-Term Reductions in Sexual Initiation and Sexual Activity among Urban Middle Schoolers in Reach for Health Service Learning Program. *Journal of Adolescent Health*, 31, 93-100.

Pregnancy prevention and increased access to SRH services for teenagers remain critical City priorities. Substantial numbers of young New Yorkers are sexually active: in 2009, 39 percent of public high school students reported ever having sexual intercourse, including 28 percent of ninth graders and 57 percent of twelfth graders. More than one quarter (27 percent) of public high school students are currently sexually active, and 15 percent report that they have had sex with four or more partners.⁶

The City's teen pregnancy rate has been consistently higher than the rate for the nation as a whole.⁷ Teen pregnancy rates are highest in the poorest neighborhoods of the City such as the South Bronx, East and Central Harlem, and North and Central Brooklyn, where many non-Hispanic black and Hispanic teens live. Teen pregnancies often have serious consequences: teen parents are less likely to complete high school; and children born to teens are at increased risk for a variety of negative outcomes including low birth weight and poverty.⁸

The prevalence of STIs and the fact that New York remains the epicenter of the HIV/AIDS epidemic in the United States are other important issues affecting the sexual health of young New Yorkers.⁹ STIs increase the risk of HIV transmission, and untreated STIs can lead to adverse health outcomes such as infertility, cancer, and pregnancy complications. Teens make up more than 1 in 4 diagnosed STI cases in the City.¹⁰ The City Department of Health and Mental Hygiene (DOHMH) has expressed particular concern about the increasing number of new HIV diagnoses among young black and Hispanic men who have sex with men, especially those ages 13 to 19.¹¹ A new study suggests there are more sexually active adolescents in the City with same-sex partners than was hitherto thought to be the case.¹² In addition, there is evidence that individuals who have sex with both male and female partners engage in behaviors that put them at higher risk for STIs, including HIV.

[http://www.jahonline.org/article/S1054-139X\(01\)00389-5/abstract](http://www.jahonline.org/article/S1054-139X(01)00389-5/abstract). This study involved students at two large urban public middle schools. See also, L. O'Donnell, A. Stueve, A. San Doval, R. Duran et al. (1999). The Effectiveness of the Reach for Health Community Youth Service Learning Programs in Reducing Early and Unprotected sex among Urban Middle School Students. *American Journal of Public Health*, 89 2 ,176-181, Copyright © 1999 by American Public Health Association. <http://ajph.aphapublications.org/cgi/content/abstract/89/2/176>.

⁶ New York City Department of Health and Mental Hygiene. Epiquery: NYC Interactive Health Data System—Youth Risk Behavior Survey, 2009. (December 2, 2010). <http://nyc.gov/health/epiquery>.

⁷ Twenty-one percent above the national rate, with 94 pregnancies per 1,000 women aged 15–19 versus 71.5. Teen Pregnancy in New York City 1997-2007. New York City Department of Health and Mental Hygiene, Bureau of Maternal, Infant and Reproductive Health.

<http://home2.nyc.gov/html/doh/downloads/pdf/ms/ms-nyctp-97-07.pdf>; NYC Vital Signs August 2007 Op.Cit. A recent report from the Centers for Disease Control and Prevention highlights the fact that teenage pregnancy is steady or falling for all ethnic groups, but remains three times as common among Hispanic girls as among white girls, and more than twice as common among black girls as among whites. See http://www.nytimes.com/2011/01/14/health/14cdc.html?_r=2&hp=&pagewanted=print.

⁸ Teen Sexual Activity and Birth Control Use in New York City (2007) Op. Cit.

⁹ For example, in 2007, more than 10,000 teen women in the City were diagnosed with Chlamydia, a 26 percent increase since 2006. http://home2.nyc.gov/html/doh/html/std/std_stepup_facts.shtml.

¹⁰ See http://home2.nyc.gov/html/doh/html/std/std_stepup_facts.shtml#hiv.

¹¹ DOHMH Press Release # 079-07. <http://www.nyc.gov/html/doh/html/pr2007/pr079-07.shtml>; DOHMH Teen Health. Sexually Transmitted Infections (STIs). http://home2.nyc.gov/html/doh/html/std/std_stepup_facts.shtml#hiv.

¹² Preeti Pathela and Julia A Schillinger (2010). Sexual Behaviors and Sexual Violence: Adolescents with Opposite-, Same-, or Both-Sex Partners. *Pediatrics*, 126:5 (November 2010). <http://pediatrics.aappublications.org/cgi/reprint/peds.2010-0396v1>.

Research also points to the fact that many young teenagers engage in sexual activity that may jeopardize their health. For example, studies suggest that one fifth of teens have sex before age 15,¹³ and about one-third by age 16.¹⁴ There is also evidence that youth who engage in sex early have low rates of both contraceptive use and condom use (potentially increasing their risk for STIs), are more likely to have older partners, and are at greater risk for involvement in coercive sexual relationships.¹⁵ However, if programs reach youth before they become sexually active, they can have a significant impact.¹⁶ While low participation in after-school activities is often seen as the norm once students enter middle school,¹⁷ studies also show that teens will enroll in well-designed programs that offer opportunities to explore relevant, real-life issues affecting their communities and engage participants in a range of positive youth development activities that foster responsible behaviors and attitudes.¹⁸

This RFP reflects City priorities, lessons learned by DYCD during the initial years implementing the Teen ACTION initiative,¹⁹ and findings from the research literature. In particular, the RFP strengthens the SRH component of the Teen ACTION program and concentrates resources on students in grades 7 through 10 living in designated high-need neighborhoods of the City.

B. Competitions

This RFP comprises two citywide competitions:

Service Option 1: School Year Teen ACTION Programs
Service Option 2: Specialized Technical Assistance (TA)

For Service Option 1, DYCD requires Teen ACTION programs to be located in high-need community districts identified on the basis of high poverty rates and above average rates of births to teenage mothers.²⁰ The target community districts are as follows:

¹³ Jennifer Manlove and Kerry Franzetta et al. No Time to Waste: Programs to Reduce Teen Pregnancy among Middle School-Aged Youth. *Child Trends and the National Campaign to Prevent Teen Pregnancy*. (February 2004). <http://www.teenpregnancy.org/works/pdf/NotimetoWaste.pdf>.

¹⁴ Communication from DOHMH regarding 2009 Youth Behavioral Risk Survey data.

¹⁵ Ibid; Steve Meyer and Kate Sandel. Bibliography: Research on Service-Learning and Teen Pregnancy/Risk Behavior Prevention. *RMC Research* (2001). <http://learningindeed.org/research/slresearch/riskbib.html>.

¹⁶ It has been demonstrated that programs for middle school youth in which community service is combined with effective classroom instruction on SRH can be effective and have a long lasting, positive impact. See L. O'Donnell, A Stueve, C. O'Donnell, R. Duran, A. San Doval, R.F. Wilson, D. Haber, E. Perry, and J.H. Pleck, J.H. (2002). Long-Term Reductions in Sexual Initiation and Sexual Activity among Urban Middle Schoolers in Reach for Health Service Learning Program. *Journal of Adolescent Health*, 31, 93-100.

<http://www.childtrends.org/lifecourse/programs/Reachforhealth.htm>

¹⁷ See, for example, Sherri Lauver, Priscilla M. D. Little, and Heather Weiss. Moving Beyond the Barriers: Attracting and Sustaining Youth Participation in After School Programs. *The Evaluation Exchange* X:1 (Spring 2004). <http://www.gse.harvard.edu/hfrp/eval/issue25/theory2.html>; Engaging Adolescents in Out-of-School Time Programs: Learning What Works. Priscilla Little and Sherri Lauver. (2005). *The Prevention Researcher* 12: 2, 7-10. See, for example, Georgia Hall, Laura Israel, and Joyce Shortt. It's About Time – a look at OST for Urban Teens. *NIOST* (Feb 2004). <http://www.niost.org/AOLTW.pdf>. Anecdotal evidence and DYCD participation data and contractor feedback also suggest that it is much harder for providers of youth services to attract and engage teenagers compared to younger children.

¹⁸ For an indication of the popularity of service learning, see, for example, *Afterschool and Service Learning*. The Afterschool Alliance (January 22, 2007). http://www.afterschoolalliance.org/issue_service.cfm.

¹⁹ These lessons emerged from observations and analysis by DYCD staff, and reviews and surveys conducted by CEO evaluators. See, e.g., http://www.nyc.gov/html/ceo/downloads/pdf/teen_action_pilot_report.pdf ; http://www.nyc.gov/html/ceo/downloads/pdf/ta_prr.pdf

²⁰ Data Sources: NYC Department of City Planning, ACS three year averages, 2006-8 for poverty and NYC Department of Health and Mental Hygiene, Bureau of Vital Statistics, 2008 for births per 1,000 females ages 15-19.

