

**INTRA-CITY AGREEMENT
BETWEEN
THE CITY OF NEW YORK ADMINISTRATION FOR CHILDREN'S SERVICES
AND
THE NEW YORK CITY DEPARTMENT OF YOUTH AND COMMUNITY
DEVELOPMENT**

This Intra-City Agreement (“Agreement”), effective as of February 1, 2020 (“Effective Date”), is made and entered into by the City of New York Administration for Children’s Services (“ACS”), located at 150 William Street, New York, New York 10038, and the New York City Department of Youth and Community Development (“DYCD”), located at 2 Lafayette Street, New York, New York 10007.

WITNESSETH

WHEREAS, DYCD contracts with community-based organizations to provide education and workforce development services to young adults ages sixteen (16) to twenty-four (24) years who are not in school and not working (the “Advance & Earn Program”);

WHEREAS, ACS seeks to partner with DYCD to develop and provide education and workforce development services to youth currently or previously in foster care or juvenile justice systems;

WHEREAS, DYCD has agreed to assist ACS and to cause one (1) provider in the Advance & Earn Program approved by ACS (the “Provider”) to provide additional services to youth currently or previously in foster care or juvenile justice systems (“Advance & Earn Plus Program”) and ACS will reimburse DYCD for the Advance & Earn Plus Program in accordance with the terms of this Agreement, the Budget, attached hereto and made a part hereof as Appendix A, and the Scope of Work, attached hereto and made a part hereof as Appendix B-1; and

WHEREAS, the parties are willing and able to perform their respective duties and responsibilities as set forth herein.

NOW, THEREFORE, in consideration of the mutual covenants herein contained, the parties hereby agree as follows:

Article I. Term

Section 1.01 Term

- (a) The term of this Agreement is for the period of the February 1, 2020 through September 30, 2022, unless it is terminated sooner pursuant to this Agreement.
- (b) This Agreement may be renewed for up to three (3) times by mutual written agreement of the parties for a period of one (1) year for each renewal.

Article II. Scope of Services

Section 2.01

- (a) DYCD shall cause the Provider to operate the Advance & Earn Plus Program in accordance with the Scope of Work and Program Plan as set forth in Appendix B-1 and Schedule 1-a to the Agreement.
- (b) ACS will facilitate meetings and communications between the Provider and ACS staff and/or ACS contracted providers of foster care and/or juvenile justice related services regarding the Advance & Earn Plus Program including information on how to refer youth to Provider.
- (c) ACS will directly or through ACS-contracted providers of foster care and/or juvenile justice related services recruit ACS Participants and make eligible referrals to Provider.
- (d) DYCD shall cause the Provider to generate a weekly report of applications received and will submit such report to ACS for verification of eligibility for the Advance & Earn Plus Program. ACS will verify that the applicant youth is currently or previously in foster care or juvenile justice systems. ACS will provide verification status determination to Provider within two (2) business days. If additional review is needed to verify a youth's status, ACS will provide Provider with a determination on verification status within an additional five (5) business days. DYCD staff shall be copied on all correspondence.
- (e) DYCD will provide ACS with a report of all referrals, based on information obtained from Provider, within thirty (30) days after the start date of each cohort, which details the origin of the referrals, which referrals led to enrollment, and what services were offered to youth that were not enrolled.
- (f) During the orientation and internship phases of each cohort, DYCD will provide ACS with a bi-weekly update of ACS Participant attendance and support service needs, based on information obtained from Provider.
- (g) DYCD will provide ACS with a monthly summary, based on information obtained from Provider, which includes demographic information (including foster care status, juvenile justice status, age, race, and gender), current attendance rates, outcomes from previous cohorts, service needs, and success stories.
- (h) DYCD will facilitate monthly consultations among Provider, ACS staff, and DYCD staff to address current and future programming.
- (i) ACS will identify and share professional development opportunities with DYCD staff on relevant topics, including providing trauma-informed care.

Section 2.02 General Requirements

- (a) DYCD shall ensure that the agreement between DYCD and Provider requires the Provider:

- (i) To provide all information disclosed by a youth that would assist ACS in ensuring the youth's appropriate receipt of services as soon as practicable after DYCD or Provider, as applicable, receives such information.
- (ii) To (1) participate in on-going ACS or New York State assessment, evaluation, and monitoring review procedures on the performance of the services contemplated by this Agreement, and (2) provide all information requested by ACS or New York State to allow ACS or New York State, as applicable, to conduct and complete a full review of the services contemplated by this Agreement.
- (iii) To coordinate with, cooperate with, and assist ACS staff and consultants in connection with the implementation and initiation of services contemplated by this Agreement.

(b) Verification of Credentials, References and Screening of Current and Prospective Employees

- (i) Provider must verify the credentials and references, and screen (such verification and screening, a "Background Check") all Provider Staff Members, which may include, but is not limited to, (1) conducting a national and state criminal history record review, (2) making an inquiry to the SCR pursuant to section 424-a of the New York State Social Services Law and the Vulnerable Persons' Central Register's ("VPCR") Staff Exclusion List pursuant to section 495 of the New York State Social Services Law, (3) requesting a criminal history background check from the Justice Center, (4) making written inquiries to at least three (3) of the applicant's most recent prior employers, (5) contacting all prior institutional and/or residential care employers for information on substantiated allegations of sexual abuse or any resignation during a pending investigation of an allegation of sexual abuse, (6) receiving a health screening/examination including a intradermal test for tuberculosis and follow-up x-ray where the intradermal test is positive, and written certification by an appropriate health services provider that the person is able to perform the duties expected of such person should they be employed by Provider, and (7) any other screening, review, inquiry or other record search required by ACS Policies or any applicable federal, state or local statutes, rules and regulations (the "Law"), to the extent permissible by Law. Provider must provide ACS with all information necessary to enable ACS to make any required Background Checks in the event ACS and not Provider is required by Law to make such Background Checks.
- (ii) Provider must comply with this Agreement, ACS Policies, and the Law when performing Background Checks. Upon request, and as permitted by Law, Provider must provide such documentation to ACS documenting the Background Check of Provider Staff Members and Provider's decision to utilize or not to utilize a Provider Staff Member to perform work in connection with this Agreement.
- (iii) Any cost or fee associated with a Background Check must be paid by the Provider Staff Member or Provider. Provider must reimburse ACS for any expense incurred

as a result of ACS completing a Background Check if ACS and not Provider is required by Law to make such Background Check.

- (iv) If a Law requiring a Background Check permits the temporary, provisional, or probationary approval of a Provider Staff Member prior to receipt of the results of such Background Check, Provider may utilize said Provider Staff Member on a probationary basis prior to receipt of the results of such Background Check only if all other required Background Checks have been completed and only in compliance with the ACS Policies and the Law. Provider must maintain documentation in Provider's personnel files describing how Provider will comply with the Law authorizing probationary approval, including measures taken to ensure the safety of children with whom such Provider Staff Member is working. Provider must notify ACS in advance of each decision to utilize a Provider Staff Member on a probationary basis.
- (v) Provider must make decisions to utilize a Provider Staff Member to perform work in connection with this Agreement for which adverse information (e.g., arrest, criminal conviction, indicated SCR report, substantiated VPCR report) was found in connection with the Background Check conducted pursuant to this Agreement in accordance with the ACS Policies and the Law, including, but not limited to, New York State Correction Law Article 23 and NYC Administrative Code 8-107. In the event Provider utilizes a Provider Staff Member with adverse information, Provider must (1) maintain documentation of the Background Check in Provider's personnel files, (2) document the basis for the decision to utilize such person, which must be signed and approved by Provider executive director or other senior employee of Provider with authority similar to an executive director, and (3) retain a copy of such documentation in the personnel records of the Provider Staff Member. Provider must inform ACS of decisions to utilize a Provider Staff Member with adverse information within three (3) Business Days (or such other period established by Law or ACS Policies) of such decision.

Article III. Recordkeeping, Reporting and Audit Requirements

Section 3.01 Books and Records. DYCD shall maintain separate and accurate books, records, documents and other evidence, and to utilize appropriate accounting procedures and practices, which sufficiently and properly reflect all direct and indirect costs of any nature expended in the performance of this Agreement.

Section 3.02 Maintenance of Records. DYCD agrees to maintain any and all books, records, documentation, justifications and other evidence relevant to this Agreement, including those required pursuant to Section 3.01 for six years after the final payment or expiration or termination of this Agreement, or for a period otherwise prescribed by law, whichever is later. In addition, if any litigation, claim, or audit concerning this Agreement has commenced before the expiration of the six-year period, the records must be retained until the completion of such litigation, claim, or audit.

Section 3.03 Inspection

- (a) At any time during the Agreement or during the record retention period set forth in 0, ACS and ACS' Office of the Inspector General, as well as City, state and federal auditors and any other persons duly authorized by ACS shall, upon reasonable notice, have full access to and the right to examine and copy all books, records, and other documents maintained or retained by or on behalf of DYCD pursuant to this Article III.
- (b) ACS shall have the right to have representatives of ACS or the state or federal government present to observe the services being performed.

Section 3.04 Audit

- (a) This Agreement and all books, records, documents, and other evidence required to be maintained or retained pursuant to this Agreement, including all invoices presented for payment and the books, records, and other documents upon which such invoices are based (e.g., reports, cancelled checks, accounts, and all other similar material), are subject to audit by (i) ACS, (ii) the State of New York, (iii) the federal government, and (iv) other persons duly authorized by the City.
- (b) DYCD shall submit any and all documentation and justification in support of expenditures or fees under this Agreement as may be required by ACS.
- (c) DYCD shall not be entitled to final payment until DYCD has complied with the requirements of this 0.
- (d) In the event that (i) the State of New York, the federal government, and/or any other person duly authorized by the City conducts an audit of the payments, reimbursements, books, records, documents, and other evidence required to be maintained or retained pursuant to this Agreement, (ii) DYCD fails to produce the supporting documentation requested by the auditors related to the payments, reimbursements and services provided in connection with this Agreement, and (iii) DYCD's failure to produce such supporting documentation results in the State of New York and/or federal government disallowing revenue to ACS, then DYCD shall reimburse ACS in an amount equal to the amount of disallowed revenue.

Article IV. Confidentiality

Section 4.01 DYCD shall ensure that all information obtained by Provider in connection with the services contemplated by this Agreement shall be deemed confidential pursuant to the applicable DYCD Agreement and shall be treated as if such information was received pursuant to the applicable DYCD Agreement.

