



**DEPARTMENT OF
YOUTH AND
COMMUNITY
DEVELOPMENT**

Jeanne B. Mullgrav
Commissioner

**YOUTH WORKFORCE DEVELOPMENT PROGRAMS
REQUEST FOR PROPOSALS (RFP)**

PIN: 26007WIARFP

RFP RELEASE DATE: November 22, 2005

DEADLINE FOR PROPOSALS: January 12, 2006 at 2:00 pm

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 CONFERENCES: December 7, 2005
10:00 am to 12:00 noon - Out-of-School Youth Programs
2:00 pm to 4:00 pm - In-School Youth Programs

December 8, 2005
10:00 am to 12:00 noon - Out-of-School Youth Programs
2:00 pm to 4:00 pm - In-School Youth Programs

Department of Youth and Community Development
Junius A. Kellogg Auditorium
156 William Street, 2nd Floor
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. 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 terms of the RFP.

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

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AUTHORIZED AGENCY CONTACT PERSONS

Proposers are advised that the authorized agency contact persons for matters concerning this Request for Proposals are:

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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 II – SUMMARY OF THE REQUEST FOR PROPOSALS

A. Purpose of the RFP

The Department of Youth and Community Development (DYCD) is seeking appropriately qualified vendors to provide effective and innovative Out-of-School Youth (OSY) and In-School Youth (ISY) Workforce Development Programs funded pursuant to the Workforce Investment Act (WIA).

Background

Workforce Development Overview

In 1998, Congress enacted WIA to encourage the development of a highly skilled national workforce. WIA provides comprehensive workforce development activities through statewide and local workforce investment systems. The goal of these activities is to increase the employment, retention, earnings and occupational skill attainment of participants, and thereby improve the quality of the workforce, reduce welfare dependency and improve the overall productivity and competitiveness of the nation's economy.¹ For youth, WIA supports programs for low-income, out-of-school and in-school youth with barriers to employment.²

Each new generation must adapt to the changing demands of the labor market in order to be productive and successful. For the current generation, competition for jobs at the lower end of the wage spectrum is greater and entry-level skill requirements have increased. Employers are seeking employees with "soft skills," such as teamwork and communication, in addition to a solid academic foundation and technological skills appropriate to the demands of the workplace. Forty percent of employers nationally report having a difficult time securing qualified applicants.³ The aging of the workforce is also likely to increase employers' demand for skilled workers.

At the same time, national attention has recently focused on the plight of "disconnected" youth who are not in school and not working. Research by the Northeastern University Center for Labor Market Statistics indicates that approximately 18 percent of teens and young adults in the nation's 59 largest cities are disconnected.⁴ Census data for New York City indicates that there are over 100,000 disconnected youth between the ages of 16 and 21, inclusive.⁵

Among youth still in school, many are over-aged, under-credited, and at risk of dropping out and becoming disconnected. According to the latest report on high school dropout rates published by the National Center for Education Statistics, 505,000 students, approximately 5 percent of high school

¹ The Workforce Investment Act of 1998. 29 USCS § 2801 et seq. Available at <http://www.doleta.gov/usworkforce/wia/wialarge.htm>.

² For a discussion of the New Strategic Vision for the Delivery of Youth Services under WIA, see http://ows.doleta.gov/dmstree/tegl/tegl2k4/tegl_03-04.htm.

³ "Rising to the Challenge: National Data Tables." Spring 2003. United States Chamber of Commerce. <http://www.uschamber.com/cwp/strategies/wia/survey.htm>.

⁴ Fogg, Neeta, Paul Harrington and Kevin McCabe. "Youth Disconnection in Large Cities." Center for Labor Market Studies. Northeastern University. Boston, Massachusetts. June 2005. <http://www.usmayors.org/uscm/news/publications/YouthDisconnectioninLargeCities.pdf>.

⁵ The New York City Department of Planning, US Census 2000. See also, Levitan, Mark. "Out of School, Out of Work...Out of Luck? New York City's Disconnected Youth." Community Service Society of New York. January 2005. http://www.cssny.org/pubs/special/2005_01_disconnectedyouth/2005_01_disconnectedyouth.pdf.

students ages 15 through 24 nationwide, who were enrolled in school in 2000 had dropped out by 2001.⁶ In the City, 54.3 percent of the Class of 2004 graduated, 29.4 percent of the class is still enrolled and 16.3 percent of the class has dropped out of school.⁷

Evidence suggests that the college educated now enjoy a premium in earnings and employment potential relative to their less-educated counterparts. In 2002, almost 6 in 10 jobs were held by workers with at least some college, compared with 2 in 10 in 1959.⁸ According to the 2002 Digest of Education Statistics, among adults age 25 and older who have bachelor's degrees, 79 percent participated in the labor force in 2001. This compares to 64 percent of adults with a high school diploma and 44 percent for those individuals who lack a diploma. Research has also shown that annual earnings increase with educational attainment from an average of \$18,900 for high school dropouts, to \$25,900 for high school graduates, to \$45,400 for college graduates.⁹

Clearly, preparing the next generation to meet employer demand for skilled workers is a critical challenge. Only youth who are adequately prepared for the labor market will be the beneficiaries of job offers and living wage salaries. DYCD has a vision and a set of goals for WIA programs designed to meet this challenge and to prepare the City's low-income youth for success.

DYCD's Leadership, Program Vision, and Goals

In July 2003, Mayor Michael Bloomberg signed legislation which vested policy and administration of the City's youth employment and training programs in DYCD. Currently, DYCD administers the nation's largest WIA-funded youth initiative. The WIA programs for Out-of-School Youth (OSY) and In-School Youth (ISY) align with the agency's larger goals of promoting self-reliance, literacy and life-long learning, and personal and community well-being.

In fall 2004, DYCD hosted the "Life Skills, Work Skills: Youth Development to Workforce Development" conference to consider issues relating to the significant number of disconnected and at-risk youth in the City. There is an emerging consensus among employers, government, training providers and advocates that young people can enhance their employment potential by acquiring basic academic skills and educational credentials, work readiness skills and workplace experiences. It is also important that youth obtain an understanding of employment that includes not only occupations and individual employers, but industry sectors as well.

Through this RFP, DYCD seeks to invest in effective and innovative OSY and ISY workforce development programs run by appropriately qualified organizations. The return being sought is an increase in the work preparation, career awareness, educational/skill attainment, labor force participation and job retention of the City's at-risk and disconnected youth. To achieve these goals, DYCD seeks OSY and ISY programs that incorporate the following characteristics.

1. School to Career – Programs should help young people make the connection between education and a successful career. Youth must be encouraged to remain in secondary school and graduate, or, if they have dropped out of school, to obtain a general education diploma (GED). All youth should be encouraged to pursue post-secondary education or training. Potential contractors must

⁶ U.S. Department of Education. National Center for Education Statistics. "Dropout Rates in the United States: 2001." November 2004. <<http://nces.ed.gov/pubs2005/2005046.pdf>>.

⁷ The New York City Department of Education, Division of Assessment and Accountability. "The Class of 2004 Four-Year Longitudinal Report and 2003-2004 Event Dropout Rates." February 2005. <<http://www.nycenet.edu/daa/reports/Class%20of%202004%20Graduation%20and%20Dropout%20Report.pdf>>.

⁸ Carnevale, Anthony P. and Donna M. Desrochers. "The Missing Middle: Aligning Education and the Knowledge Economy." Educational Testing Service. April 2002. <<http://www.tbr.state.tn.us/summit/Reference/Missing%20Middle.pdf>>.

⁹ Cheeseman Day, Jennifer and Eric B. Newburger. "The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings." U.S. Census Bureau. July 2002. <<http://www.census.gov/prod/2002pubs/p23-210.pdf>>.

seek employer input in the design and vocational training content of their programs and should enlist employers to expose youth to their businesses and related career opportunities. By thus involving the employers, programs will create an iterative learning environment in which academic and employment skills are interwoven.

2. Targeted Employment Opportunities and Partnerships – Programs should identify and engage employment sectors that offer strong opportunities for young adults, namely, high-growth sectors with a variety of entry-level positions and the potential for career progression. Based on research and labor market analysis, DYCD is targeting the health, retail and customer service, construction, and hospitality and tourism¹⁰ sectors, although it also recognizes that other employment niches in local communities may offer similarly strong opportunities.¹¹ (See Appendix A.) In addition, DYCD encourages the creation of partnerships among training providers, schools, and businesses to address the workforce needs of employers and deliver the desired outcomes for this population.
3. Youth Development – Program design should reflect recognized youth development principles that emphasize the cognitive, social, and behavioral competencies that help youth succeed as adults. Effective programs adopt an asset-based approach, in which services are personalized and focus on developing individual strengths and interests. (See Appendix B.) In keeping with these principles, programs must also promote positive relationships among adult staff and youth participants and provide the support and follow-up services needed to address the range of individual challenges participants confront.
4. Comprehensive Services – DYCD has observed that the most successful programs directly provide the full range of services in-house or facilitate seamless access to other appropriately qualified providers. Therefore, DYCD encourages proposers to provide additional cash or in-kind service contributions to enhance available WIA funds.

These characteristics are integrated into the OSY and ISY programs outlined in Section III – OSY Scope of Services and Section IV – ISY Scope of Services of this RFP.

B. Participation by Government Entities in this RFP

With the exception of public, post-secondary educational institutions, New York City government entities and their related affiliates, including but not limited to public libraries, public schools, and other City agencies, are **not** eligible to receive a contract award from this RFP. However, these entities may participate in youth workforce development programs through linkages or subcontracts with organizations awarded contracts from this RFP.

¹⁰ The hospitality and tourism sector includes hotel and lodging, travel, food service, and event planning.

¹¹ The health, retail and customer service, construction, and hospitality and tourism sectors are among the ten sectors identified by the New York City Workforce Investment Board as possible areas for its involvement. See, Workforce Strategy Center. “An Analysis Conducted by the Workforce Strategy Center for the New York City Workforce Investment Board.” Spring 2005. Four of the ten job categories that posted the highest net gains in employment between 1994 and 2004 are in the health, retail and customer service, construction, and hospitality sectors. In addition, projections by Crain’s New York Business indicate that seven out of the ten fastest-growing occupations will be in the target sectors. For the complete list see “Market Facts: 2005 Guide.” Crain’s New York Business, July 4-10, 2005.

C. Service Options/ Anticipated Levels of Service

The two service options under this RFP and anticipated levels of service for each are as follows:

- Service Option I – Out-of-School Youth Programs for which the total anticipated level of service is 1,200 participants
- Service Option II – In-School Youth Programs for which the total anticipated level of service is 7,000 participants

Within each service option, there will be a separate competition for the Bronx, Brooklyn, Manhattan, Queens and Staten Island.

Proposers may propose to provide more than one program under one or both of the service options. Likewise, proposers may propose to provide more than one program within one or more boroughs. **However, a complete and separate proposal must be submitted for each program proposed.** If a proposer is eligible for award of more than one program 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. Likewise, for each proposer eligible for award of an OSY program, 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 type(s) of training the proposer will be awarded a contract.

D. Anticipated Contract Term

The anticipated term of the contracts awarded from this RFP will be for three years beginning July 1, 2006. The contract will include an option to renew for up to three additional years.

E. Anticipated Annual Funding

The total anticipated annual funding available for contracts awarded from this RFP will be approximately \$27.8 million. Funding will be allocated between OSY and ISY programs, as prescribed by WIA. Currently, WIA prescribes 70 percent, or approximately \$19.5 million, for ISY and 30 percent, or approximately \$8.4 million, for OSY.

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.

As set forth below in Table 1, OSY funding will be allocated across boroughs based on relative numbers of disconnected and low-income youth in each borough¹². The percentage of funding allocated to each borough is equally weighted by the number of disconnected youth ages 16 through 21 in each borough and the number of low-income youth ages 16 through 21 in each borough, relative to the City at large:

Approximate percentage of funding to be allocated to each borough =

$$.5 \times \frac{\text{Total disconnected youth in the borough}}{\text{Total disconnected youth in New York City}} + .5 \times \frac{\text{Total low-income youth in the borough}}{\text{Total low-income youth in New York City}}$$

¹² In this table, the term “disconnected youth” refers to youth who are not in school and not working. The term “low-income youth” refers to youth living in households with incomes below 125% of the poverty line, which can be found at: <http://aspe.hhs.gov/poverty/figures-fed-reg.htm>. The figures utilized in Table 1 are from the 2000 U.S. Decennial Census.