Bronx: 1, 2, 3, 5, 6
Brooklyn: 3, 4, 5, 7, 8, 16
Manhattan 10, 11, 12
Queens: 3, 4, 9, 12, 14
Staten Island: 1

Proposers may submit proposals to serve more than one borough or target community district provided they submit a separate and complete proposal for each proposed program site.

Proposers also may submit proposals for both service options. However, no entity that is awarded a contract to provide specialized TA to the Teen ACTION program will be eligible for award to operate a Teen ACTION program.

For Service Option 1, selected proposer(s) will need to demonstrate not-for-profit incorporation and federal tax exemption under Internal Revenue Code Section 501(c)(3) prior to the contract start date.

C. Maximum Available Funding/Unit Cost

It is anticipated that maximum total funding for the Teen ACTION initiative will be **\$1,425,000 divided as follows:**

- **Service Option 1: \$1,350,000.** It is anticipated that DYCD will award up to **20** Teen ACTION program contracts.
- **Service Option 2: \$75,000.** It is anticipated that DYCD will award one TA contract.

The funding allocations are based on availability of funding and are subject to change.

Service Option 1

All Teen ACTION programs will be required to serve **between 50 and 75 youth, at a maximum price per participant of \$1,350.** DYCD will consider a higher price per participant for programs serving youth with disabilities (physical, emotional, behavioral, or cognitive impairments), provided there is sufficient justification for the program design in the proposal.

Service Option 2

DYCD anticipates that the TA vendor will be paid on the basis of a fixed “full-day equivalent” (FDE) rate no higher than **\$1,300.**

For both service options, DYCD reserves the right to award less than the full amount of the funding requested by proposers and to modify the allocation of funds among the competitions in the best interests of the City.

D. Anticipated Contract Term

It is anticipated that the term of the contracts awarded from this RFP will be for a period of **one year**, with an option for DYCD to renew the contracts for up to two additional years.

- In **Service Option 1**, contracts will start **September 1, 2011** and end **August 31, 2012.**
- In **Service Option 2**, the contract will start **August 1, 2011** and end **July 31, 2012.**

E. Anticipated Payment Structure

Service Option 1

It is anticipated that the payment structure for the contracts awarded under this service option will be based on 100 percent line-item budget reimbursement.

Service Option 2

It is anticipated that the payment structure for the contract awarded under this option will be based on an FDE rate representing seven hours a day of consulting time. All expenses related to the delivery of TA services would be covered by FDEs. The FDE should account for equipment and training materials, travel, space costs, training sessions and related preparation, and follow-up activities including on-site coaching and telephone support.

Payments to the TA vendor would be made monthly upon receipt of approved invoices submitted to DYCD. Each invoice would include the contract number, project title, schedule of work performed, outcome(s) achieved, and payroll reports/timesheets. Each monthly payment would be contingent upon the completion of deliverables due and approval of TA activities undertaken within the month for which services are invoiced.

F. Subcontracting/Consultants

No services funded through this RFP may be subcontracted. However, contractors are permitted to utilize the services of consultants, provided the conditions below are met. A consultant is an independent entity with professional or technical skills retained to perform specific discrete tasks or complete projects that cannot be accomplished by the contractor's regular staff.

- Proposed consultants must have the relevant experience and qualifications indicated in the RFP.
- Proposed consultants must receive DYCD approval before they begin work under the contract.

G. Minimum Qualification Requirements

There are no minimum qualifications for submitting proposals in response to this RFP.

H. Regulatory Framework

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

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

Fingerprinting/Personnel Investigation/Arrest Notification. All Teen ACTION program staff, whether paid or volunteer, shall be fingerprinted. In addition, the contractor must undertake appropriate background checks of all staff paid under any DYCD-funded program. Such checks will include verification of prior employment and references through direct contact by the contractor with former employers. The contractor will be required to provide rosters of all staff in the program, whether funded directly by DYCD or otherwise. The contractor will be asked to verify the actual existence of claimed

staff through an inspection by senior DYCD staff. Upon receipt of an award, the contractor shall comply with all federal, State, and City regulations with respect to investigation for criminal conviction histories of program staff members (proposed or currently employed), including volunteers, including the requirement that all such persons in programs serving youth under the age of 21 be fingerprinted. Contractors shall comply with applicable State and federal regulations, including 42 U.S.C. §5119. Such regulations, policies, and procedures shall also determine whether individuals with criminal conviction histories may continue their employment in the program. In addition, the program shall report to DYCD any conviction or subsequent arrest of any staff member (paid or volunteer) of which it becomes aware.

Fingerprinting procedures have been developed by DYCD, the costs of which are reimbursable under the contract as part of the unit price. Youth staff (paid and volunteer) who are 17 years old or younger and still attending school are not required to be fingerprinted.

DYCD Fee Policy. The contractor shall not charge any fee to program participants for services provided under contracts awarded from this RFP or require any other payment, purchase, or participation in any activities that will raise funds as a condition of eligibility for the Teen ACTION program. Failure to comply with this provision would constitute a material breach of the contractor's agreement with DYCD. However, DYCD reserves the right to amend this policy within the term of the contract. DYCD will notify contractors in advance of any amendment and its possible implications.

SECTION III - SCOPE OF SERVICES

A. GOALS

Service Option 1

The goals for the Teen ACTION programs are to:

- cultivate an ethic of service;
- develop life skills and critical-thinking skills;
- reduce risk behaviors that may result in teen pregnancy or sexually transmitted infections (including HIV/AIDS);
- encourage use of health and mental health services; and
- promote commitment to academic achievement.

Service Option 2

The goals of the TA services are to:

- enable contractors to successfully deliver the sexual and reproductive health (SRH) component of the Teen ACTION program and assist with the design and implementation of SRH-related service projects.
- encourage a commitment among Teen ACTION contractors over the longer term to provide SRH education for the youth they serve.

B. AGENCY ASSUMPTIONS REGARDING ORGANIZATIONAL CAPABILITY

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

Both Service Options

- The contractor would ensure that program operations will begin on September 1, 2011 (Service Option I) and August 1, 2011 (Service Option II)
- The contractor/vendor would be fiscally sound and capable of managing the program/services.
- The contractor's Board of Directors would remain free of conflicts and exercise active oversight of:
 - program management, including regular reviews of executive compensation, audits, and financial controls; and
 - program operations and outcomes.
- The contractor would have the capacity to integrate the proposed program/services into its overall operations.

Service Option 1

- The contractor would engage in successful joint efforts with other organizations providing services to the target population.
- The contractor's internal monitoring system would be effectively used to identify personnel and fiscal issues and provide corrective action procedures.
- The contractor would have a continuous quality improvement process that includes quality assurance measures for all aspects of the program.

- The contractor would have an effective computerized system for data collection and management that meets the following specifications:
 - Microsoft Internet Explorer 7 or greater or Mozilla Firefox 3.5 or greater.
 - A minimum connection speed of 512 kb/s download speed (basic DSL) is required. Dial-up modems are not sufficient.
 - Up-to-date antivirus software is required.
 - Firewall software or hardware is strongly recommended.
 - A computer system that employs hierarchical password protection to define and restrict access to specified users is required.
- The contractor would ensure that program staff has access to computers and the Internet.
- It is anticipated that the contractor would be a tax-exempt organization and incorporated as a not-for-profit in New York State.

Service Option 2

- The vendor would have effective client management and quality assurance processes.
- The vendor would engage in successful joint efforts with other organizations and agencies in providing TA services to programs serving students in grades 7 through 10.
- The vendor would leverage resources or use existing relationships in the field to enhance service delivery.

B. ASSUMPTIONS REGARDING CONTRACTOR APPROACH

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

Service Option 1

Contractor and Staff Qualifications/Experience

- Contractors would have a minimum of three years of *successful* experience within the last five years providing service learning programs to youth in grades 7 through 10, solely or in collaboration with others. (For indicators of successful experience, see Section IV –Format and Content of the Proposal.)
- The Program Director would have a bachelor's degree **or** at least six years of experience working in a youth-serving organization, at least two years of which were in a supervisory position.
- Staff designated to deliver the SRH curriculum component would be at least 21 years old and have the necessary skills and experience to facilitate SRH workshops.
- Key staff would have a minimum of three years of successful experience delivering service learning programs to teenagers as well as appropriate educational qualifications. The contractor and its program staff would know the backgrounds and cultures of program participants and their communities and be able to integrate this knowledge into service delivery.
- Contractors would have experience in the management and supervision of volunteers.
- Program staff would be computer-literate, with ability to use electronic spreadsheet programs such as Microsoft Excel.

Facility

- The facility would be accessible by public transportation and appropriate in size and design to accommodate program staff, participants, and activities.
- The contractor would ensure that the building and all facilities and equipment therein meet the local fire, health, and safety standards and comply with American Disabilities Act (ADA) standards. If facilities do not meet ADA standards, DYCD alternative measures such

as access to other suitable space would be used to make activities accessible to persons with disabilities.

