



**DEPARTMENT OF
YOUTH AND
COMMUNITY
DEVELOPMENT**

**Michael R. Bloomberg
Mayor**

**Jeanne B. Mullgrav
Commissioner**

**FAMILY LITERACY SERVICES
ADOLESCENT LITERACY SERVICES**

REQUEST FOR PROPOSALS

PIN #: 26007LITRFP

RFP RELEASE DATE: March 14, 2006

DEADLINE FOR PROPOSALS: April 12, 2006

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

ATTENTION: Agency Chief Contracting Officer

PRE-PROPOSAL CONFERENCE: March 23, 2006, 2:00 pm – 4:00 pm

2nd Floor Auditorium
Department of Youth and Community Development
156 William Street
New York, NY 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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- 1. PROPOSAL SUMMARY FORM**
- 2. SCHOOL LINKAGE AGREEMENT FORM**
- 3. GENERAL LINKAGE AGREEMENT FORM**
- 4. BUDGET FORMS**
- 5. ACKNOWLEDGEMENT OF ADDENDA**
- 6. CERTIFICATION REGARDING SUBSTANTIATED CASES OF
CLIENT ABUSE OR NEGLECT**

AUTHORIZED AGENCY CONTACT PERSONS

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

Procurement

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Office of Procurement
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RFP Content and Procedures

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DYCD cannot guarantee a timely response to phoned-in and written questions regarding this RFP received less than one week prior to the RFP due date.

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

SECTION I - TIMETABLE

A. Release Date of the Request for Proposals: March 14, 2006

B. Pre-Proposal Conference:

Date: March 23, 2006

Time: 2:00 pm – 4:00 pm

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

Attendance by proposers is optional but recommended by DYCD. Due to limited seating, DYCD requests that each organization send no more than one representative.

C. Proposal Due Date and Time and Location:

Date: April 12, 2006

Time: 2:00 PM

**Location: Hand deliver proposals to: Office of Contract Procurement
Attention: Patricia Chabla,
Agency Chief Contracting Officer
156 William Street, 2nd Floor
New York, NY 10038**

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, but under no circumstance will an extension beyond three hours be permitted, nor will one be permitted if any competing proposal has been opened. In the event that any proposal is afforded an extension, all proposals similarly filed within the period of extension will be considered timely filed. 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: August 1, 2006

F. Research Presentation on Adolescent Literacy:

Date: March 17, 2006

Time: 10:00 am – 12:00 noon

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

DYCD will host a presentation on current research in the field of adolescent literacy. The presenter, Gina Biancarosa, is an advanced doctoral student at the Harvard Graduate School of Education and co-author of *Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report from Carnegie Corporation of New York*, published in 2004. She will provide an overview of recent research, curricula, and strategies to improve literacy skills among adolescents. Attendance is recommended, but not required, for organizations proposing to provide Adolescent Literacy Services.

No questions can be asked or will be answered regarding the RFP at this presentation.

SECTION II - SUMMARY OF THE REQUEST FOR PROPOSALS

A. Purpose of the RFP

DYCD is seeking appropriately qualified vendors to provide literacy services for families with young children and for adolescents living in New York City. DYCD will fund family literacy programs which aim to strengthen literacy proficiency in adults and their children.

Background

Since 2003, DYCD has funded family literacy programs with support from the National Center for Family Literacy and Toyota Motors, Inc. Now, DYCD will also separately fund literacy programs that specifically address the needs of younger adolescents in public school grades six, seven, and eight.

In an increasingly complex, knowledge-based society, such skills have become ever more important to enable individuals to compete in the global economy and pursue learning throughout life. There is a great need for literacy services in New York City. An estimated 36 percent of all New York City adults have literacy proficiency at the lowest level, lacking the foundation to find and keep decent jobs, support their children's education, and participate actively in civic life.¹ Research shows that parental involvement in children's literacy practices is a more powerful force than other family variables such as social class, family size, and level of parental education,² while 35 percent of children in the United States enter public schools with such low levels of skills that they are at substantial risk for early academic difficulties.³

After a focused effort to improve the reading and writing skills of public school students, the number of fourth graders meeting New York State standards on the English Language Arts exam, given in February 2005, rose 9.9 points, to 59.5 percent. However, those gains were not evidenced in middle school. The percentage of eighth graders meeting state standards fell 2.8 percentage points in 2005, with only 32.8 percent meeting standards.⁴ In 2002-2003 only 4.4 percent of English Language Learners in New York City public schools met state and city reading standards.⁵ Just over half (54.3 percent) of New York City public high school students in the class of 2004 graduated in four years. Of those who did not graduate, 29.4 percent remained enrolled and 16.3 percent had dropped out by June 30, 2004.⁶

Educational attainment is an important factor influencing labor force participation and earnings. As indicated in the *Digest of Education Statistics, 2002*, about 79 percent of adults 25 years old and older with bachelor's degrees participated in the labor force in 2001, compared with 64 percent of persons who were high school graduates. Only 44 percent of those who were not high school graduates were in the labor force. Research has also shown that there

¹ Stephen Reder, "The State of Literacy in America: Synthetic Estimates of Adult Literacy Proficiency at the Local, State, and National Levels," NIFL website, <http://nifl.gov/reders/reder.htm>.

² E. Flouri and A. Buchanan, "Early Father's and Mother's Involvement and Child's Later Educational Outcomes," *British Journal of Educational Psychology*, vol. 74, pp. 141-153.

³ Public Library Association, "Research on Early Literacy," American Library Association website, <http://www.ala.org/ala/pla/plaissues/earlylit/researchandeval/research.htm>.

⁴ David M. Herszenhorn, "A Gold Star for Schools: Overview; 4th Graders Post Big Reading Gains," *New York Times*, May 19, 2005, Section A, p. 1.

⁵ "Keeping Track of New York City's Children: A Citizens' Committee for Children Status Report," Citizen's Committee of New York, 2005, p. 9.

⁶ "The Class of 2004: Four-Year Longitudinal Graduation and Dropout Report and 2003-2004 Event Dropout Rates," New York City Department of Education, Division of Assessment and Accountability, February 2005, p. 1. Available at <http://www.nycenet.edu/daa/reports>.

is a direct relationship between educational attainment and earnings. Average earnings increase from \$18,900 for high school dropouts, to \$25,900 for high school graduates, to \$45,400 for college graduates.⁷

B. Competitions/ Program Options

Pursuant to this RFP, there will be separate competition pools for each of the following program options:

- Option I - Family Literacy Services
- Option II – Adolescent Literacy Services

Proposers may propose to provide one or both of the program options. However, a separate and complete proposal must be submitted for each program option proposed. In the event that a proposer is eligible for award of more than one program option, DYCD reserves the right to determine, based on the proposer's demonstrated capability and best interests of the City, respectively, how many and for which program option(s) the proposer will be awarded a contract.

C. Anticipated Maximum Available Annual Funding

Option I – Family Literacy Services

Funding for Family Literacy Services programs will total \$2.4 million. DYCD anticipates awarding 16-19 contracts at a cost ranging from \$125,000 annually up to a maximum of \$150,000 annually. Each contract would serve approximately 20 families. In anticipation of additional funding from the Immigrant Family Literacy Alliance, DYCD invites proposers to indicate their capacities to increase the number of participants in the second year of the contract.