TABLE 1: OSY

Borough	Number of Disconnected Youth	% of NYC Total (disconnected youth)	Number of Low-income Youth	% of NYC Total (low-income youth)	% of City-wide OSY Funding	Funding Allotment (\$)
Bronx	27,345	25.60%	49,775	24.60%	25.10%	\$2,096,516
Brooklyn	37,055	34.70%	73,207	36.18%	35.44%	\$2,959,769
Manhattan	14,298	13.39%	35,731	17.66%	15.52%	\$1,296,549
Queens	24,075	22.54%	39,123	19.33%	20.94%	\$1,748,580
Staten Island	4,027	3.77%	4,513	2.23%	3.00%	\$ 250,585
Total	106,800	100.00%	202,349	100.00%	100.00%	\$8,352,000

As set forth below in Table 2, ISY funding will be allocated across boroughs based on each borough's share of the City's in-school youth 14-18 years of age who qualify for the free and reduced lunch program.¹³

TABLE 2: ISY

Borough	Number of In-School Youth, 14-18 years of age who qualify for the free lunch program	% of NYC Total (In-School Youth, 14-18 years of age who qualify for the free lunch program)	% of City-wide ISY Funding	Funding Allotment (\$)
Bronx	50,888	24.28%	24.28%	\$4,731,503
Brooklyn	62,436	29.79%	29.79%	\$5,805,222
Manhattan	45,866	21.88%	21.88%	\$4,264,564
Queens	44,911	21.43%	21.43%	\$4,175,769
Staten Island	5,506	2.63%	2.63%	\$ 511,941
Total	209,607	100.00%	100.00%	\$19,489,000

F. Maximum Acceptable Annual Price Per Participant

Service Option I – OSY

DYCD has determined that the maximum acceptable annual price per participant for an OSY program is \$10,000; DYCD considers that a viable OSY program cannot be provided for an annual cost of less than \$6,000 per participant.

Service Option II – ISY

DYCD has determined that the maximum acceptable annual price per participant for an ISY program is \$3,300; DYCD considers that a viable ISY program cannot be provided for an annual cost of less than \$2,300 per participant. A proposed annual price per participant for an ISY program that exceeds the

¹³ The figures utilized in Table 2 are from the City Department of Education, Division of Assessment and Accountability.

prescribed maximum acceptable price will be considered only based on demonstrated higher costs that may be associated with a program that will serve youth with disabilities.

G. Anticipated Payment Structure

It is anticipated that the payment structure for the contracts awarded from this RFP will be based on a combination of 80 percent line-item budget reimbursement and 20 percent related to performance outcome measures.

H. Subcontracting Requirements/Limits

proposed subcontractors identified in the proposal, if any, should have the same qualifications as prime contractors. All subcontractors and subcontracts shall be subject to prior DYCD approval. A prime contractor may not subcontract administrative functions including, but not limited to, data entry and record keeping nor allow program services to be performed by entities with which there is no DYCD-approved subcontract. No more than 40 percent of the total value of the contract may be subcontracted.

SECTION III – OUT-OF-SCHOOL YOUTH (OSY) PROGRAMS

SCOPE OF SERVICES

A. Agency Assumptions Regarding Approach

OSY programs must adhere to WIA regulations with regard to program eligibility, design and program elements and performance measures as outlined below and referenced in Appendix C: WIA Program Requirements and Performance Requirements. OSY programs must also meet the requirements of DYCD's performance-based payment structure, as outlined in Section E, below.

The purpose of OSY programs is to provide educational and employment services to out-of-school youth to help participants acquire the skills necessary to build a successful career. DYCD encourages a holistic approach that sets high expectations and integrates these services to promote employability and encourage career exploration.

Academics and skills-building should be offered along with paid and unpaid work experiences, allowing youth to make the connection between basic skills achievement and career growth. Recognizing the "stop and start" nature of initial employment experiences, job placements and work-related experiences should be used as an opportunity for experiential learning. As participants gain experience, their goals may shift. Flexible, individualized services should result in program retention and outcome achievement. Providers will be expected to work with participants to develop individual career plans that reflect long-term goals, including post-secondary education.

Under the holistic, integrated services model, educational and employment services should be complementary, and participants should be able to actively engage in the full range of services. DYCD recognizes that while some providers may implement all services equally well, others may concentrate on either educational or employment services. DYCD encourages partnerships among providers. Proposers who intend to collaborate with other entities should submit either a subcontract proposal or a detailed plan to demonstrate how staff and resources from two or more organizations will be coordinated.

B. Program Parameters

Target Population

- Youth who meet the following criteria are eligible to receive program services. No additional eligibility criteria may be used.
 - Be between the ages of 16 to 21 and not attending school;
 - Be low-income, as defined by WIA, 29 USCS § 2801 (25);
 - **and** be within one or more of the following categories, as set forth in WIA, 29 USCS § 2801 (13) :
 - Deficient in basic literacy skills;
 - A school dropout;
 - Homeless, a runaway, or a foster child;
 - Pregnant or parenting;
 - An offender; or
 - Require additional assistance to complete an educational program, or to secure and hold employment, including youth with disabilities.
- The contractor would recruit participants who reside in the proposed borough. However, no eligible youth would be denied participation, if space is available.

- The contractor would fully comply with federal non-discrimination and equal opportunity provisions and New York City equal opportunity provisions, as stated in Executive Order No. 50 and the rules and regulations promulgated thereunder. (See Appendix D.)

Duration of Services

- The contractor would offer services year-round, during the daytime as well as in the evenings and on weekends, to accommodate participants' employment and/or internship placements.
- Participants would receive up to 12 months of program services and 12 months of follow-up services after program exit.
- The last year of a renewal term will be for follow-up services only.

Contractor/Staff Qualifications

- The contractor would be fiscally sound and capable of managing the proposed program.
- The contractor and key staff would have at least five years of recent successful experience operating a youth development program. In addition, the key staff would include the following:
 - a program administrator responsible for ensuring that the administrative and fiscal obligations of the contract are satisfactorily met;
 - a program coordinator responsible for coordinating program activities, and
 - a job developer with at least two years' college credit, a two-year degree or at least five years' job development experience.
- The contractor would retain, employ, subcontract or obtain through a partnership at least the following staff, who must be accessible to the WIA program as needed:
 - an educational coordinator with credentials in the field of education and a four-year degree and
 - a counselor with a bachelor's degree in social work, or a related discipline such as education, guidance/counseling, or psychology.
- The contractor would ensure that all staff – paid and volunteers – are qualified and appropriately trained in areas including but not limited to youth development, education and employment. The contractor would also ensure that program staff attend training sessions offered by DYCD and provide opportunities for ongoing professional development.
- All OSY staff, paid and volunteer would be fingerprinted. The contractor would use due diligence to determine whether any program staff member, including volunteers, has a criminal conviction record. If evidence of such history is found, the contractor would inform DYCD of the history and, subject to approval of DYCD, determine the degree to which such history poses a threat to program participants and, if appropriate, remove the staff member from the program.
- The City requires that all human service contractors maintain at least the following insurance:
 - commercial general liability of \$1 million per occurrence and \$2 million aggregate minimum;
 - motor vehicle liability insurance of \$5 million, if applicable.
 Therefore, the contractor would demonstrate the possession of necessary insurance coverage by providing a certificate of insurance. DYCD will not release funds to any proposer awarded a contract until it has obtained the necessary insurance coverage.
- The contractor shall provide non-partisan 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.

- The contractor shall comply with federal laws, rules and regulations, which shall be cited and incorporated by reference in the contract with DYCD. Specific provisions include, but are not limited to applicable standards of Section 508 of the Clean Water Act and Federal Water Pollution Control Act (see Federal OMB Circular A-102); applicable anti-lobbying, drug-free workplace, and ownership of intellectual property provisions; and nonprocurement debarment and suspension rules and regulations contained in Federal OMB Circular A-102, and Executive Order 12549.

Program Facility

- The program facility would be located in the proposed borough.
- The program facility would be near public transportation and accessible to the population that the contractor is proposing to serve.
- The program facility would be safe, secure, and welcoming to youth.
- The program facility would be appropriate in size and design to accommodate program staff, participants, and services.
- The facility would be easily accessible for people with disabilities and would meet all requirements of the Americans with Disabilities Act (ADA). If it does not, DYCD-approved alternative measures would be used to make activities accessible to youth with disabilities, such as access to other suitable space.
- The program facility would be equipped to meet the following minimum information system requirements: Windows 98 SE, 2000, ME, NT or XP, Broadband Internet Capacity and Internet Explorer 5.1 or higher, Microsoft Word, Excel, Access and Adobe Acrobat Applications.

C. Participant Services

The services outlined below include the three design elements, ten program elements and information and referral requirements stipulated in WIA, 29 USCS § 2854 (c). (See Appendix C.)

Recruitment, Registration, Referral and Orientation

- The contractor would develop and implement an effective outreach and recruitment plan to identify and register eligible youth. Outreach and recruitment would include, but is not limited to, identifying potentially eligible youth, working with parents and guardians to secure necessary documentation, and communicating with schools and community organizations regarding recruitment efforts. The contractor would register all participants and determine eligibility solely according to the eligibility criteria stipulated in WIA.
- The contractor would maintain participant files that include documentation of eligibility for each participant enrolled in the program.
- The contractor would provide information about the full array of services available through appropriately qualified local programs to youth who are determined eligible for WIA programs but do not ultimately enroll and eligible youth who cannot be served. Contractors would link and share information with other youth-serving institutions in order to meet the individual needs of such youth.
- As part of orientation, all youth would receive information on all the services available through the contractor, including programs or activities provided through established linkages. This would also include information about all the program policies governing such areas as drug and alcohol abuse, attendance and behavior. Youth would be informed of the youth development principles practiced by the contractor and that services and projected outcomes will be tailored to their individual needs.

Assessment, Development of Individual Service Strategies, and Case Management

- As part of enrollment, the contractor would assess each participant to determine academic and occupational skills, work experience, assets, interests and supportive service needs. Assessment would occur throughout the program at appropriate intervals in order to document participant progress. Contractors would use one of the following tests: Test of Adult Basic Education (TABE), Comprehensive Adult Student Assessment (CASA) instrument, Adult Basic Learning Examination (ABLE), Student Performance Levels for ESL, Basic English Skills Test (BEST) for ESL, or WorkKeys (for the top three ABE levels).
- Based on this assessment and participant input, case managers would develop an individualized service strategy for each participant that identifies both short-term and long-term education and career goals. Participants assessed as basic skills deficient would be offered basic skills remediation as part of their individual service strategy. Although there are no mandatory skill attainment outcomes for older youth, contractors would report skill attainment outcomes for younger youth. (See Section F, below.) Case managers would document whether or not a goal has been met. The participant would receive a copy of his or her individualized service strategy.
- Case managers would motivate participants and coordinate services and information to prepare them for post-secondary educational opportunities, academic and occupational learning, and employment opportunities, as appropriate.

Educational Services

- Activities would enhance participants' basic educational skills in literacy and math, help participants achieve a high school diploma or GED, and encourage participants to pursue post-secondary education.
- The educational component would be tailored to meet each participant's needs and would include basic skills training, GED preparation, tutoring, study skills training, and alternative learning methods, such as project-based and computer-assisted learning, as needed.
- Since most youth seek out OSY programs in search of a job, educational opportunities would be intertwined with employment services and flexible enough to enable youth to participate while working, for example, through evening classes.
- To the extent possible, employer partnerships would inform educational offerings, so as to ensure employer priorities are being met.
- The message that college is an achievable goal would be woven throughout the program and underscored by program offerings, which could include college application and financial aid workshops, college tours, and speakers.
- Alternative secondary school services would be made available to participants, as appropriate.

Employment Services

- Activities would include paid and unpaid work experiences, such as internships and job shadowing, work readiness and employment training, and career development.
- To the extent possible, participants' work experiences would help them understand the connection between further education and long-term career advancement.
- The contractor would provide work readiness training. The skills taught would include, but are not limited to: self awareness, personal health, improvement of self-image, knowledge of personal strengths and values, world-of-work awareness, labor market knowledge, job search techniques and positive work habits, attitudes and behavior.

- The contractor would have linkages to employers and provide occupational skill training in the areas that are relevant to those employers.
- Occupational skills attained would conform to standards developed or endorsed by employers and would result in the attainment of a recognized degree or certificate.
- The contractor would offer activities that relate to employment sectors with strong opportunities, namely, high-growth sectors with a variety of entry-level positions and the potential for career progression. DYCD has identified health, retail and customer service, construction, and hospitality and tourism as such sectors, although it also recognizes that employment niches in local communities may offer similarly strong opportunities. If the contractor chooses to offer activities in an alternative sector, the contractor would demonstrate demand for entry-level workers in that sector.

Leadership Development Opportunities

- The contractor would provide activities that develop the leadership skills of participants.
- Activities would include, but not be limited to, exposure to post-secondary educational opportunities, community and service learning projects, peer-centered activities, organizational and teamwork training, training in decision-making, citizenship training, and life skills training.