- The contractor would have site control of the facility by the contract start date and for the duration of the contract term.

Program Design

Participants

Contractors would deliver the Teen ACTION programs to in-school youth enrolled in grades 7 through 10. Contractors would be permitted to target sub-groups of youth based on age, gender, or other criteria (e.g., girls in grades 7 and 8) provided both the learning and service components of the program are tailored to the particular needs of the targeted group(s).

Minimum Program Hours/Duration

Contractors would require participants to maintain minimum contact hours for the structured learning and service activities components of the program as set out below.

- **Minimum program duration**, following participant enrollment, would be **12 weeks**.
- Programs would comprise **150** hours, including at least **50** hours devoted to service activities and at least **50** hours devoted to structured learning activities, including the SRH component of the curriculum.
- All programs would start, at the earliest, on **September 1, 2011**.

Staff-to-Participant Ratios

Maximum staff to participant ratios would be **1 to 15** to enable staff to develop meaningful relationships with participants and provide appropriate support throughout the program.

Program Approach

Programs would be designed to achieve the goals outlined above. Contractors would successfully engage students enrolled in grades 7 to 10 in a combination of curriculum-based structured learning activities, meaningful service projects, and reflection activities that link what is learned in the classroom to the service experiences.

Contractors would have internal or external relationships that add tangible resources such as space, equipment, or additional staff to the program. They would also ensure that program participants have access to adolescent-friendly health care and reproductive health services and to other services and activities that promote healthy youth development.

Teen ACTION programs would adopt a positive youth development framework that includes ongoing support from caring adults, development and maintenance of a culture of teamwork among staff and youth, structured programming that offers challenging opportunities and a youth-led decision-making process that fosters leadership development. In particular, contractors would:

- Intentionally promote understanding of and appreciation for diversity, involving strategies that deliberately foster respect for the different viewpoints and cultures that exist in a diverse, multi-cultural environment.

- Ensure a safe and welcoming environment that reflects the standards articulated in the DYCD *Core Competencies for Youth Work Professionals* and *Core Competencies for Supervisors of Youth Work Professionals*.²¹
- Incorporate youth perspectives into all aspects of the program through youth-driven processes that offer participants a range of challenges and roles that foster maximum engagement in the program.

Program Elements

Outreach, Recruitment and Enrollment, Orientation

- Contractors would develop and implement effective outreach and recruitment strategies to meet minimum service levels and enroll a sufficient number of youth to ensure that a minimum of 50 participants complete the prescribed minimum hours for structured learning and service activities during the school year. These strategies would include building relationships with schools and other youth services providers willing to encourage students to enroll in the Teen ACTION program.
- Contractors would use an enrollment package provided by DYCD to register participants for the program. During enrollment, contractors would provide parents with an overview of the program, including the SRH component of the Curriculum. In addition, they would clarify expectations regarding attendance and rules/codes of conduct and procure parental consents for their children’s participation in the program and in any evaluation conducted by or under the auspices of DYCD or CEO.

Youth Driven Processes

- Contractors would adopt the six-step process included in the Teen ACTION Curriculum (namely, “Identifying Issues of Importance”; “Education and Awareness”; “Examination and Analysis”; “Planning and Implementation”; “Monitoring, Evaluation, and Reflection”; and “Celebration”) or another similar process, to ensure youth are offered a range of challenges and roles and have multiple opportunities for meaningful participation.

Structured Learning

- Programs would have clearly articulated learning goals, and contractors would use evidence-based materials and community expertise to inform class discussions and reinforce Teen ACTION goals.
- Structured learning sessions would incorporate chapters from the DYCD Curriculum. Beyond the mandatory SRH component, programs would include, for example, mental health and other thematic life-skills learning units and offer participants some choice of Curriculum topics.
- All program designs would incorporate the Curriculum chapters entitled “What Is Service Learning?” and “Adolescent Sexual Health.” If appropriate for the age and developmental levels of the participants, programs would also incorporate into the SRH component the Curriculum chapters entitled “HIV/AIDS and Sexual Health” and “Teen Relationship Abuse.”
- Contractors would cover the SRH structured learning component of the program through a **minimum of eight** sequenced sessions, in accordance with guidance received in mandatory TA trainings (see further below). Contractors would supplement the Curriculum with other quality materials²² and allow sufficient time for program participants to explore health,

²¹ See http://www.nyc.gov/html/dycd/downloads/pdf/core_competencies_for_yw_professionals.pdf and http://www.nyc.gov/html/dycd/downloads/pdf/supervisor_core_competencies-full_document102009.pdf.

²² For example, the Guiding Principles for Sexual Health Education for Young People, published by the New York State Department of Health available online at http://www.nyhealth.gov/publications/0206/guiding_principles.htm; and the “Definition of Sexual Health” poster sponsored by the ACT for Youth Center for Excellence and the New York State Department of Health Adolescent Sexual Health Work Group.

sexual health, and mental health issues, challenges relating to the transition from adolescence to adulthood, and personal, family, and community values. In addition to providing age-appropriate information and resources, the SRH structured learning sessions would provide opportunities for participants to receive referrals to adolescent-friendly health and reproductive health services.²³ Teen ACTION programs will be monitored to ensure that the SRH component is implemented with fidelity.

- Contractors would designate a staff person to deliver the SRH component of the Curriculum and receive training from a DYCD specialist TA vendor (see below under the subheading Staff Training).

Service Activities

- Service activities would be part of fully conceived, realistic projects planned and implemented by groups or teams of participants. *Individual volunteer placements will not constitute suitable placements for service activities.* Service activities would include at least one project on SRH. (See Appendix A for examples of different types of service activities and Appendix B for examples of volunteer opportunities in New York City.)
- Service projects would address specific community needs, identified and defined by participants, and would be valued by the intended beneficiaries of the activities.
- Contractors would ensure that youth have choices in terms of selecting, planning, implementing, and evaluating service projects.
- Service projects would be realistic, taking into account factors such as program duration and the age and developmental levels of the participants.

Reflection Activities

- All program designs would include time for reflection on service experiences and Curriculum topics. Reflection activities would include, but not be limited to, group discussions and journal writing, and take place before, during, and after completion of the service projects.
- Reflection activities would be used to develop critical thinking skills and provide a bridge between the Curriculum-based learning and the service experiences, challenging participants to think deeply about complex community problems.

Incentives/Stipends

- Contractors would be permitted to offer non-cash rewards (such as group outings and trips, gift vouchers, and tickets for sports/entertainment events) and pay stipends to cover travel costs and other necessary program-related expenses. They would not be permitted to make regular payments to participants that are equivalent to wages.
- Incentives would include ceremonies to acknowledge/honor regular attendance by participants and recognize their contributions to the community through their service projects.

Linkages

- Contractors would have multiple relationships that reflect, build on, and communicate the strengths that youth, staff, parents, healthcare providers, potential service project hosts, schools, and local community organizations bring to the Teen ACTION program.
- Linkages would bring tangible resources (including equipment and additional staff) to enhance the program.

<http://www.actforyouth.net/documents/SHposter.pdf>; and other resources on the web site of ACT for Youth Center for Excellence at <http://www.actforyouth.net/default.asp?ID=aSHResource>.

²³ See http://www.nyc.gov/html/doh/html/std/std_stepup_where_to_go.shtml and <http://www.nyc.gov/html/doh/downloads/pdf/std/teens-nyc-clinics-6-2010.pdf> for the DOHMH “Teens in NYC” list of teen-friendly sexual health clinics.

- Key linkages would be with schools, potential service placement hosts, and adolescent healthcare providers. Contractors would be permitted to form such linkages with units in their own organizations, as well as with other community-based organizations and agencies.

Schools

- Contractors would have **at least one** linkage with a neighborhood school from which program participants would be recruited. This linkage would be documented in a **School Linkage Agreement** (see Attachment 6) that would be submitted with the proposal. The School Linkage Agreement would show that the school understands the nature and purpose of the Teen ACTION initiative and would confirm its support and willingness to encourage its students to enroll in the program. The Agreement would be signed by the school principal.

Service Placement Hosts

- Contractors would have **at least one** linkage with a potential service placement host. This would be documented in a **Service Activity Linkage Agreement** (see Attachment 4) that would be submitted with the proposal.

Providers of Healthcare Services

- Contractors would have meaningful linkages with appropriate health care providers to facilitate access by program participants to a comprehensive range of teen-friendly health care services, including SRH services.²⁴ At least one such linkage would be documented in a **Healthcare Provider Linkage Agreement** (Attachment 5) submitted with the proposal. This Agreement would describe the relationship between the Teen ACTION program and the health care provider, health and SRH services that would be provided, and the proposed system of referrals and follow-up services.
- The Healthcare Provider Linkage Agreement(s) could be with specialist health care facilities (for example, an adolescent health clinic) or with individual medical practitioners who regularly serve adolescents, such as physicians who work independently or within a general facility.