Section 4.02 Confidentiality. DYCD agrees to hold, and to cause Provider to hold, confidential, both during and after the completion or termination of this Agreement, all of the reports, information, or data, furnished to, or prepared, assembled or used by, DYCD or Provider under this Agreement. DYCD agrees, and shall cause Provider to agree, to maintain the confidentiality of such reports, information, or data by using a reasonable degree of care, and using at least the

same degree of care that DYCD or Provider, as applicable, uses to preserve the confidentiality of its own confidential information. DYCD agrees, and shall cause Provider to agree, that such reports, information, or data shall not be made available to any person or entity without the prior written approval of ACS, which shall not be unreasonably withheld. Approval of ACS is not required for disclosure of information and records to third parties by DYCD or Provider if disclosure is necessary for the provision of services under this Agreement, and is consistent with all applicable laws. DYCD or Provider shall notify ACS prior to disclosing any information to a third party, ensuring ACS receives timely notification to discuss any concerns prior to the disclosure. The obligation under this 0 to hold reports, information or data confidential shall not apply where the DYCD or Provider is legally required to disclose such reports, information or data, by virtue of a subpoena, court order or otherwise (“Disclosure Demand”) provided that DYCD or Provider, as applicable, complies with the following: (1) DYCD or Provider shall provide advance notice to the Commissioner, in writing or by e-mail, that it received a Disclosure Demand to disclose such reports, information or data and (2) if requested by ACS, DYCD or Provider shall not disclose such reports, information, or data until the City has exhausted its legal rights, if any, to prevent disclosure of all or a portion of such reports, information or data. The previous sentence shall not apply if DYCD or Provider is prohibited by law from disclosing to ACS the Disclosure Demand for such reports, information, or data.

Section 4.03 Breach. DYCD shall, and shall cause Provider to, provide notice to ACS within three (3) days of the discovery by DYCD or Provider, as applicable, of any breach of security, as defined in Admin. Code § 10-501(b), of any data, encrypted or otherwise, in use by DYCD or Provider that contains social security numbers or other personal identifying information as defined in the Administrative Code of the City of New York (“Admin. Code”) § 10-501 (“Personal Identifying Information”), where such breach of security arises out of the acts or omissions of DYCD, Provider, or their respective employees, subcontractors, or agents. Upon the discovery of such security breach, DYCD shall, and shall cause Provider take reasonable steps to remediate the cause or causes of such breach, and DYCD shall, and shall cause Provider to, provide notice to ACS of such steps.

Section 4.04 Restriction of Access. DYCD shall, and shall cause Provider to, restrict access to confidential information to persons who have a legitimate work-related purpose to access such information. DYCD agrees that it will instruct its employees, Provider, and agents, and shall cause Provider to instruct the employees and agents of Provider, to maintain the confidentiality of any and all information required to be kept confidential by this Agreement.

Section 4.05 Statements to Press. DYCD shall, and shall cause Provider to, consult with and cooperate with ACS, at any time either during or after completion or termination of this Agreement, on the content of any intended statement to the press or on the content of any intended issuing of any material for publication in any media of communication (print, news, television, radio, Internet, etc.) regarding the services provided or the data collected pursuant to this Agreement. Notwithstanding the foregoing, DYCD and Provider may, without consulting ACS, promote the programs contemplated by this Agreement in the ordinary course. Neither DYCD nor Provider may issue any statement or submit any material for publication that includes confidential information as prohibited by this 0.

Section 4.06 Return of Confidential Information. At the request of ACS or upon the expiration or earlier termination of this Agreement, DYCD shall, and shall cause Provider to,

return to ACS any and all confidential information in the possession of DYCD or Provider. If DYCD or Provider is legally required to retain any confidential information, DYCD shall notify ACS in writing and set forth the confidential information that DYCD or Provider, as applicable, intends to retain and the reasons why it is legally required to retain such information. DYCD shall, and shall cause Provider to, confer with ACS, in good faith, regarding any issues that arise from the retention of such confidential information.

Section 4.07 Photo/Video Use. Without the advance written approval of ACS, DYCD shall not, and shall not permit Provider to, identify, label, infer, or otherwise reference in any photograph or video or in connection with any photograph or video (i) ACS, (ii) this Agreement, (iii) the fact that the child or their family is receiving preventive services, (iv) the fact that the child is or was placed in foster care, or (v) the fact that a child has been or is at risk of being sexually exploited.

Article V. Budget and Payment

Section 5.01 Maximum Reimbursable Amount. The Maximum Reimbursable Amount for this Agreement shall not exceed **two million fifty-nine thousand one hundred thirty-three dollars (\$2,059,133.00)** in accordance with the budget contained in the attached Appendix A and incorporated herein. No liability shall be incurred by ACS beyond the amount of such monies.

Section 5.02 Intra-City Budget. Within a reasonable amount of time after execution of the Agreement, ACS will initiate an intra-City budget modification to fund the Maximum Reimbursable Amount of two million fifty-nine thousand one hundred thirty-three dollars (\$2,059,133.00) in DYCD's budget for the period of February 1, 2020 through September 30, 2022.

Section 5.03 Intra-City Invoices. Invoices shall be submitted on a monthly basis, no later than the twentieth (20th) day of the following month. The invoices shall be in a form established and agreed upon by both ACS and DYCD and shall be accompanied by appropriate supporting documentation and any other information reasonably deemed necessary by ACS.

Section 5.04 Intra-City Payment

- (a) ACS will review DYCD invoices and make timely payments of claims via the intra-City payment process. For the purposes of this Agreement, payments will be deemed timely when made by ACS within twenty (20) days of the receipt of the DYCD claim.
- (b) ACS may disallow for payment any expenses or charges which were not authorized or documented in accordance with the terms of this Agreement.

Article VI. Modification and Termination

Section 6.01 Modification. This Agreement may only be modified through the mutual written consent of the parties.

Section 6.02 Termination

- (a) Either party may terminate this Agreement without cause upon thirty (30) days written notice to the other or immediately by mutual written consent of the parties. Any party may terminate this Agreement immediately if, in such party's reasonable judgment, just cause exists.
- (b) This Agreement is funded by funds secured from the federal, New York State and/or City governments. Should there be a reduction or discontinuance of such funds by action of the federal, New York State and/or City governments, ACS shall have, in its sole discretion, the right to terminate this Agreement in whole or in part, or to reduce the funding and/or level of services of this Agreement caused by such action by the federal, New York State and/or City governments. Any reduction in funds pursuant to this 0 shall be accompanied by an appropriate reduction in the services performed under this Agreement.

Section 6.03 Survival. The parties agree that Article III and 0 shall remain in full force and effect following the expiration or termination of this Agreement.

Article VII. Miscellaneous

Section 7.01 Compliance with Laws. DYCD is responsible for ensuring that any service provided pursuant to this Agreement, or by any subcontract, affiliation or grant hereunder, complies with all pertinent provisions of federal, state or local statutes, rules and regulations, and that all necessary approvals hereunder have been obtained.

Section 7.02 Severability/Unlawful Provisions Deemed Stricken. If any provision contained in this Agreement is held to be unenforceable by a court of law or equity, this Agreement will be construed as if such provision did not exist and the non-enforceability of such provision will not be held to render any other provision or provisions of this Agreement unenforceable.

Section 7.03 Notice. Notices required herein shall be in writing and shall be sent by certified mail, return receipt requested, and shall be delivered to the other party at the following addresses:

To DYCD:

2 Lafayette Street, 21st Floor
New York, New York 10007
Attention: General Counsel

To ACS:

150 William Street
New York, New York 10038
Attention: Raymond Singleton

Section 7.04 Provider Lack of Contractual Relationship with ACS. The DYCD Agreement shall include a provision that Provider does not have any remedy, claim, liability, reimbursement, cause of action or other right based on this Agreement.

Section 7.05 Entire Agreement. This Agreement contains all the terms and conditions agreed upon by the parties hereto, and no other agreement, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind any of the parties hereto, or to vary any of the terms contained herein.

[Signature Page Follows]

IN WITNESS WHEREOF, the parties have duly executed this Agreement effective as of the Effective Date.

City of New York
Administration for Children's Services

Julie Fabrer

Digitally signed by Julie
Fabrer
Date: 2020.07.22
17:58:15 -04'00'

Signature

Printed Name

Title

Date

City of New York
Administration for Children's Services

Steve Schimmele

Digitally signed by Steve Schimmele
DN: cn=Steve Schimmele, o=NYC ACS,
ou=Financial Services,
email=steve.schimmele@acs.nyc.gov,
c=US
Date: 2020.07.31 18:07:55 -04'00'

Signature

Printed Name

Title

Date

City of New York
Department of Youth and Community Development

Caroline Press
Signature

Caroline Press

Printed Name

General Counsel

Title

08/14/2020

Date

APPENDIX A

Budget

Advance & Earn ACS Plus Program

FY	Total Amount	Column1	Cohort Breakdown
FY20	\$ 845,182		Cohort 1 @ 97%
FY21	\$ 1,200,000.00		Cohort 1 @ 3%; Cohort 2 @ 100%; Cohort 3 @ 97%
FY22	\$ 13,951		Cohort 3 @ 3%
	\$ 2,059,133		

FY20								
Cohort 1 @ 97%: Jan 2020 - June 2020								
Advance & Earn ACS Cohort	Participants	@ 97% FY20	Providers	PPP	Per Contract	Wage/Stipend	Total Wage/Stipend	Total Cost
Pre-HSE	30	97%		1 \$ 8,414	\$ 244,847	\$ 2,386	\$ 71,570	\$ 316,418
HSE	10	97%		1 \$ 10,721	\$ 103,994	\$ 3,488	\$ 34,877	\$ 138,871
Advanced Training	20	97%		1 \$ 12,636	\$ 245,138	\$ 3,488	\$ 69,754	\$ 314,893
TOTAL					\$ 593,980		\$ 176,202	\$ 770,182
AOTPS								\$ 75,000
								\$ 845,182

FY21								
Cohort 1 Follow Up @ 3%: July 2020 - September 2020								
Advance & Earn ACS Cohort	Participants	@ 3% FY21	Providers	PPP	Per Contract	Wage/Stipend	Total Wage/Stipend	Total Cost
Pre-HSE	30	3%		1 \$ 8,414	\$ 7,573			
HSE	10	3%		1 \$ 10,721	\$ 3,216			
Advanced Training	20	3%		1 \$ 12,636	\$ 7,582			
TOTAL					\$ 18,371			

Cohort 2 @ 100%: Direct Services September 2020 - January 2021 + Follow Up Feb 2021 - April 2021								
Advance & Earn ACS Cohort	Participants	100% FY21	Providers	PPP	Per Contract	Wage/Stipend	Total Wage/Stipend	Total Cost
Pre-HSE	20	100%		1 \$ 8,414.00	\$ 168,280.00	\$ 2,475	\$ 49,496	\$ 217,776
HSE	10	100%		1 \$ 10,721.00	\$ 107,210.00	\$ 3,083	\$ 30,828	\$ 138,038
Advanced Training	15	100%		1 \$ 12,636.00	\$ 189,540.00	\$ 3,083	\$ 46,241	\$ 235,781
TOTAL							\$ 126,564	\$ 591,594