Supportive Services, Guidance and Counseling, and Mentoring

- Supportive services would be offered to participants who need them. Supportive services would include, but are not limited to, linkages to community services, assistance with transportation, child care, dependent care, and housing, referrals to medical services, and assistance with uniforms and other appropriate work attire and work-related tools.
- The contractor would provide guidance and counseling to all participants, including substance abuse treatment and counseling, as needed.
- The contractor would offer individualized support to participants through adult mentoring relationships, during both program participation and follow-up, for a period of no less than 12 months.
- Support services would be provided directly or through referrals to other organizations. DYCD encourages on-site delivery of support services whenever possible.
- All referrals to services, whether provided on-site or by an outside agency, would be tracked by the contractor.

Follow-Up Services

- The contractor would provide participants with at least 12 months of follow-up support after program exit. Follow-up services would be provided by the same contractor that provided case management during participation.
- The contractor would serve as a resource to identify and address challenges that arise for participants in employment and/or educational placements. The contractor would maintain at least monthly contact with the participant and would work closely with participants' employers and schools to assist participants in achieving career and educational goals.
- The contractor would assist youth with additional job placements and promotions as needed, help youth realize their educational goals, and counsel youth in long-term education and career planning.
- The contractor would document and report on the follow-up services that participants receive and their results.
- At least 15 percent of the program budget would be allocated to providing follow-up services.

Participant Retention Services

- The contractor would describe its strategy to retain youth until successful completion of program activities.
- The contractor may offer modest monetary incentives, including weekly stipends, transportation allowances, or achievement awards. Non-monetary incentives, such as tickets to special events, merchandise, or gift certificates from local merchants, may also be provided.

D. Linkages

- The contractor would have strong linkages with employers in one of the four target employment sectors identified above or with employers in other sectors or niches that offer entry-level opportunities and career pathways for youth. These linkages must be demonstrated through a Linkage Agreement Form specifying the contributions the employer is willing to make to the program. Employers may provide input into both educational and skills training curricula, participate in program activities such as mentoring, job shadowing, and mock interviews, and provide participants with access to the workplace through internships or job placements.
- The contractor would have established linkages with post-secondary educational institutions, such as community colleges, to augment educational services. These linkages must be demonstrated through a Linkage Agreement Form specifying the contributions the institution is willing to make to the program.

E. Performance Measures and Reporting Requirements

Performance measures are based on 100 percent enrollment. The contractor would be responsible for the performance outcomes of participants enrolled in the program based on the participant's age at enrollment.

- The contractor would collect and report data on outcomes for the current WIA performance measures and the new Common Measures. (See Appendix C.)
- The contractor would be required to comply with achievement rates for each performance outcome established by DYCD.
- The contractor would submit a monthly financial report (MFR) to DYCD on-line by the fifth of every month for the previous month, as well as a quarterly program report documenting performance to date with the following:
 - Description of the program activities provided during the quarter;
 - Significant accomplishments;
 - Noted programmatic, administrative, and fiscal challenges;
 - Actions to resolve issues with linkage organizations;
 - Updates regarding linkage organizations;
 - Brief description of goals and activities planned for the next quarter; and
 - Technical assistance requests.
- Payments would be based 80 percent on reimbursement of line-item expenditures and 20 percent on performance.
- Performance-based payments would be tied to participants' attainment of the following three milestones, each of which is worth one-third of the total performance-based payment:
 - Placement in employment or the military or enrollment in post-secondary education and/or advanced training/occupational skills training in the first quarter after exit;

- Remaining in placement through the end of the third quarter after exit; and
- Attainment of a degree or certificate.

SECTION IV – IN-SCHOOL YOUTH (ISY) PROGRAMS

SCOPE OF SERVICES

A. Agency Assumptions Regarding Approach

ISY programs must adhere to WIA regulations with regard to program eligibility, design and program elements and performance measures as outlined below and referenced in Appendix C: WIA Program Requirements and Performance Requirements. ISY programs must also meet the requirements of DYCD's performance-based payment structure, as outlined in Section E, below.

The purpose of ISY programs is to help in-school youth build academic, personal, and workplace skills, explore individual interests, and gain exposure to the range of career and higher educational options. ISY programs should promote the importance of education in long-term career advancement and assist participants to successfully complete high school. There are three primary services for ISY: educational services; career and higher education awareness and workplace experience; and life skills and leadership development. Activities may fall into multiple program areas and should emphasize the interrelationships among the areas. For example, contextualized learning approaches can connect basic skills achievement with employment and post-secondary education goals. School-year activities will focus on educational proficiencies, work-readiness skills, and personal development. Summer activities will focus on employment opportunities that build on school-year experiences. All participants should be encouraged to achieve a high school diploma and pursue post-secondary education or training.

B. Program Parameters

Target Population

- Youth who meet the following criteria are eligible to receive program services. No additional eligibility criteria may be used.
 - Be between the ages of 14 to 18 and attending school;
 - Be low-income, as defined by WIA 29 USCS § 2801 (25);
 - **and** be within one or more of the following categories, as set forth in WIA, 29 USCS § 2801 (13):
 - Deficient in basic literacy skills;
 - Homeless, a runaway, or a foster child;
 - Pregnant or parenting;
 - An offender; or
 - Require additional assistance to complete an educational program, or to secure and hold employment, including youth with disabilities.
- The contractor would recruit participants who reside in the proposed borough. However, no eligible youth would be denied participation, if space is available.
- The contractor would fully comply with federal non-discrimination and equal opportunity provisions and New York City equal opportunity provisions as stated in Executive Order No. 50 and the rules and regulations promulgated thereunder. (See Appendix D.)

Duration of Services

- The contractor would offer services year-round. During the school year, services would be provided during after-school hours or on weekends. During the summer, services would be made available on a schedule to accommodate participants' summer activities, such as summer school or employment placement.
- Participants would receive at least 12 months and up to 24 months of program services, and 12 months of follow-up services after program exit.
- The last year of a renewal term will be for follow-up services only.

Contractor/Staff Qualifications

- The contractor would be fiscally sound and capable of managing the proposed program.
- The contractor and key staff would have at least two years of successful experience within the last five years providing services to youth between the ages of 14 and 18, as part of a school-based, after-school, youth development or youth employment program.
- At least one key staff member would be responsible for ensuring that the administrative and fiscal obligations of the contract are satisfactorily met;
- At least one program staff member would have a master's degree in education or a teaching certificate and experience in reading or math instruction.
- The contractor would ensure that all staff--paid and volunteers--are qualified and appropriately trained in areas including but not limited to youth development, education, and employment. The contractor would also ensure that program staff attend training sessions offered by DYCD and provide opportunities for ongoing professional development.
- All ISY staff, paid and volunteer would be fingerprinted. The contractor would use due diligence to determine whether any program staff member, including volunteers, has a criminal conviction record. If evidence of such history is found, the contractor would inform DYCD of the history and, subject to approval of DYCD, determine the degree to which such history poses a threat to program participants and, if appropriate, remove the staff member from the program.
- The City requires that all human service contractors maintain at least the following insurance:
 - commercial general liability of \$1 million per occurrence and \$2 million aggregate minimum;
 - motor vehicle liability insurance of \$5 million, if applicableTherefore, the contractor would demonstrate the possession of necessary insurance coverage by providing a certificate of insurance. DYCD will not release funds to any proposer awarded a contract until it has obtained the necessary insurance coverage.
- The contractor shall provide non-partisan 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.
- The contractor shall comply with federal laws, rules and regulations, which shall be cited and incorporated by reference in the contract with DYCD. Specific provisions include, but are not limited to applicable standards of Section 508 of the Clean Water Act and Federal Water Pollution Control Act (see Federal OMB Circular A-102); applicable anti-lobbying, drug-free workplace, and ownership of intellectual property provisions; and nonprocurement debarment and suspension rules and regulations contained in Federal OMB Circular A-102, and Executive Order 12549.

Program Facility

- The program facility would be located in the proposed borough.

- The program facility would be near public transportation and accessible to the population that the contractor is proposing to serve.
- The program facility would be safe, secure, and welcoming to youth.
- The program facility would be appropriate in size and design to adequately accommodate program staff, participants, and services.
- The facility would be easily accessible for people with disabilities and would meet all requirements of the Americans with Disabilities Act (ADA). If it does not, DYCD-approved alternative measures must be used to make activities accessible to youth with disabilities, such as access to other suitable space.
- The program facility would be equipped to meet the following minimum information system requirements: Windows 98 SE, 2000, ME, NT or XP, Broadband Internet Capacity and Internet Explorer 5.1 or higher, Microsoft Word, Excel, Access and Adobe Acrobat Applications.

C. Participant Services

The services outlined below include the three design elements, the ten program elements and the information and referral requirements stipulated in WIA, 29 USCS § 2854 (c). (See Appendix C.)

Recruitment, Registration, Referral and Orientation

- The contractor would develop and implement an effective outreach and recruitment plan to identify and register eligible youth. Outreach and recruitment would include, but is not limited to, identifying potentially eligible youth, working with parents and guardians to secure necessary documentation, and communicating with schools and community organizations regarding recruitment efforts. The contractor would register all participants and determine eligibility solely according to the eligibility criteria stipulated in WIA.
- The contractor would maintain participant files that include documentation of eligibility for each participant enrolled in the program.
- The contractor would provide information about the full array of services available through appropriately qualified local programs to youth who are determined eligible for WIA programs but do not ultimately enroll and eligible youth who cannot be served. Contractors would link and share information with other youth-serving institutions in order to meet the individual needs of such youth.
- As part of orientation, all youth would receive information on all the services available through the contractor, including programs or activities provided through established linkages. This would also include information about all the program policies governing such areas as drug and alcohol abuse, attendance and behavior. Youth would be informed of the youth development principles practiced by the contractor and that services and projected outcomes will be tailored to their individual needs.

Assessment, Development of Individual Service Strategies, and Case Management

- As part of enrollment, the contractor would assess each participant to determine academic, work readiness and occupational skills, work experience, assets, interests and supportive service needs. Assessment would occur throughout the program at appropriate intervals in order to document participant progress. Contractors would use one of the following tests: Test of Adult Basic Education (TABE), Comprehensive Adult Student Assessment (CASA) instrument, Adult Basic Learning Examination (ABLE), Student Performance Levels for ESL, Basic English Skills Test (BEST) for ESL, or WorkKeys (for the top three ABE levels).

- Based on this assessment and participant input, case managers would develop an individualized service strategy for each participant that identifies both short-term and long-term education and career goals. Participants assessed as basic skills deficient would be offered basic skills remediation as part of their individual service strategy. Case managers would document whether or not a goal has been met. The participant would receive a copy of his or her individualized service strategy.
- Case managers would motivate participants and coordinate services and information to prepare them for post-secondary educational opportunities, academic and occupational learning, and career exploration and work opportunities, as appropriate.

Educational Services

- The contractor would offer educational services to support and enhance basic math, reading, writing, and oral English skills, and encourage regular school attendance.
- Educational activities would augment, rather than replicate, school-day activities through the use of alternative learning strategies. Activities may include, but are not limited to, tutoring, homework assistance, reading clubs, and computer-assisted and project-based learning.
- DYCD encourages the use of contextualized learning experiences, in which educational attainment is linked to career opportunities. The use of materials that support occupational learning would be expected.
- The contractor would assist youth to stay in school and achieve their high school diploma. As part of this effort the contractor may offer Regents exam preparation and/or SAT preparation.
- Alternative secondary school services would be made available to participants, as appropriate.

Career and Higher Education Awareness and Workplace Experience

- The contractor would provide activities that engage participants in relevant workplace experiences and expose participants to the range of career and higher education opportunities.
- The contractor would provide work readiness training. The skills taught would include, but are not limited to: self awareness, personal health, improvement of self-image, knowledge of personal strengths and values, world of work awareness, labor market knowledge, job search techniques and positive work habits, attitudes and behavior.
- **School-year activities:**
 - Activities would develop workplace competencies and promote work readiness.
 - Contractors would provide work-related experiences, such as paid or unpaid internship placements, job shadowing, and mentoring.
 - Activities such as college application and financial aid workshops, college tours, and speakers would convey the message that post-secondary education is a practical, attainable goal.
 - Participants would be encouraged to explore a variety of careers and vocational training opportunities through activities such as field trips and speakers.
- **Summer activities:**
 - The contractor would offer a minimum of 7 weeks and 204 hours of paid employment opportunities to each participant. Placing ISY youth in DYCD's Summer Youth Employment Program would meet this requirement.
 - Summer job placements would correspond to each participant's interests and school-year activities, for example, placements may build on academic-year internships. For youth who will graduate from high school as they complete the ISY program, placements should afford the opportunity to continue employment following graduation.

- ISY participants may opt to continue educational services in addition to summer employment.
- The contractor would offer activities that relate to employment sectors with strong opportunities, namely, high-growth sectors with a variety of entry-level positions and the potential for career progression. DYCD has identified health, retail and customer service, construction, and hospitality and tourism as such sectors, although it also recognizes that employment niches in local communities may offer similarly strong opportunities. In the event that the contractor chooses to offer activities in an alternative sector, the contractor would demonstrate demand for entry-level workers in that sector.