Other Linkages

- Contractors would have relationships with other community-based organizations that would enhance the Teen ACTION program by offering tangible resources such as equipment or additional staff or helping programs recruit participants. These relationships would be documented in a **General Linkage Agreement** and submitted with the proposal. (See Attachment 7.)

Transportation Arrangements/Off-Site Monitoring

- Contractors would arrange to transport ²⁵ participants safely between the program facility and service activity placements, as necessary.
- Contractors would be responsible for monitoring off-site as well as on-site service activities and for ensuring that participants complete the prescribed minimum service hours.

²⁴ See http://www.nyc.gov/html/doh/html/std/std_stepup_where_to_go.shtml and <http://www.nyc.gov/html/doh/downloads/pdf/std/teens-nyc-clinics-6-2010.pdf> for the DOHMH “Teens in NYC” list of teen-friendly sexual health clinics.

²⁵ If vehicles are used in the provision of services under this program, then the contractor shall maintain Business Automobile Liability insurance in the amount of at least One Million Dollars (\$1,000,000) each accident combined single limit for liability arising out of ownership, maintenance, or use of any owned, non-owned, or hired vehicles to be used in connection with this Agreement. Coverage shall be at least as broad as ISO Form CA0001, ed. 10/01.

Staff Training/Technical Assistance (TA) Services

- The staff person designated to deliver the SRH component of the Teen ACTION program would attend a minimum of **12 hours of mandatory training** provided by the DYCD TA vendor awarded a contract through this RFP. The training sessions would be designed to help designated staff plan and deliver the required **minimum of eight** sessions on the SRH component of the Curriculum and design and implement related SRH service projects. The TA vendor would provide some follow-up services to assist staff with individual challenges relating to implementation of the SRH component.
- Contractors would not begin delivery of the SRH component of the Curriculum until the designated staff person has received a certificate of completion of training from the TA vendor.
- Program staff would have access to separate TA support through DYCD to help with general implementation challenges, such as issues relating to recruitment, retention, or rate of participation.²⁶
- Program staff would receive training on the DYCD electronic tracking and reporting database system.

Tracking and Reporting

- In all program years, contractors would (at a minimum) track and report on participant demographics, enrollment, attendance, and completed hours of structured learning, reflection, and service. Contractors would enter their data into the electronic tracking system developed by DYCD. The data collected through the DYCD database system would be used for program monitoring purposes and for internal and external program evaluation.

Evaluation

- The Teen ACTION programs are part of a broader CEO anti-poverty strategy that includes a wide range of initiatives. Along with other CEO projects, Teen ACTION programs are being monitored and assessed by a CEO-appointed evaluator.
- All Teen ACTION program contractors would be required to participate in ongoing monitoring and evaluation activities led by CEO's designated evaluator. These may include site visits, surveys (for which parental consent is required), interviews, focus groups, administrative records review, and other data collection and evaluation strategies. Contractors would be required to submit client-level and program data over and above DYCD reporting requirements, as requested.

Service Option 2

Vendor and Staff Qualifications/Experience

- The vendor would have **at least five years of successful experience in the last seven years** providing TA services to not-for-profit organizations or schools to help them effectively deliver curriculum-based programs on health and reproductive health to youth in grades 7 through 10.
- The vendor would have **at least three years** prior successful experience as a direct service provider of educational programming on SRH topics within the last five years.
- The vendor's 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.

Facility

- The vendor would provide a training facility, accessible by public transportation, and adequate in size and design for the training activities to be conducted there.

²⁶These general TA services would not be provided through any contract awarded from this RFP.

- The vendor would ensure that the building and all facilities and equipment therein meet the local fire, health, and safety standards and comply with American Disabilities Act (ADA) standards. If facilities do not meet ADA standards, DYCD alternative measures such as access to other suitable space would be used to make activities accessible to persons with disabilities.
- The vendor would have site control of a training facility by the contract start date and for the duration of the contract term.
- The vendor would have adequate and appropriate technology and equipment to conduct trainings and presentations and to disseminate information, as necessary.

Vendor Services

- The TA vendor would provide a series of centralized **training sessions** designed to enable Teen ACTION program staff to effectively implement the SRH component of the program.
- Through the training sessions, the TA vendor would teach Teen ACTION program staff how to effectively deliver a **minimum of eight** sessions covering those sections of the Curriculum that relate to SRH (“Adolescent Sexual Health”; “HIV/AIDS and Sexual Health”; and “Teen Relationship Abuse”) as indicated above in Section III, under the subheading “Structured Learning.”
- The vendor would recommend additional quality materials and resources that program staff could use to supplement the Curriculum materials.
- The vendor, as part of its TA services, would recommend ways in which trainees could impart to colleagues and supervisors the knowledge and skills they had learned and encourage their organizations to make a commitment to SRH education beyond the Teen ACTION program.
- The vendor would provide follow-up services such as telephone/on-site support or coaching to address specific contractor challenges and assess the extent to which Teen ACTION program staff successfully delivered the SRH Curriculum following their training.
- The vendor would help contractors design and implement well-conceived SRH service projects that are integrated with the SRH Curriculum and involve groups of participants working in teams.
- The TA approach would be sensitive and responsive to the specific needs of the direct service contractors.

Deliverables

- The vendor would provide a **minimum of 12 training hours** to at least one staff person, from each Teen ACTION program, who has been designated to deliver the SRH component of the Curriculum. Each training session would comprise at least one half-day presentation. The maximum number of trainees per training session would be 25. Therefore, the vendor might have to conduct more than one complete sequence of training sessions. The vendor would assess the knowledge gained by participants through appropriate pre- and post-test surveys and other methods approved in advance by DYCD.
- The vendor would provide a **minimum of three hours** of assistance to help each Teen ACTION program plan and implement SRH-related service projects.
- The vendor’s follow-up services would include **at least one half-day** site visit to each participating Teen ACTION program to assess how effectively the SRH Curriculum is being delivered and related service projects implemented. The vendor would provide the contractor and its staff with feedback and recommendations for improvement.
- The vendor would submit monthly reports to DYCD describing the training sessions delivered (*e.g.*, topics covered, supplemental materials provided) and follow-up services, together with registration numbers, attendance sheets, and the results of satisfaction surveys.
- The vendor would submit a final report to DYCD confirming completion of the series of training sessions and related follow-up services. The report would also identify the challenges and

successes of implementing the SRH curriculum and related service projects, and any commitments by agencies to support SRH education beyond the Teen ACTION program.

Expected Outcomes

- Teen ACTION program staff members trained by the TA vendor effectively deliver the SRH Curriculum and successfully implement the related service projects.
- Teen ACTION program staff members trained by the TA vendor meet with their agencies' senior management to discuss the value of and review strategies for supporting SRH education beyond the Teen ACTION program.

Administrative Tasks Related to Curriculum and TA Services

Approval of Work Schedules/Planned Interventions

- The vendor would discuss its planned schedule of training and follow-up services with DYCD; work under the contract would not begin prior to DYCD's giving final approval to the schedule.
- For on-site consultations exceeding two FDEs, the vendor would be required to obtain DYCD approval, in advance, for the planned TA intervention. Following completion of the work, the vendor would submit a report to DYCD on the outcomes of the intervention.

Customer Satisfaction and Evaluation Feedback

- The TA vendor would gather consumer feedback on the trainings provided immediately after service delivery. Customer satisfaction forms would be approved by, and, if necessary developed in consultation with, DYCD staff and the outside evaluator.

Collaboration

- In addition to DYCD and the program contractors, the vendor would collaborate, as required, with other entities involved in the Teen ACTION initiative, including the CEO evaluator, CEO, DOHMH, and other DYCD TA vendors.
- The TA vendor would, if required, work with the CEO evaluator and DYCD to create an appropriate pre- and post-test survey to test knowledge gained as a result of the TA training on SRH.

C. Compliance with Local Law 34 of 2007

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

SECTION IV - FORMAT AND CONTENT OF THE PROPOSAL

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

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

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

A. PROPOSAL FORMAT

Both Service Options

1. Proposal Summary Form

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

2. Table of Contents

3. Program Proposal

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

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

Service Option 1

Describe the successful relevant experience within the past five years of the proposer in providing service learning programs for youth in grades 7 through 10. For each program, include the name of the program, a brief description of the services offered, dates of operation, target population(s), and most recent annual total dollar value.

- i. Briefly outline **up to three** of the programs listed above. Include the details described in the bulleted points below:
 - Program design, content, and goals
 - The processes established to give participants voice and choice in relation to both the structured learning and service components of the program

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

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

- iii. In addition and in narrative form, describe any other factors that demonstrate that each program cited above was effective, such as:
- Positive findings from an evaluation
 - Securing multi-year funding from diverse public and private sources
 - Successful joint efforts with other organizations and agencies to provide service learning and other related services to youth.
- iv. Attach for each staff position a job description, including experience and qualifications that will be required. Include resumes for personnel already identified for positions. Job descriptions and resumes should specifically demonstrate the following:
- The Program Director would have a bachelor’s degree **or** at least six years of experience working in a youth-serving organization, at least two years of which were in a supervisory position.
 - Staff designated to deliver the SRH Curriculum component would have appropriate educational qualifications and be at least 21 years old. He/she would also have a minimum of two years of successful experience working with students in grades 7 through 10 in a service learning program.
 - For each key staff person already identified for a position, provide at least one specific example of his/her success implementing a program similar to the one proposed.

