Literacy Programs

DYCD CONCEPT PAPER

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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.

Literacy services are needed at all age levels, for both native and non-native English speakers, and DYCD's programs aim to continue to reach adolescents and adults to meet needs across NYC.

NYC **Department of Youth & Community Development**

Empowering Individuals • Strengthening Families • Investing in Communities

New York City Department of Youth and Community Development
Literacy Programs Concept Paper 2022

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I. BACKGROUND AND PURPOSE

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.

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 to provide opportunities for New Yorkers and communities to flourish. Since 1996, DYCD has been committed to supporting programs for marginalized communities and New Yorkers of all ages—from afterschool and youth employment to housing support, senior services, food pantries, and more. DYCD serves upwards of 300,000 New Yorkers annually through high quality initiatives such as COMPASS, the Summer Youth Employment Program (SYEP), Beacon and Cornerstone Community Centers, Adult Literacy and Immigrant Services, and Runaway and Homeless Youth.[1]

This concept paper is the precursor to Requests for Proposals (RFPs) to be released by DYCD in 2022 for contracts to operate Literacy programs. The concept paper outlines proposed changes to existing program requirements, informed by input from multiple stakeholders, as well as by detailed reviews and analyses of internal program data. The populations served by the programs that are the subject of this concept paper are middle school student in public schools serving low-income neighborhoods, and adults that are English Language Learners (ELLs), lack sufficient mastery of basic educational skills and/or lack high school diplomas. The programs' primary purposes are to provide contextualized literacy services to help participants and communities thrive. The program will improve a broad range of competencies related to literacy, such as basic language skills (reading, writing, speaking, and listening), and support participants to meet their contextualized goals in areas including but not limited to parenting, workplace, health care and civic engagement.

In an increasingly complex, knowledge-based society, basic skills and educational attainment have become ever more important to enable a person to thrive, including maintaining health and wellness, competing in the global economy, and pursuing learning throughout life. Literacy needs are documented by the Program for the International Assessment of Adult Competencies (PIAAC) which found in its last assessment (2017) the following proportions of U.S. adults performing at the lowest levels: 19% for reading, 24% for digital problem solving and 29% for numeracy. This sets us notably below other top-performing countries.[2]

Non-native born adults are among the groups with the highest needs. U.S. adults that are non-native born have a score gap of 38 points (higher than the international average of 23 points).[2] For non-citizens, literacy needs can be a barrier to attaining citizenship, as well as other goals. NYC has identified increasing immigrant access to U.S. citizenship as "a powerful tool for fighting poverty, leading to better pay, higher rates of home ownership, political participation, and other benefits" and estimates that that over 620,000 lawful permanent residents in NYC are eligible to naturalize and have not done so .[3]

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[1] See www.nyc.gov/dycd to learn more about DYCD-funded services
[2] See U.S. Department of Education, 2017, https://nces.ed.gov/surveys/piaac/current_results.asp
[3] See NYC Mayor's Office, 2020, https://www1.nyc.gov/assets/opportunity/pdf/evidence/nycitizenship-evaluation-report-2020.pdf

Furthermore, NYC is home to three (3) million immigrants who comprise about 43% of the city's workforce and 36% of its population.[4]

Among adolescents, greater literacy needs have been found among ELLs, students with disabilities,[5] Black and Hispanic students, and students living in poverty.[6] Only about 7% of fourth grade ELLs and 3% of eighth grade ELLs in the U.S. score at or above proficiency in reading in the National Assessment of Educational Progress (NAEP).[5] Notably, 13.3% of NYC public school students are ELLs[7] and over 175 middle schools served 50 or more ELLs in the 2020-2021 school year.[8] Literacy services are needed at all age levels, for both native and non-native English speakers, and DYCD's programs aim to continue to reach adolescents and adults to meet needs across NYC.

DYCD's Mission, Vision, Theory of Change and Holistic Approaches

DYCD supports New Yorkers by funding a wide range of high-quality youth and community development programs, including afterschool, community development, family support, literacy services, runaway and homeless youth services, and youth workforce development.

DYCD's Theory of Change (ToC) embodies an integrated and aligned roadmap designed to show how DYCD's investments, across all program areas, are expected to impact the participants and communities served by agency-funded programs. The ToC is informed by principles of community building, holistic approaches to meet individual needs, multiple entry points and pathways that offer participants and family members easy access to relevant services, embeddedness in the community, and program models characterized by reciprocity of strengths and assets. To strengthen its strategic goals, DYCD seeks to connect community members and community-based organizations (CBOs) to a hub of resources and foster partnerships with other public and private entities. If implemented successfully, DYCD expects its investments to result in the following general outcomes:

1. Community organizations will be stronger as a network and as individual CBOs.
2. Community members, including youth, families, and adults, will have multiple points of entry to a spectrum of high-quality services.
3. Community members will have access to employment through skills, opportunities, and resources.
4. Community members will be empowered to navigate and participate in civic systems and access an array of resources.
5. Community members will have a greater belief in opportunity, including mindset for success, and self-efficacy.
6. Community members will have stronger connections to social networks in informal and formal relationships.

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[4] See NYC Mayor's Office of Immigrant Affairs, 2020, https://www1.nyc.gov/assets/immigrants/downloads/pdf/MOIA-Annual-Report-for-2020.pdf
[5] See U.S. Department of Education, The Condition of Education 2016, https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016144
[6] See The National's Report Card, New York City Overview, 2022, https://www.nationsreportcard.gov/profiles/districtprofile/overview/XN?cti=PgTab_OT&chort=2&sub=MAT&sj=XN&fs=Grade&st=MN&year=2019R3&sg=Gender%3A+Male+vs.+Female&sgv=Difference&ts=Single+Year&tss=2019R3-2019R3&sfj=NL
[7] See NYC Department of Education (DOE), https://www.schools.nyc.gov/about-us/reports/doe-data-at-a-glance
[8] In-house calculations on NYC DOE data, https://infohub.nyced.org/reports/school-quality/information-anddata-overview

DYCD-funded programs align with and support these ToC outcomes by providing a wide range of services, increasing access to resources, and building skills that empower communities, engender hope, and create connections. Literacy programs specifically support skill development contextualized to support participants reaching academic, employment, civic and other life goals.

DYCD's Equity Statement[9]

DYCD's Equity Statement supports DYCD's mission and ToC by articulating the agency's commitment to equitable implementation of operational, administrative, and programmatic functions, and distribution of financial resources to address historical and contemporary inequities based on race, income and other factors. Our vision is a New York City in which everyone flourishes, and outcomes are not determined by race, gender, gender identity, sexual orientation, income, neighborhood, immigration status, or disability. Many ideas in this concept paper reflect the agency's commitment to advance equity in intentional and explicit ways.