Life Skills and Leadership Development Opportunities

- The contractor would provide activities that encourage positive social behaviors such as personal responsibility, as well as self-esteem and confidence.
- Activities may include exposure to post-secondary educational opportunities, community and service learning projects, peer-centered activities, organizational and team work training, training in decision-making, citizenship training, life skills training, including financial literacy. Life skills/leadership development activities may also include, but are not limited to, physical recreation, creative arts, and cultural activities.
- Innovative instructional methods, such as portfolio development, peer mentoring, and peer tutoring are encouraged.

Supportive Services, Guidance and Counseling, and Mentoring

- Supportive services would be offered to participants who need them. Supportive services would include, but are not limited to, linkages to community services, assistance with transportation, child care, dependent care, and housing, referrals to medical services, and assistance with uniforms and other appropriate work attire and work-related tools.
- The contractor would provide guidance and counseling to all participants, including substance abuse treatment and counseling, as needed.
- The contractor would offer individualized support to participants through adult mentoring relationships, during both program participation and follow-up, for a period of no less than 12 months.
- Support services would be provided directly or through referrals to other organizations. DYCD encourages on-site delivery of support services whenever possible.
- All referrals to services, on-site or by an outside agency, would be tracked by the contractor.

Follow-Up Services

- The contractor would provide participants with at least 12 months of follow-up support after program exit. Follow-up services must be provided by the same contractor that provided case management during participation.
- The contractor would serve as a resource to identify and address challenges that arise for participants in employment and/or educational placements. The contractor would maintain at least monthly contact with the participants, their families and their teachers to assist them in achieving career and educational goals.
- Follow-up services may also include leadership development, supportive services activities and mentoring.
- The contractor would document and report on the follow-up services that participants receive and their results.

Participant Retention Services

- The contractor would describe its strategy to retain youth until successful completion of program activities.
- The contractor may offer modest monetary incentives, including weekly stipends, transportation allowances, or achievement awards. Non-monetary incentives, such as tickets to special events, merchandise, or gift certificates from local merchants, may also be provided.

D. Linkages

- The contractor would have established linkages with each school that its participants attend and demonstrate the support of each school's principal, and access to participants' teachers, student data, school programs and facilities, as appropriate, through a Linkage Agreement Form.
- To support career awareness and summer employment, the contractor would have strong linkages with employers in one of the four target employment sectors identified above or with employers in other sectors or niches that could afford access to meaningful workplace experiences for participants. These linkages must be demonstrated through a Linkage Agreement Form specifying the contributions the employer is willing to make to the program.
- The contractor would have established linkages with other educational and cultural institutions, such as community colleges, museums or libraries, in order to enhance its program activities. These linkages must be demonstrated through a Linkage Agreement Form specifying the contributions the institution employer is willing to make to the program.

E. Performance Measures and Reporting Requirements

Performance measures are based on 100 percent enrollment. The contractor would be responsible for the performance outcomes of participants enrolled in the program based on the participant's age at enrollment.

- The contractor would collect and report data on outcomes for the current WIA performance measures and the new Common Measures. (See Appendix C.)
- The contractor would be required to comply with achievement rates for each performance outcome established by DYCD.
- The contractor would submit a monthly financial report (MFR) to DYCD on-line by the 5th of every month for the previous month, as well as a quarterly program report documenting performance to date. The quarterly report would address the following:
 - Description of the program activities provided during the quarter;
 - Significant accomplishments;
 - Noted programmatic, administrative and fiscal challenges;
 - Actions to resolve issues with linkage organizations;
 - Updates regarding linkage organizations;
 - Brief description of goals and activities planned for the next quarter; and
 - Technical assistance requests.
- Payments would be based 80 percent on reimbursement of line-item expenditures and 20 percent on performance.
- Performance payments would be tied to participants' attainment of the following four milestones, each of which is worth one-fourth of the total performance-based payment:
 - Advancement by at least one grade level in reading or math;
 - Remaining in school;

- Attaining a high school diploma or its equivalent by the end of the first quarter after exit;
and
- Engagement in employment or post-secondary education in the third quarter after exit.

SECTION V - FORMAT AND CONTENT OF THE PROPOSAL

A. Proposal Format

Proposers should provide all of the information requested in the format indicated below. Proposals should meet the following specifications:

- The proposal should be typed on 8 1/2" x 11" white paper;
- Lines should be **double-spaced** with 1" margins, using Times New Roman, 12 point font size;
- Pages should be numbered and include a header or footer identifying the proposer;
- Proposals should preferably **not exceed 23 pages** (excluding requested attachments); and
- The proposal should include a table of contents.

B. Proposal Summary Form

The Proposal Summary Form (Attachment 1) transmits the proposal package to DYCD. The document should be completed in full, signed, and dated by an authorized representative of the proposer. Completing this form fully and accurately assists DYCD in the evaluation of the proposal.

C. Program Proposal

1. Experience (Preferable page limit: 3 pages, excluding requested attachments)

Describe the successful relevant experience of the proposer, each proposed sub-contractor if any, and the proposed key staff in providing the work described in Section III of this RFP. Specifically address the following:

- Describe the successful, relevant experience of the proposer (and each proposed subcontractor, if any) and key staff within the past five years working with the target population and providing the services described in either Section III – OSY Scope of Services or Section IV – ISY Scope of Services, whichever is applicable.
- For each key staff position, attach a job description, including qualifications that will be required. Also, attach resumes for all staff that have already been identified and indicate which positions these staff members will fill.
- Provide at least three letters of support from members of the local community such as community board members, elected officials, civic associations, faith-based organizations, parent groups, and community leaders, confirming the organization's successful experience in providing youth education and employment services.
- Attach a list of at least three relevant references from funding sources other than DYCD, including the name of the reference entity, and a brief statement describing the relationship between the proposer, (or the proposed subcontractor, if applicable) and the reference entity. Indicate the name, title, and telephone number of a contact person at the reference entity. If there are no funding sources other than DYCD, other relevant references may be listed.

2. Organizational Capability (Preferable page limit: 3 pages, excluding requested attachments)

Demonstrate the proposer's programmatic, managerial and financial capability to carry out the program described either in Section III – OSY Scope of Services or in Section IV – ISY Scope of Services of the RFP. Specifically address the following:

- Describe the organization’s internal monitoring system and demonstrate its effectiveness in identifying program, personnel, and fiscal issues.
- Identify the members of the Board of Directors and other governing bodies, describe their ties to the community(ies) served, and demonstrate how, if at all, the members of the governing body(ies) will be involved in the proposed program.
- Demonstrate the organization’s capability to integrate the proposed program into its operations. Attach an organization chart for the proposing organization and proposed program, demonstrating how the proposed program and key staff will relate to the overall organization.
- Indicate the total number of participants the proposer intends to serve in the program that is the subject of this proposal and demonstrate the organization’s capability to successfully serve that number of participants.
- State whether or not the proposer has submitted more than one proposal in response to this RFP and, if so, indicate how many proposals were submitted and the total number of participants the proposer intends to serve across all proposed programs and demonstrate the proposer’s organizational capability to successfully provide all proposed programs concurrently.
- 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.
- State whether or not the proposer is a charitable organization. If so,
 - 1) State whether or not the proposer received gross revenue over \$250,000 in any of the last five fiscal years; state whether or not the proposer paid for fundraising services in any of the last five fiscal years. If so for either circumstance, indicate each Fiscal Year in the last five in which each circumstance occurred, and attach both the latest annual audit of the proposers conducted by an independent certified public accountant and a copy of the latest Form CHAR 500 filed by the proposer with the Attorney General.
 - 2) 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 the last five 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.

3. Program Approach (Preferable page limit: 15 pages, excluding requested attachments)

Describe in detail how the proposer will provide the proposed program and demonstrate that the proposed program approach will fulfill DYCD’s program goals and objectives cited in either Section III – OSY Scope of Services or Section IV – ISY Scope of Services. Specifically, address the following:

Target Population

- Describe the characteristics of the target population and its needs.
- Demonstrate the proposer’s ability to serve this population and address its needs.
- Demonstrate the effectiveness of the strategies and sources to be used to conduct outreach to and recruitment of the target population.

Program Facility

- Indicate the location of the proposed program facility.
- Describe the program facility and demonstrate that it will accommodate the activities and, if applicable, the management of the program.
- Demonstrate that the program facility is accessible by public transportation and easily and readily accessible to persons with disabilities. If not, describe the alternate measures used for making all educational/training activities available to all potential participants, including youth with disabilities.

Staffing and Staff Development

- Indicate the number of salaried and non-salaried, if any, staff positions that will be utilized to provide the program, and demonstrate that the program is sufficiently staffed to assist program participants to achieve program goals.
- Describe the staffing pattern, indicating the relationship among supervisors, line staff, and volunteers.
- Describe the training and career ladder opportunities for program staff, including volunteers.

Program Design

- Describe the overall design of the proposed program and discuss how the program will incorporate principles of effective youth development.
- Describe the sector(s) of focus for employment activities. If any sector that is chosen is not one of the four targeted by DYCD, namely, health, retail and customer service, construction, and hospitality, provide a justification of the choice, including its growth potential and opportunities for youth.
- Describe and demonstrate the effectiveness of the proposer's approach to providing each of the service elements cited in the chart below for OSY or ISY, as applicable, in terms of the parameters described in Part C, Participant Services in Section III – OSY Scope of Services or in Section IV – ISY Scope of Services, respectively.

OSY:

- Recruitment, Registration, Referral and Orientation
- Assessment, Development of Individual Service Strategies, and Case Management
- Educational Services
- Employment Services
- Leadership Development Opportunities
- Supportive Services, Guidance and Counseling, and Mentoring
- Follow-Up Services
- Participant Retention Services

ISY:

- Recruitment, Registration, Referral and Orientation
- Assessment, Development of Individual Service Strategies, and Case Management
- Educational Services
- Career & Higher Education Awareness and Workplace Experiences
- Leadership Development Opportunities
- Supportive Services, Guidance and Counseling, and Mentoring
- Follow-Up Services
- Participant Retention Services

- Outline the work readiness curriculum and its components.

Subcontract(s)

- State whether or not the proposer intends to subcontract with other entities and, if so, submit a draft subcontract or detailed plan that demonstrates how staff and resources from all of the participating organizations will be coordinated.

Linkages

- Identify and describe each proposed linkage with employers, schools, community colleges, community-based organizations, and other organizations or institutions, and demonstrate how each will help achieve the applicable OSY or ISY program goals.
- Complete and attach a Linkage Agreement (Attachment 2) for each proposed linkage.

Performance Management

- Describe and demonstrate how the proposer will effectively monitor and report on the achievement of performance milestones as outlined in either Section III – OSY Scope of Services or Section IV – ISY Scope of Services, and on the outcomes for WIA current and common performance measures as outlined in Appendix C.

D. Price Proposal

- Complete and submit the Budget Forms (Attachment 3).
- Include in the Budget Forms Statement a Budget Justification pursuant to the instructions prescribed in Attachment 3 – Section IV that addresses the cost effectiveness and reasonableness of the proposed price per participant rate(s).
 - **OSY Program** - An acceptable justification for a proposed annual price per participant would include, but not be limited to such factors as program duration and intensity, serving youth with disabilities, type of occupational training, class sizes, staff-to-participant ratios, and staff credentials.
 - **ISY Program** – An acceptable justification for a proposed annual price per participant would include, but not be limited to such factors as program duration and intensity, type of work readiness training, class sizes, staff-to-participant ratios, and staff credentials. A proposed per participant price that exceeds the prescribed maximum acceptable price would be considered only based on demonstrated higher costs that may be associated with ISY programs that will serve youth with disabilities.
- Document the source of all in-kind and cash contributions by submitting a Letter of Intent from the chairperson or executive director of each contribution source.

E. Acknowledgement of Addenda

The Acknowledgement of Addenda (Attachment 4) serves as the proposer’s acknowledgement of the receipt of addenda to this RFP, which may have been issued by DYCD prior to the Proposal Due Date and Time, as set forth in Section I of this RFP. The proposer should complete this acknowledgement as instructed on the form.

F. Other Required Documents

Complete and submit the following additional documents:

- Certification Regarding Client Abuse/Neglect (Attachment 5)
- Nondiscrimination and Equal Opportunity Compliance Certification (Attachment 6)

G. 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.

1. One original set and four duplicate sets of the documents listed below in the following order:
 - Proposal Summary (Attachment 1)
 - Program Proposal
 - Narrative
 - Organizational Chart
 - Resumes and/or description of qualifications for key staff positions
 - Audit Report or Certified Financial Statement or a statement as to why no report or statement is available
 - Form CHAR 500 form or Circular A-133, if applicable
 - References from funding sources for services similar to those described in Section III – ISY Scope of Services or Section IV – OSY Scope of Services
 - Linkage Agreements (Attachment 2)
 - Price Proposal
 - Narrative, including Budget Justification - part of budget forms
 - Budget Forms (Attachment 3)
 - Letter(s) of Intent for Cash or In-Kind Service Contributions
 - Acknowledgement of Addenda (Attachment 4)
 - Certification Regarding Client Abuse/Neglect (Attachment 5)
 - Nondiscrimination and Americans With Disabilities Compliance Certification (Attachment 6)
2. 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 proposer’s name and address. “WIA,” “PIN 26007WIARFP,” the program being proposed, either ISY or OSY, and the name and telephone number of the proposer’s contact person.