Cohort 3 @ 97%: Direct Services February 2021 - June 2021								
Advance & Earn ACS Cohort	Participants	Providers	PPP	Per Contract	Wage/Stipend	Total Wage/Stipend	Total Cost	
Pre-HSE	20	97%		1 \$ 8,414.00	\$ 163,231.60	\$ 2,475	\$ 49,496	\$ 212,727
HSE	10	97%		1 \$ 10,721.00	\$ 103,993.70	\$ 3,083	\$ 30,828	\$ 134,821
Advanced Training	15	97%		1 \$ 12,636.00	\$ 183,853.80	\$ 3,083	\$ 46,241	\$ 230,095
TOTAL					\$ 451,079.10		\$ 126,564	\$ 577,644
AOTPS								\$ 12,391.47
FY21 TOTAL								\$ 1,200,000.00

FY22								
Cohort 3 Follow Up @ 3%: July 2021 - September 2021								
Advance & Earn ACS Cohort	Participants	@ 3% FY21	Providers	PPP	Per Contract	Wage/Stipend	Total Wage/Stipend	Total Cost
Pre-HSE	20	3%		1 \$ 8,414	\$ 5,048			
HSE	10	3%		1 \$ 10,721	\$ 3,216			
Advanced Training	15	3%		1 \$ 12,636	\$ 5,686			
TOTAL					\$ 13,951			

APPENDIX B-1

**ADVANCE & EARN PLUS
SCOPE OF WORK**

APPENDIX B-1
ADVANCE & EARN PLUS
SCOPE OF WORK

ARTICLE I — DEFINITIONS

As used in this Appendix B-1 Advance & Earn Plus Scope of Work, the following terms will have the meanings set forth below:

- 1) “ACS” means the New York City Administration for Children’s Services.
- 2) “ACS Participant” means an Opportunity Youth who is recruited to or enrolled in the Program, currently or previously in foster care or juvenile justice systems, receiving Program Services, as such terms are defined below.
- 3) “Career Pathways” means the City’s initiative to build an economy in which every New Yorker maintains stable employment and earns a wage that can support a family by embracing the following strategies that research identifies as the most promising practices for diverse target populations, including Opportunity Youth, as defined below:
 - a) Reorient workforce development services toward higher-paying jobs and longer-term career progression and away from job placement regardless of job quality;
 - b) Aligned, connected programs;
 - c) Multiple entry and exit points;
 - d) Focus on careers and employer engagement;
 - e) Support services that promote student progress and achievement; and
 - f) Partnerships and coordination among service providers to keep youth progressing along a career ladder toward success.
- 4) “College and Career Exploration” means the activities to explore college and career options in which all ACS Participants in each Program Component (as described in Section 1) of Article III below) shall participate.
 - a) Career exploration activities may include work-based learning experiences, career assessments, workplace tours, career panels, career mentoring, and career research projects.
 - b) College exploration activities may include college trips, assistance with completing financial aid applications, and reviewing educational/training requirements for career interests.
- 5) “Contractor” means the community-based organization or Provider DYCD has contracted with to provide education and workforce development services.

- 6) “Digital Literacy” means digital literacy instruction, including basic keyboarding skills, navigating the Internet, and using technology to research and connect information across multiple sources, which will be incorporated into classroom instruction and Work-readiness, defined below, activities within all three (3) Program Components (as described in Section 1) of Article III below).
- 7) “DOE” means the City Department of Education.
- 8) “DYCD” means the New York City Department of Youth and Community Development.
- 9) “DYCD Fiscal Manual” means the *Fiscal Manual for HHS Accelerator Financials Users*, as amended or revised during the Term, issued by DYCD.
- 10) “Facility/ies” means the means the site/s, identified in Schedule 1 Program Plan hereof, at which Program Services, defined below, are provided.
- 11) “Financial Literacy” means activities required to be provided by Contractor that educate ACS Participants on how to manage their finances including opening bank accounts, budgeting, handling credit and debt, investing and saving.
- 12) “Internship” means high quality work experiences provided by Contractor at a DYCD-approved Worksite, as defined below, that will build ACS Participant skills and connections to Career Pathways by:
 - a) Providing quality guidance and supervision, career mentoring, communication between Contractor and the Worksite regularly; and documenting ACS Participant progress and hours worked.
 - b) Helping to further develop essential Work-readiness, defined below, and job-seeking skills; and to transition to the professional world of work.
 - c) Orienting ACS Participants to educational pathways that support career and life goals.
- 13) “LGBTQ” means lesbian, gay, bisexual, transgender, queer and questioning youth.
- 14) “MOS” means Microsoft Office Suites.
- 15) “NRF” means National Retail Federation.
- 16) “NYCHA” means New York City Housing Authority.
- 17) “NYC Opportunity” means the Mayor’s Office for Economic Opportunity.
- 18) “Opportunity Youth” means young adults ages sixteen (16) to twenty-four (24) years who are not in school and not working.
- 19) “OSHA” means Occupational Safety and Health Administration.
- 20) “Program” means an Advance & Earn Plus Program for Opportunity Youth, currently or previously in foster care or juvenile justice systems, that offers a continuum of education and employment services from literacy instruction (reading, writing, and math) to Advanced Training and job placement or college enrollment supported by comprehensive Support Services tailored to individual needs, as such terms are described herein.
- 21) “Program Services” means all of the activities, operations, and services conducted by Contractor under this Agreement in its performance of the Program, including delivery to the ACS Participants of the services set forth in Article III, below.

- 22) "ServSafe" means ServSafe Food Handler.
- 23) "Staff" means all persons, whether paid or volunteer, engaged by Contractor to provide Program Services.
- 24) "Support Services" means services which include, but are not limited to, health care, financial assistance, referral to drug and alcohol abuse counseling, individual and family counseling, special services and materials for individuals with disabilities, job coaches, child and dependent care, meals, temporary shelter, financial counseling, and other services considered by the Contractor to be necessary to help ACS Participants succeed in the Program.
- 25) "System" means the online database and payment system that will manage ACS Participant applications, Program enrollment, case management, ACS Participant activity tracking, ACS Participant attendance, stipend and Internship payment processing, and outcomes validation functions for the Program.
- 26) "TABE" means Test of Adult Basic Education.
- 27) "TASC" means Test Assessing Secondary Completion.
- 28) "Work-readiness Training" means the work-readiness activities in which all ACS Participants in each Program Component (as described in Section 1) of Article III below) shall participate to build foundational skills that apply in any work setting and prepare for placement in Internships and jobs; and shall include classroom instruction addressing topics such as résumé building, cover letter writing, interview skills, completing job applications, conflict resolution, and workplace dress codes; and ongoing assessments, including mock one-on-one interviews and employment counseling.
- 29) "Worksite" means an organization approved by DYCD to host ACS Participants in the HSE Preparation and Advanced Training Components, as such terms are defined below in Article III, Section 1) Program Components, for paid work experiences.

ARTICLE II – TARGET POPULATIONS, SERVICE LEVELS, AND COHORT MODEL

- 1) The target population anticipated service level for each of the three (3) Program Components, as described in Article III, Section 1) herein, are as follows:
 - a) The Pre-HSE Instruction Component shall provide and fill the number of seats per year set forth in Schedule 1-a Advance & Earn Plus Program Plan hereof through the cohort model detailed below in Section 2)a)i) of this Article II for Opportunity Youth aged sixteen (16) to twenty-four (24) years, currently or previously in foster care or juvenile justice systems, who have fourth- to eighth-grade reading levels and have not attained high school diplomas or HSE credentials.
 - b) The HSE Preparation Component shall provide and fill the number of seats per year set forth in Schedule 1-a Advance & Earn Plus Program Plan, attached hereto, through the cohort model detailed below in Section 2)a)i) of this Article II for Opportunity Youth aged sixteen (16) to twenty-four (24) years, currently or previously in foster care or juvenile justice systems, who have ninth-grade or higher reading levels and have not attained high school diplomas or HSE credentials.

- c) The Advanced Training Component shall provide and fill the number of seats per year set forth in Schedule 1-a Advance & Earn Plus Program Plan, attached hereto, through the cohort model detailed below in Section 2)a)ii) of this Article II for Opportunity Youth aged eighteen (18) to twenty-four (24) years, currently or previously in foster care or juvenile justice systems, who possess high school diplomas or HSE credentials.

2) Cohort Model:

- a) The Program shall comprise two (2) twenty (20)-week cohorts: from February 1st through June 30th and September 1st through January 31st, with mid-Program assessments at ten (10) weeks; and summer activities as detailed in Section 3)g) of Article III below.
 - i) For the Pre-HSE Instruction and HSE Preparation Components, cohort size shall not exceed the number of youth set forth in Schedule 1-a Advance & Earn Program Plan, attached hereto.
 - (1) At the beginning of the second cycle (i.e., the cycle from September 1st through January 31st), new enrollees will be added so that each cycle starts with the number of ACS Participants set forth in Schedule 1-a Advance & Earn Program Plan, attached hereto.
 - ii) For the Advanced Training Component, cohort size shall be the number of youth set forth in Schedule 1-a Advance & Earn Program Plan, attached hereto.
 - (1) At the beginning of the second cycle (i.e., the cycle from September 1st through January 31st), new enrollees will be added so that the second cycle starts with the number of ACS Participants set forth in Schedule 1-a Advance & Earn Program Plan, attached hereto.
- b) The Program may recruit more ACS Participants than the required cohort size to ensure a full cohort; however, within the first two (2) weeks of the cycle, enrollment of those ACS Participants deemed ready and motivated shall be completed and the required cohort size established.
 - i) Enrollment will then be closed to encourage the development of a cohort model to promote relationship-building and a supportive learning community among ACS Participants.
 - c) The literacy instruction (i.e., Pre-HSE Instruction and HSE Preparation) and Advanced Training cycles shall run concurrently to facilitate transitions from one Program Component to another and to preserve the cohort model.
 - d) Mid-cohort Program progressions will not be allowed; however, an ACS Participant may take the TASC exam at any point if deemed ready by Contractor.

- i) If ACS Participants test out of a Program Component, Contractor shall encourage them to continue their Internships, Career Exploration activities, and/or credential training hours.
 - (1) ACS Participants may also stay in the classroom or receive tutoring to make further gains.
- e) DYCD reserves the right to revise Program requirements (e.g., regarding enrollment and the number of times an ACS Participant can repeat a twenty (20)-week cycle) during the term of the Agreement.

ARTICLE III — SCOPE OF SERVICES

Contractor shall provide Program Services, directly or through subcontracts, pursuant to the terms of this Agreement, including but not limited to Schedule 1-a Advance & Earn Plus Program Plan hereof; and the Advance & Earn Plus Program Budget, Appendix A, as follows:

- 1) Program Components
 - a) The Program will comprise the following three (3) integrated Program components, each supported by case management services and support during transitions:
 - i) Pre-High School Equivalency (“Pre-HSE”) Instruction will provide basic skills instruction at the fourth- to eighth-grade reading levels, incorporating work-based themes.
 - (1) In addition to receiving basic skills instruction in reading, writing, and math, ACS Participants will participate in career awareness training, including College and Career Exploration and Work-readiness.
 - (2) Stipends will be provided to ACS Participants on a weekly basis, contingent on meeting participation requirements as described below in Section 3)f)i) of this Article III.
 - ii) High School Equivalency (“HSE”) Preparation will prepare ACS Participants for the TASC exam by providing classroom instruction that incorporates work-based themes and supports ACS Participants in acquiring foundational employment skills.
 - (1) The HSE Preparation component will also include the following for all new ACS Participants before placement in paid Internships:
 - (a) Credential instruction;
 - (b) College and Career Exploration;
 - (c) Financial Literacy;
 - (d) Tutoring; and

(e) Work-readiness Training.