II. FUNDING AND COMPETITIONS

Equitable Funding Formula

In line with DYCD's Equity Statement, DYCD proposes to prioritize its investments in Literacy programs using a proportional formula based on the Neighborhood Tabulation Area (NTA)[10] as the geographic unit of analysis[11] to determine the location of and funding allocations for the programs.

The proposed formula comprises two (2) factors to determine funding allocations for programs by NTA. Below are the proposed formulas by service area:

- Adolescent Literacy
  - Number of individuals, under 18 years old, living below the federal poverty level (70%)
  - Number of ELLs in New York City Department of Education schools (30%)

- Adult Basic Education/High School Equivalency Instruction (ABE/HSE)
  - Number of individuals living below the federal poverty level (70%)
  - Number of adults, over 25 years old, without a high school diploma (30%)

- English for Speakers of Other Languages / Basic Education in the Native Language Instruction (ESOL/BENL)
  - Number of individuals living below the federal poverty level (70%)
  - Number of individuals, over 5 years, old with Limited English Proficiency (LEP) (30%)

DYCD anticipates that applying the formula described above will achieve a more equitable geographical distribution of Literacy investments across the city. See **Attachment A** for a preliminary list of the proposed funding allocations by NTA, based on the equitable funding formula outlined above.

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[9] See https://www1.nyc.gov/site/dycd/about/about-dycd/about-dycd.page
[10] See https://storymaps.arcgis.com/stories/d30850ba28944619b94e8ee4f746d5c4#ref-n-LHm04u
[11] Historically, DYCD identified priority areas by adopting as the unit of analysis different geographical units, such as Zip Code, Community District or Borough).

Anticipated Total Funding, Number of Contracts, and Price Per Participant (PPP)

    Service Area 1/Competition 1: Adolescent Literacy Instruction
- Total Funding: $870,000
- Number of Contracts: 6
- Price Per Participant: $5,000

    Service Area 2/Competition 2: ABE/HSE
- Total Funding: $3,769,039
- Number of Contracts: 22
- Price Per Participant: $1,300

    Service Area 3/Competition 3: ESOL/BENL
- Total Funding: $8,794,240
- Number of Contracts: 46
- Price Per Participant: $1,300

III. STAKEHOLDER ENGAGEMENT

In addition to analyses of internal data and findings from external research on literacy programs, the concept paper is informed by extensive input from a wide variety of stakeholders. These included program providers, participants or family members, principals at schools housing an Adolescent Literacy program, and experts in the field. The input was gathered through focus groups, interviews and learning sessions. Stakeholder feedback was collected on the existing program models, challenges, and priorities going forward.

Key takeaways from an analysis of the input from stakeholders include:
- Focus on contextualized teaching and learning, supporting a wider range of participant goals.
- Greater emphasis on evidence-based learning goals in lesson plan, curriculum, and/or syllabi development.
- Offer flexibility in how programs are delivered, including options for remote programming.
- Strengthen digital literacy programming.
- Provide case management and education career/counseling services to help identify and overcome barriers that prevent participants from attending class regularly and cause them to drop out prematurely.
- Increase funding and/or hours for staff to address turnover, administrative, and/or professional development needs of the programs.

DYCD will carefully review responses to the ideas presented in the concept paper and will take these into account as the agency works to develop the Literacy RFPs.

IV. DYCD PROGRAM APPROACHES

DYCD has developed a set of agency-wide approaches that contractors are expected to adopt irrespective of program focus. These are grouped under seven (7) broad headings:

  i. ***Diversity, Equity, Inclusion* (DEI).** DYCD expects all contractors to enroll a diverse range of individuals within the population the program is designed to serve. These might include, but are not

limited to, people of color, those who identify as LGBTQ (Lesbian, Gay, Bisexual, Transgender or Questioning), those who are homeless or have special needs: for example, ELLs, students with learning disabilities such as dyslexia, or justice-involved youth such as youthful offenders.[12] The aim of embracing a DEI approach is to ensure that anyone eligible can enroll and fully participate in the program, irrespective of their particular characteristics, needs or circumstances. The extent to which a DEI approach succeeds, however, can depend on variety of factors including (a) adherence to other DYCD approaches outlined below (e.g., safe and welcoming environment, strengths-based approaches); (b) outreach strategies designed to recruit individuals who are harder to engage; (c) provision of additional supports or services to enable full participation by those with special needs. In the latter case, this might be done directly (e.g., hiring paraprofessionals for students with disabilities; hiring staff with relevant language skills to ensure quality services for ELLs) or indirectly (e.g., making referrals to professionals who screen students for learning disabilities or diagnose mental health issues).

ii. *Safe and Welcoming Environment***.** All DYCD programs are expected to create and maintain a friendly, supportive environment and sense of belonging where everyone feels welcome and is treated with dignity and respect regardless of race, ethnicity, culture, religion, background, disability, or any other factors that can cause individuals to be perceived as different and treated differently.

iii. *Strengths-based Approaches*. In line with its mission, vision, and Theory of Change, DYCD emphasizes the critical role of strengths-based approaches in helping individuals, families, and communities to thrive. These approaches value individual and community assets that are seen as vital to achievement of program goals and outcomes. DYCD expects all contractors, for example, to intentionally incorporate participant "voice and choice" as programs are implemented, developed, and evaluated, as well as civic engagement projects that are selected, shaped, and conducted by participants.[13] These and other strengths-based strategies yield multiple benefits, including acquisition of new knowledge, broadening of horizons, and development of significant life skills.