SECTION VI - PROPOSAL EVALUATION AND CONTRACT AWARD PROCEDURES

A. Evaluation Procedures

All proposals accepted by DYCD will be reviewed to determine whether they are responsive or non-responsive to the requisites of this RFP. Proposals that are determined by DYCD to be non-responsive will be rejected. DYCD's Evaluation Committee 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 discussions may be conducted with proposers submitting acceptable proposals, DYCD reserves the right to award contracts on the basis of initial proposals received, without discussions; therefore, the proposer's initial proposal should contain its best programmatic and price terms.

B. 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

DYCD will award contracts to the responsible proposers whose proposals are determined to be the most advantageous to the City, taking into consideration the price and such other factors or criteria set forth in this RFP. DYCD reserves the right to make contract 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 industry sector focus, length and intensity of training, class sizes, type of employment opportunities and educational offerings, and type and intensity of support and follow-up services). DYCD reserves the right to determine, based on proposer's demonstrated organizational capability and the best interests of the City, respectively, how many participant slots the proposer will be awarded. Likewise, if a proposer is eligible for award of more than one program, 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 will be subject to timely completion of contract negotiations between DYCD and the selected proposer.

SECTION VII - 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.

Patricio A. Chabla

Agency Chief Contracting Officer

11/22/05

Date

SECTOR RESOURCE INFORMATION

The following suggested resources may be useful to proposers. This listing is a partial selection only, and it is not exhaustive. The materials put forth by these resources are strictly those of the organizations listed.

I. GENERAL

America's CareerInfoNet

Website: www.acinet.org/acinet/

Provides information for self-guided career exploration by individuals and resources that workforce intermediaries can use to help their clients to identify career goals in high-growth, high demand sectors, and pursue relevant training, certification and job opportunities. The website includes a job database, industry profiles, and state-specific labor market data. Developed through a federal/state partnership.

US Bureau of Labor Statistics: Occupational Outlook Handbook

Website: www.bls.gov/oco/home.htm

Offers occupational profiles including information about working conditions, salary, training and education requirements and expected job prospects. Useful for all job sectors.

New York City Economic Development Corporation (NYCEDC)

Website: www.nycedc.com

Publishes *Economic Snapshot* and *Borough Update*, which provide vital statistics such as employment and wage trends in New York City as a whole and in each of the five boroughs.

New York State Department of Labor: Workforce & Industry Data

Website: www.labor.state.ny.us/workforceindustrydata/apps.asp?reg=nyc&app=demand

Provides occupational projections and a list of occupations in demand.

New York State Department of Labor: Federal Bonding Program

Website: www.labor.state.ny.us/businessservices/services/servicesindex.shtm

Through the Federal Bonding Program, the New York State Department of Labor offers insurance coverage to employers who have given job offers to high-risk job applicants, including ex-offenders, those with poor work histories and youth.

Brooklyn Chamber of Commerce: Brooklyn Labor Market Review (Spring 2005)

Website: download.brooklynchamber.com/WORKFORCE_DEV/BCC_Labor_Study_0605.pdf

Review of Brooklyn's economy and labor market conditions published by the Brooklyn Chamber of Commerce.

Queens Economic Development Corporation

Website: www.queensny.org

Provides information about upcoming development projects, economic profiles of neighborhoods, and data about economic and labor market conditions in Queens.

Staten Island Economic Development Corporation

Website: www.siedc.net

Provides information about the Staten Island's economy and economic development projects.

Workforce Tools of the Trade

Website: www.workforcetools.org

Provides professional development resources for front-line staff, managers, administrators, and partners. Includes a database of topics of interest, such as training services, best practices in case management and job development. Developed through a federal/state partnership.

US Department of Labor: Employment and Training Administration

Website: www.doleta.gov/

Provides a listing of high-growth industries, descriptions of apprenticeship and youth employment programs, and information about job training initiatives. Also includes a library and an information section on workers' rights.

New York City Department of Small Business Services: Workforce1 NY

Website: www.nyc.gov/sbs

Affiliated with the New York State Department of Labor and City University of New York. Includes contact information and workshop schedules for Workforce1 Career Centers in each borough, which are resource centers for job-seekers. The centers provide computer skills training, resume/interview workshops, job fairs, and skills assessments. The website has sections for employers and job seekers.

New York City Workforce Investment Board (WIB)

Website: www.nyc.gov/wib

Three-Year Plan Online:

www.nyc.gov/html/sbs/wf1/downloads/pdf/NYC_WIB_Three_Year_Local_Plan.pdf

Created by the Federal Workforce Investment Act in 1998. The website is connected to the Workforce1 site, and provides information about WIB members, partners, and policy. WIB's three-year local plan is a framework for the delivery of employer and jobseeker services for all sectors over the next three years, and is useful for all sectors.

Partnership for New York City

Website: www.nycp.org/index.asp

The Partnership is a nonprofit organization comprised of 200 CEO's of New York City-based firms. The website provides employment-related news, press releases, and a listing of local events regarding the city's economy.

The City University of New York

Website: www.cuny.edu

Provides information about admission requirements, financial aid, and academic programs at individual colleges of the City University of New York. CUNY community colleges offer training opportunities and coursework in occupational fields including accounting, construction management, real estate, allied health professions, computer technology and child care.

The following two websites are intended for use by youth:

US Department of Labor: Career Voyages

Website: www.careervoyages.gov/

Provides industry profiles and list of in-demand occupations within each industry. Users can also access information about relevant apprenticeships and educational programs. The site is

youth-friendly, and includes sections for students, parents, career changers, and career advisors.

New York State Department of Labor: Career Zone

Website: www.nycareerzone.org/

Information about careers tailored specifically to high school students. The site is youth-friendly, and includes interactive activities, videos, and a self-assessment tool.

II. HEALTH

The following websites provide resource information about occupations in the healthcare sector that do not require a 4-year college degree.

SUNY Albany Center for Health Workforce Studies: New York Health Careers

Website: www.healthcareersinfo.net

Offers descriptions of the following health professions, their licensure and educational requirements, pay and a list of educational programs in New York State:

- o Dental Assistant
- o Dental Hygienist
- o Medical Assistant
- o Medical Biller
- o Medical Coder
- o Nurse Aide
- o Home Health Aide
- o Licensed Practical Nurse
- o Occupational Therapy Assistant
- o Pharmacy Technician/Aide
- o Physical Therapy Assistant
- o Radiologic Technologist
- o Respiratory Therapy Technician
- o Surgical Technologist

US Bureau of Labor Statistics: Occupational Outlook Handbook

Website: www.bls.gov/oco/home.htm

Describes working conditions, salary, training and education requirements and expected job prospects for health-related professions, including but not limited to the following:

- o Cardiovascular Technician/Technologist
- o Clinical Laboratory Technician/Technologist
- o Medical Records/Health Information Technician
- o Medical Assistant
- o Medical Transcriptionist

New York State Department of Health: Bureau of Emergency Medical Services

Website: www.health.state.ny.us/nysdoh/ems/main.htm

Provides information regarding training courses and certification programs/exams for the following professions:

- o Emergency Medical Technician – Basic (EMT-B)
- o Advanced Emergency Medical Technician (AEMT-I)
- o Advanced Emergency Medical Technician – Critical Care (AEMT-CC)
- o Advanced Emergency Medical Technician – Paramedic (AEMT-P)

III. RETAIL AND CUSTOMER SERVICE

The National Retail Federation Foundation

Website: www.nrf.com/retailcareers/

Includes the profiles and work history of senior level employees in the retail sector, as well as profiles of retail career tracks.

Customer Service Curriculum and the National Professional Certification in Customer Service

Website: www.nrf.com/content/default.asp?folder=foundation&file=assesscert.htm&bhcp=1 -

Curriculum and an assessment-based certification in customer service, which incorporates the Equipped for the Future (EFF) standards framework for work readiness. Both the curriculum and certification are administered in Retail Skill Centers throughout the United States on behalf of individuals and employers.

IV. HOSPITALITY AND TOURISM

American Hotel and Lodging Association: Educational Institute

Website: www.ei-ahla.org/high_school_program.asp

The site describes two training programs: Skills, Tasks, Results and Training (START) Program and the Lodging Management Program (LMP). Both courses can lead to certification in line areas within the industry, facilitating access to entry-level jobs and post-secondary study in hospitality.

American Culinary Federation

Website: www.acfchefs.org

The ACF is a nonprofit organization of professional chefs. The Professional Development section provides information on education, certification, apprenticeship, and a listing of accredited post-secondary training programs.

Travel Industry Association of America

Website: www.tia.org

The TIA is a nonprofit organization of travel agents and travel professionals. The website provides online education and certification courses, industry reports, information on travel industry meetings, and an online job bank.

Meeting Professionals International

Website: <http://www.mpiweb.org>

MPI is a professional organization of event planners and meeting organizers. The website provides educational resources, program listings, and some online education.

International Special Events Society

Website: www.ises.com, New York Chapter at www.isesnyc.com

ISES is an organization of event planners, florists, caterers, entertainers and other event-related professionals. The website provides some educational resources, information about certification, and certification testing dates. The New York chapter site provides a job bank.

V. CONSTRUCTION

The National Center for Construction Education and Research: CONTREN Curriculum

Website: www.nccer.org

Describes the CONTREN curriculum and a series of aptitude tests known as Construction Career Tests, which are suitable for career education on the secondary level. Students who receive training by a NCCER sponsor can obtain transcripts and other documentation to demonstrate their competency.

New York State Department of Labor: Apprenticeship Training

Website: www.labor.state.ny.us/pressreleases/ApprenticeshipArchive.shtm

Lists construction trade unions that are currently recruiting apprentices, and the admissions requirements for their apprenticeship programs.

The following table lists the educational requirements for apprenticeship in select construction occupations:

Education required for apprenticeship	Occupation¹	Local Union(s)² and Joint Apprenticeship and Training Committees
A tenth grade education is required.	Cement Mason and Concrete Finisher	Cement and Concrete Workers Training and Education Fund, District Council 16
A high school/general equivalency diploma is preferred.	Insulation Worker, Hazardous Material Worker	Heat and Frost Insulator and Asbestos Workers, Local 12
A high school/general equivalency diploma is recommended and a qualifying score on an aptitude test is required.	Brickmason, Blockmason and Stonemason	Bricklayers and Allied Craftworkers Joint Apprenticeship and Training Committee, Local 1
	Sheet Metal Worker	Sheet Metal Workers International Association, Local 28 JATC
Completion of 10 th grade and a qualifying score on an aptitude test are required.	Structural Iron and Steel Worker	Iron Workers Local 40 & 361 Joint Apprentice Committee
A high school/general equivalency diploma is required.	Carpenter	United Brotherhood of Carpenters and Joiners of America, New York City District Council Joint Apprenticeship Training Committee (JATC)
	Tile and Marble Setter, Tile, Marble and Terrazzo Finisher	Tile, Marble and Terrazzo JATC, Local 7
	Drywall Taper, Glazier, Painter and Paperhanger	International Union of Painters and Allied Trades, District Council 9 JATC
	Roofer	Roofers, Waterproofers and Allied Workers, Local 8
	Cement Mason and Concrete Finisher	Joint Apprenticeship and Training Committee of the Construction and General Workers, Local 79 ; Operative Plasterers' and Cement Masons' International Association, Local 780
	Boilermaker	International Brotherhood of Boilermakers, Local 5
	Reinforcing Iron and Rebar Worker	Iron Workers, Local 46
	Hazardous Material Worker	Laborers International Union of North America (LIUNA), Asbestos, Lead and Hazardous Waste Laborers', Local 78
	Sheet Metal Worker	Sheet Metal Workers International Association, Local 137 JATC
A high school/general equivalency diploma and a qualifying score on an aptitude test are required.	Plumber, Pipefitter and Steamfitter	Joint Steamfitting Apprenticeship Committee, Local 638; Joint Apprenticeship Committee for Plumbers, Local 1
	Elevator Installers and Repairers	Elevator Constructors, Local 1
	Operating Engineers	International Union of Operating Engineers Joint Apprenticeship Committee, Local 15
A high school/general equivalency diploma, a qualifying score on an aptitude test and one year of high school algebra are required.	Electrician	International Brotherhood of Electrical Workers, Local 3

¹ Information about construction occupations in New York City was taken from the New York State Department of Labor (NYSDOL): Workforce & Industry Data, accessible at <http://www.labor.state.ny.us/workforceindustrydata/index.asp?reg=nyc>, and NYSDOL: Alphabetical List of Apprenticeable Occupations, accessible at <http://www.labor.state.ny.us/apprenticeship/general/occupations.shtm>.