Option II – Adolescent Literacy Services

Funding for Adolescent Literacy Services programs will total \$1.0 million. DYCD anticipates awarding 5-8 contracts that will aggregately serve 200-250 adolescents at a cost ranging from \$4,000 up to a maximum of \$5,000 per participant.

Proposers are encouraged to enhance programs through additional funding from other sources and in-kind contributions.

The funding allocations indicated in this RFP are based on the availability of funds and are subject to change. DYCD reserves the right to award less than the full amount of funding requested by proposers and to modify the allocation of funds among service options in the best interests of the City. Greater consideration will be given to proposers that propose more competitive prices in combination with high quality programs.

D. Anticipated Contract Term

It is anticipated that the term of the contracts awarded from this RFP will be for two years and 11 months, from August 1, 2006 to June 30, 2009.

⁷ Jennifer Cheeseman Day and Eric B. Newburger, "The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings," U.S. Census Bureau, July 2002.

E. Minimum Qualification Requirement

The following is the minimum qualification requirement of this RFP. Proposers that fail to meet this requirement will be determined to be nonresponsive and will not be further considered.

The proposer must be classified as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code **OR** must have applied for such status by the proposal due date prescribed in this RFP. (Final contract award shall be contingent upon presentation of a copy of the exemption certificate.) Proposers shall append a copy of the exemption certificate or application, whichever is applicable, to Attachment 1 of their proposals in order to document their compliance with this minimum qualification.

F. Regulatory Requirements

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.

Voter Registration and Health Insurance Options Plan. The contractor shall provide nonpartisan voter registration opportunities for participants and their families in accordance with Local Law 29 and participate in DYCD's Public Health Insurance Options Plan in accordance with Local Law 1. Copies of these local laws are available upon request from DYCD.

Liability Insurance. The contractor shall maintain, at a minimum, the following insurance:

- Commercial general liability insurance of \$1 million per occurrence and \$2 million aggregate;
- Motor vehicle liability insurance of \$5 million, if applicable.

Therefore, the contractor would demonstrate the possession of necessary insurance coverage by providing an **original** certificate of insurance naming DYCD and the City of New York as additional insureds. DYCD will not release funds to any proposer awarded a contract until it has obtained the necessary insurance coverage.

Staff Screening. All staff members, paid and volunteer, in programs serving participants less than 21 years of age shall be fingerprinted. The cost of fingerprinting may be included under "Other Costs" in the program budget. The contractor shall use due diligence to determine whether any program staff member, paid or volunteer, has a criminal conviction record. If evidence of such history is found, the contractor would inform DYCD of the history and, in consultation with DYCD, would determine whether such history indicates a threat to program participants and, if appropriate, remove the staff member from the program.

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

SECTION III: FAMILY LITERACY SERVICES

PART 1: SCOPE OF SERVICES

A. Agency Goals and Objectives

DYCD's goals and objectives for the Family Literacy Services program are to improve basic literacy and alleviate socioeconomic barriers for parents and their children through the following:

- Assisting parents to obtain the skills necessary to become full partners in the educational development of their children.
- Improving basic literacy and/or English language skills of parents.
- Helping parents gain the motivation, skills, and knowledge needed to become employed and/or pursue further education or training.
- Enabling parents to become familiar with school settings and become effective advocates for their children.
- Improving the relationships of parents and children through consistent interaction.
- Increasing the developmental abilities of children and improving parents' knowledge of child development and strategies to enhance their children's academic and social success.
- Helping children reach New York State academic standards.

B. Agency Assumptions Regarding Contractor Approach

DYCD's assumptions regarding the approach that will most likely achieve the goals and objectives set out above are:

1. Population to be Served

Target Population: All families receiving family literacy services would have at least one parent sixteen years old or older with limited English language and/or literacy skills and at least one child four to ten years old. All youth participants must be enrolled in public school. The parent would not be required to be in secondary school under New York State law.

Programs may be center-based or school-based. If school-based, families with children who do not attend school where the program is located are also eligible.

2. Contractor and Staff Qualifications

- The contractor would be fiscally sound and capable of managing the proposed program.
- The contractor would create full-time staff positions wherever possible and appropriate in order to encourage program continuity and quality instruction and to provide staff access to benefits such as paid leave and health insurance.

- The contractor and key staff would have at least three years of successful experience in the last five years providing family literacy services.
- Program administrators would be knowledgeable in successful literacy practices.
- Teachers and counselors would have at minimum bachelor's degrees and appropriate training and experience in areas such as adult education, childhood education, multicultural family counseling, and case management.

3. Program Facility

- The facility would be center-based or school-based and would be appropriate in size and design to accommodate all program activities.
- The contractor would ensure that the building and space in which staff and students are housed and all facilities and equipment therein meet the local fire, health, and safety standards and comply with ADA standards. If facilities do not meet ADA standards, DYCD-approved alternative measures such as access to other suitable space, would be used to make activities accessible to persons with disabilities.
- The facility would be easily accessible by public transportation.

4. Program Design

The contractor would integrate the four core components, associated activities, and additional programmatic elements set forth below into a student-centered, community, and family-based program approach.

a. Assessment and Data Collection

- The contractor would conduct an initial evaluation of each participating parent in order to establish an individual baseline assessment for measuring progress toward outcome achievement.
- The contractor would collect initial data on each participating child's academic skill level to be used as a baseline assessment for measuring progress toward outcome achievement. The contractor would deliver ongoing assessment services to evaluate progress toward outcome achievement.
- Staff would meet regularly to evaluate participant progress.
- The contractor's staff, in partnership with family members, would develop a plan designed to prioritize needs and to identify strategies for achieving family literacy goals.
- Since goals, needs, and resources may change over time, the contractor would ensure that appropriate modifications to a family's plan would be made as required and/or when goals are achieved.
- The contractor would maintain an individual participant record database to be developed in collaboration with DYCD. The types of data to be collected include registration, attendance, standardized test scores, qualitative records, participant goals, demographic information, and participant impact data.

b. Core Components

1) Adult Basic Education (ABE)/English for Speakers of Other Languages (ESOL)

This component provides the parent with ABE or ESOL instruction to improve basic proficiencies of literacy, language, life, and job skills. Programs would incorporate computer-assisted instruction and computer skills training. The curriculum would be contextualized and activities would be structured so parents would gain skills and learn strategies that position them to be more effective teachers for their children. As a result, parents will be better prepared to support their children's education.

2) Children's Education

Children's Education enhances the children's academic knowledge and performance through the collaboration of teachers, parents, and children in the learning process. Activities would be age appropriate and would reinforce and augment, rather than repeat, school-day instruction. Strategies may include guided reading, literature circles, test preparation, literacy frameworks, or other related activities.

3) Parent and Child Together (PACT) Time

PACT Time provides instruction for parents and their children to improve literacy skills together through activities such as learning games, homework help, and reading together. This process encourages families to transfer activities and lessons into the home. PACT Time will be regularly scheduled and carefully designed such that activities are integrated with the educational experiences that children and parents are engaged in during individual educational periods.

