



CONCEPT PAPER for BEACON COMMUNITY CENTERS 2016

DYCD

Our Mission:

The New York City Department of Youth and Community Development (DYCD) invests in a network of community-based organizations and programs to alleviate the effects of poverty and provide opportunities for New Yorkers and communities to flourish.

Our Vision:

DYCD strives to improve the quality of life of New Yorkers by collaborating with local organizations and investing in the talents and assets of communities to help them, develop, grow and thrive.

Purpose

The purpose of this concept paper is to obtain input from stakeholders as DYCD works to develop a Request for Proposals (RFP) relating to 80 Beacon community center programs (Beacons) located in public schools across New York City (City). Under the new RFP, up to fifteen of the 80 Beacons will include a community-based prevention component for which additional funding will be provided through the Administration for Children's Services (ACS).

The concept paper is informed by DYCD's mission and vision to alleviate the effects of poverty by drawing on the strengths of individuals and communities, promoting synergy among programs and providers, and creating a culture that supports community-building efforts. DYCD is adopting this strategic approach to ensure that all its programs, including the Beacons, operate as part of an integrated network of community resources, facilitate access by program participants to the widest possible range of services and opportunities, and offer programming that purposefully responds to local needs and priorities.

Background

The first Beacons were established in 1991 by Commissioner Richard Murphy of the Department of Youth Services. Initially located in 10 high-poverty neighborhoods at a time of widespread concern about public safety and drug-related crime, they were conceived as prevention-focused, collaborative, multi-service safe havens for youth and adults. As Commissioner Murphy put it, the idea was to create dozens of "small universes" in which young people could learn, dream and grow and, in the process, stay out of trouble. With each host school transformed, during non-school hours, into a neighborhood hub for the whole community, the creation of the Beacons represented "*a giant step towards making schools one of our City's most valuable community resources.*"

The Beacons represented a unique convergence of youth and community development, aiming, in particular, to keep youth out of harm's way while simultaneously strengthening local communities through an integrated range of services, provided in an educational environment, and tailored to local needs and opportunities for work and volunteering. Notably, they shifted the focus from "problems" and "deficits" to create a flagship for positive youth development. Founded on community strengths and community input, with a mission to give participants the

tools to tackle neighborhood issues, the Beacons represented a new strategy to engage “*the energy, commitment, and sense of personal responsibility of community residents.*” (See Michele Cahill, Beacons of Hope: New York City’s School-Based Community Centers, National Institute of Justice Program Focus, U.S. Department of Justice Office of Justice Programs, 1996).

In recognition of its long track record as an important community resource, the de Blasio Administration has committed to a significant increase in funding for the Beacon initiative, with goals that are closely aligned with Mayoral priorities of equity and opportunity in the areas of education, health and well-being, empowered residents and neighborhoods, and personal and community safety. As a result, it is anticipated that DYCD will seek to build on Beacon strengths by introducing the following new requirements:

- *Resource coordination as a key program function.* DYCD expects Beacons to respond to the needs of their participants, schools, and communities in a holistic manner by becoming an entry point to services operated by other organizations and agencies. To achieve this, there has to be effective resource coordination with a network of local providers, which has been a promising practice among the best performing Beacons since their inception. It is envisaged that resource coordination will now become an even more critical function for Beacons and a key responsibility for the Beacon Director and staff (see below under “Staffing”).
- *Longer evening hours during the summer.* Extending Beacons hours during the summer will enable programs to provide activities geared to older youth who need a safe place to spend their evenings. It will also offer additional opportunities to engage new participants and develop innovative programming in response to local needs.
- *Outreach Coordinator position.* Beacons will be expected to hire at least one Outreach Coordinator whose primary task will be to identify, engage and work with hard-to-recruit youth and young adults. At a minimum, Outreach Coordinators will be knowledgeable about and have close connections with the community as well as the strong interpersonal skills needed to form relationships with youth.

Funding Levels; Eligibility for Contract Award

Anticipated annual funding for each Beacon program will be \$550,000, with additional funding from ACS for Beacons that include a community-based prevention component. The Beacon initiative is supported by City Tax Levy dollars and federal Community Development Block Grant (CDBG) funding.¹

¹ Note: All Beacon contractors are required to show good faith efforts to utilize businesses and individual proprietors listed on the New York State’s Empire State Development online directory of Certified MWBE Businesses, available at <http://esd.ny.gov/MWBE/Certification.html> and the NYC Online Directory of Certified MWBE Businesses, available at www.nyc.gov/sbs, as sources for its purchases of goods, supplies, services and equipment using funds obtained through this Agreement. In addition, CDBG-funded Beacons will be required to comply with applicable federal rules, including regulations relating to Minority-and Women-Owned Business Enterprises (MWBE).