DYCD's "Promote the Positive" guide describes ways in which DYCD contractors are expected to infuse youth programs with the strengths-based principles and practices that characterize Positive Youth Development (PYD), Social and Emotional Learning (SEL), and Youth Leadership Development (YL).[14] PYD is an assets-based approach that fosters healthy human development and resilience. SEL involves the intentional development of key social and emotional competencies that everyone needs to thrive. YL builds on the SEL competencies, focusing on *action* and *reflection* to reinforce new skills and lessons learned, build confidence, and equip participants to respond to emerging challenges, take on leadership roles, and effect change in their communities.

iv. *Family Engagement*. All DYCD programs are expected to embrace the principles and vision that underpin DYCD's "Circles of Support: A Family Engagement Framework" and related Toolkit.[15] DYCD adopts a broad definition of 'family' that includes non-blood relatives. Programs are expected to create opportunities for those able to exercise a positive influence on program participants and encourage their consistent engagement with the program: for example, by involving family members in marketing and recruitment strategies, providing ongoing information about activities, and inviting

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[12] For the definition of youthful offender, see: https://nycourts.gov/courthelp/Criminal/youthfulOffender.shtml
[13] See https://www1.nyc.gov/assets/dycd/digital_toolkit/flip_book_civicengagement.html
[14] See https://www.flipsnack.com/nycdycd/dycd-promote-the-positive-flipbook-for-rfp.html . This document includes a series of Frameworks developed by DYCD.
[15] See https://familyengagementdycdconnect.nyc/

family members to attend program events and celebrations. The Circles of Support Toolkit focuses on three (3) critical strategies: **Communication**, **Participation**, and *Partnerships*. The overall aim is to create mutually beneficial circles of support, built on trust and the notion that programs and families share responsibility for participant success.

v. *Holistic Approach.* DYCD expects all contractors to respond to participant needs in a holistic manner. Thus, irrespective of their specific area of focus, programs are expected to find ways to expand resources for participants and their families by providing information about, and connecting them to, additional services through the formal and informal collaborations. Through these relationships and partnerships programs build the provider networks and community service hubs that provide easy access to relevant services beyond the scope, capacity, and focus of individual programs. Examples might include partnerships designed to connect participants to mental health supports, help them access benefits, paid internships, jobs or career readiness programs. To successfully operationalize the holistic approach, in addition to establishing meaningful relationships with other service providers, programs must ensure all their staff are equipped to provide reliable information about available resources and make relevant referrals. In short, the adoption of a holistic approach enables individual programs to better address participant needs and maximize their impact via an efficient and transparent system of pathways to a broad range of local and citywide services.

vi. *Outreach and Marketing Strategies.* DYCD expects all contractors to adopt outreach and marketing strategies that effectively communicate information about programs in line with agency guidelines**.**

vii. *Mental Health Supports.* DYCD's programs already aim to promote mental well-being through the incorporation of social-emotional learning for participants in all program models, as well as foundational environmental supports for positive mental health such as a safe and welcoming environment and respectful and caring relationships with staff. These approaches are outlined in DYCD's Promote the Positive frameworks. The requirements below do not replace these foundational approaches; they supplement them to support youth who may be experiencing mental health conditions that are impacting their well-being.

The aim of the proposed new requirements is to improve staff knowledge of the most common mental health conditions and available City resources, reduce mental health stigma among participants, and increase access to mental health services by focusing on the following goals:
- Provide participants and family members with information about mental health services to address the most common mental health issues such as depression, anxiety, trauma and substance abuse.
- Respond appropriately when time-sensitive mental health services are needed such suicide prevention and grief and loss for death or incarceration of a family member.
- Provide referrals to appropriate mental health services as needed.

Providing these mental health supports connects people to care that complements the focus on social-emotional learning[16] throughout all of DYCD programs.

In order to support the well-being of all participants, DYCD programs are required to have:

- Staff training, including:

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[16] See https://www1.nyc.gov/assets/dycd/digital_toolkit/flip_book_socialemotionallearning.html

- o <u>All staff</u> will complete the [Building Connections to Mental Health Support Training](#) (recorded, 1 hour)[17] covering the following topics:
  - i. Mental health and mental illness
  - ii. Engagement and de-escalation strategies
  - iii. Referral and crisis management protocols
  - iv. Mental health resources
- o <u>Program director</u> will complete the [Building Bridges to Support: Technical Assistance for Crisis Navigation Part I and Part II](#) (recorded, 1 hour and 40 minutes)[18] covering the following topics:
  - i. Mental health spectrum and mental health crises
  - ii. Importance of implementing an organizational crisis navigation plan
  - iii. Creating and implementing a customized crisis navigation plan for your organization (with the OCHM Crisis Navigation Worksheet).

- <u>A mental health referral plan disseminated to all staff.</u> The plan should include creating and annually updating a referral plan informed by resources from the Mayor's Office for Community Mental Health,[19,20] and the mental health resource list to be provided by DYCD. There should be an agreed upon process within your program for mental health referrals to a network of providers that includes use of the NYC Well service directory,[21] internal quarterly review of the process with staff, and review with staff to troubleshoot on an as needed basis.

- <u>A partnership agreement with at least one (1) mental health provider that is licensed and provides direct clinical services to the population served by the program</u> at the "coordinating" level or above as defined in [DYCD's Partnership Toolkit](#).[22]
  - o This partnership could include mental health education for staff and/or participants related to common and time-sensitive mental health issues and seeking care, and/or in-person or virtual tour(s) of the mental health provider's facility or co-location of services.[23]

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[17] See https://mentalhealth.cityofnewyork.us/resource-guides-toolkits/webinars/building-connections-to-mental-health-support

[18] See https://mentalhealth.cityofnewyork.us/resource-guides-toolkits/webinars/building-bridges-to-support-technical-assistance-for-crisis-navigation-part-1-2

[19] See *How to Talk to Young People about Mental Health*, 2021, https://mentalhealth.cityofnewyork.us/wp-content/uploads/2021/09/OCMH_HowtoEngageYoungPeople.pdf

[20] See *Crisis Navigation Worksheet*, 2021, https://mentalhealth.cityofnewyork.us/wp-content/uploads/2021/11/111821-CrisisNavigation-Worksheet-1.pdf

[21] The NYC Well service directory is available by calling 1-888-NYC-WELL (1-888-692-9355) or visiting nyc.gov/nycwell. NYC Well provides referral information as well as short term counseling and mobile crisis response. Detailed guidance can also be found here: https://mentalhealth.cityofnewyork.us/how-to-help

[22] See http://www.strategicpartnershipsdycdconnect.nyc/

[23] See guidance for partnerships between CBOs and mental health providers in *Helpers in Plain Sight: A Guide to Implementing Mental Health Task Sharing in CBOs,* 2020, https://www1.nyc.gov/assets/opportunity/pdf/specialinitiatives/sif/helpers-in-plain-sight-2020.pdf

V. PROGRAM MODELS

Program Goals

The Literacy programs aim to support adolescents and adults with limited reading, writing and math and/or English language abilities to succeed in broad aspects of life, including school, work, family, and community. More specifically:

Adolescent Literacy

The Adolescent Literacy Program provides literacy programming to middle schoolers, including homework help and engagement in project-based activities that leverage digital technologies (such as social media, blog, and online presentation platforms). The vision of the program is to help participants with academic, communication, and critical thinking skill development in order to graduate high school and thrive in their communities.