4) Parent Resource Time

Parent Resource Time gives parents the opportunity to learn about their children's education and development, as well as strategies to support learning at home. Parent Resource Time will provide support for parents in participating in the public school system, strategies that lead to effective support of children's education, life and parenting skills, and general family support. Time is also allocated for parents to discuss individual issues, including child-rearing, discipline techniques, job experiences, cultural diversity and identity, and personal goals and experiences.

c. Hours of Instruction

All programs would operate during the school year.

The recommended weekly minimum hours are six hours of adult education instruction; three hours of children's education; four hours PACT time instruction; and two hours Parent Resource Time. Alternative program schedules will be considered with appropriate justification.

d. Staffing and Staff Development

- Programs would incorporate high quality ongoing professional development. Each instructional staff member would receive a minimum of ten hours of staff development annually.
- Program staff would meet weekly to exchange information and share instructional strategies.

- Program directors would attend periodic meetings sponsored by DYCD to share best practices and address issues that may arise in the course of delivering family literacy programming.
- All individuals, including volunteers who will be part of a program, would provide services in a manner that is sensitive to the backgrounds and cultures of program participants.

e. Support Services

The contractor would provide the appropriate setting and support services and work collaboratively with schools, businesses, and community organizations to insure that participants have access to comprehensive services and a continuum of instruction to meet their educational, personal, and career goals. As appropriate, the contractor would:

- Develop referral arrangements for GED instruction and testing.
- Assist parents with transitions from one educational setting to another or to a work setting.
- Make individual or group counseling available either directly or through referral.
- Provide career counseling either directly or through referral.
- Provide information and referral services, entitlement assistance, and advocacy.
- Meet regularly with other family literacy providers in the same geographic area.
- Provide childcare for parents with pre-school children during program activities.

f. Linkages

A school-based program would establish linkage agreement(s) with the host school and with all other schools attended by participating youth. A center-based program would establish linkage agreement(s) with the school(s) attended by participating youth. School linkage agreements would address issues such as use of space, curricula, and interaction between program staff and school personnel.

The contractor would also establish linkages with appropriate community organizations, government agencies, and other service providers to help participants achieve program outcomes through supportive services such as counseling, legal, medical, immigration, and job training that are not directly provided by the program.

g. Program Evaluation

The contractor would prepare and submit a final report detailing enrollment and attendance figures, demographic information, and participant outcome achievement for both children and adults. Should funds become available for an outside evaluator to assess the effectiveness of the program, the contractor would be required to participate in the evaluation process.

5. Program Outcomes

Participants would be expected to achieve the outcomes listed in the charts below. The contractor would track and report progress toward outcome achievement to DYCD.

ABE/ESOL

Outcomes	Indicators	Verification
Parents will demonstrate improved English language and/or basic literacy skills.	Thirty percent of participant parents will advance at least one National Reporting System (NRS) level.	<ul style="list-style-type: none"> TABE or BEST Plus
Parents will achieve one or more of the following workforce outcomes: <ul style="list-style-type: none"> Parents will enroll in job-training programs. Parents will enter and retain employment. 	Thirty percent of unemployed/ underemployed participant parents who identify employment as a primary reason for enrollment will enter job training or become employed.	<ul style="list-style-type: none"> Participant employment follow-up survey

Children's Education

Outcome	Indicator	Verification
Children will improve academic achievement.	Children will demonstrate gains in achieving appropriate standards.	<ul style="list-style-type: none"> Copies of report cards Portfolios Instructor logs Additional verification methods proposed for consideration by proposer

Parent and Child Together (PACT) Time

Outcome	Indicator	Verification
Parents will increase involvement in children's education.	Parents will engage in literacy-related behaviors such as reading to children, helping children with school work, and engaging in literacy-building activities and projects (such as visiting the library and bookstores, attending author readings, obtaining books and magazines for children to use at home).	<ul style="list-style-type: none"> Monthly student achievement self assessment used by the New York City Department of Education PACT Time instructor observation of parent/child interactions

Parent Resource Time

Outcomes	Indicators	Verification
Parents will increase knowledge of parenting skills and child development.	Parents will increase contact with children's teachers to discuss children's education and/or social development.	<ul style="list-style-type: none"> Pre- and post-test surveys regarding parents' knowledge of child development and parenting techniques.
Parents will increase participation in school leadership/governance activities.	Parents will demonstrate greater participation in children's school (such as participation in Parent Associations and School Leadership Teams)	<ul style="list-style-type: none"> Monthly checklist Participant portfolios
Parents will increase knowledge of conflict resolution/discipline skills.	Parents will report increased positive interactions and communication with children.	<ul style="list-style-type: none"> Pre- and post-test surveys regarding parents' knowledge of child development and parenting techniques.

PART 2: FORMAT AND CONTENT OF THE PROPOSAL (FAMILY LITERACY SERVICES)

Instructions: Proposers should provide all information required in the format below.

- The proposal should be typed on 8 1/2" x 11" 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 12 pages (excluding requested attachments).
- The proposal should include a **Table of Contents**, immediately after the Proposal Summary Form.

A. Proposal Format

1. Proposal Summary Form

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

2. Program Proposal

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

a. Experience and Qualifications (preferable page limit: 3 pages, excluding requested attachments)

Describe the successful relevant experience within the past five years of the proposer, each proposed subcontractor, if any, and the proposed key administrative and program staff in providing the program described in Section IV – Scope of Services: Family Literacy Program of the RFP. Specifically, address the following:

- Describe the proposer's successful experience providing family literacy services to the proposed target population.
- Demonstrate that each program cited above was effective in terms of each of the following: a) educational outcomes for parents and children; b) referrals to employment training and other educational opportunities for parents; and c) any other factors that indicate the program was effective.
- Attach for each staff position a job description, including qualifications that will be required. Include resumes for personnel already identified for positions. Job descriptions and resumes should specifically address the following:
 - the experience of key staff providing family literacy services to the proposed target population.
 - the appropriateness of staff skills, knowledge, and training for providing family literacy services to the proposed target population.

b. Organizational Capability (preferable page limit: 3 pages, excluding requested attachments)

Demonstrate the organization's (programmatic, managerial, and financial) capability to perform the services described in Section IV – Scope of Services: Family Literacy Program of the RFP. Specifically address the following:

- Demonstrate the proposer's capacity to increase the number of participants in the second year of the contract should additional funding become available.
- Describe the members of the Board of Directors and state how, if at all, they will be involved in the proposed program.
- Demonstrate the proposer's capacity to integrate the proposed program into the organization's overall operations. Attach an organizational chart showing the proposer's organization and the proposed program. Describe how the proposed program and program staff will relate to the overall organization.
- Describe and demonstrate the success of the proposer's joint efforts with other organizations and agencies to provide family literacy services and other related services.
- Describe the proposing organization's internal monitoring system and demonstrate how it is effectively used to both assure quality and identify program, personnel, and fiscal issues. Describe the corrective action procedures.
- Demonstrate that program staff members have access to computers and the Internet.
- 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 2004 will not be accepted as fulfilling this requirement.
- State whether or not the organization received gross revenue over \$250,000; state whether or not the organization paid for fundraising services in any of the last five fiscal years. If yes to either circumstance, indicate each fiscal year in which each circumstance occurred and attach both the last annual audit of the proposer conducted by an independent certified public accountant and a copy of the latest Form CHAR 500 filed by the proposer with the Attorney General.
- State whether or not the proposer received gross revenue over \$100,000, but less than or equal to \$250,000, in any of the last five fiscal years. If so, indicate each applicable fiscal year in which this circumstance occurred and attach the latest annual financial review of the proposer conducted by an independent certified public accountant and a copy of the latest Form CHAR 500 filed by the proposer with the Attorney General.
- State whether or not the organization is required to file with the federal Office of Management and Budget pursuant to Circular A-133 and, if so, attach a copy of the latest report filed with that office, indicating the period covered.
- 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.