To be eligible for a contract award, proposers must demonstrate that they are tax-exempt and incorporated as not-for-profit organizations, registered with the New York State Attorney General's Office Charities Bureau, and, if *not* incorporated under New York law, authorized to do business in New York State.

Proposed Service Options and Competitions

It is anticipated that the RFP will comprise two service options, as follows:

- (1) Beacons without an ACS community-based prevention component
- (2) Beacons with an ACS foster care prevention component

The RFP will comprise 80 separate competitions, one for each of the Beacon Community Center sites. Organizations will be able to compete for more than one contract but must submit a separate and complete proposal for each site.

Subcontractors; Co-locators

Subcontractors are independent entities retained to perform specific programmatic services. It is anticipated that the RFP will allow contractors to subcontract up to a maximum of 30 percent of the total contract value of the Beacon program.

Co-locators are independently-funded groups or organizations that use space at the Beacon site at no cost to offer free services to participants that enhance and enrich the program.

Contract Term; Anticipated Payment Structure

The anticipated contract term will be three years, from [July 1, 2017] to June 30, 2020, with an option for DYCD to renew for up to an additional three years.

Payments to contractors will be based on line-item budget reimbursement.

Mandatory Attendance at School District Level Presentation

Prior to the submission of proposals organizations will be required to attend a Department of Education (DOE) school district level presentation. The presentation will highlight the needs, assets, and opportunities of the host schools and their neighborhoods. Proof of attendance will be required with submission of the proposal.

Goals

The overarching goals of the Beacons are to:

1. Promote the positive development of all participants through programming characterized by safe environments, multiple supportive relationships, inspiring role models, high expectations, family engagement, and intergenerational activities.
2. Create a trusted, neighborhood service hub that helps community members access services, strengthens community bonds, and fosters a sense of belonging.
3. Provide opportunities for all participants to develop skills, increase their personal and family well-being.
4. Strengthen community life by expanding partnerships, tapping into the City's rich array of resources, encouraging residents to participate in neighborhood activities and connecting community resources to the Beacon.

5. Support student engagement in school, including among students with chronic absenteeism.
6. Ensure participants and community members are viewed as potential contributors to the Beacon and the community, are enlisted to help identify local needs, and engaged in the ongoing development of the Beacon program.

Assessment of neighborhood needs and resources

The RFP will require proposers to describe how they assessed neighborhood needs and resources in order to determine the priorities reflected in their program design. In considering local resources, they would take into account all City-funded programs in the area. For information about DYCD-funded programs by neighborhood, see Discover DYCD at <http://www.dycportal.nyc/discoverdycd/home>).

Target Populations/Enrollment/Service Levels

As community center programs for all age groups, the Beacons are expected to provide activities and services for school-age youth, families, and adults ages 22 years and older, including seniors. In keeping with the original Beacon concept, the RFP will also emphasize the need for special efforts to engage hard-to-recruit youth and young adults, for whom participation in activities that foster positive youth development, social emotional learning (SEL) and leadership skills are especially beneficial.

Beacons will be expected to enroll a minimum of 1,200 individuals during the program year. To count as “enrolled,” an individual must visit the Beacon at least five times a year for a program activity. The following chart sets out the anticipated minimum required service levels by age and activity type:

Annual Service Levels by Age Category

Age Category	Activity Type	Enrolled
Youth, 21 years of age and under	Drop-in and planned activities	600*
Adults 22 years and older	Drop-in and planned activities	100
Adults and Youth, any age	Community events	500
Total (all ages)		1,200

* Of these 600 youth, the Beacon must enroll at least 100 elementary, 100 middle school and 100 high school aged youth.

School Year Dosage Requirements - Performance Targets by Grade/Age Category

The RFP will require a minimum of 200 of the 600 enrolled school-aged youth to achieve the school-year attendance measure targets for either a high average daily attendance (elementary level youth) or significant dosage of activity (middle and high school-age youth) as indicated in the chart below. At least 100 of those enrolled youth must reflect the grade levels of the host school. Beyond this, the RFP will not specify a particular number of youth in each of the age/grade category that must be served to reach the overall target of 200 youth. Instead, proposers will be asked to state in their proposals the number of participants in each age/grade category they plan to serve.