Service Option 2

- i. Describe the vendor’s background and successful relevant experience within the past seven years in providing TA services to not-for-profit organizations or schools to help them to

effectively deliver curriculum-based SRH programs for teenagers. Include a description of the TA approaches used and the impact on program outcomes.

- ii. Demonstrate at least five years of successful experience and at least three years of prior successful experience as a direct service provider of educational programming on SRH topics for students in grades 7 through 10. Describe and summarize each educational program, its duration, the topics addressed, and the target participants.

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

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

Both Service Options

- i. Describe the steps that will be taken to ensure that program operations will begin on September 1, 2011 (Service Option I) and August 1, 2011 (Service Option II). Include a brief timeline outlining the activities for program start-up.
- ii. Describe the active oversight by the Board of Directors in (a) program management, including regular reviews of executive compensation, audits, and financial controls; and (b) program operations and outcomes. Provide examples of how past programs have been affected by Board involvement. Complete Attachment 9, Corporate Governance Certification.
- iii. Demonstrate the proposer's capacity to incorporate the proposed program into the organization's overall operations/schedule of other projects. Attach an organizational chart showing the proposer's organization and where the proposed program will fit within the organization.
 - Describe how the proposed program and program staff will relate to the overall organization.
 - Describe any planned collaborations and resource sharing within the organization.
- iv. Attach a copy of the most recent financial audit of the organization conducted by a certified public accountant, indicating the period covered, OR, if no audit has been performed, the most recent financial statement, indicating the period covered and an explanation of why no audited financial statement is available. Financial audits covering time completely prior to calendar year 2008 will not be accepted as fulfilling this requirement.

Service Option 1

- i. Describe successful joint efforts with other organizations providing services to the target population.
- ii. Describe the proposing organization's internal monitoring system and demonstrate how it is effectively used to identify personnel and fiscal issues. Describe the corrective action procedures.
- iii. Describe the evaluation and quality improvement protocol that the contractor would implement to ensure continuous improvement of program delivery and participant outcome achievement.
- iv. Describe how the organization manages its data collection and reporting requirements for multiple funding sources.
- v. State that the organization's computer system meets (or will meet by program start date) the specifications set out in Section III B.
- vi. Demonstrate that program staff members have access to computers and the Internet.

- vii. List at least two relevant funding references, including the name of the funding organization and the name, title, and telephone number of a contact person at the funding organization. If there are no funding sources other than DYCD, other relevant references may be listed.
- viii. If the proposer has submitted more than one proposal in response to this RFP, complete Attachment 3, Multiple Proposals.

Service Option 2

- i. Describe the proposer's client management and quality assurance processes. Include a description of how staff/consultants are selected for projects, client complaints are handled, and service delivery is monitored.
 - ii. Demonstrate successful joint efforts with other organizations and agencies in providing TA services to programs serving students in grades 7 through 10.
 - iii. Describe how the vendor leverages resources or uses existing relationships in the field to enhance service delivery.
- c. ***Program Approach*** (preferable page limit: 12 pages, excluding requested attachments)

Service Option 1

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

- i. Program Facility/Service Placements
 - Attach a lease or other document demonstrating the availability of the facility for use by the contractor by the contract start date and for the duration of the contract term.
 - Demonstrate that the facility will be appropriate in size and design to accommodate program staff, participants, and activities.
 - Demonstrate that the facility will meet the local fire, health, and safety standards. Demonstrate that the facility will meet ADA standards or what alternative measures will make program activities accessible to persons with disabilities.
 - Describe how the proposer will ensure compliance with all security measures at the site, including emergency procedures.
 - If applicable, describe arrangements for transporting participants between the facility and assigned service placements.
- ii. Program Design
 - Provide the following program design details:
 - Total annual program hours (curriculum-related hours and service activities hours)
 - Total hours for structured learning, including reflection time
 - Anticipated number of service projects and total hours for service activities
 - Length of proposed program
 - Staff to participant ratio per program cycle

- Program Goals and Objectives
 - Describe how the proposed program will effectively meet the goals and objectives set out in Section III – Scope of Services.
- Outreach and Recruitment
 - Describe the proposed outreach and recruitment strategies, stating how they will succeed in recruiting sufficient numbers of students in grades 7 through 10 to enable the proposer to meet its proposed service level. If applicable, describe and justify specific groups of youth that the proposer will target and the recruitment strategies that will be adopted.
 - State and justify the number of youth to be recruited. Refer, specifically, to underlying assumptions regarding rates of attrition/retention of youth in the proposed Teen ACTION program, based on prior experience in other youth programs operated by the proposer.
 - Briefly describe the collaborative relationships that will contribute to the effectiveness of proposed outreach and recruitment strategies.
- Participant Minimum Requirements/Retention
 - Explain how the program design will successfully engage and retain participants in the Teen ACTION program and will ensure participants fulfill the minimum hours of structured learning and service and remain in the program for more than one year.
 - Provide details of any incentives that will be used to encourage attendance, including stipends and non-cash rewards.
- Participant Orientation
 - Describe proposed orientation procedures.
- Incorporating Youth Perspectives
 - Describe the processes that will be used to ensure participant-led decision-making with respect to Curriculum topics, service projects, and reflection activities.
- Service Projects/Activities
 - Describe and justify the kinds of service project options the proposer would offer to program participants, including the SRH service project or projects.
 - Describe the group processes the proposer would use for each planned service project.
 - Describe how the proposer will seek to match service projects with participant choices.
- Structured Learning and Reflection
 - Describe the structured learning component of your program, indicating the schedule of topics, including the required Curriculum chapters. Describe how the topics would be taught and what materials would be used to address those topics.
 - Describe how the structured learning component and reflection would be integrated with the planned service projects.

- Staffing
 - Describe the proposed staffing pattern for the program. Demonstrate that program staff will be capable of effectively implementing all program components, including the mandatory SRH component of the Teen ACTION Curriculum.
 - Demonstrate that all staff, including volunteers, will provide the services in a manner that is sensitive to the ethnic, racial, and linguistic characteristics of the target population.

- Collaborative Relationships
 - List and briefly describe all collaborative relationships designed to enhance the effectiveness of the proposed Teen ACTION program.
 - **Submit the following Linkage Agreements with the proposal:**
 - **At least one Service Activity Linkage Agreement (Attachment 4)** to demonstrate commitment of potential service project hosts to offer service placements for a group of Teen ACTION program participants in line with likely participant choices.
 - **At least one Healthcare Provider Linkage Agreement (Attachment 5)** to demonstrate commitment and ability to facilitate access by program participants to a comprehensive range of teen-friendly healthcare services, including reproductive health services. Indicate which services will be provided and describe arrangements for referrals and follow-up.
 - **At least one School Linkage Agreement (Attachment 6)** demonstrating school support for the proposed Teen ACTION program at the site and confirming that the school will encourage students enrolled in grades 7 through 10 to participate in the program. School Linkage Agreements must be signed by the school principal.
 - **General Linkage Agreements (Attachment 7)**

Service Option 2

- i. Describe the vendor’s strategy to achieve the goals for TA set out in Section III –Scope of Services.
- ii. Describe the proposed TA services in detail, specifically addressing the proposer’s approach to TA in the area of SRH, the training schedule, the content of training sessions, and follow-up services.
- iii. Provide a detailed staffing plan that indicates how staff will be deployed to deliver TA services and identifies which staff person(s) will be assigned to each task. For each person, whether employee or consultant, who is expected to provide services under the TA contract, indicate the name and qualifications, including resume, if known or a job description, if not known. Job descriptions and resumes should specifically demonstrate that staff has at least three years of successful experience in delivering SRH curricular and TA support services to not-for-profit organizations.
- iv. Indicate methods and materials to be used to measure the impact of the TA services on staff designated to deliver the SRH component of the Teen ACTION programs.
- v. Indicate the total proposed contract cost. This should not exceed the maximum amount specified in the RFP for the Option 2 contract.
- vi. Describe the proposed training facility. Specifically:

- Demonstrate the facility will be adequate in size and design to accommodate vendor's staff, TA participants, and TA activities
 - Demonstrate the facility will be accessible by public transportation and to people with disabilities and will meet local fire, health, and safety standards.
 - Attach a lease or other document demonstrating the facility will be available for use by the vendor by the contract start date and for the duration of the contract term.
 - Describe the technology and equipment that will be used to conduct trainings and presentations and to disseminate information.
- vii. Provide three references qualified to comment on previous projects that involved training and follow-up on the proposed curriculum. For each reference, include name, company/ organization, telephone number, and e-mail address.