ABE/HSE Adult Literacy

The ABE/HSE Adult Literacy Program provides literacy programming to adults who lack sufficient mastery of basic educational skills and/or lack high school diplomas, with the goal of improving their reading, writing, speaking, and comprehension skills. The vision of the program is to help participants meet their communication, academic, work, health and/or other contextualized literacy goals in order to thrive in their communities.

ESOL/BENL Adult Literacy

The ESOL/BENL Adult Literacy Program provides literacy programming to adult ELLs to improve their listening, speaking, reading, writing, and comprehension skills in English. The vision of the program is to help participants meet their communication, academic, work, health and/or other contextualized literacy goals in order to thrive in their communities.

Common Features of Program Models

The following are features of all Literacy Programs. This section is followed by distinctive features for each model.

Marketing, Recruitment, and Enrollment and Retention

Contractors will submit and implement a comprehensive, strategic marketing and outreach plan to recruit and retain program participants, as well as boost attendance year-round. Marketing and outreach strategy must comprise multiple communication outlets (e.g., street outreach, social media, trusted messenger recruitment, online and/or print advertising, etc.) and messaging strategies. Choice of communication outlets and messaging strategies should be tailored as appropriate to the program's target demographics, including age, language, trusted sources, etc.

Instruction

The goal of instruction is for students to exit the program with the transferable literacy skills needed to successfully navigate content area material. To ensure these skills are developed, each program will be expected to develop lesson plans and/or have a curriculum or syllabi in place which outline skills to be

taught, assessment, and materials to be used. The program must integrate the teaching of specific skills into a broader, contextualized contexts in areas of student interests. Requirements for contextualization will include an assessment of the needs/interests of participants. Contextualization should also include intentional connection to career readiness and life skills development. It will be required for contractors to demonstrate how they plan to meet the below learning goals and evidence-based principles prescribed by DYCD in their proposal. DYCD will also be reviewing and confirming that lesson plans, curriculum and/or syllabi are tied to the below learning goals upon program implementation.

Literacy instruction should include the following learning goals:

- Foundational language and print skills (e.g., phonemic awareness, phonics, fluency, vocabulary, reading comprehension).
  - o Strategies that increase phonemic awareness, reading comprehension, and writing skills.
  - o Strategies tailored to the needs of ELLs such as more intensive vocabulary instruction and collaborative learning (e.g., pairs, small groups).
  - o Opportunities for self-directed learning as a means to strengthening participants' motivation to read and write, develop the habit of reading and writing, and build identities as readers and writers.
  - o Text-based collaborative learning, which involves students interacting with one another around texts that vary in terms of content, format, style, and levels of difficulty.

- Numeracy skills, including using basic mathematical and computational skills to perform practical tasks.

- Digital literacy and problem-solving skills, including the ability to access and interpret information in digital environments to perform practical tasks.
  - o Computer-assisted instruction as a tool to facilitate reading comprehension and create opportunities for collaborative work and social interaction.
  - o Use of digital technologies, including but not limited to texting, email, and online search engines.

- Critical literacy and critical thinking skills, including analyzing and evaluating the meaning of texts as they relate to topics on equity, power and social justice in order to form a stance, response or action towards an issue.

- Workforce development and career readiness skills and vocabulary at the appropriate level to increase relevance to future career opportunities.

<u>Community Partnerships</u>

DYCD defines "community partnership" as an agreement with an *external entity* (i.e., an organization/agency separate from the proposer) whereby the partner will provide specific services or resources that support the program on short or longer-term basis. Within the spectrum of partnerships defined in DYCD's *Strengthening Communities: Building Strategic Partnerships: A TOOLKIT FOR*

COMMUNITY-BASED ORGANIZATIONS,[24] community partnerships would fall within the *Coordinating, Cooperating or Collaboration* levels. *Networking* would not count as a community partnership.

Community partners may include *subcontractors*, *co-locators* and *entities that agree to accept referrals from, or donate specific types of resources to the program*.

DYCD will require all Literacy programs to have at least three (3) community partnerships *in addition to* the required partnerships designated in the Distinctive Features section of the Concept Paper and the mental health provider designated in the DYCD Program Approaches section. The aim is to enhance and maximize program impact through collaborations that result in additional options and/or higher service quality for participants. To the greatest extent possible, the contractor will tap into relevant community resources/assets.

The contributions the community partner agrees to make to the program will be documented in a *Community Partnership Agreement* submitted by a proposer responding to the related Request for Proposals (RFP). It will demonstrate how the partnership will enhance the program for the benefit of participants.

Subcontracting

Subcontracting is allowed for up to 30 percent of the contractor's total program budget.

Staffing

Literacy programs must ensure that services are provided by qualified instructors and overseen by administrators knowledgeable in successful literacy practices.

The contractor will create full-time positions wherever possible and appropriate in order to encourage program continuity and quality instruction and to provide staff access to benefits such as paid leave and health insurance.

Key staff will be appropriately trained and experienced and preferably licensed or certified in areas such as basic education, childhood education, ESL, and/or social work. An appropriately qualified staff person(s) will be available to provide activities for young children, not enrolled in the program, who accompany parents during program hours.

The contractor would ensure that all paid staff members, as well as any volunteers, are qualified and appropriately trained in family development. The contractor would provide program staff with information on the Family Development Training and Credentialing Program (FDC) and, where appropriate, refer staff for training. Paid staff members are eligible for scholarships to FDC, offered through DYCD.

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[24] For definitions of the different levels, see, http://www.strategicpartnershipsdycdconnect.nyc/home/collaboration-continuum/; for additional information about partnerships with other DYCD-funded programs, see Discover DYCD at https://discoverdycd.dycdconnect.nyc/home

DYCD has developed a set of core competencies and corresponding indicators for youth workers, to serve as a guide for training and supervising quality youth workers. These competencies and indicators are available at DYCD and are posted on DYCD's website at www.dycd.nyc.gov.

Staff Development

Research has demonstrated that professional development leads to improved reading ability for students.[25] Programs would incorporate high-quality ongoing professional development to ensure that instructors are familiar with strategies proven to be effective in teaching literacy to centered communities. Key staff members would receive a minimum of 18 hours of staff development annually.

In addition, program staff would hold regular meetings to review progress, exchange information, and share instructional strategies. Program directors would also be expected to attend periodic meetings sponsored by DYCD to share best practices and address issues that may arise while delivering literacy programming.