- iii) Advanced Training will provide sector-focused, occupational skills training leading to industry-based and employer-recognized skills or credentials for ACS Participants who have achieved high school diplomas or HSE credentials.
 - (1) During the advanced occupational skills training, ACS Participants will be placed in paid Internships in the same industry sectors as the training.
 - (2) ACS Participants will continue to explore college and career options, receive Support Services, and receive job placement or post-secondary placement support.
- b) Each of the three (3) Program components shall be individually referred to as the "Pre-HSE Instruction Component", "HSE Preparation Component" and "Advanced Training Component" and collectively referred to as the "Program Components" herein.
- c) All three (3) Program Components will preferably be held at the same site, but it is not required.
 - i) If at different sites, all Program Components will be located within the same borough.
 - (1) While the preference is to have the Advanced Training Component located within the Program's borough, an exception will be made to allow ACS Participants to travel reasonable distances outside the borough to attend Advanced Training classes.
- d) The Program Components may be provided by Contractor or through subcontracts, in accordance with Section 18, that will be overseen by Contractor who will serve as the lead organization.
 - i) If any Program Services are subcontracted, Contractor must coordinate and oversee all aspects of the Program.

2) Program Goals:

- a) The goal of the Program is to promote ACS Participants along the Career Pathways continuum by preparing them for employment, post-secondary education, or advanced training.
 - i) The Program supports ACS Participants at any educational level (from fourth-grade reading through attainment of HSE credentials or some college credit) providing on-ramps and the tools needed to gain skills to meet their educational and career goals.
 - (1) During recruitment and before Program enrollment, each youth shall be assessed to determine the appropriate starting point.
 - ii) Performance measures shall be used to gauge achievements during Program duration and upon conclusion.

- b) The Program will help young people attain HSE credentials and career-readiness skills through:
 - i) Literacy and math instruction;
 - ii) HSE test preparation;
 - iii) Basic and advanced industry credential attainment;
 - iv) Work-readiness Training;
 - v) College and Career Exploration;
 - vi) Paid work experience;
 - vii) Support Services; and
 - viii) Transition and guidance support.
- 3) Contractor shall deliver Program Services which include, but are not limited to, the following key elements:
 - a) Outreach and Recruitment:
 - i) Contractor shall employ a comprehensive marketing and outreach strategy to recruit youth to the Program using innovative strategies to ensure that Opportunity Youth, currently or previously in foster care or juvenile justice systems, are successfully engaged and retained.
 - (1) Creative, effective recruitment and retention strategies are especially important for serving Opportunity Youth, currently or previously in foster care or juvenile justice systems, a population with multiple needs.
 - (a) Recruitment activities may include, but are not limited to, posts on social media, distribution of flyers, advertising in community newspapers, outreach to community groups, representing the Program at community events, and coordinating with appropriate agencies.
 - (b) Contractor shall actively recruit ACS Participants from ACS Foster Care and Juvenile Justice providers.
 - (c) Contractor shall track and document communications related to the eligibility determination of all applicants to the Program.
 - (2) Recruitment of vulnerable populations such as runaway and homeless, immigrant, and LGBTQ youth; and youth with documented disabilities, including youth with cognitive or physical impairments or mental health challenges is encouraged.

- (a) Contractor shall provide Program Services directly or connect enrolled ACS Participants with disabilities to the necessary Support Services and resources to help them succeed in the Program.
- (b) Contractor shall recruit and serve ACS Participants regardless of actual or perceived age, religion, religious practice, creed, sex, gender, gender identity or gender expression, sexual orientation, status as a victim of domestic violence, stalking, and sex offenses, familial status , partnership status, marital status, caregiver status, pregnancy, childbirth or related medical condition, disability, presence of a service animal, predisposing genetic characteristics, race, color, national origin (including ancestry), alienage, citizenship status, political activities or recreational activities as defined in N.Y. Labor Law 201-d, arrest or conviction record, credit history, military status, uniformed service, unemployment status, salary history, or any other protected class of individuals as defined by City, State or Federal laws, rules or regulations.

(3) Program Applications: Contractor shall distribute Program application forms, assist youth in completing their applications, collect completed applications, and enter the applications into the System.

- (a) Contractor shall maintain an information and referral system for ACS Participants not accepted into the Program directing them to other appropriate educational, health, or social services.
- (b) Contractor may not reject an ACS Participant from the Program except in the event of a documented lack of vacancy or failure of the ACS Participant to report for assessment activities.
- (c) All outreach attempts made to ACS Participants, ACS contracted providers and ACS staff shall be documented in case notes.
- (d) Any de-enrollments from the Program must be approved by both DYCD and ACS.

b) Comprehensive Assessment/Intake

- i) Prior to and continuing through enrollment, each youth shall participate in a comprehensive assessment, including testing to assess literacy and numeracy skills, to determine placement in the appropriate Program Component.
 - (1) An individual service strategy ("ISS") shall be developed for each ACS Participant.
 - (a) The ISS shall identify and prioritize the service needs and goals for the ACS Participant, including career interests, Career Pathway mapping, and post-Program placement planning.
 - (b) A copy of the ISS shall be provided to each ACS Participant, and upon request, to the Foster Care or Juvenile Justice provider and/or to ACS.

(2) Literacy and numeracy skills shall be assessed using the TABE, versions 11 and 12, and readiness to take the TASC exam shall be assessed using the TASC Readiness Assessment.

(a) As part of case management, Contractor shall provide reassessments at multiple points throughout the Program to determine changes in ACS Participants' interests and needs.

(i) ACS Participants in the Pre-HSE Instruction Component shall be pre-tested using the TABE within the first two (2) weeks of enrollment and post-tested at the end of each twenty (20)-week cycle (in weeks eighteen (18) to twenty (20)) to determine whether they would advance to the next component or continue the Pre-HSE Instruction Component; and case managers shall check-in with ACS Participants after ten (10) weeks to determine their progress and provide information to the instructor on additional learning needs that they may have.

(ii) ACS Participants in the HSE Preparation Component shall be pre- and post-tested using the TABE as appropriate, administered the TASC Readiness Assessment (which is required), and referred to take the TASC when ready.

(b) Contractor must allow ACS Participants to test using either the online version or paper version.

(i) Computers must be made available to for ACS Participants who wish to take the exam online.

(c) Contractor must provide an appropriate testing environment and administer the assessments using the guidance provided by the test vendor.

ii) An ACS Participant may remain in the Pre-HSE Instruction Component until reaching a ninth-grade reading level and may remain in the HSE Preparation Component until passing the TASC exam; however, if an ACS Participant does not make progress over a period of two (2) cohorts, the Program may refer the ACS Participant to other services.

(1) DYCD, with ACS approval, reserves the right to revise Program requirements (e.g., regarding enrollment and the number of times an ACS Participant can repeat a twenty (20)-week cycle) during the term of the Agreement.

c) Orientation: ACS Participants shall take part in an orientation that shall include, but not be limited to:

i) Introductions to Staff;

ii) A comprehensive Program overview, including Program Goals, expectations, and logistics;

- iii) Opportunities for cohort team-building and relationship-building with Staff;
- iv) Information about other agency services;
- v) An introduction to other DYCD-funded programs;
- vi) Weekly outreach with each ACS Participant's Foster Care or Juvenile Justice providers to share information on attendance by both the youth referred by ACS and the youth recruited by Contractor, as applicable; and
- vii) Communication by Contractor to DYCD and ACS on any challenges in coordination with ACS contracted providers.

d) Instruction: The instruction requirements for the three (3) Program Components are as follows:

- i) For ACS Participants in the Pre-HSE Instruction Component:
 - (1) Literacy Instruction:
 - (a) The minimum number of hours of structured literacy instruction activities, including reading, writing, math and Digital Literacy, will be twelve (12) hours per week.
 - (b) Literacy and numeracy instruction will incorporate work-based themes.
 - (c) Class size may not exceed twenty-five (25) ACS Participants but, Contractor may offer multiple classes at smaller class sizes.
 - (2) Career Awareness Training: Career awareness training, including Work-readiness Training, College and Career Exploration, and life skills support, will be offered seven (7) hours per week for a total of one hundred forty (140) hours for the five-(5)-month cycle. Instruction:
 - (a) Throughout the Work-readiness Training, Contractor shall evaluate and document ACS Participant interests, needs, areas of study, experience and qualifications to ensure appropriate matches to future Internships.
 - (b) At the end of the Work-readiness Training, each ACS Participant must have a professional résumé, which shall be provided to hiring employers and used by ACS Participants to interview for available positions.
- ii) For ACS Participants in the HSE Preparation Component:
 - (1) Literacy Instruction:
 - (a) The minimum number of hours of literacy instruction activities in TASC subject areas will be six (6) hours per week.

- (b) Literacy and numeracy instruction will incorporate work-based themes.
 - (i) Instructional models that aim to prepare ACS Participants for entry in a higher education level, occupational skills training or career-track jobs by delivering basic skills instruction within the context of a specific industry sector or career focus (commonly referred to as a bridge program approach) are encouraged.
 - (c) Class size may not exceed twenty-five (25) ACS Participants but, Contractor may offer multiple classes at smaller class sizes.
- (2) Support skills instruction with the following required components will be offered for eighty (80) hours over the duration of the cohort; however, Contractor may schedule more than eighty (80) hours of support skills programming throughout the cohort to provide a wider range of services and accommodate individual support plans. Support skills instruction will include:
 - (a) Basic Industry Credential Instruction: Instruction will be offered to all ACS Participants in the HSE Preparation Component for a basic industry credential (e.g., MOS, ServSafe Food Handler).
 - (b) College and Career Exploration.
 - (c) Financial Literacy.
 - (d) Digital Literacy.
 - (e) Tutoring.
 - (f) Work-readiness Training, which is required for all new ACS Participants before placement.
 - (i) Throughout the Work-readiness Training, Contractor shall evaluate and document ACS Participant interests, needs, areas of study, experience and qualifications to ensure appropriate matches to Internships.
 - (ii) At the end of the Work-readiness Training, each ACS Participant must have a professional résumé, which shall be provided to hiring employers and used by ACS Participants to interview for available positions.
 - (iii) Work-readiness Training for ACS Participants repeating the HSE Preparation Component shall be scaffolded to support their continued learning.
 - iii) For ACS Participants in the Advanced Training Component:
 - (1) Advanced Training Instruction: Advanced Training instruction will include specialized instruction with employer-informed content leading to an industry-

recognized credential and/or opportunities in jobs with ladders for career advancement (e.g., Emergency Medical Technician (EMT)), Clinical Medical Assistant, Certified Nursing Assistant, Patient Care Technician, Certified Recovery Peer Advocate, Medical Billing, Commercial Driver's License, Cable Installation, Web Coding, Quality Assurance Tester, and Cybersecurity).