- State whether or not the proposer has submitted more than one proposal in response to this RFP. If so, indicate how many and demonstrate the proposer’s capability to successfully provide all the programs proposed concurrently.

c. Proposed Program Approach (preferable page limit: 6 pages, excluding requested attachments)

Describe in detail how the proposer will provide the services described in Section IV – Scope of Services of the RFP and demonstrate that the proposer’s proposed approach will fulfill DYCD’s goals and objectives. Specifically address the following:

1) Target Population

- Identify the borough in which services will be provided.
- Identify the target population(s) to be served and indicate the number of families to be served.
- Identify and demonstrate the strengths and needs of each target population to be served.

2) Program Facility

- Identify and describe the proposed program facility and demonstrate that it will be appropriate in size and design to accommodate all program activities.
- Demonstrate that the building and space in which staff and students are housed and all facilities and equipment therein meet the local fire, health, and safety standards. Demonstrate that the facility will meet ADA standards or that alternative measures will make program activities accessible to persons with disabilities.
- Demonstrate that the facility will be easily accessible by public transportation.

3) Program Design

Describe and demonstrate the effectiveness of the proposer’s approach to each of the following elements of the proposed program:

- outreach and recruitment;
- orientation, intake, parent and child assessment, achievement testing, and placement procedures;
- development of family goal plans;
- implementation and instructional methodology for each core component; describe how technology will be utilized in the program and how each core component will be integrated into the overall program design;
- counseling, referral, and other support services;
- childcare arrangements for preschool children while their parents are attending program activities;
- record keeping, data collection and analysis with emphasis on procedures for documenting and reporting participant outcomes, including projecting performance levels;

- the design of the evaluation to be conducted at the end of the program year; discuss how the evaluation will be used to implement program changes.

4) Staffing and Staff Development

- Describe the specific staff, salaried and non-salaried, that will be utilized to provide the services and demonstrate that such staffing is sufficient to help participants achieve the proposed outcomes.
- Describe the plan for staff development and demonstrate how staff development will improve student performance.
- Demonstrate that all individuals who will be part of the program will provide the services in a manner that is sensitive to the backgrounds and cultures of program participants.

5) Linkages

- State whether or not services will be provided in one or more school(s). If so, complete and attach a School Linkage Agreement Form (Attachment 2) for each such school.
- Describe the proposer's existing and proposed linkages with community groups, governmental agencies, educational providers, and other service providers that are relevant to the program. Demonstrate how each linkage will help customers achieve the outcomes.
- Complete and attach a General Linkage Agreement Form (Attachment 3) for each linkage described above.

3. Price Proposal

DYCD reserves the right to select any payment structure that is in the City's best interest. Proposers are encouraged to provide in-kind and/or cash contributions to supplement DYCD funding.

a. Completed Budget Form (Attachment 4)

b. Budget Justification (preferable page limit: 2 pages)

- Justify how requested funds will be used to achieve the outcomes. Proposers should ensure that the budget and budget justification are consistent with the proposed program.
- For each cash contribution, if any:
 - Identify the source of funding and document each such source and amount by submitting a Letter of Intent from the chairperson or executive director of the funding source specifically citing the amount of and acknowledging each cash contribution.
 - Indicate the amount of and state how each will be used to enhance the proposed program.

4. Acknowledgment of Addenda (Attachment 5)

The Acknowledgment of Addenda form (Attachment 5) 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.

5. Other Documents

Complete and submit the Certification Regarding Substantiated Cases of Client Abuse or Neglect (Attachment 6).

B. Proposal Package Contents ("Checklist")

The Proposal Package should contain the following materials. Proposers should utilize this section as a "checklist" to assure completeness prior to submitting their proposals to DYCD.

The Proposal package should include one original set and eight duplicate sets of the documents listed below in the following order:

- Proposal Summary Form (Attachment 1)
- Program Proposal
 - Table of Contents
 - Narrative
 - Resumes and/or Descriptions of Qualifications for Key Staff Positions
 - Organizational Chart
 - Audit Report or Certified Financial Statement or a statement as to why no report or statement is available
 - References for the Proposer and, if applicable, each Sub-Contractor
 - School Linkage Agreement Form(s) (Attachment 2), if applicable
 - General Linkage Agreement Form(s) (Attachment 3)
- Price Proposal
 - Narrative
 - Budget Forms (Attachment 4)
 - Letter(s) of Intent for Cash Contributions
- Acknowledgment of Addenda Form (Attachment 5)
- Certification Regarding Substantiated Cases of Client Abuse or Neglect (Attachment 6)

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

- The title and PIN # of this RFP.
- The program option proposed and borough to be served.
- The proposer's name and address.
- The name, title, address, and phone number of the authorized agency contact person.

SECTION IV: ADOLESCENT LITERACY SERVICES

PART 1: SCOPE OF SERVICES

A. Agency Goals and Objectives

The goal of the Adolescent Literacy Services program is to identify research-based program models appropriate for providing reading and writing instruction to an adolescent population. The proposer would cite examples of a chosen model from the professional literature that demonstrate its efficacy in a research setting. The proposed instructional model would be innovatively applied to help youth in public school grades 6-8 develop the strong literacy skills that are critical for academic success. As children reach middle school age and demands for literacy proficiency become markedly greater, students need to go beyond word decoding and strengthen their ability to comprehend what they are reading. Programs would employ multiple strategies to improve not only reading, but also writing, listening, and speaking skills. Instructional strategies would promote motivation and engagement in reading and writing. Strategies would also address decoding skills, reading fluency, vocabulary, and comprehension.

In addition to funding organizations proposing complete and separate adolescent literacy programs, DYCD would support organizations proposing to add literacy components to existing programs. Programs may be school-based or center-based.

B. Agency Assumptions Regarding Contractor Approach

DYCD's assumptions regarding the approach that will most likely achieve the goals and objectives set out above are:

1. Population to be Served

Target Population: Adolescent Literacy Programs are intended for low-income public school students in grades 6-8 who are reading below grade level. Programs are expected to target participants in grade 6 in order to serve them for multiple years of the contract. Programs would focus specifically on those students who achieved Level 2 (below standards) on the city or state English Language Arts exams in 2005. In each program, all students would attend the same public school.