In order to support the well-being of all staff, DYCD programs are _required_ to provide at least one (1) live or recorded training resource to staff around coping with vicarious trauma and stress and developing self-care practices. This training resource should be provided on an annual basis and at no cost to staff.[26]

Distinctive Features of the Adolescent Literacy Program

Description of Program Participants

The Adolescent Literacy Program will serve youth in sixth, seventh and/or eighth grades. Programs would make special efforts to serve ELLs. To facilitate multi-year enrollments, programs would focus on recruiting sixth and seventh graders.

Required Content Areas and/or Activities

Required:
- Development of e-portfolio through technology and digital literacy activities
- Homework help
- Parent/Guardian engagement
- Referrals to learning disability screening services
- Connection to college and career readiness pathways

Suggested:
- Tutoring
- Case management/counseling

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[25] See Carnegie Corporation of New York, 2003, p. 25, https://www.carnegie.org/publications/adolescents-and-literacy-reading-for-the-21st-century/

[26] An example of a recorded training resource is Vibrant Emotional Health's Trauma-Informed Perspectives Practice Series (TIPPS) Online Learning Course, a self-paced course available at no cost for DYCD contracted provider staff. The course includes five (5) 30-minute lessons including a lesson on "Staying In Balance, how to manage stress and promote self-care." To learn more, see: https://cbresourcesdycdconnect.nyc/technical-assistance-providers/vibrant-emotional-health/ and https://edmaker.co/vibrant/tipps

Stakeholder engagement on the current Adolescent Literacy program model revealed considerable challenges competing with afterschool programs that offer a plethora of enrichment activities. In focus groups, providers reported striving—and sometimes struggling—to avoid the stigma of Adolescent Literacy as a remediation program, resulting in recruitment and retention challenges. To address this issue, Adolescent Literacy programs should be marketed and implemented as a club, distinct from the school-day. While the purpose of the Adolescent Literacy program is to improve participants' literacy skills, contractors should infuse literacy instruction with fun, technology-based activities that are aligned with participants' interests.

Portfolio development should engage participants in personal projects that involve digital technologies (such as search engines, social media, blog, Photoshop, PowerPoint and online presentation platforms, video creation/editing, etc.) that will result in the development of a final portfolio to showcase learning and skill development. Students should be engaged throughout the year to assess project products, provide guidance on literacy skill development, and determine project products that will be a part of their final portfolio. Contractors will be responsible to store projects in a way that is accessible to the student, parents/guardians, program, and school staff. Contractors should relate the skills being built through the portfolio development process to potential career paths and provide referrals to paid internships and other opportunities available to young people in these areas.

Homework help should support literacy skill development and participants' academic achievement. Classes will be structured using one-on-one tutoring or small group format, with a maximum student to teacher ratio of one (1) to nine (9). Contractors must provide an environment for literacy that differs from the school environment, while building on in school experience, and provides a wide range of formal and informal learning activities (such as text discussions, journal writing, story dramatization, reading and writing to conduct and summarize research) using digital technologies.

Program Hours and Minimum Requirements

All programs must provide continuous instruction from September through June; summer classes are optional. If the program does not offer classes during July and August, the program would still be in operation, attending to other tasks, such as planning and reporting.

Programs will seek to accommodate the needs of participants such as via evening or weekend hours. Program hours and schedules are specified below. With appropriate justification, alternative program hours and schedules will be considered.

Instruction must be provided for five (5) hours per week for at least three (3) days per week during out-of-school hours. Weekend days may be included. Sessions would not exceed two (2) hours each. Programs are expected to be delivered in community centers throughout the five (5) boroughs.

Both homework help and activities related to the development of an e-portfolio must be made available to all participants at all program sessions.

Remote Programming

Classes will be expected to be delivered in-person unless there are COVID-19 related or other emergency closures of schools.

Required Community Partnerships

Adolescent Literacy contractors will follow the below guidance when forming the Community Partnerships described above under the section on Common Features of the Program.

Required:
- NYC Public School, serving Grades 6-8
- Learning Disability Screening Service

Suggested:
- Family Practice Health Care Provider
- Providers that meet the identified needs of the participants and/or their parents/guardians, such as employment, education, vocational training, parenting, childcare/eldercare, substance abuse treatment, domestic and gender-based violence prevention, food assistance, physical health and nutrition, health insurance access, child support, and financial literacy, including tax preparation.

Staffing

Each provider will employ and retain the following staff members:
- A Program Director with a bachelor's degree, knowledge of successful literacy practices, and relevant experience administering similar literacy programming. The Program Director would devote at least 50 percent of time to program oversight.
- A part-time Literacy Coach with a bachelor's degrees in reading or a certified middle-school teacher. The Literacy Coach will provide instruction and supervise instruction by tutors. The Literacy Coach will work a minimum of nine (9) hours per week. Included in the nine (9) hours per week is time for lesson planning/curriculum development, administrative tasks, and professional development.
- A part-time Digital Navigator with an associate degree, to support the development of digital literacy competencies through the development of an e-portfolio. The Digital Navigator will work a minimum of nine (9) hours per week. Included in the nine (9) hours per week is time for lesson planning/curriculum development, administrative tasks, and professional development.
- A part-time tutor, with a background in providing literacy instruction. All tutors would receive pre-service training and in-service support from the Program Director and/or Literacy Coach. The tutor will work a minimum of five (5) hours per week.
- At least one (1) high school student to support peer-to-peer learning and assist paid staff with the functions listed above.

ABE/HSE Program

Description of Program Participants

The ABE/HSE Literacy Program will serve adults at least 18 years and older, not enrolled or required to be enrolled in secondary school under New York State law, lacking sufficient mastery of basic educational skills, and lacking a high school diploma.

Required Content Areas and/or Activities

Required:

- Classroom instruction for both ABE and HSE or HSE, only. Providers are expected to meet the needs of community members who are seeking services from them and should provide ABE services or appropriate referrals as needed.
- Digital literacy support
- Case management
- Education/career counseling
- Referrals to learning disability screening services
- Referrals to career readiness and job development programs

Optional:
- Tutoring
- College preparation

HSE classes are intended for students reading at or above the 9.0 grade level, as measured by the Test for Adult Basic Education (TABE), who have yet to attain high school diplomas. Classes are designed to improve students' abilities to comprehend, analyze, and evaluate written information and to present their understanding in short essays.

NYS provides four (4) pathways to an HSE diploma[27] including the self-paced online National External Diploma Program (NEDP) in English and the GED test in Spanish or English. The contractor can choose to support some or all of these HSE pathways and demonstrate the ability and capacity to deliver quality services. Flexibility will be allowed for contractors to develop proposals to enable partial passers of the GED that pass some but not all subject areas to only receive needed instruction -- through instruction, tutoring hours, labs, etc. -- rather than be placed in classes that do not meet their needs.