(a) Advanced occupational training instruction leading to industry-based and employer-recognized skills, ideally in the City's priority sectors (i.e., healthcare, IT, construction, industrial/manufacturing and food service).

(i) Contractor shall have expertise in providing occupational training or demonstrated partnerships with other organizations for occupational training for in-demand occupations leading to industry-recognized credentials and job placements in the sector/s in which training is being provided.

(ii) Contractor is strongly encouraged to provide innovative trainings, within or outside the priority sectors, that lead to jobs with better than average wages and/or solid opportunities for career advancement.

(2) The following required support skills instruction/activity components will be offered:

(a) Work-readiness Training

(i) Throughout the Work-readiness Training, Contractor shall evaluate and document ACS Participant interests, needs, areas of study, experience and qualifications to ensure appropriate matches to Internships.

(ii) At the end of the Work-readiness Training, each ACS Participant must have a professional résumé, which shall be provided to hiring employers and used by ACS Participants to interview for available positions.

(b) College and Career Exploration

(c) Digital Literacy

e) Scheduling: Program shall have the flexibility to offer instruction at varying times throughout the week in a manner that best supports the ACS Participants to fulfill the weekly required Program content and hours described in Subsections d), f), and g) of this Section 3).

f) Paid Work Experiences

i) For ACS Participants in the Pre-HSE Instruction Component:

- (1) ACS Participants in the Pre-HSE Instruction Component shall receive stipends in the amount of one hundred fifty dollars (\$150.00) per week for participating in Work-readiness and Career Exploration activities.
 - (a) To receive stipends, ACS Participants in the Pre-HSE Instruction Component are required to maintain sixty-five percent (65%) attendance in both literacy instruction and career awareness training.
- ii) For ACS Participants in the HSE Preparation Component: Eligibility for Internships for ACS Participants in the HSE Preparation Component requires ACS Participants' continued participation in academic and skills instruction; and, when possible, ACS Participants will be placed in Internships at approved Worksites that align with the basic industry credential instruction in which they are participating or the basic industry credential/s they have earned.
- iii) For ACS Participants in the Advanced Training Component: ACS Participants in the Advanced Training Component must be placed in Internships at approved Worksites that align with the Advanced training, therefore, Worksites for the Advanced Training Component shall provide work experiences related to the training instruction provided.
- iv) Internships for ACS Participants in the HSE Preparation and Advanced Training Components:
 - (1) For ACS Participants in the HSE Preparation and Advanced Training Components, Contractor shall develop and maintain partnerships with employers to provide Internships, beginning no earlier than the third week and no later than the seventh week of the cohort, for a minimum of fifteen (15) and a maximum of twenty-five (25) hours per week per ACS Participant for up to a total of two hundred fifty (250) Internship hours over the twenty (20)-week cohort paid at minimum wage.
 - (a) Internship hours shall not exceed the twenty-five (25) hours per week per ACS Participant maximum without the prior written approval of DYCD.
 - (b) DYCD reserves the right to increase or decrease the required number of Internship hours during the Agreement Term or in any renewal term
 - (2) Contractor shall develop Internships that expose ACS Participants to careers in New York City's promising, high-growth sectors, including, but not limited to, healthcare, information technology, construction, industrial/manufacturing, and food service.
 - (a) The Advance & Earn Policies and Procedures Manual provided to Contractor by DYCD shall provide guidance on acceptable Internships.
 - (3) Contractor shall make every effort to provide Internships to all ACS Participants that closely match their career interests to ensure a quality Internship experience for both the ACS Participants and the Worksites.

- (4) Contractor shall arrange interviews for each ACS Participant to secure an Internship and shall continue to arrange interviews for an ACS Participant until that ACS Participant secures an Internship.
 - (a) During the time period that ACS Participants interview for Internships, Contractor shall make available employment counseling to ACS Participants in the HSE Preparation and Advanced Training Components.
 - (i) Time spent by ACS Participants in the HSE Preparation Component in employment counseling shall count towards the eighty (80) hours of support skills instruction required for ACS Participants in the HSE Preparation Component as described above in Subsection d)ii)(2) of this Section 3).
- (5) Contractor shall provide ACS Participants with written job descriptions defining tasks and standards for each Internship ACS Participants interview for or are placed in; and a copy of the Internship job description shall be maintained as records in the ACS Participants' files for the Internship in which they are placed.
 - (a) When Internships require specific proficiencies or competencies, Contractor shall ensure that Worksites provide ACS Participants with the training necessary to acquire such skills in a structured manner that logically relates such skill development to ACS Participants' academic and personal development.
- (6) Contractor shall solicit feedback on the value and appropriateness of Internships from each ACS Participant throughout the cohort.
- (7) Contractor shall provide Internship support to ACS Participants throughout the cohort including, but not limited to, monitoring of both the Internship quality and ACS Participant work hours, resolving conflicts between ACS Participants and Worksite staff, and, where necessary, Internship reassessments.

v) Worksites for ACS Participants in the HSE Preparation and Advanced Training Components:

- (1) Contractor shall recruit, identify and develop a sufficient number of Worksites that must be able to provide each ACS Participant with a planned, well-supervised Internship experience in a structured, professional work environment.
- (2) All Worksites must be approved by DYCD.
 - (a) Contractor shall enter information for each Worksite into the System by completing and submitting a Worksite application, which is available in the System, for DYCD approval.
 - (b) Contractor may not place ACS Participants at a Worksite without DYCD approval.

- (c) Internships must take place at the location/s indicated on the DYCD-approved Worksite application/s.
 - (i) If an Internship will take place at multiple locations within a business, each of the locations must be indicated on the Worksite application.
- (3) Contractor shall ensure that all Worksites comply with applicable laws and regulations, including but not limited to child labor laws and the ADA.
 - (a) Pursuant to the ADA, Worksites must be accessible in accordance with the ADA Accessibility Guidelines for Buildings and Facilities or, with prior written approval by DYCD, appropriate measures must be taken to make Program Services accessible to youth with disabilities.
- (4) Worksites must be accessible by public transportation.
- (5) Contractor shall ensure that all Worksites comply with the Drug-Free Workplace Requirements outlined in Section 6.04(c) of the Agreement and the Advance & Earn Policies and Procedures Manual.
- (6) Each Worksite shall maintain a supervisor-to-ACS Participant ratio no greater than 1:12, ample equipment and supplies, and a safe, hazard-free environment.
- (7) Contractor shall assess the Worksite before the start of the cohort and provide DYCD with a completed Worksite pre-assessment form to ensure suitability and readiness for ACS Participants.
- (8) Contractor shall select, based on assessments made during the Work-readiness Training and on ACS Participant interest, potential Worksites for ACS Participant interviews.
 - (a) All ACS Participants must interview at potential Worksites.
 - (b) The Worksite will select their candidates and Contractor will make the final determination on placement.
 - (i) All ACS Participants must be assigned to a Worksite for an Internship by week seven (7) of the cohort.
- (9) In accordance with the standards set forth below in Subsection f)vi)(2) of Section 3) in this Article III and the Advance & Earn Policies and Procedures Manual:
 - (a) Contractor shall require each Worksite to prepare, maintain, verify, and report written timesheets for each ACS Participant, indicating all hours worked and unpaid breaks taken by the ACS Participant at the Worksite, for each week of the cohort.

- (b) Contractors shall collect timesheets from Worksites on a weekly basis by the end of the day Monday of the following week of Internship placements.
- (c) Worksites may provide the timesheets via email or fax.
- (d) Each Worksite must provide at least two (2) supervisors authorized to sign timesheets.
- (10) Contractor shall communicate with Worksite representatives on a weekly basis to check in on ACS Participant attendance and progress.
- (11) Contractor will physically visit each Worksite on a bi-weekly basis to pick up the original ACS Participant timesheets, observe ACS Participants at their internship sites, and assess the safety and quality of the Internship placements.
 - (a) Contractor shall monitor ACS Participant placements at Worksites and obtain feedback from Worksite representatives on ACS Participant progress.
 - (b) Contractor shall vet Worksites for appropriateness and professionalism of the job opportunity and safety issues.
 - (c) Contractor shall ensure that Worksites receive policies and procedures guidelines for the Program and implement such policies and procedures.
- (12) Contractor shall require each Worksite to complete an evaluation of each ACS Participant at the end of each cohort.
- (13) Contractor shall provide DYCD with a complete Worksite assessment form at the end of each cohort for consideration for continued approval of the Worksite in the next cohort.

vi) ACS Participant Compensation:

- (1) Contractor shall ensure that the appropriate members of its Staff are familiar with and trained in the ACS Participant compensation procedures mandated by DYCD and/or the System designated by DYCD, in accordance with the following:
 - (a) Contractor shall require the appropriate members of its Staff to attend training sessions on the System and the procedures for ensuring ACS Participants receive payment either through direct deposit or payment cards;
 - (b) Contractor shall cooperate with the payment provider designated by DYCD ("Payment Provider") and/or DYCD in resolving any payment issues during the term of the Program; and
 - (c) Disputes between Contractor and the Payment Provider shall be resolved in accordance with DYCD policies and procedures.

(2) On a weekly basis during Program Services, and in compliance with the procedures, schedules, and deadlines established by DYCD, Contractor shall enter into the System the total number of hours of participation in the academic and skills instruction, including the Career Exploration and Work-readiness activities, by ACS Participants in the Pre-HSE Instruction Component and hours worked in the Internships by ACS Participants in the HSE Preparation and Advanced Training Components, and for ACS Participants in the HSE Preparation Component, the total number of hours of participation in the academic and skills instruction must also be included, based on ACS Participants' weekly sign-in sheets/timesheets that have been independently verified by appropriate Contractor staff, in accordance with the following:

(a) For ACS Participants in the Pre-HSE Instruction Component, each completed weekly sign-in sheet must reflect the actual hours of the named ACS Participant and must bear signatures of the following.

- (i) the named ACS Participant;
- (ii) the academic and skills instruction, including Career Exploration and Work-readiness, Staff member assigned to supervise and verify the hours of participation by the ACS Participant; and
- (iii) a Staff member assigned to verify the academic and skills instruction, including Career Exploration and Work-readiness, Staff member's attestation of the hours of participation by the ACS Participant.