² Contact information for local unions is available from the New York City Central Labor Council at <http://www.nycclc.org/affiliates.asp> and from the AFL-CIO at <http://www.aflcio.org>.

YOUTH DEVELOPMENT PRINCIPLES³

1. Working

- Youth are provided with opportunities to develop competencies appropriate to securing employment, including resume writing, interviewing and job search skills.
- Youth are provided with opportunities to develop competencies appropriate to maintaining employment, such as communication; dealing with supervision; and interpersonal and lifelong learning skills.
- Youth are provided with opportunities to assess career interests and explore a variety of career options.
- Youth are provided with opportunities to participate in work-based learning activities, such as job shadowing, internships, occupational training, work experience and community service.
- Youth are aided in setting personal academic and career goals and creating realistic plans to achieve them.
- Youth develop competencies that are relevant to local/regional labor market demands, post-secondary requirements and/or industry standards.
- Youth learn to communicate the competencies they have gained to employers and others.
- Youth are provided with access to employment opportunities and placement assistance.

2. Academic Learning

- Accepted assessment tools are used to identify academic skill levels.
- Opportunities are provided for youth to gain basic literacy and numeracy skills, including English as a second language.
- Activities are designed to reinforce the connection between academic learning and work.
- Youth are provided with opportunities to progress towards a recognized credential, such as the GED, high school diploma, or post-secondary education or training credential.
- Youth learn how to access post-secondary education or advanced training opportunities.

3. Connecting

- Sustained relationships are developed and nurtured between youth and caring, knowledgeable adults.
- Youth are provided with opportunities to forge positive peer-to-peer and peer group relationships.
- Activities, materials, tools and organizational structures promote acceptance and awareness of diverse groups, races and cultures.
- Youth are provided with opportunities to work cooperatively with others.
- Efforts are made to increase youths' support from family and/or other responsible adults for meeting goals.
- Youth learn how to successfully navigate the community.

³ “PEPNet Guide to Quality Standards for Youth Programs: Youth Development Competencies.” 2005. National Youth Employment Coalition. Accessible at http://66.241.207.227/page.cfm?pageID=119&edit=yes&pageVersion=working#3.1_Working.

4. Leading

- All youth are provided with opportunities to contribute to the program and to the community.
- Structured opportunities are provided for all youth to lead in the program and the community.
- Youth are provided with training/preparation for leadership opportunities
- A strategy to build civic engagement is implemented, which may include community service and service learning.
- Youth develop a sense of purpose, e.g., belief in their own ability and desire to contribute to something greater than themselves.
- High expectations are set for the youth, and the youth are held accountable.

5. Thriving

- Steps are taken to prevent or divert young people's engagement in risky behaviors.
- Youth are aided in accessing physical and mental health-related services.
- Youth are aided in developing independent living skills, including financial and computer literacy.
- Multiple strategies are used to promote healthy decision-making and skills to address societal, peer and familial pressures.

WORKFORCE INVESTMENT ACT: PROGRAM REQUIREMENTS AND PERFORMANCE MEASURES

I. WIA PROGRAM REQUIREMENTS

WORKFORCE INVESTMENT ACT OF 1998

29 USCS § 2854⁴

(c) Local Elements and Requirements.--

(1) Program design.--Funds allocated to a local area for eligible youth under paragraph (2) (A) or (3), as appropriate, of section 128(b) shall be used to carry out, for eligible youth, programs that-

(A) provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program;

(B) develop service strategies for each participant that shall identify an employment goal (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant taking into account the assessment conducted pursuant to subparagraph (A), except that a new service strategy for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program; and

(C) provide --

(i) preparation for postsecondary educational opportunities, in appropriate cases;

(ii) strong linkages between academic and occupational learning;

(iii) preparation for unsubsidized employment opportunities, in appropriate cases; and

⁴ The Workforce Investment Act of 1998 and the Final Rule to WIA can be viewed in their entirety at <http://www.doleta.gov/usworkforce/wia/act.cfm>.

(iv) effective connections to intermediaries with strong links to-

(I) the job market; and

(II) local and regional employers.

(2) Program elements.--The programs described in paragraph (1) shall provide elements consisting of--

(A) tutoring, study skills training, and instruction, leading to completion of secondary school, including dropout prevention strategies;

(B) alternative secondary school services, as appropriate;

(C) summer employment opportunities that are directly linked to academic and occupational learning;

(D) as appropriate, paid and unpaid work experiences, including internships and job shadowing;

(E) occupational skill training, as appropriate;

(F) leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours, as appropriate;

(G) supportive services;

(H) adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;

(I) follow-up services for not less than 12 months after the completion of participation, as appropriate; and

(J) comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.

(3) Additional requirements.--

(A) Information and referrals.--Each local board shall ensure that each participant or applicant who meets the minimum income criteria to be considered an eligible youth shall be provided-

(i) information on the full array of applicable or appropriate services that are available through the local board or other eligible providers or one-stop partners, including those receiving funds under this subtitle; and

(ii) referral to appropriate training and educational programs that have the capacity to serve the participant or applicant either on a sequential or concurrent basis.

(B) Applicants not meeting enrollment requirements.--Each eligible provider of a program of youth activities shall ensure that an eligible applicant who does not meet the enrollment

requirements of the particular program or who cannot be served shall be referred for further assessment, as necessary, and referred to appropriate programs in accordance with subparagraph (A) to meet the basic skills and training needs of the applicant.

II. WIA PERFORMANCE MEASURES

WIA currently distinguishes between younger youth, who are age 14-18 at enrollment, and older youth, who are age 19-21 at enrollment. In New York City, the younger youth/older youth categories indicate which set of performance measures apply to a given participant. The current performance measures are reproduced below.

Contractors are required to collect and report outcomes on current performance measures. However, the US Department of Labor/Employment and Training Administration (USDOL/ETA) is revising the performance measures for WIA. These new performance measures, referred to as Common Measures, are presented below. It is expected that the current performance measures will remain in place for the first year of the contracts, and that the Common Measures will replace the current performance measures sometime in the contract period covered by this RFP.⁵ Therefore, contractors are also required to collect and report data on the Common Measures.

Current Measures for older youth, aged 19-21 years:

1. **Entered Employment Rate** – For the older youth who were not employed at registration, the number who are employed and scheduled to work at least 20 hours per week in the first quarter after exit. (Participants who are enrolled in post-secondary education or advanced training after exit are excluded from this measure.)
2. **Employment Retention Rate** – For older youth who are employed and scheduled to work at least 20 hours per week in the first quarter after exit, the number who are employed and scheduled to work at least 20 hours per week in the third quarter after exit. (Participants who are enrolled in post-secondary education or advanced training after exit are excluded from this measure.)
3. **Earnings Change/Replacement** – For older youth who are employed and scheduled to work at least 20 hours per week in the first quarter after exit, earnings in the second and third quarters after exit, minus earnings in the second and third quarters prior to registration. (Participants who are enrolled in post-secondary education or advanced training after exit are excluded from this measure.)
4. **Credential Attainment** – For all older youth, the number who are either employed and scheduled to work at least 20 hours per week, in post-secondary education or in advanced training in the first quarter after exit, and who receive a credential by the end of the third quarter after exit.

Current Measures for younger youth, aged 14-18 years:

5. **Diploma/GED Attainment Rate** – For younger youth who register without a diploma or GED, the number who attain a diploma or GED by the end of the first quarter after exit. (Participants who are in secondary school at exit are excluded from this measure.)
6. **Retention Rate** – For all younger youth, the number of youth who are engaged in one of the following five retention activities in the third quarter after exit: post-secondary

⁵ For a discussion of USDOL/ETA's Common Measure Policy, see http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=1711.

education, advanced training, employment, military service, and qualified apprenticeships. (Participants who are in secondary school at exit are excluded from this measure.)

7. **Skill Attainment Rate Change** – For all younger youth, the number of skills goals attained by the number of skills goals set. Three types of skill goals apply: basic skills, work readiness skills, and occupational skills.

Common Measures, applicable to both older and younger youth:

1. **Placement in Employment or Education** – *Of those who are not in post-secondary education, employment, or the military at the date of participation:*
The number of participants who are employed and scheduled to work at least 20 hours per week, in the military or enrolled in post-secondary education and/or advanced training/occupational skills training in the first quarter after the exit quarter divided by the number of youth participants who exit during the quarter. (Participants who are in secondary school at exit are included in this measure.)
2. **Attainment of a Degree or Certificate** – *Of those enrolled in education (at the date of participation or at any point during the program):*
The number of participants who attain a diploma, GED, or certificate as defined in Appendix E, by the third quarter after exit divided by the number of youth participants who exited. (Participants who are in secondary school at exit are included in this measure.)
3. **Literacy and Numeracy Gains** – *Of those out-of-school youth who are basic skills deficient (at or below the eighth grade level in math or English):*
The number of participants who increase one or more educational functioning levels (in any area), divided by the number of participants who have completed a year in the program plus the number of participants who exit before completing a year in the program. (Participants who are not basic skills deficient are excluded from this measure. Participants who are in secondary school are excluded from this measure.)

NON-DISCRIMINATION AND EQUAL OPPORTUNITY PROVISIONS

Contractors must comply with the federal and local non-discrimination and Equal Opportunity provisions referenced below. Part 1 lists WIA-specific non-discrimination and Equal Opportunity provisions, Part 2 lists general federal provisions, and Part 3 lists the Equal Opportunity provisions, which apply to New York City.

Part 1

As a condition to the award of financial assistance from the Department of Labor under Title I of WIA, the grant applicant assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:

- Section 188 of the Workforce Investment Act of 1998 (WIA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation, or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA Title I- financially assisted program or activity;
- Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color, and national origin;
- Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;
- The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and
- Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.

The grant applicant also assures that it will comply with 29 CFR Part 37 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIA Title I- financially assisted program or activity, and to all agreements the grant applicant makes to carry out the WIA Title I-financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.

Part 2

1. The Contractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex, national origin, age, or disability. The Contractor will take affirmative action to ensure that applicants are employed, and that employees are treated fairly during employment, without regard to their race, color, religion, sex, national origin, age or disability. Such action shall include, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The Contractor agrees to post in conspicuous places, available to employees

and applicants for employment, notices to be provided by the contracting officer setting forth the provisions of this nondiscrimination clause.

2. The Contractor will, in all solicitations or advancements for employees placed by or on behalf of the Contractor, state that all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, age, or disability.

3. The Contractor will send to each labor union or representative of workers with which it has a collective bargaining agreement or other contract or understanding, a notice, to be provided by the agency contracting officer, advising the labor union or workers' representative of the Contractor's commitments under section 202 of Executive Order No. 11246 of September 24, 1965, and shall post copies of the notice in conspicuous places available to employees and applicants for employment

4. The Contractor will comply with all provisions of Executive Order No. 11246 of September 24, 1965, and of the rules, regulations, and relevant orders of the Secretary of Labor.

5. The Contractor will furnish all information and reports required by Executive Order No. 11246 of September 24, 1965, and by the rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access to its books, records, and accounts by the Secretary of Labor of the United States for purposes of investigation to ascertain compliance with such rules, regulations, and orders.

6. In the event of the Contractor's noncompliance with the nondiscrimination clauses of this Agreement or with any of such rules, regulations, or orders, this Agreement may be cancelled, terminated, or suspended in whole or in part and the Contractor may be declared ineligible for further government contracts in accordance with procedures authorized in Executive Order No. 11246 of September 24, 1965, and such other sanctions may be imposed and remedies invoked as provided in Executive Order No. 11246 of September 24, 1965, or by rule, regulation, or order of the Secretary of Labor, or as otherwise provided by law.

7. The Contractor will include the provisions of paragraphs (1) through (7) in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to Section 204 of Executive Order No. 11246 of September 24, 1965, so that such provisions will be binding upon each subcontractor or vendor. The Contractor will take such action with respect to any subcontract or purchase order as may be directed by the Secretary of Labor as a means of enforcing such provisions including sanctions for noncompliance: Provided, however, that in the event the Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction, the Contractor may request the United States to enter into such litigation to protect the interests of the United States.