4. Price Proposal

The Price Proposal is the funding request relating to provision of the services described in Section III– Scope of Services. It should include the documents and address the points set out below.

Service Option I

- Completed Proposal Budget Summary Form (Attachment 8) for a 12-month contract period.
- Budget Justification (preferable page limit: 3 pages)

Justify how requested funds will be used to deliver program services and ensure that the budget and budget justification are consistent with the proposed program. Specifically, justify the expenses under each major budget category by addressing the points listed below.

- Personnel Services
 - List each position (full time and part time). Explain how the costs for each position were determined (such as a percentage of full-time salary or hourly rate x number of hours). Indicate which resume or job description is intended to fill that position.
- Non-staff Services (as applicable)
 - List each consultant and associated cost included in the funding request, and explain how the cost of the assigned work for the program as described in the proposal's Program Approach narrative was calculated.
 - If the program design includes payment of stipends, describe how the stipends will be awarded and the rationale for awarding the stated amounts.
 - For each type of service purchased from a vendor, describe the nature of that service, why it is needed for the program, and how the costs related to purchasing that service were determined.
- Other Than Personnel Services (as applicable)
 - For consumable supplies, describe the type and quantity of supplies to be purchased and explain how the costs for these items were determined.
 - Explain why each piece of equipment and equipment related expenses are necessary for the proposed program.
 - Describe the spaces costs, including those involving a rental expense; their importance in the proposed program; and how costs were determined.
 - For travel expenses, describe the purpose of the travel and justify the cost.
 - For utility, telephone, and other operational expenses, list each item and how the cost for each item was determined.

Service Option 2

- One-page budget with the following information:
 - The total DYCD funding request
 - The proposed rate per FDE (= 7 hours of consulting time)
 - The proposed total number of FDEs
 - If consultants are proposed, the estimated share of total FDEs and the TA services to be assigned to each consultant

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

Both Service Options

5. Doing Business Data Form

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

6. Acknowledgment of Addenda

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

B. PROPOSAL PACKAGE CONTENTS (“CHECKLIST”)

Both Service Options

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

- Proposal Summary Form (**Attachment 1**)
- Multiple Proposals Form, if applicable (**Attachment 3**)
- Program Proposal
 - Table of Contents
 - Narrative
 - Job Descriptions and Resumes, as applicable
 - Organizational Chart
 - Corporate Governance Certification (**Attachment 9**)
 - Audit Report or Certified Financial Statement or a statement as to why no report or statement is available
 - References

Service Option 1

- **Attachments**
 - Service Activity Linkage Agreement(s) (**Attachment 4**)
 - Healthcare Provider Linkage Agreement(s) (**Attachment 5**)
 - School Linkage Agreement (**Attachment 6**)
 - General Linkage Agreement(s) (**Attachment 7**)
- **Price Proposal**
 - Budget Justification
 - Proposal Budget Summary Form (**Attachment 8**)

Service Option 2

- **Price Proposal**
 - One-page budget and Budget Justification

Both Service Options

- **Doing Business Data Form (Attachment 10)** - one original and one duplicate of this form should be placed in a sealed inner envelope.
- **Acknowledgment of Addenda Form (Attachment 11)**

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

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

SECTION V—PROPOSAL EVALUATION AND CONTRACT AWARD PROCEDURES

A. Evaluation Procedures

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

B. Evaluation Criteria

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

Service Option 1

Demonstrated quantity and quality of successful relevant experience	50 points
Demonstrated level of organizational capability	20 points
Quality of proposed program approach	30 points

Service Option 2

Demonstrated quantity and quality of successful relevant experience	40 points
Demonstrated level of organizational capability	20 points
Quality of proposed TA services design	40 points

C. Basis for Contract Award

Service Options 1 and 2

- Proposals will be rated pursuant to the criteria set forth in the RFP and listed in descending order of overall average technical score by service option. A competitive range ("short list") of technically viable proposals will be established. Proposals not within the competitive range will not be further considered. All "short-listed" proposals that propose a price per participant (Service Option 1) or full-day equivalent (Service Option 2) that fall below the maximums stated in the RFP will be eligible for award. For Service Option 1, DYCD will consider technically viable proposals with a higher price per participant for programs serving students with disabilities only with adequate justification.
- DYCD will award contracts to applicants whose proposals are determined to be the most advantageous to the City, taking into consideration the price and such other factors or criteria set forth in this RFP.

- DYCD reserves the right to award less than the full amount of funding requested by each proposer and to modify the allocation of funds between service options and competitions in the best interests of the City.
- No entity that has been awarded a contract to provide TA services under Service Option 2 will be awarded a contract for Service Option 1.
- Contract award would be subject to:
 - Demonstration that the proposer has, or will have by the conclusion of negotiations, site control of an appropriate program facility.
 - Timely completion of contract negotiations between DYCD and the selected proposers.

Service Option 1

In addition to the above conditions:

- DYCD reserves the right to make awards to ensure appropriate distribution of programs across geographic areas and a variety of service placements.
- Contract award would be subject to demonstration by the selected proposer of not-for-profit incorporation and federal tax exemption under Internal Revenue Code Section 501(c) (3) prior to the contract start date and the availability of funds.
- DYCD reserves the right to limit the number of Teen ACTION programs that a single proposer may operate based upon demonstrated organizational capability to successfully perform on multiple contracts as determined by DYCD.

SECTION VI - GENERAL INFORMATION TO PROPOSERS

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

(212) 825-5959.

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

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

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

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

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

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

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

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

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

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

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

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

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



Agency Chief Contracting Officer

April 11, 2011
Date

**Message from the New York City Vendor Enrollment Center- Get on mailing lists for New York City contract opportunities!
Submit a NYC-FMS Vendor Application – Call (212) 857-1680**

EXAMPLES OF SERVICE ACTIVITIES

There are many ways in which service activities can meet needs in the local community and beyond. The following list provides some examples of activities that address genuine community needs and foster connections between participants and their communities.

- **Environmental Projects:** Identify, record, and publish reports on local environmental issues and advocate for protection/improvements; plan and create community gardens/other horticultural projects; design and paint murals to enhance the neighborhood; renovate/improve local playgrounds; organize recycling drives.
- **Health and Safety:** Research community health issues and resources; provide presentations/theatrical performances for children/senior citizens to highlight specific safety issues.
- **HIV/AIDS Peer Projects.** Peer-led education strategies can help overcome cultural/language barriers that impede communication and learning about topics of critical importance to Teens such as HIV/AIDS. Peer projects may include research on HIV/AIDS in the local community, prevention and treatment options, peer-led discussion groups, and public awareness campaigns involving, for example, presentations in community settings, and creation of posters, public service announcements, informational materials, and newsletters.
- **Financial Literacy Peer Projects.** Through train-the-trainer sessions, the Teen ACTION participants learn about financial management, saving, banking and credit which they subsequently teach to other youth through activities such as educational workshops, discussions and distribution of informational materials. In addition to learning the basics of financial literacy, the trainees acquire a range of important skills that enable them to pass on their knowledge to their peers.
- **Homelessness/Hunger:** Launch food drives/advocate for a local food bank; volunteer at local soup kitchens; collect clothing/books/toys for a local homeless shelter.
- **Arts/Drama:** Write stories to promote reading among children and/or encourage mothers to read to their children; write plays for children and adults and perform in community-based settings; design an arts project based on the cultural heritage of the neighborhood.
- **Social Issues Advocacy:** Investigate issues affecting senior citizens, immigrants, ethnic/racial minorities, victims of crime/domestic violence and advocate on their behalf; promote awareness of issues such as racial prejudice, gender inequality, Teen dating violence, crime/guns, road/driving safety, obesity/healthy living, homelessness etc. through newsletters, theatrical performances, arts projects, and special events.
- **Neighborhood History/Cultural Heritage:** Conduct research using newspaper archives, interviews with older residents etc and present findings at community centers, residential homes for senior citizens etc.; photograph or video neighborhood landmarks to create documentary to show children/adults in different community settings; create presentation cultural traditions of diverse local groups based on research for audiences at centers for senior citizens, community centers etc.
- **People with Special Challenges/Needs:** Design games/entertainments for children/adults with special needs; raise awareness about issues affecting people with physical and/or mental challenges, and advocate on their behalf; help people learning English as a second language by reading with them, Talking with them about items in the news, and helping them with homework assignments.

VOLUNTEER OPPORTUNITIES

The following list is designed to illustrate the diversity of volunteer opportunities in the City through City agencies and non-profit organizations.

American Red Cross of Greater New York

<http://www.nyredcross.org/page.php/prmID/510>

American Red Cross uses volunteers to help people prevent, prepare for, and respond to many kinds of emergencies. Volunteer tasks range from assisting families who lose their homes in fires, to teaching residents lifesaving skills. There are also opportunities for volunteers in the Language Bank that assists people who do not speak English to effectively communicate during emergencies and conveys the mission of the American Red Cross to all races, cultures and ethnicities. Other volunteer activities include one-on-one tutoring to school-age children affected by homelessness.