2. Contractor and Staff Qualifications

- The contractor would be fiscally sound and capable of managing the proposed program.
- The contractor would employ effective outreach, recruitment, and retention strategies to ensure maximum program participation and attendance and maintenance of a stable participant roster over time.
- The contractor would create full-time staff positions wherever possible and appropriate in order to encourage program continuity and quality instruction and to provide staff access to benefits such as paid leave and health insurance.
- The contractor and key staff would have at least three years of successful experience in the last five years providing adolescent literacy services.
- Program administrators would be knowledgeable in successful literacy practices.

- The staff would include certified middle school teachers and/or literacy coaches with master’s degrees in reading to provide instruction and/or supervise instruction by tutors.
- Tutors, whether paid or volunteer, would have appropriate skills and receive pre-service training and in-service support.

3. Program Facility

- The facility would be center-based or school-based and would be appropriate in size and design to accommodate all program activities, including private space for small group and/or individual tutoring.
- The contractor would ensure that the building and space in which staff and students are housed and all facilities and equipment therein meet the local fire, health, and safety standards and comply with ADA standards. If facilities do not meet ADA standards, DYCD-approved alternative measures would be used to make activities accessible to persons with disabilities.
- The facility would be easily accessible by public transportation.

4. Program Design

a. Assessment and Data Collection

- DYCD will select a common assessment instrument in collaboration with contractors.
- The contractor would collect initial data on each participant’s academic skills and progress in order to assess strengths and weaknesses and provide a baseline assessment for measuring progress toward outcome achievement. The contractor would deliver ongoing assessment services to evaluate progress toward outcome achievement.
- The contractor would develop an individual plan for each participant. Staff would meet regularly to review participant progress toward goals. Modifications to the student’s plan would be made as required and/or when goals are achieved.
- The contractor would maintain an automated individual participant record database to be worked out in collaboration with DYCD. The types of data to be collected include registration, attendance, standardized test scores, qualitative records such as portfolios and logs, participant goals, demographic information, and participant impact data.

b. Program Elements

The proposed program model for the Adolescent Literacy Program may comprise activities that would range from explicit literacy instruction to activities that foster literacy through the visual and expressive arts and other spheres of interest. Programs would foster a climate of respect and high expectations and would include the following structural and instructional elements:⁸

⁸ Adapted from Gina Biancarosa and Catherine E. Snow, *Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report from Carnegie Corporation of New York*, Alliance for Excellent Education, 2004, pp. 12-22.

Structural Elements

- A minimum of five hours per week, during out-of-school hours, of explicit literacy instruction for each individual, including a minimum of three and one-half hours of reading instruction and a minimum of one and one-half hours of writing instruction. Instruction would be conducted using a one-on-one tutoring or small group format, with a maximum of five participants per group. Programs would meet on at least three days; weekend days may be included.
- Collaboration with students' schools to share information on students and instructional strategies to maximize student progress.
- Outreach and recruitment strategies that include insuring parent/guardian consent for participation in the evaluation to be conducted by an outside evaluator.
- Opportunities for parent involvement in planning and implementing program activities and assessing student progress.
- Transition strategies to assist students as they move on to high school and face more intensive, varied, and complex reading and writing demands and increased homework.

Instructional Elements

- An environment for literacy that differs from the school environment but enhances skills that are related to the reading and writing tasks that students are expected to perform in school. A wide range of formal and informal learning settings might include book discussions, story dramatization, vocabulary-building activities, journal writing, collaborative writing, reading and writing to conduct research.
- Explicit literacy instruction may be supplemented by a variety of activities that allow participants to explore interests while building literacy skills (drama, art, recreation, health and relationships, music, journalism, career exploration).
- Strategies that increase phonemic awareness and reading comprehension.
- Strategies that increase expository and persuasive writing skills (planning, revising, and editing).
- Strategies tailored to the needs of English-language Learners (more intensive vocabulary instruction, peer instruction).
- Opportunities for self-directed learning to strengthen participants' motivation to read, develop the habit of reading and writing, and build identities as readers.
- Text-based collaborative learning, which involves students interacting with one another around diverse texts that vary in terms of content, format, style, and levels of difficulty.
- Opportunities for students to work in small groups to plan writing projects and to provide each other with feedback during the revising and editing process.
- Instruction in word processing and computer-assisted instruction as a tool to facilitate reading comprehension and build writing skills.

c. Staffing and Staff Development

- Programs would incorporate high quality ongoing professional development. Each instructional staff member would receive a minimum of 12 hours of staff development annually.
- Program staff would meet regularly to exchange information and share instructional strategies.
- Program directors would attend periodic meetings sponsored by DYCD to share best practices and address issues that may arise in the course of delivering adolescent literacy services.
- All individuals, including volunteers who will be part of a program, would provide services in a manner that is sensitive to the backgrounds and cultures of program participants.

d. Support Services

The contractor would provide the appropriate setting and support services and work collaboratively with schools, businesses, and community organizations to insure that participants have access to comprehensive services to meet their educational, personal, and career goals. As appropriate, the contractor would:

- Make individual or group counseling available either directly or through referral.
- Provide career counseling either directly or through referral.
- Provide information and referral services, entitlement assistance, and advocacy.
- Meet regularly with other adolescent literacy providers in a geographic area.

e. Linkages

A school-based program would establish a linkage agreement with the host school. A center-based program would establish a linkage agreement with the school attended by participating youth. School linkage agreements would address issues such as use of space, curricula, and interaction between program staff and school personnel.

The contractor would also establish linkages with appropriate community organizations, government agencies, education providers, and other service providers to help participants achieve program outcomes through supportive services such as counseling, medical, and recreational and cultural services that are not directly provided by the program.

f. Program Evaluation

It is anticipated that an outside evaluator will be engaged to assess the effectiveness of the Adolescent Literacy Program. A common assessment instrument, such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or the Wechsler Individual Achievement Test, Second Edition (WIAT-II), will be selected by DYCD in collaboration with contractors. The evaluation will measure achievement using the common assessment instrument in all funded programs, as well as examine gains on city and state language arts exams. Contractors will be required to participate in the evaluation process, including the administration of the common assessment instrument. At the time of enrollment, programs will be required to seek parent/guardian consent for participation in the evaluation

g. Program Outcomes

Participants would be expected to achieve one or more of the outcomes listed in the chart below. The contractor would track and report progress toward outcome achievement to DYCD.

Outcomes	Indicators	Verification
Youth remains enrolled in the program.	Youth remains enrolled in the program at end of the program year.	<ul style="list-style-type: none"> • Program attendance records.
Youth demonstrates increased motivation in reading and writing.	<p>Youth increases number of books read in prescribed time period.</p> <p>Youth maintains a journal for a prescribed time period.</p> <p>Youth increases number of times per week uses computer to complete writing or other school or personal projects.</p>	<ul style="list-style-type: none"> • Participant surveys • Staff observation • Reading or activity logs • Journals
Youth improves literacy skills.	Youth advances at least eight months in grade level achievement in language arts in one program year.	<ul style="list-style-type: none"> • New York State or New York City language arts exam and prescribed common testing instrument
Youth improves or maintains school attendance.	Youth maintains 80 percent or better school attendance rate.	<ul style="list-style-type: none"> • School attendance records

PART 2: FORMAT AND CONTENT OF THE PROPOSAL (ADOLESCENT LITERACY SERVICES)

Instructions: Proposers should provide all information required in the format below.