Grade/Age	Measure	Target
Elementary (K-5)	Average Daily Attendance	80%
Middle (6-8)	Hours of activity	150 hours per participant
High School Age (grades 9 -12) and out of school youth through age 21	Hours of activity	100 hours per participant

Summer Program Requirements

Beacons will be expected to serve up to 175 (included in 600) participants during the seven weeks of summer, as indicated on the chart below. It is anticipated that the RFP will require all Beacons to offer a summer camp program for elementary students but allow proposers to specify the number of participants in each Grade/Age category they plan to serve.

Summer Service Level by Grade/Age Category

Grade/Age Category	Minimum Service Level
Elementary (K-5)	Proposer to specify
Middle School (6-8)	Proposer to specify
High School (9-12), out of school youth through age 21, and adults 22 and older	Proposer to specify
Total Minimum Service Level	175

Beacon Program Design

The RFP will require all Beacons to include three types of program activities and at least some programming in five core activity areas, as outlined below:

Three types of program activities

- Drop-in activities. These include activities such as recreational opportunities and self-directed study including, e.g., open gym, teen lounge, access to library and computer resources, and informational sessions on topics of local interest. Drop-in activities offer a safe place where youth can spend time during out of school hours and interact with their peers and Beacon staff. They also provide opportunities for the Beacon to recruit new participants for *planned activities* (see below). It is anticipated that drop in activities will generally occur in the evenings, on weekends, or on school holidays.
- Planned activities. These offer participants expanded learning opportunities and a chance to pursue their passions, explore new interests, acquire knowledge, and develop skills. All planned activities will be expected to have clearly articulated learning goals and skill gains. Typically, they will follow a curriculum or set of lesson plans aligned to DOE educational goals and require regular attendance. The activities should fall into one of the core activity areas listed below and be developed with input from the school leadership team. Planned activities can, include music, theater, art, dance, organized sports, service projects, academic

endeavors involving literacy and STEM (Science, Technology, Engineering and Math) or any other area, provided the purpose and objectives are clearly defined, as indicated above.

- Community events. These events will be designed to reflect the interests and needs of the community. A minimum of three events per year will be expected to comprise *delivery of services to participants* (for example, health or benefits screenings) or *provision of services to others in the community or service projects that benefit the community* as a whole (for example, delivery of services to seniors or street clean-up and beautification projects).

Core Activity Areas

1. Education e.g., ESOL/literacy classes, academic support/tutoring, HSE prep, college application assistance, and training on common software packages.
2. Community Building/Leadership e.g., civic engagement/service projects, leadership and advocacy training, conflict mediation/resolution, intergroup relations.
3. Health: Healthy Living/Healthy Relationships/Physical Fitness e.g., sports, yoga, Tai Chi, emergency services/crisis intervention, counseling, mentoring, health/mental health/dental, education about nutrition, substance abuse and treatment, dating and domestic violence.
4. Employment and Financial Security e.g., career opportunities/pathways, employment assistance/counseling, use of technology, job readiness training, work experience, internships, work-based learning, financial literacy/budgeting, benefits screening/assistance.
5. Recreation and Enrichment e.g., arts projects, activity clubs, poetry slams, theater groups, dance troupes, and other cultural, and recreational activities.

Activities for adult participants

Beacons will be expected to include programming for adults that reflects their specific needs and interests, enhances their lives, and contributes to their well-being: common examples include yoga, aerobics, dance, ESOL and GED classes, and computer instruction.

Family Engagement

The RFP will include an expectation that all Beacon programs purposefully engage with families. DYCD defines the term “family” broadly to include caretakers and families of choice as well as families of origin. Family engagement involves three critical elements: *Communication* (strong and positive program-family interactions); *Participation* (families access needed services); and *partnerships* (family members assume leadership roles/take shared responsibility for outcomes).

Engaging family members is an obvious way for Beacons to boost participant recruitment and retention and maximize the impact of efforts to promote learning, positive youth development, SEL, and youth leadership. Beacons are also in a position to provide critical information and resources for the benefit of both to parents/caretakers and their children (e.g., about the application process for entry into the City’s middle and high schools, school regulations and expectations, high school graduation requirements and SAT preparation, college admission and

financial aid). In addition, Beacons can provide parenting workshops and offer valuable intergenerational activities that strengthen families and communities (e.g., family movie nights, events designed to show-case participant achievements). They can also promote family participation by scheduling options for youth and adults simultaneously to allow individuals with family responsibilities to participate while children in their care are safely engaged in other activities.