(b) For ACS Participants in the HSE Preparation and Advanced Training Components, each completed weekly timesheet must reflect the actual Internship hours worked by the named ACS Participant; and for ACS Participants in the HSE Preparation Component, a separate timesheet reflecting the total number of hours of participation in the academic and skills instruction by the named ACS Participant must also be completed, and must bear signatures of the following:

- (i) With respect to Internships for ACS Participants in both the HSE Preparation and Advanced Training Components: (A) the named ACS Participant; (B) a representative of the Internship Worksite assigned to supervise and verify the hours actually worked by the ACS Participant (“Worksite Supervisor”); and (C) a representative of the Contractor assigned to work with the Worksite Supervisor to verify the Worksite Supervisor's attestation of the hours worked.
- (ii) With respect to academic and skills instruction for ACS Participants in the HSE Preparation Component: (A) the named ACS Participant; (B) the academic and skills instruction, including Career Exploration and Work-readiness, Staff member assigned to supervise and verify the hours of participation by the ACS Participant; and (C) a Staff member assigned to

verify the academic and skills instruction Staff member's attestation of the hours of participation by the ACS Participant.

(3) Contractor shall regularly monitor for evidence of fraudulent sign in sheets/timesheets. In the event that Contractor suspects sign-in sheets/timesheets to be fraudulent, Contractor must reach out to the ACS Participant or the Career Exploration and Work-readiness Staff member/Worksite Supervisor, as appropriate, to attempt to verify the hours. Disputes about sign-in sheets/timesheets shall be resolved in accordance with DYCD policies and procedures.

(4) Enrollment in Direct Deposit: Contractor shall coordinate with DYCD and/or the System to encourage ACS Participants to enroll in direct deposit. Contractor shall foster community partnerships with banks and credit unions to provide educational workshops to ACS Participants on Financial Literacy and opening a bank account. If ACS Participants elect to enroll in direct deposit, Contractor shall assist ACS Participants with enrollment in the direct deposit system.

(5) Payment Cards: If, after being counseled by Contractor on the option to enroll in direct deposit, ACS Participants choose to receive a payment card, Contractor shall be responsible for distributing payment cards to each ACS Participant. Contractor shall be liable for any loss, damage, theft, or misuse of such payment cards from the time Contractor receives their delivery to the time Contractor successfully distributes the same to the ACS Participants. Distribution of such payment cards shall be deemed successful when the same are actually received, and signed for, by the ACS Participants. Contractor shall maintain a log of payment cards that have been distributed to ACS Participants, which must be produced to DYCD upon request.

(6) Contractor shall verify the payment for each pay cycle during the term of the Agreement against payment reports for the respective pay cycle and shall resolve discrepancies with the Payment Provider.

(7) At the end of each fiscal year during the term of the Agreement, the Payment Provider will send an earnings statement directly to ACS Participants. Contractor shall be responsible for responding to inquiries regarding the earnings statements, and for notifying DYCD of any disputes that cannot be resolved.

(8) At the end of each calendar year during the term of the Agreement, the Payment Provider will send IRS Form W-2 directly to ACS Participants in the HSE Preparation and Advanced Training Components. Contractor shall be responsible for responding to inquiries regarding IRS Form W-2, as well as for providing replacement Forms.

vii) Contractor shall provide MetroCards for all ACS Participants deemed by Contractor to require transportation assistance based on individual needs; and at least one (1) meal daily for all ACS Participants during programming.

- (1) Contractor shall provide ACS Participants attending off-site trainings with food vouchers if at least one (1) meal daily is not provided at the off-site locations.
- g) Summer Activities: Program shall remain open during the summer (i.e., July 1st through August 31st) and will focus, in part, on providing opportunities for ACS Participants to earn income from placement in Internships.
 - i) Active ACS Participants may be referred to the Summer Youth Employment Program ("SYEP").
 - ii) While classroom instruction will not be provided, other activities may include tutoring, College and Career Exploration, and continued Support Services.
 - iii) Staff members are expected to participate in learning communities during the summer period.
- h) Job Placement Assistance:
 - i) Job placement assistance shall include helping ACS Participants research job opportunities, prepare résumés and cover letters, arrange interviews, and prepare for interviews; and job coaching shall be provided once placements have been secured.
 - ii) The Program shall have developed partnerships with employers in targeted industries to facilitate placement of ACS Participants in the Advanced Training Component in the industries for which they received training.
 - iii) ACS Participants in the HSE Preparation Component shall ideally be placed in Internships targeted at industries that match their credentials, future areas of training and/or areas of study.
 - (1) ACS Participants who entered the Program with college enrollment as the goal may choose to exit the Program after attainment of the HSE and shall be provided assistance with college choice, college applications, financial aid applications, and college tours.
 - (2) Other ACS Participants may choose to exit the Program to find employment and shall be provided with job placement assistance.
 - iv) Job placement assistance shall be made available to any ACS Participant who decides to leave the Program at any point along the continuum to seek employment.
- i) Case Management:
 - i) Each ACS Participant shall work with Staff to develop an ISS and shall be assigned to a case manager.
 - (1) In a Program electing to have three (3) full-time case managers for the entire Program, caseloads will not exceed thirty (30) per case manager, and one full-time

navigator will also be on Staff, as detailed below in Section 16)a)vi)(1)(a) of this Article III.

(2) In a Program electing to have four (4) full-time case managers for the entire Program, there will be no navigator and each case manager will also have navigator responsibilities; and caseloads will not exceed twenty (20) per case manager, as detailed below in Section 16)a)vi)(1)(b) of this Article III.

ii) Case Managers shall:

- (1) Provide assistance on an as-needed basis;
- (2) Have regular, monthly one-on-one check-in sessions for ACS Participants in the Pre-HSE Instruction and HSE Preparation Program Components and biweekly one-on-one check-in sessions for ACS Participants in the Advance Training Component;
- (3) Help ACS Participants connect to needed services;
- (4) Review, reassess and revise the ISS as needed;
 - (a) A copy of the ISS shall be provided to each ACS Participant, and upon request, to the Foster Care or Juvenile Justice provider and/or to ACS.
- (5) Assist in transition phases between Program Components and placements;
- (6) Provide group or individual counseling as needed;
- (7) Document ongoing support in biweekly case notes; and
- (8) Follow-up with ACS Participants for a period of ninety (90) days after they leave the Program. This provision shall survive the expiration or early termination of this Agreement.

iii) Case management shall include case conferencing sessions among the Staff and service providers with which each ACS Participant is engaged, at least bi-weekly, to share information on attendance and performance, as applicable.

iv) Case managers shall play a key role in sustaining ACS Participant engagement; and ideally each ACS Participant will work with the same case manager throughout all Program Components.

- (1) Follow-up shall be extended to those ACS Participants who appear to have dropped out, and case managers shall work to reengage ACS Participants with poor attendance through strategies such as telephone contact, home visits, and family outreach.

(2) Program shall have the option of assigning a navigator role to case managers or employing a navigator to assist ACS Participants with referrals and ensure that they keep appointments for the outside services. (See, Section 16)a)vi)(1)(a) and (b) of this Article III below, for optional staffing patterns and caseload requirements.)

j) Transition Assistance:

- i) Contractor shall have strong and effective transition strategies in place to ensure that ACS Participants maintain motivation and feel supported as they move from one Program Component to another or to next steps outside the organization.
 - (1) "Warm handoffs" may include practices such as connecting ACS Participant to case managers and Staff in the next Program Component, convening transition preparation meetings, and confirming connections before ending Support Services.
 - ii) Organizations providing a Program shall provide all services of the continuum - from Pre-HSE Instruction through advanced occupational training - within their organizations; and the continuum of services shall be administered by one organization to aid in retention and keep youth engaged as they work toward their goals.
 - (1) DYCD recognizes that many organizations, while experts in one area or another, do not have the capacity to provide the complete continuum of services and will allow those organizations to subcontract with one or more organizations to provide some of the required services in the continuum while ensuring that the lead organization oversees case management, youth progress, Support Services, transitions, and post-Program placements.
 - iii) Depending on the individual goals of each ACS Participant, Contractor must provide ACS Participants with support in the form of planning and guidance to find appropriate post-Program placements for each Program Component.
 - (1) Contractor must provide job placement assistance to ACS Participants, including sharing job openings, assisting with job applications, and hosting on-site job fairs.
 - iv) Transition assistance for ACS Participants in the Pre-HSE Instruction Component shall include HSE Preparation enrollment assistance.
 - v) Transition assistance for ACS Participants in the HSE Preparation Component shall include Advanced Training placement; and for ACS Participants in both the HSE Preparation and Advance Training Components, transition assistance shall include job placement assistance, college enrollment assistance or placement in other programs, as appropriate.
- k) Follow-up: Staff shall follow up with ACS Participants for ninety (90) days after the completion of their Program Components or to support next steps if, for some reason, they cannot complete a Program cohort.
 - i) Follow-up services shall include:

- (1) Providing employment services such as job coaching, counseling and placement, and preparing ACS Participants for, and accompanying them to interviews as necessary, and assistance with continued training or post-secondary education applications and preparation for placement tests;
- (2) Helping to address any possible challenges that may arise for ACS Participants in employment and educational placements;
- (3) Working with ACS Participants' employers and schools to assist ACS Participants in achieving career and educational goals;
- (4) Assisting youth with additional job placements and promotions, and counseling them on long-term education and career planning;
- (5) Having at least monthly contact with ACS Participants' Foster Care or Juvenile Justice providers to share information on attendance and performance, and progress toward outcome goals, as applicable; and
- (6) Documenting the follow-up services that ACS Participants receive, including any job placements that occur during this period.

l) Employment and Education Partnerships: Contractor shall devise strategies to recruit and work with employers to identify employer needs and provide high-quality work experiences that could lead to career-track employment, including participation in local employer networks to better understand local labor markets and identification of a range of employment options that are good fit for young adults.

i) Program shall develop partnerships with Advanced Training providers and post-secondary institutions to support programming and aid transitions.

m) Reporting, Performance, and Evaluation Requirements: Contractor is required to:

i) Submit regular reports to DYCD and ACS, including reporting on achievement of Performance Measures (as described below in Section 4) Performance Measures of this Article III), and cooperate with any other requests for data by DYCD, NYC Opportunity and/or ACS.

- (1) Contractor shall comply with all DYCD reporting requirements and maintain files that include registration forms with ACS Participant demographic data, ISS, case notes, test scores, and other documentation to validate achievement of Performance Measures, and enrollment and daily attendance records for each ACS Participant, as well as employment documents, including those that satisfy Form I-9 Employment Eligibility Verification requirements.
- (2) Contractor shall be responsible for timely and accurate provision of all such reports/responses to requests.