- The proposal should be typed on 8 1/2" x 11" 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 12 pages (excluding requested attachments).
- The proposal should include a **Table of Contents**, immediately following the Proposal Summary Form.

A. Proposal Format

1. Proposal Summary Form

The Proposal Summary Form (Attachment 1) transmits the proposal package to DYCD. It should be completed, 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. Program Proposal

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

a. Experience and Qualifications (preferable page limit: 3 pages, excluding requested attachments)

Describe the successful relevant experience within the past five years of the proposer, each proposed subcontractor, if any, and the proposed key staff in providing the program described in Section V, Part 1 – Scope of Services: Adolescent Literacy Services of the RFP. Specifically, address the following:

- Describe the proposer's successful experience providing adolescent literacy services to the proposed target population.
- Demonstrate that each program cited above was effective in terms of the following: a) educational outcomes of participants; and b) any other factors that indicate the program was effective.
- Attach for each staff position a job description, including qualifications that will be required. Include resumes for personnel already identified for positions. Job descriptions and resumes should specifically address the following:
 - the experience of key staff providing adolescent literacy services to the proposed target population.
 - the credentials of key staff, as described in the Scope of Services.
 - the appropriateness of staff skills, knowledge, and training for providing adolescent literacy services to the proposed target population.
- Demonstrate the effectiveness of outreach, attendance, and retention strategies.

b. Organizational Capability (preferable page limit: 3 pages, excluding requested attachments)

Demonstrate the proposer's organizational (programmatic, managerial, and financial) capability to perform the services described in Section V, Part 1 – Scope of Services: Adolescent Literacy Program of the RFP. Specifically address the following:

- Describe the members of the proposing organization's Board of Directors and how, if at all, they will be involved in the proposed program.
- Demonstrate the proposing organization's capacity to integrate the proposed program into its overall operations. Attach an organizational chart showing the proposer's organization and the proposed program. Describe how the proposed program and program staff will relate to the overall organization.
- Demonstrate successful joint efforts with other organizations and agencies providing adolescent literacy services and other related services.
- Describe the proposing organization's internal monitoring system and demonstrate how it is effectively used to both assure quality and identify program, personnel, and fiscal issues. Describe the organization's corrective action procedure.
- Demonstrate that program staff members have access to computers and the Internet.
- 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 2004 will not be accepted as fulfilling this requirement.
- State whether or not the organization received gross revenue over \$250,000; state whether or not the organization paid for fundraising services in any of the last five fiscal years. If yes to either circumstance, indicate each fiscal year in which each circumstance occurred and attach both the last annual audit of the proposer conducted by an independent certified public accountant and a copy of the latest Form CHAR 500 filed by the proposer with the Attorney General.
- State whether or not the proposer received gross revenue over \$100,000, but less than or equal to \$250,000, in any of the last five fiscal years. If so, indicate each applicable fiscal year in which this circumstance occurred and attach the latest annual financial review of the proposer conducted by an independent certified public accountant and a copy of the latest Form CHAR 500 filed by the proposer with the Attorney General.
- State whether or not the organization is required to file with the federal Office of Management and Budget pursuant to Circular A-133 and, if so, attach a copy of the latest report filed with that office, indicating the period covered.
- 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.
- State whether or not the proposer has submitted more than one proposal in response to this RFP. If so, indicate how many and demonstrate the proposer's capability to successfully provide all the programs proposed concurrently.

c. Proposed Program Approach (preferable page limit: 6 pages, excluding requested attachments)

Describe in detail how the proposer will provide the services described in Section V, Part 1 – Scope of Services: Adolescent Literacy Program of the RFP and demonstrate that the proposed approach will fulfill DYCD’s goals and objectives. Specifically address the following:

1) Target Population

- Identify the borough in which services will be provided.
- Identify the target population(s) to be served and indicate the number of adolescents to be served. Indicate the percentage of participants in each grade (6, 7, 8).
- Identify and demonstrate the strengths and needs of the target population.

2) Program Facility

- Describe the facility and demonstrate that it would be appropriate in size and design to accommodate all program activities.
- Demonstrate that the building and space in which staff and students are housed and all facilities and equipment therein meet the local fire, health, and safety standards. Demonstrate that the facility will meet ADA standards or that alternative measures will make program activities accessible to persons with disabilities.
- Demonstrate that the facility would be easily accessible by public transportation.

3) Program Design

Describe the overall design of the proposed program. Describe the proposed instructional model and how it will be applied in the program. Include examples of the model from the professional literature.

Specifically, address the following:

- outreach and recruitment, including strategies for securing parent/guardian consent for participation in the evaluation;
- initial and ongoing assessment, achievement testing, and placement procedures;
- development of individual education plans;
- implementation of explicit literacy instruction, including instructional methodology, hours, days of the week, and group size;
- activities that supplement explicit literacy instruction, including particular strategies to be used, hours, days of the week, and group size;
- any curriculum to be used, including justification for its selection;
- opportunities for parent involvement;

- transition strategies to assist students to move on to high school;
- counseling, referral, and other support services;
- record keeping, data collection and analysis with emphasis on procedures for documenting and reporting participant outcomes, including projecting performance levels.

4) Staffing and Staff Development

- Describe the specific staff, salaried and non-salaried, that will be utilized to provide the services and demonstrate that such staffing is sufficient to help participants achieve the proposed outcomes.
- Describe the plan for staff development and demonstrate how the program's staff development will improve student performance.
- Demonstrate that all individuals who will be part of the program will provide the services in a manner that is sensitive to the characteristics of the target population.

5) Linkages

- Complete and attach the School Linkage Agreement Form (Attachment 2) for the school from which participants are to be recruited.
- Describe the proposer's existing and proposed linkages with community groups, governmental agencies, education providers, and other service providers that are relevant to the program. Demonstrate how each linkage will help youth achieve the outcomes.
- Complete and attach a General Linkage Agreement Form (Attachment 3) for each linkage described.

3. Price Proposal

DYCD reserves the right to select any payment structure that is in the City's best interest. Proposers are encouraged to provide in-kind and/or cash contributions to supplement DYCD funding.

a. Completed Budget Form (Attachment 4)

b. Budget Justification (preferable page limit: 2 pages)

- Justify how requested funds will be used to achieve the outcomes. Proposers should ensure that the budget and budget justification are consistent with the proposed program.
- For each cash contribution, if any:
 - Identify the source of funding and document each such source and amount by submitting a Letter of Intent from the chairperson or executive director of the funding source specifically citing the amount of and acknowledging each cash contribution.
 - Indicate the amount of and state how each will be used to enhance the proposed program.

4. Acknowledgment of Addenda (Attachment 5)

The Acknowledgment of Addenda form (Attachment 5) 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.

5. Other Documents

Complete and submit the Certification Regarding Substantiated Cases of Client Abuse or Neglect (Attachment 6).

B. Proposal Package Contents ("Checklist")

The Proposal Package should contain the following materials. Proposers should utilize this section as a "checklist" to assure completeness prior to submitting their proposals to DYCD.