Community Partnerships

External partnerships

In line with DYCD's mission and vision, the RFP will require proposers to have strong community connections, full knowledge of services provided locally by other organizations and City agencies (whether funded through DYCD or other sources), and meaningful collaborative relationships, including at least three *external* partnerships. An *external partner* is an organization other than the proposer that agrees to provide specified services for the benefit of Beacon participants. The purpose of requiring external partnerships is to improve service efficiency and quality, and maximize service options for participants. Examples of external partners include:

- Other DYCD-funded programs located near the Beacon (e.g., COMPASS and SONYC afterschool programs, Fatherhood, Neighborhood Development Area, Workforce Development, Literacy);
- Programs funded through other City agencies;
- Neighborhood-based organizations including grassroots and volunteer groups that offer specific resources or services that address particular local needs and priorities;
- Co-locators willing to deliver services for Beacon participants in exchange for free space;
- Health, mental health, and dental care programs willing to accept referrals from the Beacon and ensure timely access to their services by (or give priority to) Beacon participants;
- Specialist subcontractors who agree to deliver part of the Beacon's menu of program services.

Proposers will be expected to explain how their proposed partnerships with other service providers (including DYCD-funded programs operated by other organizations) will improve participant access to needed services. In particular, the RFP will encourage partnerships with co-locators, including grassroots and volunteer groups supported by funders such as the Citizens Committee for New York City (see <http://www.citizensnyc.org/>) or the North Star Fund (see the *Roots Directory* at <https://northstarfund.org/grants-programs/the-roots/directory/>) as a way to expand provider networks and increase participant options.

Internal referrals

These are referrals to services provided through another division or unit within the proposer's own organization. DYCD encourages internal referrals to expand the scope of the services that Beacons can offer but they will not count as external partnerships whose purpose, as indicated above, is to expand participant options by building and strengthening *networks* of providers.

School Partnership

A positive and productive relationship between the Beacon and its host school is fundamental to program success. Accordingly, DYCD will require a School Partnership Agreement (SPA) to be signed by the principal of the host school and the executive director of the organization selected for award prior to the conclusion of contract negotiations. The SPA will be based on a common vision and ensure alignment between afterschool activities and school learning goals, while acknowledging that the Beacon program serves adults from the community as well as youth who may be students at other schools. At a minimum, the SPA will confirm agreement on the following points:

- Members of the school leadership team and Beacon staff will collaborate on development of the common vision and annual goals;
- Beacon director will join the school building council and the school leadership team;
- Beacon staff will work with the school to develop strategies to reduce absenteeism;
- Principal and Beacon director will schedule and adhere to a weekly meeting, including with other key partners to reinforce and support the common vision;
- The classrooms, facilities, equipment and other resources to be made available for use by Beacon program participants;
- For schools with an ACS community-based prevention component, provision of suitable space;
- Beacon staff will ensure that all classrooms, facilities and equipment are used appropriately and left in good order at the end of program operating hours.

Anticipated Operating Hours/Scheduling

- Beacon activities will be offered during afternoons, evenings, weekends, and selected school holidays, as well as school recess periods. The minimum required operating hours are set out in the two charts below, one relating to the school year, the other to the summer.
- *School year weekday hours.* Youth programming will begin immediately following dismissal time at the host school. Additional services may be provided during the school day with the agreement of the school principal.
- *School year evening hours.* The RFP is expected to give contractors flexibility to tailor the required hours to community needs (e.g., by opening or closing earlier or operating longer hours on weekends) subject to the school's agreement and approval by DYCD.
- *School closing days.* Beacons will be able to select the 15 school closing days on which they operate (to reflect community needs) but the RFP will recommend that programs provide services during Winter (February) and Spring (March/April) recess.
- *Summer camp.* All Beacons will be required to offer a summer camp program for elementary students.

The following charts set out the required operating hours for the school year and summer:

School Year - Required Operating Hours

Time Period	Minimum Operating Hours	Total Hours
School Year: Weekdays (Monday – Friday)*	2pm – 10pm	1,440
School Year: Saturday OR Sunday* (44 days)	10am – 5pm	308
School Closing Days (15 days)	8am – 6pm	150

*Note: Contractors will have some flexibility, based on utilization patterns, with respect to how the school year program hours are allocated between evenings and weekends provided they meet the total number of required hours.