ABE programs will provide instruction in reading, writing, and mathematics in English and are intended for students reading at or below the 8.9 grade level, as measured on TABE 11/12. ABE programs will provide instruction in English and ensure lessons are contextualized around areas of students' interests.

The contractor may offer instruction in Spanish HSE; ABE classes in Spanish are not allowed. The contractor would develop and use its own assessment methodology to ensure students are placed appropriately in the Spanish HSE program and are referred to take the GED test when ready.

Contractors are expected to support participants' ability to identify and overcome barriers that prevent them from attending class regularly and cause them to drop out prematurely, help participants navigate, engage and access the myriad of resources and services they need, and make appropriate referrals. DYCD's Case Management Standards Toolkit[28] provides guidance that contractors will consider in program design and delivery. Completing the on-demand case management training through DYCD is also encouraged.

Case management and education/career counseling tasks are as follows:
- Work with each participant to identify interests and strengths.
- Work with each participant to develop an Individual Service Plan (ISP) listing:
  - At least two (2) contextualized literacy and educational goals, with specific action steps required to meet each goal.

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[27] See http://www.acces.nysed.gov/hse/high-school-equivalency-hse
[28] See www1.nyc.gov/assets/dycd/downloads/pdf/NYC_DYCD_Case_Management_Toolkit-2011.pdf

- Supportive services, benefits, and resources needed, with specific action steps taken to assist with any necessary referrals, *if needed*.
- Help participants develop skills to improve study habits, social skills, and time management.
- Interact with participants on an on-going basis, be able to demonstrate positive impacts of counseling on attendance, retention and academic achievement addressing participants' needs and documenting each interaction with a participant in DYCD's Participant Tracking System (PTS).
- Provide a referral to an appropriate career readiness or job development program once an HSE diploma is obtained, *if needed*.

ISP goals could be in broad areas including but not limited to the following:
1. Health Literacy
2. Digital Literacy
3. Family Literacy
4. Financial Literacy
5. Immigrants' Rights
6. Housing Rights
7. Workers' Rights
8. Leadership Development
9. Civic Participation
10. Community Engagement
11. Citizenship Preparation
12. Engagement in Children's Schooling
13. Career Readiness
14. Job Placement/Job Improvement
15. Legal and/or Social Services Accessed
16. Material Support Accessed (e.g., food aid, cash assistance)
17. Culturally Responsive/Sustaining Education

In order to deliver digital literacy support, contractors are expected to have a computer lab where participants can gain hands-on practice and engage participants in activities dedicated to building digital literacy and digital problem-solving skills.

Program Hours and Minimum Requirements

Instruction must be provided continuously from September through June; summer classes are optional. If the program does not offer classes during July and August, the program would still be in operation, attending to other tasks, such as planning and reporting. Programs will seek to accommodate the needs of participants such as via evening or weekend hours. With appropriate justification, alternative program hours and schedules will be considered.

Classes would meet a minimum of six (6) hours/week with cohort enrollment quarterly. Two (2) of the six (6) class hours/week will consist of digital literacy activities. Digital literacy activities can also be explicitly incorporated into other weekly instruction. Allowing for the challenging period of program start, the first quarter would consist of 16 weeks; the second and third quarters would consist of 12 weeks each. Case management and counseling services will be provided for a minimum of 15 hours per week.

At least three (3) classes must be provided simultaneously. Post-tests would be administered at the end of each quarter.

Remote Programming

ABE/HSE contractors will have the option of delivering services remotely, depending on the needs of participants (regardless of COVID-19 restrictions), for up to 35% of the program's total instructional hours. The time allowance would be calculated across all hours that the contractor provides (as opposed to by class) to allow for the possibility of having entire classes operate remotely. Providers who choose to offer remote option must ensure reliable equipment and internet for access and have internet privacy and security policies and procedures in place. Students attending remote classes should be expected to have a computer/laptop for full participation.

Required Community Partnerships

ABE/HSE contractors will follow the below guidance when forming the Community Partnerships described above under the section on Common Features of the Program.

Required:
- GED Testing Site *(if GED is a pathway supported)*
- College Preparatory Program or Community College
- Workforce Development Program (including job placement, training, and career readiness support)
- Learning Disability Screening Service Provider

Suggested:
- Family Practice Health Care Provider
- Mental Health Services Provider
- NYC Financial Empowerment Centers
- Providers that meet the identified needs of the participants, such as employment, education, vocational training, parenting, childcare/eldercare, substance abuse treatment, domestic and gender-based violence prevention, food assistance, physical health and nutrition, health insurance access, child support, and financial literacy, including tax preparation.
- Providers that help contractors meet participants' contextualized literacy goals, including in the 16 areas outlined in the case management/counseling section above.

Staffing

Each ABE/HSE contractor will employ and retain the following staff members:
- A Program Director with at least a bachelor's degree, knowledge and experience in adult education learning practices and standards, and at least two (2) years of successful experience within the past five (5) years in providing adult literacy services to low-income adults. The program director would devote 25 percent of time to the program.
- Instructor or instructors (working a minimum of 24 hours per week) with at least a bachelor's degree, knowledge and experience in adult education learning practices and standards, and at least two (2) years of successful experience within the past five (5) years in providing adult literacy services to low-income adults. DYCD recommends that instructors be full time within the agency as a best practice. Included in the 24 hours per week is time for lesson planning/curriculum development, administrative tasks, and professional development.
- A part-time Program Assistant with knowledge and experience in intake, data entry, and reporting. The Program Assistant will work a minimum of 19 hours per week.
- A part-time Family Development Coach to provide case management and education/career counseling, with at least a bachelor's degree in social work or a related field and knowledge and experience in utilizing appropriate resources and working with City systems such as public

assistance, child welfare, education, and housing, or with at least three (3) years experience in providing case management/counseling. The Family Development Coach will work a minimum of 15 hours per week.

Distinctive Features of the ESOL/BENL Program

Description of Program Participants

The ESOL/BENL Literacy Program will serve adults at least 18 years and older, not enrolled or required to be enrolled in secondary school under New York State law, who are unable to sufficiently speak, read, or write the English language to navigate government, education, and workplace systems.

Required Content Areas and/or Activities

Required:
- Classroom instruction for both ESOL and BENL or ESOL only.
- Digital literacy support
- Case management
- Education/Career counseling
- Referrals to learning disability screening services

Optional:
- Tutoring

The ESOL program will provide instruction to improve participants' English language communication skills. ESOL classes will require development of oral and written language skills early on and throughout programming, contextualized areas of interest to students. BENL programs are designed for students whose acquisition of English language skills is hampered by a lack of native language literacy. An appropriate instrument must be used to determine placement in a BENL class.