The Proposal package should include **one original set and eight duplicate sets** of the documents listed below in the following order:

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

- The title and PIN # of this RFP.
- The program option proposed and borough to be served.
- The proposer's name and address.
- The name, title, address, and phone number of the authorized agency contact person.

SECTION V: PROPOSAL EVALUATION AND CONTRACT AWARD PROCEDURES

A. Evaluation Procedures

All proposals accepted by DYCD will be reviewed to determine whether they are responsive or nonresponsive to the requirements of this RFP. Proposals which DYCD determines to be nonresponsive will be rejected. 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, to conduct interviews, or to request that proposers make presentations, as deemed applicable and appropriate. 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 proposer's initial proposal should contain its best programmatic and price terms.

B. Evaluation Criteria

- | | |
|---|------|
| • Demonstrated quantity and quality of successful relevant experience | 30 % |
| • Demonstrated level of organizational capability | 20 % |
| • Quality of proposed program approach | 50 % |

C. Basis for Contract Award

Contracts will be awarded to the responsible proposers whose proposals are determined to be the most advantageous to the City, taking into consideration the price and such other factors or criteria which are set forth in this RFP. However, DYCD reserves the right to make awards to ensure 1) appropriate distribution of necessary services and programs across geographic areas; and 2) program diversity (that is, programs that vary by factors such as literacy strategies, methods of learning, class sizes, and type and intensity of support and follow-up services). DYCD reserves the right to determine, based on the proposer's demonstrated organizational capability and the best interests of the City, respectively, how many participant slots the proposer will be awarded. In the case that a proposer is eligible for more than one contract award from this RFP, DYCD reserves the right to determine, based on the proposer's demonstrated organizational capability and the best interests of the City, respectively, how many and for which program(s) the proposer will be awarded a contract, and at what level of services and dollar value.

Contract award shall be subject to:

- Demonstration that the proposer is/will be by the contract start date classified as a tax exempt organization under Section 501(c)(3) of the Internal Revenue Code, as documented by a copy of the exemption certificate, if not previously demonstrated.
- Demonstration that the proposer has, or will have by the conclusion of negotiations, site control of an appropriate program facility.
- Demonstration of compliance with the New York City Comptroller's Office mandate that all contractors have the proper insurance, as indicated in Part II, General Provisions Governing Contracts with Directly and Indirectly Funded Contract Agencies. A contractor can be part of the Centralized Insurance Program (CIP) option or can carry its own commercial liability insurance, workers compensation insurance, and, if applicable, unemployment insurance, motor vehicle liability insurance and professional liability insurance. Demonstration of aforementioned will be proved by a certificate of insurance.
- Timely completion of contract negotiations between the agency and the selected proposer.

SECTION VI - GENERAL INFORMATION TO PROPOSERS

A. Complaints. The New York City Comptroller is charged with the audit of contracts in New York City. Any proposer who believes that there has been unfairness, favoritism or impropriety in the proposal process should inform the Comptroller, Office of Contract Administration, 1 Centre Street, 10th Floor, 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. Overall Provisions. 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 accessing the City's website at nyc.gov/ppb.

C. 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 Mayor's Office of Contracts at (212) 788-7820.

D. 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.

E. 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/Certificates 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.

F. 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.

G. 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.

H. 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.

I. 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.

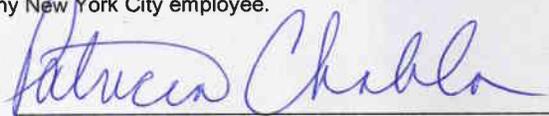
J. Confidential, Proprietary Information or Trade Secrets. Proposers should give specific attention to the identification of those portions of their proposals that they deem to be confidential, proprietary information or trade secrets and provide any justification of why such materials, upon request, 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.

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

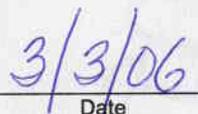
L. Proposer Costs. Proposers will not be reimbursed for any costs incurred to prepare proposals.

M. Charter Section 312(a) Certification.

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



Agency Chief Contracting Officer



Date

PROPOSAL SUMMARY FORM
PIN: 26007LITRFP

Proposer Name: _____

Address: _____

_____ City State Zip Code

Tax Identification #: _____ Annual Funding Request: _____

Proposer's Contact Person: _____

Title: _____ Telephone #: () _____

Fax No.: _____ E-Mail Address: _____

Authorized Representative _____ Title _____

Signature _____ Date _____

Certification of Compliance with Minimum Qualification Requirement (Check the condition that applies to indicate compliance.)

Tax-exempt status

Proposer is classified as a tax-exempt organization under IRC Section 501(c)(3). A copy of the certification is appended to the application.

OR

Proposer has applied for tax-exempt status under IRC Section 501(c)(3). A copy of the application is appended to the application.

Proposed Program Option (check one ONLY):

Family Literacy Services

Proposed Annual Number of Families Enrolled: _____

Annual DYCD Funding Request: _____ Price per Family: _____

Adolescent Literacy Services

Proposed Annual Number of Youth Enrolled: _____

Annual DYCD Funding Request: _____ Price per Participant: _____

Service Area (check one borough ONLY):

Bronx

Manhattan

Brooklyn

Queens

Staten Island

Proposer has submitted additional proposals in response to this RFP. NO YES

If yes, how many? _____

Program Site Locations

Number of sites for the proposed program _____

Please complete the following information for each site of the proposed program. (Copy this page as needed to list additional sites.)

Site # _____

Name _____

Address _____

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

Type of site (check one) **School-based** **Center-based**

Planned annual enrollment at site _____

Site # _____

Name _____

Address _____

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

Type of site (check one) **School-based** **Center-based**

Planned annual enrollment at site _____

Site # _____

Name _____

Address _____

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

Type of site (check one) **School-based** **Center-based**

Planned annual enrollment at site _____

SCHOOL LINKAGE AGREEMENT FORM

This form should be completed for each school that students in the Family Literacy Program or Adolescent Literacy Program attend, whether the program is school-based or center-based.

This document outlines the respective roles and responsibilities of the school and the community-based organization in an effort to develop a mutual framework for planning, collaboration, and working in partnership toward meeting the shared goal of strengthening the literacy proficiency of youth and their families.

I. PREAMBLE

The community-based organization _____(CBO) will establish a literacy program that will address the developmental and educational goals of students within _____(school). The school supports the CBO as it works to create a vibrant program and to build communities of learning reflecting the shared missions of the CBO and the school for young people and their families.

II. JOINT RESPONSIBILITIES OF THE LITERACY PROGRAM AND SCHOOL

A. Responsibility

1. Establish a System of Ongoing Communication

CBO and School:

- Designate individual(s) for this purpose.
- Establish monthly school-CBO meetings to review program activities, coordinate goals, and address specific problems.

School:

- Include CBO in school's day-to-day communication system.
- Inform CBO about school closings, events, and school calendars.
- Consider providing the CBO with a seat on the School Leadership Team or other school advisory bodies.

2. Security and Maintenance of School Plant (for literacy programs located in schools)

School and CBO:

- Maintain the school space.
- Facilitate the provision of appropriate custodial and security services to the literacy program.