Summer – Required Operating Hours*

Time Period	Minimum Operating Hours	Total Hours
Summer Weekdays: Monday – Friday (7 weeks)	8am - 6pm	350
Summer Weekday Evenings (7 weeks)	6pm – 11pm	175
Summer Weekends Saturday and Sunday (7 weeks)	3pm – 11pm	112

*Note: An “extended summer hours” pilot is currently being conducted at six Beacon sites. In addition to considering feedback to the concept paper, DYCD will review findings from the pilot before finalizing the requirements set out in the RFP. In addition, DYCD will review participation patterns during Year 1 of the contract and may adjust requirements relating to summer evening hours for future years.

Staff Roles/Qualifications/Experience

The RFP will require, at a minimum, the following staff positions: Beacon Director, and Outreach Coordinator.

Beacon Director

The Beacon Director, as the person with overall charge of program operations at the school site, has numerous and diverse responsibilities that require strong management, planning, organizational, communication, interpersonal and leadership skills. Notably, the Director must be able to coordinate with the principal of the host school, and other community stakeholders, to align assets and services with needs and lead and supervise program staff to ensure quality programming. In addition, as the person with primary responsibility for establishing and maintaining the critical partnerships on which program success depends (e.g., with mental health and primary health care services that have been strategically expanded under Mayor de Blasio’s administration), the Director is best-placed to take on the role of resource coordination. Effective

resource coordination has always been an integral feature of high-performing Beacons and its importance will be highlighted in the new RFP.

Given the scope and demands of the role, the RFP will require the Beacon Director to have a relevant Bachelor's degree, together with a minimum of five years of experience, at least three of which were in a supervisory position. The Director must also meet the requirements of New York State's SACC credentials for onsite supervisors. Only in exceptional circumstances will DYCD approve a candidate who lacks these qualifications.

The Director will also be expected to designate a suitably qualified staff member (e.g. deputy director, assistant director, program coordinator) who is capable of exercising appropriate authority and overseeing Beacon program operations in the absence of the Director.

Outreach Coordinator

It is anticipated that the RFP will require Beacons to hire at least one Outreach Coordinator whose primary role will be to engage and mentor hard-to-reach youth and young adults and persuade them to participate in Beacon activities. He/she will also work with the host school to identify and target for enrollment students who have poor attendance records. Some existing Beacon contractors have already incorporated similar roles into their staffing patterns with successful results. The Outreach Coordinator will be expected to identify and form meaningful relationships with young people who are not currently participating in program activities and persuade them to engage in Beacon program services. The Outreach coordinator will develop action plans to connect students at risk of being chronically absent with caring adults or peers. Accordingly, the Outreach Coordinator must have the necessary maturity and experience to work with and be a role model for youth and young adults. In addition, he/she will have strong community connections, sound knowledge of neighborhood dynamics, and an understanding of the kinds of issues that undermine community cohesion. The position of Outreach Coordinator may be full-time or part-time.

Advisory Council

The RFP will require each Beacon to have an Advisory Council whose primary role will be to contribute to the assessment of community needs, suggest activities that reflect community priorities, and leverage resources to enhance the program. The Advisory Council is expected to meet at least four times a year, submitting minutes of meetings, including attendance sheets, to DYCD. In addition to the Beacon director, program staff, and school principal, the members of the Advisory Council will include (but not be limited to) parents of current participants, teachers, adult members of the community, youth, school personnel, local organizations and groups, law enforcement, health and mental treatment providers, local business owners, and elected officials.

Although the Advisory Council has no executive role, it is free to fashion its own agenda and help ensure that the Beacon is a vibrant hub for the local community. For example, it can set fundraising and other goals such as making the Beacon better known as a resource for the community. DYCD's experience suggests that where Beacons have a strong and active Advisory Council where a majority of members are fully

engaged it promotes a sense of community ownership, adds valuable resources, and raises program quality.

Outcomes

It is anticipated the RFP will set the following expectations in terms of Beacon program outcomes:

- *Participants are satisfied with the Beacon services they received*
Indicator: 80 percent of respondents to a participant satisfaction survey designed by DYCD confirm that the Beacon program met their expectations and needs. As part of the satisfaction survey, youth would indicate whether they have close relationships with caring adults in the program.
- *Beacon makes all necessary external and, if applicable, internal referrals*
Indicator: Responses to the participant satisfaction survey confirm necessary referrals were Indicators for students such as promotion to the next grade level, applying for high school or college, graduating made.
- *Social and Emotional Learning (SEL)*
It is anticipated that DYCD will include SEL outcomes for elementary (grades 3 to 5), middle and high school participants, using a tool developed by American Institutes for Research (AIR) to assess motivation, persistence, and collaboration skills.
- *Improved Student Attendance*
Indicator: increase in days of attendance among Beacon participants with histories of chronic absenteeism.