Brooklyn Public Library

<http://www.brooklynpubliclibrary.org/support/volunteer/t4.jsp>

Brooklyn Public Library's *Today's Teens, Tomorrow's Techies (T4)* program is for youth 14 to 18 year old willing volunteer for a minimum of 3 hours per week for a period of 6 months. Volunteers learn computer skills at a 2-week summer technology institute and then share them with library patrons. Volunteers also assist Library staff with computer troubleshooting and computer training workshops for the public. Volunteers are also invited to two forums during the year, for Teens to discuss challenges and successes experienced, exchange tips on coaching, and socialize.

City Harvest

<http://www.cityharvest.org/volunteer/index.html>

City Harvest relies on volunteers to assist with a wide variety of activities including daily office duties, helping organize special events, and staffing City Harvest Information Tables at events such as food industry conventions, street fairs, and corporate or university volunteer fairs. Volunteers help with ongoing food rescue activities, make phone calls to donors, and assist with mailings. They also work in affiliate agencies such as soup kitchens, homeless shelters, food pantries, churches, synagogues, senior centers, women's shelters, and after school programs for children. Volunteers may help prepare meals, clean and organize the dining areas, prepare and package bags of groceries for families, or serve a hot meal to those in need.

Kids for Community

<http://www.kidsforcommunity.org>

The Kids for Community Search Engine is a free website provided by Children For Children Foundation (CFC) to help young people find volunteer opportunities in the City, and provide educators with Teen ACTION tools and ideas. CFC is a nonprofit organization whose mission is to help young people develop a sense of social responsibility through volunteering and giving.

Learning Leaders

<http://www.learningleaders.org/volunteer/faq.php>

Learning Leaders recruits thousands of volunteers 18 years or older to work with the City school students through tutoring and other support. Volunteers work with children to improve reading, teach English as a second language, math and other subjects. Through individual and group tutoring, volunteers help students experience success and acquire confidence in their own abilities.

NYC Service

http://www.nycservice.org/?utm_source=nycgov&utm_medium=mv&utm_campaign=redirect

NYC Service is a new effort to promote service and volunteerism in New York City. It includes an innovative set of initiatives that aim to achieve two overarching goals: making the New York the easiest city in the world to volunteer and setting a new standard for how cities can tap the power of their communities to tackle our most pressing challenges.

New York Cares

<http://www.nycares.org>

New York Cares plans and manages volunteer projects to address a wide variety of community needs throughout the City. The projects involve hands-on, meaningful activities through which volunteers see the impact of their work. New York Cares helps nonprofit agencies, public schools and others by identifying pressing needs, creating projects in which volunteers can make a difference, and recruiting and deploying teams of volunteers to address the needs identified.

New York City Coalition Against Hunger

<http://www.nyccah.org/volunteer>

The New York City Coalition Against Hunger (NYCCAH) works to meet the immediate food needs of low-income New Yorkers and find innovative solutions to help them move to self-sufficiency. It offers a variety of volunteer opportunities including *direct service* (e.g., preparing, serving, and/or distributing food or cleaning up at a food pantry or soup kitchen).

New York City Department for the Aging

<http://www.nyc.gov/html/dfTeen ACTION/html/volunteering/volunteering.shtml>

The Department of Aging offers volunteer opportunities for those willing to offer a minimum of 2 hours per week to provide companionship and supportive services to severely visually impaired, legally blind, and totally blind seniors with little opportunity for social interaction. Volunteers may work on a one-to-one basis or with small groups of seniors in facilities such as senior centers and nursing homes. Tasks and a visit/contact schedule are specified in a Client/Volunteer Agreement, which is developed and signed by each client and volunteer pair before the start of volunteer service. Tasks vary according to the needs of each client and the interests of the volunteer.

New York City Department of Parks and Recreation

http://www.nycgovparks.org/sub_opportunities/volunteer_opportunities.html

New York City Parks offers a variety of volunteer opportunities including *Partnerships for Parks* which helps start, strengthen, and support neighborhood park groups; *Urban Park Ranger Volunteer Program* whose volunteers learn new skills and acquire knowledge by helping Rangers and Nature Center Coordinators; *Greenstreets* that seeks to convert paved, vacant traffic islands and medians into green spaces with trees, shrubs, and groundcover; *GreenThumb*, which helps 700 neighborhood groups create and maintain community gardens to increase civic participation and encouraging neighborhood revitalization.

New York City Health and Hospitals Corporation (HHC)

<http://www.nyc.gov/html/hhc/html/volunteer/volunteering.shtml>

Volunteer opportunities at HHC facilities include personal services for patients (e.g. reading aloud or writing letters), escorting patients to and from activities, assisting occupational and physical therapists, assisting with art therapy programs, assisting chaplains, providing entertainment, such as music, magic, or comedy, to adults or children; playing with children and babies, tutoring pediatric patients, interpreting for patients who do not speak English, gardening and landscaping and clerical and computer work. Volunteers usually perform 3 to 6 hours per week for a period of 3 to 6 months. Training programs are provided free of charge and often give volunteers new skills that are valuable in their professional life.

New York Public Library

<http://www.nypl.org/support/volunteer>

The New York Public Library uses volunteers willing to offer their time, talent and skills to support and enhance the Library's programs, services and mission. In the *Local Libraries*, volunteers serve as literacy tutors, work at welcome desks, provide program support, assist with book sales, participate in branch support groups, and advocate on behalf of the Library through letter-writing campaigns and visits to local legislators.

Planned Parenthood of New York City Teen Advocates Program

<http://www.ppnyc.org/services/community.html>

The Teen Advocates are a corps of 20 Teenagers trained by PPNYC to conduct theatrical workshops on a variety of sexual health topics –including abstinence, peer pressure, relationships, and prevention of pregnancy and sexually transmitted infections. The Teen Advocates perform their interactive skits before thousands of Teens every year in a wide range of community settings. They share information in a way that their peers can readily hear and understand. As a result of the group's outstanding work, they received a recognition award in 2000 from the National Campaign to Prevent Teen Pregnancy.

United Hospital Fund

http://www.uhfny.org/info-url_nocat3151/info-url_nocat.htm

The United Hospital Fund seeks to mobilize and channel the energies of health care volunteers through its volunteer committees and task forces. Fund volunteers look at where the health care system is being strained and where it needs support, work to help hospitals solve their problems, act as advocates and educators, and bridge the gap between the hospital and the community.

Proposal Summary Form

ATTACHMENT 1

Proposing Organization: _____ **EIN:** _____
Address: _____

_____ **City** _____ **State** _____ **Zip Code**

Contact Name: _____ Title: _____
 Contact E-mail: _____
 Telephone: _____ Fax: _____

Proposed Service Option and Funding Request

<u>Service Option</u> (Select one only)	<u>Program Location</u> (Select one only)				
<input type="checkbox"/> Option I: School Year Teen ACTION Programs	<input type="checkbox"/> Bronx 1	<input type="checkbox"/> Brooklyn 3	<input type="checkbox"/> Manhattan 10	<input type="checkbox"/> Queens 3	<input type="checkbox"/> Staten Island 1
	<input type="checkbox"/> Bronx 2	<input type="checkbox"/> Brooklyn 4	<input type="checkbox"/> Manhattan 11	<input type="checkbox"/> Queens 4	
	<input type="checkbox"/> Bronx 3	<input type="checkbox"/> Brooklyn 5	<input type="checkbox"/> Manhattan 12	<input type="checkbox"/> Queens 9	
	<input type="checkbox"/> Bronx 5	<input type="checkbox"/> Brooklyn 7		<input type="checkbox"/> Queens 12	
	<input type="checkbox"/> Bronx 6	<input type="checkbox"/> Brooklyn 8		<input type="checkbox"/> Queens 14	
	<u>Target Participants</u> (check all that apply)				
	<input type="checkbox"/> Grade 7	<input type="checkbox"/> Grade 9	<input type="checkbox"/> Male		
	<input type="checkbox"/> Grade 8	<input type="checkbox"/> Grade 10	<input type="checkbox"/> Female		
	<u>Funding Request</u>				
	Participants to be Served	Cost Per Participant	Annual DYCD Funding Request		
<input type="checkbox"/> Option II: Specialized Technical Assistance	<u>Funding Request</u>				
	Proposed Full Day Equivalent (FDE)			Annual DYCD Funding Request	

Site Information

Site Name: _____

Address: _____

How many proposals has the proposer submitted in response to this RFP? _____
 If more than one, has the proposer filled out Attachment 2, Multiple Proposals as required? Yes No

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

Authorized Representative _____ **Title:** _____
Signature: _____ **Date:** _____

Linkage Agreements

Linkage Agreements (Check boxes to indicate Linkage Agreements submitted with the proposal and provide the names of all Linked Organizations. Attach additional sheets if necessary)

Service Activity Linkage Agreement (Attachment 4)

Name of Linked Organization(s):

Healthcare Provider Linkage Agreement (Attachment 5)

Name of Linked Organization(s):

School Linkage Agreement (Attachment 6)

Name of Linked Organization(s):

General Linkage Agreement (Attachment 7)

Name of Linked Organization(s):

Multiple Proposals

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

Number of proposals submitted _____

Indicate the personnel who will manage the additional programmatic and administrative (fiscal and personnel) oversight if more than one contract is awarded.