School:

- Provide CBO with adequate space that is appropriate to operate a literacy program, consistent with school resources.
- Inform and consult with CBO about space changes to minimize disruption in literacy programming

CBO:

- Return classroom set-up after the literacy program concludes.

3. Evaluation of the Adolescent Literacy Program (Adolescent Literacy Program only)

School and CBO:

- Agree to participate in the evaluation of the Adolescent Literacy Program and provide all necessary support to the outside evaluator.

School

- Provide test scores of program participants on the city and state language arts exams.

CBO:

- Secure parental/guardian consent for participation in the evaluation for all program participants.
- Administer the assessment instrument.

4. Planning and Evaluation of the Linkage

School and CBO:

- Hold a planning session in the beginning of the school year to establish mutual goals and plans.
- Schedule ongoing meetings.
- Meet at end of year to review and evaluate the partnership.

Agreement to be signed by:

Principal

Superintendent

Literacy Program Director

CBO Executive Director

Date: _____

GENERAL LINKAGE AGREEMENT FORM

Proposer: _____ **PIN: 26007LITRFP**

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 Family Literacy Services and Adolescent Literacy Services Request for Proposals from the Department of Youth and Community Development, the proposer, if funded, will establish programmatic linkage with _____
(Linked Organization)

in the form and manner described below.

Describe the proposed programmatic linkage, including how referrals and follow-up services for individuals will be maintained.

Proposing Organization:

Linked Organization:

Authorized Representative

Authorized Representative

Title

Title

Signature

Signature

Date

Work Address

Work Telephone Number

Date

	Amt. Requested FY 07	Percent of Total FY 07 Budget*	Cash Contribution	Total Budget
PERSONNEL				
Teachers				
Paraprofessionals				
Counselors				
Staff Developers				
Secretaries				
Administrators				
Other				
Fringe Benefits**				
PERSONNEL SUBTOTALS				
Other Than Personnel Services (OTPS)				
Instructional Materials				
Physical Facilities				
Equipment				
Travel				
Other Operating Costs				
OTPS SUBTOTALS				
GRAND TOTALS		100 %		

*Indicate each budget category's percent of the total proposed FY 07 budget.

**Fringe rates must not be less than 7.65 percent or exceed 30 percent of total salaries.

Budget Forms (page 2)
STAFF SALARIES

Program Name _____

I. Teachers *					
	Hourly Rate *	Annual Salary *	Fringe Benefits (%)	Number of Staff	
1. Full Time					
2. Part Time					
3. Subtotal (1+2)					
II. Paraprofessionals					
	Hourly Rate *	Annual Salary *	Fringe Benefits (%)	Number of Staff	
1. Full Time					
2. Part Time					
3. Subtotal (1+2)					
III. Counselors					
	Hourly Rate *	Annual Salary *	Fringe Benefits (%)	Number of Staff	
1. Full Time					
2. Part Time					
3. Subtotal (1+2)					
IV. Administrative					
	Hourly Rate *	Annual Salary *	Fringe Benefits (%)	Number of Staff	
1. Full Time					
2. Part Time					
3. Subtotal (1+2)					
V. Other (Specify)					
	Hourly Rate *	Annual Salary *	Fringe Benefits (%)	Number of Staff	
1. Full Time					
2. Part Time					
3. Subtotal (1+2)					
VI. Total					
				Number of Staff	
1. Full Time					
2. Part Time					
3. GRAND					

*Indicate hourly rate or annual salary, whichever applies. If there is more than one rate or salary, indicate range.

BUDGET INSTRUCTIONS

1. Using the chart provided, page 1 of Attachment 4, submit a proposed budget by completing each category in the budget chart, according to the following directions.
 - a. All salary costs for teachers and other personnel who are supported by DYCD funding must be included in the budget request.
 - b. Physical facilities costs include rent and utilities (gas, electric, and heat).
 - c. Equipment costs include purchase, rental, and maintenance.
 - d. Travel relates to local transit fares for employees of the program to and from sites other than the employees' regular worksites. This category can include any travel by employees using their personal automobiles for business. The maximum reimbursable amount is \$0.35 per mile plus tolls.
 - e. Other Operating Costs include office supplies, telephone, postage, and publications.
 - f. The "Cash Contribution" category includes all other funds which will be used to support the agency's literacy program including support from foundations and corporations, other government grants, contributions from individuals, and internal fund raising.

2. Using the chart provided on page 2 of Attachment 4, indicate staff salaries and benefits.
 - a. Hourly rate: indicate range of hourly rate paid to teachers, paraprofessionals, counselors, administrators, and other staff.
 - b. Annual salary: indicate range of annual salaries paid to staff in each category.
 - c. Fringe benefits: indicate the percentage of fringe benefits paid to staff in each category. Indicate the percentage of pro-rated benefits paid to part-time staff, if any (pensions, vacations, insurance, and so on). Fringe rates must not be less than 7.65 percent or exceed 30 percent of total salaries.
 - d. Item V. Other: Specify any other staff position(s).
 - e. Total number of staff: indicate the actual number of staff (headcount) for all the positions listed.

ACKNOWLEDGEMENT OF ADDENDA

Proposer: _____ PIN: 26007LITRFP

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: _____, 2006

ADDENDUM #2 DATED: _____, 2006

ADDENDUM #3 DATED: _____, 2006

ADDENDUM #4 DATED: _____, 2006

ADDENDUM #5 DATED: _____, 2006

ADDENDUM #6 DATED: _____, 2006

ADDENDUM #7 DATED: _____, 2006

ADDENDUM #8 DATED: _____, 2006

PART II: Check, if applicable.

_____ NO ADDENDUM WAS RECEIVED IN CONNECTION WITH THIS RFP.

DATE ____/____/____

PROPOSER (NAME): _____

PROPOSER (SIGNATURE): _____

**CERTIFICATION REGARDING SUBSTANTIATED CASES OF
CLIENT ABUSE OR NEGLECT**

Family Literacy Services and Adolescent Literacy Services RFP

Pin #26007LITRFP

The City requires each organization with which it contracts for the provision of human client services to: 1) certify that no substantiated case of client abuse or neglect by any employee of the organization (including a foster parent, if applicable) occurred during the latest 12 month period; OR 2) disclose each such substantiated case and provide a brief description of the case, the date of occurrence, the level of severity, and the case disposition, including an explanation of the action taken against the offender(s) and, if applicable, the organization. Complete the form below to certify, or disclose, as applicable.

This is to certify that no substantiated case of client abuse or neglect by any employee (including foster parents) of the organization named below has occurred during the latest 12 month period.

This is to disclose that _____ case(s) of client abuse or neglect by an employee(s) of the organization named below was/were substantiated as having occurred during the latest 12 month period. An attachment to this form provides for each substantiated case: a brief description of the case, the date of occurrence, level of severity, and the case disposition, including an explanation of the action taken against the offender(s) and, if applicable, the organization.

Name of Organization (Print) _____

Name of Authorized Representative (Print) _____

Title of Authorized Representative (Print) _____

Signature of Authorized Representative _____

Date ____/____/____

Signature _____ Date _____