Program Monitoring

- DYCD staff will review enrollment and participation data to ensure each Beacon meets required minimum enrollment and service levels.
- DYCD staff will monitor compliance with the attendance measures and targets for each age group in accordance with contractual obligations.
- Planned activities:
 - The RFP will require proposals submitted in response to the RFP to define anticipated learning or skill gains that each planned activity is designed to achieve. Proposers will describe the means they plan to use to assess participant progress toward attainment of such goals or skill gains.
 - DYCD will expect Beacons to engage in continuous quality improvement practices with the help of tools developed for this purpose. The RFP may require Beacon contractors to adopt a specific quality monitoring tool or allow providers to select from a list of such tools.

DYCD will use its own program quality monitoring tool to assess participant achievement in planned activities.

ACS Community-Based Prevention Component

It is anticipated that most families served by the Beacons' ACS community-based prevention component will not have had prior interaction with the child welfare system. Accordingly,

compared to past years, ACS seeks to ensure that community-based prevention services remain co-located within the Beacon host school and adopt a more community and family-engagement focused approach. Community-based prevention staff will be expected to fill the majority of their contracted capacity with families referred from the school, Beacon program, community based organizations (CBOs), and voluntary or “walk-in” participants. In addition, community-based prevention programs will receive significantly fewer referrals from child protection, and therefore reduce the number of cases demanding intensive services. Under this new approach, providers will be expected to be trained in and adopt the Strengthening Families Protective Factors Framework to focus their engagement and service delivery on building family capacity, wellbeing, and resilience. For information about this framework, see <http://www.cssp.org/reform/strengtheningfamilies/about>. ACS will expect the Beacon ACS community-based prevention programs to collaborate and coordinate with other community-based programs with whom ACS works.

To the maximum extent possible, at both case practice and administrative levels, ACS collects and monitors performance data to assess, target, and improve program performance and ensure that the stated goals, principles and practice guidelines of the Child Welfare System are met effectively and appropriately. Accordingly, ACS will expect the Beacon contractors to cooperate with ACS assessment and evaluation systems, providing all information necessary to allow the agency to conduct its monitoring responsibilities, and, as necessary, improve program performance.

To be eligible for a combined Beacon-ACS contract, a provider would have to achieve satisfactory scores in both the Beacon and ACS community-based prevention component sections of the competition.

Method of Evaluating Proposals and Basis of Award

Proposals will be evaluated in accordance the evaluation criteria set out in the RFP. These will include the quality and quantity of successful relevant experience of the proposer organization and its staff, a demonstrated record of achieving required program outcomes and working successfully with other organizations, the quality of the proposed program design, and adequacy of the proposed budget.

After proposal submission, a DOE representative, either the school principal, member of the school leadership team or other designee, will be invited to have a formal role in the evaluation of proposals.

Contract award shall be subject to demonstration that the proposer is tax-exempt and incorporated as a nonprofit organization in New York State and a determination that it will be a “responsible” prospective contractor, as defined under the City’s Procurement Policy Board Rules Section 2-08.

Use of HHS Accelerator

To respond to the forthcoming Beacon RFP and all other client and community services (CCS) Requests for Proposals (RFPs), vendors must first complete and submit an electronic prequalification application using the City’s Health and Human Services (HHS) Accelerator

System. The HHS Accelerator System is a web-based system maintained by the City of New York for use by its human services Agencies to manage procurement.

Only organizations with approved HHS Accelerator Business Application and Service Applications for one or more of the following will be eligible to propose:

- Academic Supports
- Community Engagement
- Language Skills
- Life Skills
- Literacy
- Mental Health services
- Health Education and Support
- Recreational Services
- Case Management
- Child Care
- Conflict Resolution/Mediation
- Food and Nutrition
- Preventive Services

To submit a Business and Service application to become eligible to apply for this and other CCS RFPs, please visit <http://www.nyc.gov/hhsaccelerator>.

Procurement Timeline

It is anticipated an RFP for this procurement will be released through the HHS Accelerator system late fall of 2016. The deadline for proposal submission will be approximately one month from the release of the RFP.

Feedback to Concept Paper

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

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The deadline for all written comments has been extended to **September 30, 2016**.