- ii) Participate in ongoing monitoring and evaluation activities led by NYC Opportunity and its designated evaluation firms, which may include site visits, surveys, interviews, focus groups, administrative records reviews, and other data collection and evaluation strategies.
 - (1) Additional evaluation strategies could include participation in a randomized control trial or comparison study, which may involve conducting additional outreach, implementing a random assignment procedure, or assisting with collecting data on a comparison group of youth who are not participating in the Program.
 - (2) Contractor may also be required to submit client-level and aggregate Program data for evaluation purposes that are in addition to any DYCD requirements, request client consent, and, as appropriate, use performance data to manage and continuously improve Program operations.
- iii) Submit all required fiscal and Program reports to DYCD in accordance with DYCD procedures and requirements set forth herein and in the DYCD Fiscal Manual.
- iv) Promptly report any information concerning corrupt or other criminal activity, conflicts of interest, unethical conduct, misconduct, or incompetence by any Staff to the Inspector General for DYCD at the City Department of Investigation.
- v) Report incidents in accordance with DYCD's policies and procedures, including the use of any forms prescribed by DYCD, as follows:
 - (1) Contractor shall notify DYCD of any incident of abuse by any of Contractor's administrators or Staff, both paid and volunteer. The term "abuse" here refers to any physical, sexual, emotional, or verbal abuse, actual or suspected incidents of child abuse, or any other maltreatment of a recipient of Program Services. This notification must be made by telephone or email to DYCD, or a written report submitted through the DYCD Evaluation and Monitoring System ("DYCD Connect"), as soon as possible, but no later than twenty-four (24) hours after discovery of the above, followed by a report submitted through DYCD Connect, if necessary, within three (3) days of such incident. Compliance with this reporting requirement does not satisfy any other legally mandated reporting of abuse, such as to the New York State Central Register of Child Abuse and Maltreatment.
 - (2) Contractor shall notify DYCD of any incident involving injury, abuse, endangerment, illness, illegal behavior or property destruction, related to or stemming from Contractor's activities and obligations under the Agreement. Injuries or incidents involving the police, fire department or an ambulance, or inappropriate conduct on the part of Contractor staff, must be reported to DYCD by email as soon as possible, but no later than twenty-four (24) hours after the incident occurred, followed by a written report submitted through DYCD Connect within three (3) days of such incident. All other incidents shall be reported to DYCD within twenty-four (24) hours after the incident occurred, followed by a

written report submitted through DYCD Connect within three (3) days of such incident.

(3) If Contractor is enrolled in the Central Insurance Plan (“CIP”), then, in addition to the above, Contractor shall also adhere to Section 8.03 of the Agreement.

vi) Keep and maintain files, for a period of no less than six (6) years from the conclusion of the term, of all fiscal and Program electronic and printed documents, records, and reports prepared or utilized in connection with the performance of this Agreement and promptly deliver to DYCD all such documents, records, and reports upon request of the City, DYCD, and the respective duly authorized agents, and assigns thereof.

4) Performance Measures

a) Program will be required to track and report on the performance measures set forth below for each of the three (3) Program Components (collectively referred to herein as the "Performance Measures"), as follows:

i) Performance Measures for the Pre-HSE Instruction Component:

(1) The Program enrolls one hundred percent (100%) of contracted slots within two (2) weeks of the Program start date per cohort.

(a) The acceptable documentation to verify attainment of this Performance Measure is the number of enrolled ACS Participants shown in the System.

(2) Sixty-five percent (65%) of enrolled ACS Participants will attend sixty-five percent (65%) of Program hours per cohort.

(a) The acceptable documentation to verify attainment of this Performance Measure is the number of entered hours per ACS Participant shown in the System.

(3) Fifty percent (50%) of enrolled ACS Participants advance, at a minimum, one (1) grade equivalent level in both reading and math, annually.

(a) The acceptable documentation to verify attainment of this Performance Measure is the post-TABE exam result which shall have been entered into the System.

(4) Of those ACS Participants who reach ninth-grade level, eighty percent (80%) will be placed in the HSE Preparation Component of the Program, employment, or Advanced Training per cohort.

(a) The acceptable documentation to verify attainment of this Performance Measure with respect to education/Advanced Training is a letter from the school/program verifying attendance or the National Student Clearinghouse enrollment results.

- (b) The acceptable documentation to verify attainment of this Performance Measure with respect to employment is a paystub or employment letter, or the Work Number Verification of Social Services.

ii) Performance Measures for the HSE Preparation Component:

- (1) The Program enrolls one hundred percent (100%) of contracted slots within two (2) weeks of the Program start date per cohort.
 - (a) The acceptable documentation to verify attainment of this Performance Measure is the number of enrolled ACS Participants shown in the System.
- (2) Sixty-five percent (65%) of enrolled ACS Participants will attend sixty-five percent (65%) of Program hours per cohort.
 - (a) The acceptable documentation to verify attainment of this Performance Measure is the number of entered hours per ACS Participant shown in the System.
- (3) Forty percent (40%) of enrolled ACS Participants will attain the HSE annually.
 - (a) The acceptable documentation to verify attainment of this Performance Measure is the HSE transcript, HSE certificate, or the printout of online TASC results.
- (4) Eighty percent (80%) of enrolled ACS Participants complete at least one (1) basic industry credential per cohort.
 - (a) The acceptable documentation to verify attainment of this Performance Measure is the basic industry credential exam score or certificate which shall have been entered into the System.
- (5) Of those ACS Participants who attain the HSE, eighty percent (80%) will be placed in employment, Advanced Training, or post-secondary education per cohort.
 - (a) The acceptable documentation to verify attainment of this Performance Measure with respect to education/Advanced Training is a letter from the school/program verifying attendance or the National Student Clearinghouse enrollment results.
 - (b) The acceptable documentation to verify attainment of this Performance Measure with respect to employment is a paystub or employment letter, or the Work Number Verification of Social Services.
- (6) Of those ACS Participants who did not attain the HSE, eighty percent (80%) will be placed in employment or will continue in the HSE Preparation Component of the Program per cohort.

- (a) The acceptable documentation to verify attainment of this Performance Measure with respect to education/Advanced Training is a letter from the school/program verifying attendance or the National Student Clearinghouse enrollment results.
- (b) The acceptable documentation to verify attainment of this Performance Measure with respect to employment is a paystub or employment letter, or the Work Number Verification of Social Services.

iii) Performance Measures for the Advanced Training Component:

- (1) The program enrolls one hundred percent (100%) of contracted slots within two (2) weeks of the Program start date per cohort.
 - (a) The acceptable documentation to verify attainment of this Performance Measure is the number of enrolled ACS Participants shown in the System.
- (2) Seventy percent (70%) of ACS Participants who start Advanced Training attain certification per cohort.
 - (a) The acceptable documentation to verify attainment of this Performance Measure is the basic industry credential exam score or certificate which shall have been entered into the System.
- (3) Seventy percent (70%) of ACS Participants who attain certification either enroll in post-secondary education or attain employment in the sector of the Advanced Training per cohort.
 - (a) The acceptable documentation to verify attainment of this Performance Measure with respect to post-secondary education is the National Student Clearinghouse enrollment results, or an unofficial transcript or other registration verifications from the post-secondary institution.
 - (b) The acceptable documentation to verify attainment of this Performance Measure with respect to employment is a paystub or employment letter, or the Work Number Verification of Social Services.

b) For those ACS Participants placed in employment, Advanced Training, or post-secondary education outside of the Contractor organization, evidence of those placements must be reported to DYCD within thirty (30) days after the end of the ninety (90) day follow-up period.

c) Alignment of Performance Measures with NYC's Common Metrics

i) The Performance Measures will be aligned with NYC's Common Metrics, Appendix G to the Agreement, which standardize the terms used to describe key Program outcomes.

- (1) DYCD will provide Contractor with guidance on Common Metrics and will report on the Common Metrics for the City's workforce system to ensure that collected data aligns with these metrics.
 - (a) Long-term goals for the use of Common Metrics include providing one view of the City's progress toward meeting the goals set forth in the Career Pathways framework, developing a way to track ACS Participants, and helping agencies understand an ACS Participant's journey through the service system toward a successful career path.
- (2) DYCD reserves the right to adjust the Performance Measures to reflect any changes required by City policies.

5) Program Approach

The Program shall adhere to the following specific requirements with respect to DYCD's Program approach:

- a) Safe and Welcoming Environment: Contractor shall ensure a friendly and supportive environment where youth feel welcome and are treated with dignity and respect, regardless of age, gender or gender identity, sexual orientation, culture, or background.
- b) Strengths-based Approach: Contractor shall embrace DYCD's strengths-based approach in which the strengths and assets of individuals and communities are valued.
 - i) Since many Opportunity Youths have experienced trauma, Program shall adopt trauma-informed practices and address the emotional and mental health needs of ACS Participants.
 - (1) A central focus shall be caring, empathic relationships that reflect an understanding of the effects of trauma on the youths' development.
 - ii) Contractor shall adopt the interconnected concepts of Positive Youth Development ("PYD"), Social and Emotional Learning ("SEL"), and Youth Leadership set out in DYCD's Promote the Positive frameworks. (See DYCD's online "Promote the Positive Flip Book" at <https://www.flipsnack.com/NYCDYCD/dycd-promote-the-positive-flipbook-for-rfp.html>).
 - (1) Staff shall function as responsible, caring adults and positive role models, promoting ACS Participant safety, engagement, confidence, and empowerment.
 - (2) Program shall demonstrate the benefits of prosocial behaviors and responsible decision-making, reliability, critical thinking, and good communication skills and offer ACS Participants opportunities to be good team players, leaders and role models.
 - (a) These could include opportunities for ACS Participants to be cohort/peer leaders, provide input into planning activities such as community service, and assist with recruitment and outreach as peer connectors.

- c) Family Engagement: Contractor shall embrace the principles and vision underpinning DYCD's Circles of Support family engagement framework, available at: https://www1.nyc.gov/assets/dycd/downloads/pdf/16-5268b_v12SONYC_FamilyEngagement_Brief03739.001.02_FNL.pdf.
 - i) DYCD defines family in broad terms to include those individuals who care for and support ACS Participants but, are not blood relatives.
 - ii) Program shall create opportunities for those who have positive influences on ACS Participants to engage with the Program.
 - (1) These may include involving families in marketing and recruitment strategies, providing them with ongoing Program information, and inviting families to Program events and celebrations.
- d) Youth Voice: Contractor shall provide a mechanism for ongoing feedback from ACS Participants (e.g., anonymous online comment card survey, monthly feedback session) for Program improvement.

6) Community Partnerships: Contractor shall have knowledge of local and citywide resources relevant to Opportunity Youth and a minimum of three (3) established community partnerships with external organizations to intentionally promote service integration at the local level and build provider networks that maximize options for Opportunity Youth, as follows:

- a) Community partnerships may take different forms and shall include referral agreements, subcontracting agreements, co-location of services, joint projects, and employer relationships.
- b) Community partners may include other DYCD-funded youth workforce development programs and other services funded through DYCD; and other City agencies and specialists in areas such as housing, mental health, health, dental health, legal services, childcare, Financial Literacy and counseling, art/culture, and recreation.
 - i) The Discover DYCD digital tool, which may be found at <https://discoverdycd.dycdconnect.nyc/welcome>, is available to help identify DYCD-funded programs by neighborhood.

7) Contractor shall comply with all DYCD policies and administrative procedures, including compliance with DYCD contract obligations; and cooperation with DYCD regarding site visits, operations, ACS Participant services, and documentation required to demonstrate compliance with DYCD contract obligations.

8) Contractor shall attend DYCD-organized trainings and events designed to promote best practices and enhance the skill levels of Staff, as requested.