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

What funding sources will cover the above costs?

SERVICE ACTIVITY LINKAGE AGREEMENT

Proposer:

INSTRUCTIONS: The purpose of this Agreement is to demonstrate a commitment on the part of the Proposer to forge relationships that will procure service placements for program participants or assist in the effective implementation of their selected service activities. (Note: the Form is not a consultant agreement.) A separate Service Activity Linkage Agreement should be submitted for each linkage.

Pursuant to the proposal submitted by _____ (**Proposer Organization**) in response to the Teen ACTION Programs Request for Proposals from the Department of Youth and Community Development, the Proposer, if funded, will establish programmatic linkages with _____ (**Linked Organization**) as described below for the purpose of providing program participants with meaningful service placements or enabling participants to fulfill their minimum service hours in some other meaningful manner.

Proposer Organization:

Authorized Representative: _____

Title: _____

Signature: _____ Date: / /

Linked Organization:

Authorized Representative: _____

Title: _____

Work Address: _____

Work Phone #: _____

Signature: _____ Date: / /

HEALTHCARE PROVIDER LINKAGE AGREEMENT

Proposer:	PIN #: 26012CESLRFP
------------------	----------------------------

INSTRUCTIONS: The purpose of this Linkage Agreement is to ensure to the maximum extent possible that program participants receive comprehensive health services, including, but not limited to the following: primary care services, reproductive health services, and mental health care services/screenings; information on nutrition, substance abuse, pregnancy prevention, HIV/AIDS and other STIs, healthy relationships, parenting and violence prevention; and referrals for specialty care. **Proposers should use a separate Linkage Agreement Form for each proposed linked organization, duplicating the form as needed.**

Pursuant to the proposal submitted by _____ **(Proposer Organization)** in response to the Teen ACTION Program Request for Proposals from the Department of Youth and Community Development, the proposer, if funded, will establish programmatic linkages with _____ **(Linked Organization)**.

Under this Linkage Agreement, _____ **(Linked Organization)** will offer the following services/information to the Teen ACTION program participants.

Describe below how the Healthcare Provider will encourage and facilitate use of its services by program participants and where the services will be provided. (Preferable page limit: 1 page)

Proposer Organization:

Authorized Representative: _____

Title: _____

Signature: _____ Date: _____

Linked Organization:

Authorized Representative: _____

Title: _____

Work Address: _____

Work Phone #: _____

Signature: _____ Date: _____

SCHOOL LINKAGE AGREEMENT

Proposer:

PIN: CEOTARFP

This confirms that _____ (Name of School) located at _____ (Address of School) supports the proposal for a Teen ACTION Program at the school that is being submitted to the Department of Youth and Community Development by _____ (Proposer Organization) and will encourage students enrolled in grades 7 through 10 to participate in the program, if it is funded.

Signed by:

(Principal or Authorized Signatory for the Principal)

Executive Director of Proposer Organization

Date: _____

GENERAL LINKAGE AGREEMENT

RFP Title: Teen ACTION Program

PIN: 26012CESLRFP

Proposer:

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

Pursuant to the proposal submitted by

_____ in
(Proposing Organization)

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

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

Signed by:

(Executive Director of the organization with which the linkage has been or will be formed)

Executive Director of Proposer Organization

Date: _____

PROPOSAL BUDGET SUMMARY FORM

Organization:			EIN:	
Account Code	Category		DYCD Funding Request:	
Personal Services				
1100	Salaries and Wages		\$	
	Full Time:		\$	
	Part Time:		\$	
1200	Fringe Benefits		\$	
1300	Central Insurance Program		\$	
	Total Personal Services:		\$	
Non-Staff Services				
2100	Consultants		\$	
2200	Sub-contractors		\$	
2300	Stipends		\$	
2400	Vendors		\$	
	Total Non-Staff Services:		\$	
Other Than Personal Services				
3100	Consumable Supplies		\$	
3200	Equipment Purchases		\$	
3300	Equipment Other		\$	
3400	Space Costs		\$	
3500	Travel		\$	
3600	Utilities & Telephone		\$	
3700	Other Operational Costs		\$	
	Other Costs:		\$	
	Indirect Costs:		\$	
3800	Fiscal Agent Services		\$	
	Total Other Than Personal Services:		\$	
	Total DYCD Funding Request:		\$	

Proposal Budget Summary Category Definitions

Personal Services

1100 Salaries and Wages

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

1200 Fringe Benefits

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

1300 Central Insurance Program (CIP)

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

Non-Staff Services

2100 Consultants

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

2200 Subcontractors

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

2300 Stipends

- An incentive allowance ONLY for the benefit of a participant or client.

2400 Vendors

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

Other Than Personnel Services

3100 Consumable Supplies

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

3200 Equipment Purchases

- Purchase of equipment that is durable or permanent, such as furniture, printers, calculators, telephones, computers. All equipment and/or furniture purchased with DYCD

funds at a cost of \$500 or more become the property of The City of New York/DYCD. If the program is terminated, all such items must be returned to DYCD.

3300 Equipment Other

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

3400 Space Costs

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

3500 Travel

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

3600 Utilities & Telephone

- Utilities & Telephone costs associated with the proposed program.

3700 Other Operational Costs

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

3800 Fiscal Agent Services

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

- Fiscal Agent services will be charged from your total budgeted amount at this scale:

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

CORPORATE GOVERNANCE CERTIFICATION

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

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

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

Name of Organization (Print):

Name of Board Chairperson (Print):

Signature of Board Chairperson

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

NOTARY PUBLIC

BOARD OF DIRECTORS

Name of Organization:

Board Member Name	Board Position	Business Address/Phone	E-Mail Address

(Attach additional pages if needed.)

DOING BUSINESS DATA FORM

RFP Title: Teen ACTION PROGRAM

PIN: 26012CESLRFP



Doing Business Data Form

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

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

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

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

Section 1: Entity Information

Entity Name: _____

Entity EIN/TIN: _____

Entity Filing Status (select one):

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

Entity is a Non-Profit: Yes No

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

Address: _____

City: _____ State: _____ Zip: _____

Phone : _____ Fax : _____

E-mail: _____

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

Section 2: Principal Officers

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

Chief Executive Officer (CEO) or equivalent officer

This position does not exist

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

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

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

Home Address: _____

This person replaced former CEO: _____ on date: _____

Chief Financial Officer (CFO) or equivalent officer

This position does not exist

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

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

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

Home Address: _____

This person replaced former CFO: _____ on date: _____

Chief Operating Officer (COO) or equivalent officer

This position does not exist

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

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

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

Home Address: _____

This person replaced former COO: _____ on date: _____

Section 3: Principal Owners

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

There are no owners listed because (select one):

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

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

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

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

Home Address: _____

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

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

Home Address: _____

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

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

Home Address: _____

Remove the following previously-reported Principal Owners:

Name: _____ Removal Date: _____

Name: _____ Removal Date: _____

Name: _____ Removal Date: _____

Section 4: Senior Managers

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

Senior Managers:

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

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

Home Address: _____

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

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

Home Address: _____

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

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

Home Address: _____

Remove the following previously-reported Senior Managers:

Name: _____ Removal Date: _____

Name: _____ Removal Date: _____

Certification

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

Name: _____

Signature: _____ Date: _____

Entity Name: _____

Title: _____ Work Phone #: _____

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

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



ACKNOWLEDGMENT OF ADDENDA

Proposer:	PIN: 26012CESLRFP
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The Acknowledgment of Addenda (Form 10 below) serves as the proposer’s acknowledgment of the receipt of addenda to this RFP that may have been issued by DYCD prior to the Proposal Due Date and Time. **Complete the details/check box below, as applicable, before signing the Acknowledgment.**

COMPLETE PART I OR PART II, WHICHEVER IS APPLICABLE.

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

ADDENDUM #1 DATED: ____/____/ 2010

ADDENDUM #2 DATED: ____/____/ 2010

ADDENDUM #3 DATED: ____/____/ 2010

ADDENDUM #4 DATED: ____/____/ 2010

ADDENDUM #5 DATED: ____/____/ 2010

PART II: Check, if applicable.

NO ADDENDUM WAS RECEIVED IN CONNECTION WITH THIS RFP.

PROPOSER (NAME):

PROPOSER (SIGNATURE): _____