Contractors are expected to support participants' ability to identify and overcome barriers that prevent them from attending class regularly and cause them to drop out prematurely, help participants navigate, engage and access the myriad of resources and services they need, and make appropriate referrals. DYCD's Case Management Standards Toolkit[29] provides guidance that contractors will consider in program design and delivery. Completing the on-demand case management training through DYCD is also encouraged.

Case management and education/career counseling tasks are as follows:
- Work with participants to identify interests and strengths.
- Work with participants to develop an Individual Service Plan (ISP) listing:
    o At least two (2) contextualized literacy and educational/career goals, with specific action steps required to meet each goal.
    o Supportive services, benefits, and resources needed, with specific action steps taken to assist with any necessary referrals, *if needed*.
- Help participants develop skills to improve study habits, social skills, and time management.

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[29] See www1.nyc.gov/assets/dycd/downloads/pdf/NYC_DYCD_Case_Management_Toolkit-2011.pdf

- Interact with participants on an on-going basis, be able to demonstrate positive impacts of counseling on attendance, retention and academic achievement addressing participants' needs and documenting each interaction with a participant in DYCD's Participant Tracking System (PTS).

ISP goals could be in broad areas including but not limited to the following:
1. Health Literacy
2. Digital Literacy
3. Family Literacy
4. Financial Literacy
5. Immigrants' Rights
6. Housing Rights
7. Workers' Rights
8. Leadership Development
9. Civic Participation
10. Community Engagement
11. Citizenship Preparation
12. Engagement in Children's Schooling
13. Career Readiness
14. Job Placement/Job Improvement
15. Legal and/or Social Services Accessed
16. Material Support Accessed (e.g., food aid, cash assistance)
17. Culturally Responsive/Sustaining Education

In order to deliver digital literacy support, contractors are expected to have a computer lab where participants can gain hands-on practice and engage participants in activities dedicated to building digital literacy and digital problem-solving skills.

<u>Program Hours and Minimum Requirements</u>

Instruction must be provided continuously from September through June; summer classes are optional. If the program does not offer classes during July and August, the program would still be in operation, attending to other tasks, such as planning and reporting. Programs will seek to accommodate the needs of participants such as via evening or weekend hours. With appropriate justification, alternative program hours and schedules will be considered.

Classes would meet a minimum of six (6) hours/week with cohort enrollment quarterly. Two (2) of the six (6) class hours/week will consist of digital literacy activities. Digital literacy activities can also be explicitly incorporated into other weekly instruction. Allowing for the challenging period of program start, the first quarter would consist of 16 weeks; the second and third quarters would consist of 12 weeks each. Case management and counseling services will be provided for a minimum of 15 hours per week. Post-tests would be administered at the end of each quarter.

<u>Remote Programming</u>

ESOL/BENL contractors will have the option of delivering services remotely, depending on the needs of participants (regardless of COVID-19 restrictions), for up to 35% of program's total instructional hours. The time allowance would be calculated across all hours that the contractor provides (as opposed to by class) to allow for the possibility of having entire classes operate remotely. Providers who choose to offer remote option must ensure reliable equipment and internet for access and have internet privacy and security policies and procedures in place. Students attending remoted classes should be expected to have a computer/laptop for full participation.

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Required Community Partnerships

ESOL/BENL contractors will follow the below guidance when forming the Community Partnerships described above under the section on Common Features of the Program.

Required:
- ABE/HSE Adult Literacy Program
- College Preparatory Program or Community College
- Workforce Development Program (including job placement, training, and career readiness support)
- Learning Disability Screening Service Provider

Suggested:
- Family Practice Health Care Provider
- NYC Financial Empowerment Centers
- Providers that meet the identified needs of the participants, such as employment, education, vocational training, parenting, childcare/eldercare, substance abuse treatment, domestic and gender-based violence prevention, food assistance, physical health and nutrition, health insurance access, child support, and financial literacy, including tax preparation.
- Providers that help contractors meet participants' contextualized literacy goals, including in the 16 areas outlined in the case management/counseling section above.

Staffing

Each ESOL/BENL contractor will employ and retain the following staff members:
- A Program Director with at least a bachelor's degree, knowledge and experience in adult education learning practices and standards, and at least two (2) years of successful experience within the past five (5) years in providing adult literacy services to low-income adults. The program director would devote 25 percent of time to the program.
- Instructor or instructors (working a minimum of 24 hours per week) with at least a bachelor's degree, knowledge and experience in adult education learning practices and standards, and at least two (2) years of successful experience within the past five (5) years in providing adult literacy services to low-income adults. DYCD recommends that instructors be full time within the agency as a best practice. Included in the 24 hours per week is time for lesson planning/curriculum development, administrative tasks, and professional development.
- A part-time Program Assistant with knowledge and experience in intake, data entry, and reporting. The Program Assistant will work a minimum of 19 hours per week.
- A part-time Family Development Coach to provide case management and education/career counseling, with at least a bachelor's degree in social work or a related field and knowledge and experience in utilizing appropriate resources and working with City systems such as public assistance, child welfare, education, and housing, or with at least three (3) years' experience in providing case management/counseling The Family Development Coach will work a minimum of 15 hours per week.

VI. OUTCOMES TRACKING AND EVALUATION

The contractor would track and report progress toward outcomes to DYCD. Outcomes tracked will include program retention and literacy and/or educational and/or contextualized literacy goal gains.

A common assessment instrument or instruments will be used to measure participant achievement in all programs.

Initial and periodic assessment will be required to evaluate student progress. DYCD will require a common instrument to be used by all programs to assess participants. Depending on the choice of instrument, it may also serve as the diagnostic tool. In ESOL classes, the BEST Literacy test will be introduced as an additional standardized test used as indicated below to measure gains in basic reading and writing skills. This will compliment use of the BEST Plus test which measures listening and speaking skills.

Individualized Service Plan (ISP) development will be required for each participant.

All Programs (Adolescent and Adult Literacy)

Programs will attain recruitment and retention outcomes as indicated in table below.