Part 3

This contract is subject to the requirements of Executive Order No. 50 (1980) as revised ("E.O. 50") and the Rules and Regulations promulgated thereunder. No contract will be awarded unless and until these requirements have been complied with in their entirety. By signing this contract, the contractor agrees that it:

- (1) will not engage in any unlawful discrimination against any employee or applicant for employment because of race, creed, color, national origin, sex, age, disability, marital status or sexual orientation with respect to all employment decisions including, but not limited to, recruitment, hiring, upgrading, demotion, downgrading, transfer, training, rates of pay or other forms of compensation, layoff, termination, and all other terms and conditions of employment;

- (2) the contractor agrees that when it subcontracts it will not engage in any unlawful discrimination in the selection of subcontractors on the basis of the owner's race, color, creed, national origin, sex, age, disability, marital status or sexual orientation;
- (3) will state in all solicitations or advertisements for employees placed by or on behalf of the contractor that all qualified applicants will receive consideration for employment without unlawful discrimination based on race, creed, color, national origin, sex, age, disability, marital status or sexual orientation, or that it is an equal employment opportunity employer;
- (4) will send to each labor organization or representative of workers with which it has a collective bargaining agreement or other contract or memorandum of understanding, written notification of its equal employment opportunity commitments under E.O. 50 and the rules and regulations promulgated thereunder; and
- (5) will furnish all information and reports including an Employment Report before the award of the contract which are required by E.O. 50, the rules and regulations promulgated thereunder, and orders of the Director of the Bureau of Labor Services ("Bureau"), and will permit access to its books, records and accounts by the Bureau for the purposes of investigation to ascertain compliance with such rules, regulations, and orders.

The contractor understands that in the event of its noncompliance with nondiscrimination clauses of this contract or with any of such rules, regulations, or orders, such noncompliance shall constitute a material breach of the contract and noncompliance with the E.O. 50 and the rules and regulations promulgated thereunder. After a hearing held pursuant to the rules of the Bureau, the Director may direct the imposition by the contracting agency held of any or all of the following sanctions:

- (i) disapproval of the contractor;
- (ii) suspension or termination of the contract;
- (iii) declaring the contractor in default; or
- (iv) in lieu of any of the foregoing sanctions, the Director may impose an employment program.

The Director of the Bureau may recommend to the contracting agency head that a Board of Responsibility be convened for purposes of declaring a contractor who has repeatedly failed to comply with E.O. 50 and the rules and regulations promulgated thereunder to be nonresponsible.

The contractor agrees to include the provisions of the foregoing paragraphs in every subcontract or purchase order in excess of \$50,000 to which it becomes a party unless exempted by E.O. 50 and the rules and regulations promulgated thereunder, so that such provisions will be binding upon each subcontractor or vendor. The contractor will take such action with respect to any subcontract or purchase order as may be directed by the Director of the Bureau of Labor Services as a means of enforcing such provisions including sanctions for noncompliance.

The contractor further agrees that it will refrain from entering into any contract or contract modification subject to E.O. 50 and the rules and regulations promulgated thereunder with a subcontractor who is not in compliance with the requirements of E.O. 50 and the rules and regulations promulgated thereunder.

GLOSSARY OF TERMS

Addendum - Written modification, change or alteration to a Request for Proposals, issued by the contracting agency before the proposal submission deadline, and subsequently incorporated into the RFP document. Plural is “addenda”.

Advanced training – An occupational skills employment/training program, not funded under WIA Title I, which does not duplicate training received under WIA Title I. Training that leads to an academic degree (e.g. AA, AS, BA, BS) should be categorized as post-secondary education and not advanced training.

Basic Skill Attainment - As locally determined, the advancement of one grade level above the basic skill level set at entry into a WIA program, in one area of deficiency. The attainment must be recorded as a goal in the individual service strategy (ISS) at entry into the program, or whenever an earlier goal has been attained. For example, to achieve a basic skill attainment, a youth entering a WIA program with a reading score of 7.5 and a math score of 6.9 would set an ISS goal of 8.5 in reading and 7.9 in math, to be achieved within 12 months after entry into the program.

Basic Skills Deficiency – Reading or math grade level of less than 8.9, for someone entering 9th grade or higher. The individual computes or solves problems, reads, writes or speaks English at or below the 8th grade level or is unable to compute or solve problems, read, write or speak English at a level necessary to function on the job, in the individual’s family, or in society. NOTE: All participants identified as skills deficient under this definition MUST have a primary goal of basic skills attainment. If a participant achieves a basic skills attainment goal in the first year, but is still basic skills deficient under this definition and wishes to continue in the program, another basic skills goal must be set for a second year, until the participant’s academic skills are grade-level or better, and the deficiency is removed.

Case Management - Case management is a customer-centered approach to the delivery of services, designed to [1] provide job and career counseling during program participation and after job placement or other program outcome; [2] prepare and coordinate comprehensive employment plans, or service strategies, to assure participants access to needed training and supportive services, using, where feasible, computer-based technology.

Certificate - A certificate is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded in recognition of the attainment of only generic pre-employment or work readiness skills are not included in this definition. A certificate is awarded in recognition of an individual’s attainment of technical or occupational skills by:

- A state educational agency, or a state agency responsible for administering vocational and technical education within a state.
- An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and

all other institutions of higher education that are eligible to participate in Federal student financial aid programs.

- A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.
- A registered apprenticeship program.
- A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification, state certified asbestos inspector).
- A program that has been approved by the Department of Veterans Affairs to offer education and training to veterans and other eligible persons under provisions of the Montgomery GI Bill.
- Office of Job Corps.
- Institutions of higher education which is formally controlled, or has been formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or tribes.

DYCD - The New York City Department of Youth and Community Development

Educational Functioning Level - A set of skills and competencies that students entering at that level can do in the areas of reading, writing, numeracy, speaking, listening, functional and workplace areas. There are four levels for adult basic education, two for adult secondary education, and six levels of English as a second language.

Enrollment - The processes, through which youth receive an objective assessment, develop an individual goal plan and, based on the goal plan, are placed in appropriate activities and services.

Eligibility - The process of determining that a youth meets the legislatively mandated criteria for acceptance into the WIA program. According to the Workforce Investment Act (WIA), an eligible youth must be:

- Age 14-21 (must be at least 14 but not older than 21 at the time of registration into the program)
- A low income individual (defined below); and
- Within one or more of the following categories:
 1. Deficient in basic literacy skills;
 2. school dropout;
 3. homeless, runaway or foster child;
 4. pregnant or parenting;
 5. offender; or
 6. an individual (including youth with disability) who requires additional assistance to complete an educational program or to secure or hold employment.

Exit - Exit occurs when a participant does not receive a service funded by the program or a partner program for 90 consecutive calendar days. The term "service" does not include activities that are open to non-participants, services and activities specifically provided as follow-up services, or regular contact with the participant or employer to only obtain information regarding his/her employment status or educational progress or need for additional services.

Follow-up Services – As described in 20 CFR 664.450, follow up services for youth may include the leadership development and supportive service activities ; regular contact with a youth participant's

employer, including assistance in addressing work-related problems that arise; assistance in securing better paying jobs, career development and further education; work-related peer support groups; adult mentoring; and tracking the progress of youth in employment after training.

Individual Service Strategy – The individual service strategy is an age-appropriate, individualized, written plan of long and short-term goals that includes employment, involvement in WIA youth program elements, and personal support services. Using objective assessment results, a plan will be developed collaboratively with each participant. The individual service strategy will clearly connect the services to be provided to each youth with the outcomes to be achieved by the young person between WIA enrollment and exit. The plan will be considered a living document and used to track services and outcomes to be delivered or achieved. This plan must be regularly reviewed and updated with the participant.

In School Youth - A young person between the ages of 14-18 currently enrolled in a public, private, or charter school.

Leadership Development Opportunities - As described in 20 CFR 664.420, leadership development opportunities are opportunities that encourage responsibility, employability, and other positive social behaviors such as exposure to postsecondary educational opportunities; community and service learning projects; peer-centered activities, including peer mentoring and tutoring; organizational and team work training, including team leadership training; training in decision-making, including determining priorities; and citizenship training, including life skills training such as parenting, work behavior training, and budgeting of resources.

Letter of Intent - A letter from a source of funds or other resources stating its intent to contribute specific funds or resources to the proposer's program.

Linkage – A non-monetary relationship between a Youth Workforce Development program provider and another organization, whereby the other organization contributes services, formalized through the Linkage Agreement (Attachment 3) in this RFP.

Low Income – The term refers to an individual who receives, or is a member of a family that receives cash payments under a Federal, State, or local income-based public assistance program; received an income, or is a member of a family that received a total family income, for the 6-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, payments described in subparagraph (A), and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402)) that, in relation to family size, does not exceed the higher of the poverty line, for an equivalent period; or 70 percent of the lower living standard income level, for an equivalent period; is a member of a household that receives (or has been determined within the 6-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977 (7 U.S.C. 2011 et seq.); qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302); is a foster child on behalf of whom State or local government payments are made; or in cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a program described in subparagraph (A) or of subparagraph (B), but who is a member of a family whose income does not meet such requirements.

Occupational Skill Attainment – Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures,

safety measures, work-related terminology, record-keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

Outcome- A specific change in behavior or condition of youth that occurs as a result of participation in the program.

Out-of-School Youth - The term refers to an eligible youth who is a school dropout; or an eligible youth who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed.

Participant - An individual who is determined eligible to participate in the WIA program **and** receives a service funded by the program in a physical location. Individuals who receive services electronically are considered participants.

Positive Social Behaviors - As described in 20 CFR 664.430, positive social behaviors are outcomes of leadership opportunities, often referred to as soft skills, which are incorporated by many local programs as part of their menu of services. Positive social behaviors focus on areas that may include the following: positive attitudinal development; self esteem building; openness to working with individuals from diverse racial and ethnic backgrounds; maintaining healthy lifestyles, including being alcohol and drug free; maintaining positive relationships with responsible adults and peers, and contributing to the well being of one's community, including voting; maintaining a commitment to learning and academic success; avoiding delinquency; postponed and responsible parenting; and positive job attitudes and work skills.

Postsecondary Education - A post-secondary education program at an accredited degree-granting institution that leads to an academic degree (e.g. AA, AS, BA, BS). This does not include programs at degree granting institutions that do not lead to an academic degree as post secondary education.

Registration – Registration refers to the collection of documents to support a determination of eligibility.

Supportive Services - As described in 20 CFR 664.440, supportive services for youth, as defined in WIA section 101(46), may include the following: linkages to community services; assistance with transportation; assistance with child care and dependent care; assistance with housing; referrals to medical services; and assistance with uniforms or other appropriate work attire and work-related tools, including such items as eye glasses and protective eye gear.

Unsubsidized Employment – Any type of employment that does not include a wage subsidy (such as WIA or TANF).

Work Experiences – As described in 20 CFR 664.460, work experiences are planned, structured learning experiences that take place in a workplace for a limited period of time. As provided in WIA, 29 USCS § 2854 (c)(2)(D) and 20 CFR 664.470, work experiences may be paid or unpaid. Work experience workplaces may be in the private, for-profit sector; the non-profit sector; or the public sector. Work experiences are designed to enable youth to gain exposure to the working world and its requirements. Work experiences are appropriate and desirable activities for many youth throughout the year. Work experiences should help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment. The purpose is to provide the youth participant with the opportunities for career exploration and skill development and is not to benefit the employer, although the employer may, in fact, benefit from the activities performed by the youth. Work experiences may be subsidized or unsubsidized and may include the following elements: instruction in employability skills or generic workplace skills such as those identified by the Secretary's Commission

on Achieving Necessary Skills (SCANS); exposure to various aspects of an industry; progressively more complex tasks; internships and job shadowing; the integration of basic academic skills into work activities; supported work, work adjustment, and other transition activities; entrepreneurship; service learning; paid and unpaid community service; and other elements designed to achieve the goals of work experiences.

Work Readiness Skills Attainment – Work readiness skills include world-of-work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques, such as resume, interview, application, cover letter and follow-up letter. These skills also encompass survival or daily living skills, such as using the telephone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. This category also entails developing motivation and adaptability, effective coping and problem-solving skills, and an improved self-image.

PROPOSAL SUMMARY FORM

Organization Name: _____

Address: _____

City	State	Zip Code
------	-------	----------

Tax Identification #: _____ Annual DYCD Funding Request: _____

Contact Name: _____ Title: _____

Telephone #: () _____ Fax No. () _____ E-Mail Address: _____

Authorized Representative: _____ Title: _____

Signature: _____ Date: ____ / ____ / ____

Service Option: (Check only one.)

- Option I - Out-of-School Youth (OSY) Option II - In-School Youth (ISY)

Proposed Borough: (Check only one.)

- Bronx Brooklyn Manhattan Queens Staten Island

Total Proposed Annual Enrollment: _____

Program Costs and Resources: (Enter the requested information in the space provided.)

- | | |
|--|----------|
| a. Total annual DYCD funding request | \$ _____ |
| b. If applicable, annual cash contributions
(DYCD does not require cash contributions.) | \$ _____ |
| c. If applicable, annual dollar value of in-kind contributions
(DYCD does not require in-kind contributions.) | \$ _____ |
| d. Total annual program cost (Sum of a+b+c) | \$ _____ |

Multiple Proposals:

Has the proposer submitted more than one proposal in response to this RFP? Yes No
If "Yes," how many? _____

Program Site Locations:

- a. Number of sites for this proposed program: _____
- b. Site Name and Address: 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: _____

Industry Sector(s) targeted by training at site (Check all that apply.)