Outcomes	Indicators	Verification
Participants will be engaged in programs.	100% enrollment by the below dates: • *Adolescent Literacy:* Contractors will enroll a minimum of 25 participants by mid-October and annually. • *Adult Literacy:* Contractors will enroll a minimum of 110 participants annually. Contractors will be required to follow up with students and/or parents/guardians after every missed class. Average daily attendance rates are met: • 12-15 participants will attend each class, except for ABE levels 0-2.5 for which it will be 8-10 participants will attend each class.	DYCD's Participant Tracking System (PTS)

Adolescent Literacy Program

Participants will attain other outcomes as indicated in table below.

Outcomes	Indicators	Verification
Participants will demonstrate an increase in grades.	50% of participants increase grades on report card between initial and ensuing report cards.	School report card

Participants will demonstrate literacy skills via completion of final literacy portfolio.	75% of participants complete final portfolio by the end of the program year.	Portfolio review

ABE/HSE Adult Literacy Program

Participants advance to the next ABE level as evidenced by TABE tests. The achievement rate would meet or exceed the minimum achievement standards set by DYCD.

Participants will attain other outcomes as indicated in table below.

Outcomes	Indicators	Verification
Participants will demonstrate improved literacy skills.	54% of participants who are properly tested and receive at least 12 instructional hours are expected to advance at least one ABE level. 50% of participants enrolled in HSE exam preparation classes are referred to take the GED test.	TABE test
Participants will attain an HSE diploma	50% of participants that are referred to take the GED test will pass.	HSE diploma
Participants will achieve one (1) or more goals outlined in ISP	75% of participants complete at least one (1) goal identified in the ISP by the end of the program year.	Case notes in DYCD's Participant Tracking System

ESOL/BENL Adult Literacy Program

Participants advance to the next ESOL level as evidenced by TABE, BEST Plus and BEST Literacy tests. The achievement rate would meet or exceed the minimum achievement standards set by DYCD.

Participants will attain other outcomes as indicated in table below.

Outcomes	Indicators	Verification
Participants will demonstrate improved English language and/or basic literacy skills.	58% of the participants who are properly tested and receive at least 12 instructional hours are expected to advance at least one ESOL level.	TABE, BEST Plus or BEST Literacy tests
Participants will achieve one (1) or more goals outlined in ISP.	75% of participants complete at least one (1) goal identified in the ISP by the end of the program year.	Case notes in DYCD's Participant Tracking System

VII. ADMINISTRATIVE AND LEGAL REQUIREMENTS

All contractors must ensure safety and emergency plans, including for social distancing, masking, and remote operation.

All contractors must enter the data required by the DYCD Connect Participant Tracking System for the program area in question. The required data will vary according to the relevant Workscope. Every user accessing a DYCD application must have their own individual account that is not shared with any other individual. When registering a user account:
- The real name and contact information of the individual must be used.
- A private email domain must be used (i.e. *username@provider*.org) to register the account. Public email domains (i.e. *username*@gmail.com) are NOT permitted.
- To access DYCD systems, users must use *Multi-Factor Authentication* that requires a phone line or authenticator app.
- DYCD must be notified within 24 hours when an employee separates from employment o within one (1) hour if the employee has been terminated.

Contracts resulting from the RFP that DYCD anticipates releasing will incorporate the City's standard human services contract, including Appendix A, and any applicable riders. If the contract is funded with federal monies, additional terms will apply and those terms will depend on the particular federal funding stream.

Further, successful proposers awarded a contract will be required to have and submit proof of, at a minimum, comprehensive general liability, disability and worker's compensation insurance and follow the applicable DYCD fiscal manual. They will also be required to follow DYCD's policies on social media and incident reporting.

The Contractor shall be responsible for the recruitment and screening of employees and volunteers performing work under the Agreement, including the verification of credentials, references, and suitability for working with clients and participants. Where consistent with State and federal law, if directed by the Department, the Contractor will undertake the fingerprinting of employees and volunteers, including applicants, in accordance with instructions from the Department.

VIII. MINORITY AND WOMEN-OWNED BUSINESS ENTERPRISES (M/WBE) PROCUREMENT REQUIREMENTS

Contractor shall make good faith efforts to purchase 30 percent of goods, supplies, services, and equipment that fall within the eligible M/WBE expense categories (Consultants, Subcontractors, Vendors, Supplies, Equipment, Equipment Other, Other Costs, Fiscal Agent Services) from MWBEs.[30]

Contractor may select from the certified M/WBE businesses and individual proprietors that appear on the State's online directory and will be required to document and report to DYCD on their compliance with the thirty percent M/WBE goal.

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[30] MWBEs are listed on the NYC Online Directory of Certified MWBE Businesses at http://mtprawvwsbswtp1-1.nyc.gov/Home.aspx and on the NYS Directory of Certified Firms at https://ny.newnycontracts.com/.

IX. ANTICIPATED CONTRACT TERM AND PAYMENT STRUCTURE

It is also anticipated that the term of the contracts awarded from this RFP will be three (3) years, from July 1, 2023 to June 30th, 2026 for the Literacy programs.

X. PLANNED METHOD OF EVALUATING PROPOSALS

Not-for-profit, for-profit organizations, Business Improvement Districts, colleges and universities, Chambers of Commerce, and labor unions will be eligible for a contract award.

Award selection will be based on the best technically rated proposal, taking into consideration price and other factors determined to be the most advantageous to the City, including geographic and program diversity (i.e., programs that vary by factors such as type of occupational training or educational offerings). If a proposer is eligible for more than one contract award from this RFP, DYCD reserves the right to determine, based on the proposer's demonstrated organizational capability and the best interests of the City, how many, for what level of services and for which competition the proposer will be awarded a contract, and the dollar value of each such contract. DYCD also reserves the right to conduct site visits and interviews, as DYCD deems applicable and appropriate.

It is anticipated that proposals will be evaluated pursuant to evaluation criteria set out in the RFP. These will include the quality and quantity of successful relevant experience, demonstrated level of organizational capability, and quality of proposed program approach and design.

XI. PROCRUREMENT TIMELINE

It is anticipated that DYCD will issue the Literacy RFP in Winter 2022. The deadline for proposal submission will be approximately five (5) weeks from the date on which the RFPS are released.

XII. COMMENTS ON THE CONCEPT PAPER

All feedback to the concept paper must be submitted via the City's digital procurement system, PASSPort (https://www1.nyc.gov/site/mocs/systems/about-go-to-passport.page). If you do not already have a PASSPort account, select the tab "Click to Create a PASSPort Account" on that page. For assistance with technical issues relating to the PASSPort system, please contact the Mayor's Office of Contract Services (MOCS) via MOCS Service Desk (https://mocssupport.atlassian.net/servicedesk/customer/portal/8).

Please note, all responses to the concept paper must be received no later than January 27, 2023.