Construction Health Hospitality and Tourism Retail and Customer Service

Other, please specify: _____

For OSY only:

Primarily GED Or

Training type(s), please specify: _____

SITE # _____

Name: _____

Address: _____

City State Zip Code

Type of Site (Check one.) School-based Center-based

Planned annual enrollment at site: _____

Industry Sector(s) targeted by training at site (Check all that apply.)

Construction Health Hospitality and Tourism Retail and Customer Service

Other, please specify: _____

For OSY only:

Primarily GED Or

Training type(s), please specify: _____

FOR OSY PROGRAMS ONLY (Service Option I)

Complete the Chart below.

The costs of each listed training type or program offering primarily GED should include its share of the costs related to providing the participant service elements and requirements set forth in Section III: Out-of-School Youth (OSY Programs, Part I (C) of the RFP). These elements include supportive and follow-up services. Proposers should complete either Part I (Type of Training) or Part II (GED), but not both.

PRICE PER PARTICIPANT CHART

Column A	Column B	Column C	Column D
PART I: Type of Training	# of Participants	Total Cost (\$) of Type of Training	Price per Participant (Column C ÷ Column B)
TOTAL	<hr/> (= Total Proposed Annual Enrollment)	<hr/> (= Total DYCD Funding Request)	<hr/> (= Average Program Price per Participant)

OR

Programs offering primarily GED and related employment services*			
PART II: GED			
	<hr/> (= Total Proposed Annual Enrollment)	<hr/> (= Total DYCD Funding Request)	<hr/> (= Program Price per Participant)

* Related employment services include job placement and work readiness.

LINKAGE AGREEMENT

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 response to the Youth Workforce
(Proposing Organization)

Development Programs Request for Proposals from the Department of Youth and Community Development, the proposer, if funded, will establish programmatic linkage with _____ in the form and manner described below.
(Linked Organization)

Describe the proposed programmatic linkage, including how referrals and follow-up services for individuals will be maintained. (Attach additional pages if necessary.)

Proposing Organization:

Authorized Representative

Title

Signature

Date

Linked Organization:

Authorized Representative

Title

Work Address

Work Telephone Number

Signature

Date

**YOUTH WORKFORCE DEVELOPMENT
REQUEST FOR PROPOSALS
PIN: 26007WIARFP**

ATTACHMENT 3

BUDGET FORMS
[See Excel file.]

**BUDGET SUMMARY
YOUTH WORKFORCE DEVELOPMENT PROGRAMS**

I. Applicant Information

Organization Name: EIN:

Fiscal Contact - Name SIU:

Fiscal Contact - Address Tel# :

II. Budget Plan

	DYCD Funding Request	CBO In-Kind/Cash Contribution	Total Program Cost
A. Personnel <i>(input salary & wages on page 2)</i>			
Salary & Wage <i>(enter info. on detail page)</i>			
Fringe Benefits <input type="text" value="0.0%"/>			
General Liability Insurance (CIP)			
<i>If an applicant does not have insurance, they must purchase CIP at a cost of 4.5% of the total program costs</i>			
Personnel Subtotal			
B. Other Than Personnel Services (OTPS)			
Consultant/Contract Services			
Subcontractor(s) Services			
Stipends			
Consumable Supplies			
Equipment Purchases			
Equipment Other			
Space Rental			
Transportation/Travel			
Utilities and Telephone			
Audit Costs			
Other <i>(please specify in narrative)</i>			
OTPS Subtotal			
C. Indirect Costs <input type="text" value="0.0%"/> <i>(not to exceed 10%)</i>			
D. GRAND TOTAL			

III. Proposed Enrollment Information

Proposed annual enrollment: _____

Annual cost per participant:			
------------------------------	--	--	--

INSTRUCTIONS FOR THE COMPLETION OF THE BUDGET FORMS

I. Allowable Program Costs:

DYCD will provide funding for OSY and ISY Programs based on the number of youth proposed to be served annually. For OSY programs, the price per participant must fall between \$6,000 and \$10,000 inclusive. For ISY programs, the price per participant must fall between \$2,300 and \$3,300 inclusive.

A column is included in the budget plan to list in-kind and cash contributions. This information will assist DYCD in evaluating the true cost of OSY and ISY programming.

II. Budget Forms – General Information

- A. **To assist with proper completion of the budget, DYCD has made the budget forms available for download (in Microsoft Excel) from www.nyc.gov/dycd.**
- B. The applicant identification information on the budget summary page should be completed first. This includes organization's name, Employer Identification Number (EIN), State Unemployment Insurance Number (SUI), and Fiscal Contact Information (Name and Address).
- C. Personnel salaries and wages should be completed next on the budget detail page. The totals for full-time plus part-time staff should be transferred to the budget summary page.
- D. Fringe Costs, General Liability Insurance, Other Than Personnel Services (OTPS) costs, and Indirect Costs should be completed next on the budget summary page.

III. Budget Forms – Specific Information

- A. **Applicant Information:** Please indicate the official name of your organization; the name, address, and telephone number of the program's fiscal contact, the organization's Employer Identification Number (EIN), and the organization's State Unemployment Insurance Number (SIU).
- B. **Budget Plan:** Should be prepared based on the proposed level of service.
 1. **Personnel:** All information should be entered on the budget detail page. Include all Personnel, full-time (35 hours or more) and part-time (less than 35 hours), who will receive a salary from this program. For full-time employees, enter the title, salary, number of positions within the title, their percent time on the proposed program, and the percent of the salary that will be allocated to this grant. For part-time staff, enter the titles, hourly wage rate, number of positions, number of annual hours, and the percent of the wages that will be allocated to this grant.
 2. **Fringe Benefits** must include FICA. Charges to DYCD may also include Unemployment Insurance, Workers' Compensation, Disability, 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.

3. **General Liability Insurance (CIP):** All programs must have general liability insurance. Proposers without liability insurance must purchase coverage from the DYCD CIP, which includes General Liability, Special Accident, Property Insurance (Equipment), Workers' Compensation and Disability, at a cost of 4.5% of the total program cost. *CIP only covers DYCD-funded programs and activities.*
4. **Consultant/Contract Services:** A consultant is an independent individual with professional and/or technical skills retained to perform specific tasks or complete projects that cannot be accomplished by regular staff. Contract Services are agreements entered into with an entity to obtain a *non-programmatic* special service(s) for a periodic or fixed length of time. Examples include data processing, cleaning services, and accounting services.
5. **Subcontractor Services:** Subcontractor Services are agreements entered into with a business entity to obtain special and/or specific *program* services for a periodic or fixed length of time. These categories cannot include anyone for whom you pay fringe benefits.
6. **Stipends** are an incentive allowance ONLY for the benefit of a participant(s).
7. **Consumable Supplies** relate to the purchase of supplies which are not lasting or permanent in nature. Consumable supplies include office, program and maintenance supplies.
8. **Equipment** relates to equipment that is durable or permanent, e.g., furniture, telephones, computers. All equipment and furniture purchased with DYCD funds is the property of the City of New York. If and when the program is terminated, all such items will be returned to DYCD.
9. **Equipment Other** includes equipment maintenance service contracts and computer software.
10. **Space Rental** is rent paid by a program for the sites utilized by this program. It includes all related charges associated with the use of the site, including repairs and maintenance costs. Repairs are limited to minor repairs only. No renovation or construction project can be budgeted or paid for with these funds. After receiving an award letter, a copy of your lease and/or month-to-month rental agreement will be required. All multi-funded programs, i.e., those programs receiving funds from sources other than DYCD, should submit a cost allocation plan reflecting how DYCD's portion of rent payment is determined. Rent may not be charged for programs operating within schools.

- 11. Transportation/travel** relates to local transit fares for employees of the program to and from sites other than the employee's regular worksite. This category can include any travel by employees using their personal automobile for business. The maximum reimbursable amount is \$0.35 per mile plus tolls. This category will also include the costs associated with transporting program participants to an approved activity (i.e., bus rental or transit fares).
- 12. Utilities / Telephone** includes telephone and utilities costs.
- 13. Audit Costs** relate to those mandatory annual audits of the program to be conducted by an independent auditor who is a certified public accountant.
- 14. Other** includes all other operating costs such as printing, postage, admissions, publications, subscription costs, internet fees and costs associated with or for the benefit of program participants such as athletic equipment and uniforms.
- 15. Indirect Costs** may not exceed 10% of the personnel subtotal. Designate your rate and enter the percentage. Values will calculate.
- 16. Proposed Annual Enrollment** is the number of youth to be served during the full year of the program. DYCD reserves the right to amend the enrollment during the contract negotiations or during the program year.

IV. Budget Justification (Preferable page limit: 2 pages, excluding requested attachments)

Please attach a separate, typed document describing and justifying the proposed program price per participant and the price per participant for each occupation targeted by training (see Attachment 1). In addition, describe and justify how requested funds will be used to achieve the milestones and target outcomes. Proposers should ensure that the budget and justification are consistent with the proposed program.

- A. Personnel:** Describe each position and its function in the proposed program. Indicate the time that employees will work in the program (i.e., year round, every day) and the qualifications that the employees will possess.
- B. OTPS:** Provide a description of the items that are included in each line of this section. If applicable, describe the nature of any consultant, contract services, and subcontractor services and explain how they will assist the proposer to implement the proposed program. Submit a statement indicating the scope of the consultant, contractual, and subcontractual agreement and signed by authorized representatives of both the applicant and consultant/contractor/subcontractor. If you budgeted an "other" line, please provide relevant detail and explain how it relates to the program model.

- C. Indirect costs:** Describe what organizational expenses will be covered under the indirect cost section. If salaries are included, indicate the title and the percentage of the salary that will be charged to this line. No salaries included in the personnel section of the budget may be included in the indirect costs.
- D. Proposer's in-kind and/or cash contributions:** Identify the source of any in-kind and/or cash contributions. Indicate the amount and state how the contributions will be used to enhance the proposed program. For in-kind contributions, indicate the method used to determine the dollar value. Document the source of all in-kind and cash contributions by submitting a Letter of Intent from the chairperson or executive director of each contribution source.

ACKNOWLEDGEMENT OF ADDENDA

COMPLETE PART I OR PART II, WHICHEVER IS APPLICABLE.

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

ADDENDUM #1 DATED: _____, 2005

ADDENDUM #2 DATED: _____, 2005

ADDENDUM #3 DATED: _____, 2005

ADDENDUM #4 DATED: _____, 2005

ADDENDUM #5 DATED: _____, 2005

ADDENDUM #6 DATED: _____, 2005

ADDENDUM #7 DATED: _____, 2005

ADDENDUM #8 DATED: _____, 2005

PART II: _____ NO ADDENDUM WAS RECEIVED IN CONNECTION WITH THIS RFP.

PROPOSER'S AUTHORIZED REPRESENTATIVE:

Name: _____ Title: _____

Signature: _____ Date: ____ / ____ / ____

CERTIFICATION REGARDING CLIENT ABUSE/NEGLECT

The Department of Youth and Community Development requires a current certification from you regarding your organization's involvement in any cases of client abuse/neglect that were:

- a) Unresolved during any time within the past twelve months, or;
- b) Closed anytime within the past twelve months.

I do hereby certify that: _____
(Print Organization Name)

Has not [] Has [] **(you must check one)**

been involved in cases of client abuse/neglect that were pending, opened or closed within the twelve-month period up to and including the date of this signed certification.

PROPOSER'S AUTHORIZED REPRESENTATIVE:

Name: _____ Title: _____

Signature: _____ Date: ____ / ____ / ____

**NONDISCRIMINATION AND AMERICANS WITH DISABILITIES
COMPLIANCE CERTIFICATION**

As a condition to the award of a contract from DYCD, the proposer assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws, rules and regulations:

1. Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on basis of race, color, and national origin;
2. Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;
3. The Age Discrimination Act of 1975, as amended, which prohibits discrimination on basis of age;
4. Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs;
5. Americans with Disabilities Act (P.L. 101-336) which prohibits discrimination based on disabilities in the areas of employment, public services, transportation, public accommodations and telecommunications. It requires all affected entities (businesses) provide "reasonable accommodation" to persons with disabilities; and
6. The U.S. Department of Labor's regulations at 29 CFR, Parts 31, 32, and 34.

The proposer hereby agrees that the provisions of the Americans with Disabilities Act of 1990 (hereafter referred to as "the Act"), which prohibits discrimination on the basis of disability by public entities in all services, programs and activities provided or made available by public entities, and the rules and regulations promulgated pursuant thereunto, are made part of this document.

The proposer shall cooperate with any City, state or federal reviews aimed at determining compliance with nondiscrimination laws and regulations.

The proposer shall indemnify, protect, and hold harmless the City, its agents, servants, and employees from and against all suits, claims, losses, demands, or damages of whatever kind of nature arising out of or claimed to arise out of the alleged violation.

Signature of Proposer's Authorized Representative

Date

Print Name and Title of Signatory