- 9) Contractor shall be mindful of ACS Participants' personal appointments and other personal issues; and will ensure that the Internships and Advance Trainings offer a set schedule with consistent hours so that ACS Participants may schedule appointments accordingly.
- 10) Contractor shall provide ACS Participants with additional supports through student groups that give young people space to work together and learn outside of an academic setting; and develop life skills, strategize around life situations, and provide peer support.
- 11) For each of the three (3) Program Components, Contractor shall provide the following additional supports for ACS Participants:
 - a) At least bi-weekly contact with each ACS Participant's Foster Care or Juvenile Justice providers to share legally disclosable information on performance, as applicable.
 - b) At least weekly contact with each ACS Participant's Foster Care or Juvenile Justice providers to share legally disclosable information on attendance, as applicable.
- 12) For each of the three (3) Program Components, DYCD will facilitate monthly case conferencing sessions among Contractor, ACS staff, and DYCD staff to address current and future programming.
- 13) Marketing and Materials
 - a) Co-Branding/Marketing:
 - i) Contractor shall conduct Advance & Earn Plus marketing and outreach in accordance with this Scope of Work and DYCD's "Co-Branding/Marketing Guidelines," which are posted on DYCD Connect, in order to promote and publicize Advance & Earn Plus. The guidelines include, but are not limited to, the following requirements:
 - (1) To include DYCD's logo and the "Advance & Earn Plus" language in all Program-related signage, publications, print materials, communications, and advertisements.
 - (2) To post a 311 sign in its Program Facility/ies naming "New York City Department of Youth and Community Development" or "DYCD" as the agency that funds the Program Services, and lists the City's hotline for government information and non-emergency services. The Contractor may also include its own name and/or logo in such materials.
 - (3) To co-brand DYCD in all posts shared on social media. Co-branding is defined as tagging @NYCYouth and, where space allows, using the hashtags #DYCD and/or #AdvanceandEarnPlus.
 - (4) To cooperate with DYCD's marketing and outreach efforts to promote and publicize DYCD-funded services.
 - b) Approval of Marketing and Materials: All marketing activities of Contractor or its Staff, subcontractors, or designees, and all marketing materials produced and distributed by any of the same in connection with Advance & Earn Plus shall be subject to the approval of DYCD, which shall not be unreasonably withheld, conditioned, or delayed.

- 14) Contractor shall adopt an appropriate social media policy that, at a minimum, conforms to the requirements in the Social Media Policy for DYCD Providers to guide social media communications between Staff and ACS Participants. See, http://www1.nyc.gov/assets/dycd/downloads/pdf/DYCD_Provider_Social_Media_Policy.pdf
- 15) Contractor shall have site control of, and maintain the Facility/ies and ensure that:
 - a) The Facility/ies provides/e a safe and welcoming environment for all ACS Participants regardless of age, gender or gender identity, sexual orientation, culture, or background.
 - b) The Facility/ies is/are of appropriate size and design to adequately accommodate Staff, ACS Participants, and Program Services.
 - c) The Facility/ies is/are compliant with local fire, health, and safety standards.
 - d) The Facility/ies is/are easily accessible by public transportation and by people with disabilities.
 - e) The Facility/ies is/are compliant with the ADA, or, if not, access to other suitable space is in place to make Program Services accessible to persons with disabilities.
 - f) Staff members have access to computers at the Facility/ies that comply with the following DYCD technological requirements:
 - i) A Microsoft Windows operating system (currently, Windows 10 build 1809).
 - ii) A modern browser, such as Google Chrome, Apple Safari, Microsoft Edge, or Mozilla Firefox.
 - iii) A stable high-speed, broadband Internet connection.
 - iv) An up-to-date antivirus software.
 - v) A computer system that employs multilevel password protection to define and restrict access to specified users.
 - vi) Firewall software or hardware.
 - vii) Support for multi-factor authentication using the Microsoft Authenticator application.
 - g) The Facility/ies provides/e computer access for ACS Participants for training, test-taking, résumé writing, job applications, and any other undertaking deemed necessary.
 - i) ACS Participants shall be provided the option to complete the TASC readiness assessment using either the online or paper version.

h) There is prominently posted in the Facility/ies a notice, in English and such other language(s) as are appropriate for ACS Participants, giving the name, address, and telephone number of DYCD, stating that DYCD is the oversight agency for the Program, that comments about the Program may be made to Staff or anonymously to DYCD, and that DYCD will investigate and resolve any complaints.

16) Contractor shall recruit, screen, hire, and supervise appropriately qualified Staff to provide Program Services, in compliance with applicable federal and local non-discrimination and equal employment laws, rules, and regulations, as follows:

- a) Contractor shall employ Staff for each of the three (3) Program Components as follows:
 - i) **Program Director:** One (1) full-time Program Director with overall responsibility for all three (3) Program Components; and if Program Component(s) are subcontracted, there will be a coordinator of the subcontracted Program Component(s) who will report to the Program Director.
 - (1) The Program Director will:
 - (a) serve as the primary liaison to DYCD;
 - (b) oversee key Program Staff;
 - (c) be responsible for DYCD administrative deliverables; and
 - (d) lead quality, day-to-day Program operations.
 - (2) The Program Director and/or the Program Director's designated Staff member(s) will also be responsible for performance monitoring and Program evaluation to support DYCD priorities, align with best practices, and foster positive outcomes.
 - (a) The Program Director and/or the Program Director's designated Staff member(s) will manage data collection, reporting, performance monitoring, and evaluation activities to ensure that collected data follow NYC's Common Metrics, Appendix G to the Agreement, which standardize the terms used to describe key performance measures.
 - (b) The Program Director will support all external evaluation activities with relevant internal and external personnel.
 - (3) The Program Director must possess a bachelor's degree and have at least five (5) years of relevant experience.
 - ii) **Coordinator for Workforce Development:** One (1) coordinator for workforce development/academics will supervise the Work-readiness and credential instructors and the job developer and will specialize in Program activities related to workforce development instruction and Internships across all three (3) Program Components.
 - (1) The coordinator for workforce development will have at least three (3) years of successful workforce development experience serving Opportunity Youth.
 - iii) **Coordinator for Academics:** One (1) coordinator for academics will supervise instructors across all three (3) Program Components and specialize in Program activities related to academic instruction and curriculum development.

- (1) The coordinator for academics must possess a bachelor's degree.
- (2) The coordinator for academics will have at least three (3) years of successful experience in providing literacy and/or numeracy instruction and in selecting and adapting curricula resources for Opportunity Youth.
- iv) **Job Developer/Internship Coordinator:** One (1) full-time job developer/Internship coordinator will develop Internships and manage Worksite relationships, as well as monitor Worksites and collection of timesheets for the HSE Preparation and Advanced Training Components.
 - (1) The job developer/Internship coordinator will have at least three (3) years of successful and relevant experience serving Opportunity Youth, including but not limited to, job development, employer engagement, recruitment, and targeted industry experience.
- v) **Licensed Clinical Social Worker (“LCSW”) or Licensed Master Social Worker (“LMSW”):** At least one (1) onsite, full-time LCSW or LMSW will be on Staff to provide specialized support to case managers and ACS Participants across all three (3) Program Components.
 - (1) The LCSW or LMSW will provide necessary mental health supports to ACS Participants either directly or through referrals.
 - (2) The LCSW or LMSW will have at least three (3) years of successful and relevant supervisory experience and experience in mental health counseling (e.g., trauma-informed care).
- vi) **Case Managers:** Full-time case managers will provide general case management and career coaching, work with ACS Participants to create their ISS, document progress, and provide life skills support; and will support ACS Participants during transitions and the follow-up period after exit.
 - (1) Programs may elect to have either two (2) or three (3) full-time case managers for the entire Program.
 - (a) If two (2) case managers are selected, caseloads will not exceed twenty-three (23) per case manager, and one navigator, as such position is described below, will also be on Staff.
 - (b) If three (3) case managers are selected, there will be no navigator, as such position is described below, and each case manager will also have navigator responsibilities; and caseloads will not exceed fifteen (15) per case manager.
 - (2) Case managers will be supervised by the Program Director, LCSW or LMSW, or another appropriate Staff person, depending on the Program design.
 - (3) Case managers must possess bachelor's degrees and have at least three (3) years of experience providing case management services to Opportunity Youth.
- vii) **Navigator:** A specialist navigator will support ACS Participants in accessing various programs to obtain needed benefits and supports, such as childcare and housing.

- (1) The navigator will have at least three (3) years of successful and relevant experience serving Opportunity Youth.
- viii) Work-readiness/Credential Instructors: Two (2) full-time equivalent (“FTE”) instructors will provide credential instruction (e.g., MOS, ServSafe, NRF, OSHA) in the HSE Preparation Component and Work-readiness instruction across all three (3) Program Components.
 - (1) Full-time or part-time will be allowed.
 - (2) Work-readiness/credential instructors will be content specialists with at least three (3) years of demonstrated experience and have the requisite certifications when applicable.
- ix) Academic Instructors: Two (2) FTE academic instructors, including at least one (1) full-time academic instructor for the Pre-HSE Instruction and HSE Preparation Components, will provide literacy and/or math instruction and academic support.
 - (1) Academic instructors must possess bachelor’s degrees and have at least three (3) years of demonstrated successful experience.
- x) Occupational Training Instructor(s): The occupational training instructor(s) will provide the occupational training classes for the Advanced Training Component.
 - (1) Staff hours will depend on the hours of the specific occupational training provided.
 - (2) The occupational training instructor(s) will have the relevant qualifications for the occupational training offered.
- xi) Administrative Specialist for Intake/Outreach/Data Entry: An administrative specialist will recruit and assess ninety (90) ACS Participants per year and perform data entry; conduct initial intake assessments; provide administrative support for the overall Program; and maintain ACS Participant files for all three (3) Program Components.
 - (1) Part-time or full-time will be allowed.
 - (2) The administrative specialist will preferably possess a bachelor’s degree and will have at least two (2) years of successful and relevant experience.

b) Contractor shall ensure that:

- i) Staff members have the appropriate qualifications, including skills related to current trends in literacy instruction and workforce development.
- ii) All Staff have the necessary cultural sensitivity to effectively work with Opportunity Youth, currently or previously in foster care or juvenile justice systems, from any background, including immigrant, runaway and homeless, and LGBTQ youth.
- iii) Staff members participate in training and Staff development activities relevant to their job titles.
 - (1) DYCD will set a minimum number of Staff development hours that will be required annually and will be provided by DYCD, Contractor, or other training resources.
- iv) Volunteer Staff are provided volunteer training appropriate to the Program design and records of volunteer time commitment are maintained.

- v) Programs identify academic resources to support Pre-HSE Instruction and HSE Preparation.
- vi) Staff members have access to computers and a high-speed Internet connection for data collection and management; and the appropriate Staff members are trained to perform programmatic and fiscal monitoring and reporting in accordance with DYCD procedures and requirements, and utilize any software or other computer technology DYCD deems necessary to perform such monitoring and reporting.
 - (1) Contractor must notify DYCD immediately (no later than twenty-four [24] hours) if a Staff member who has access to any DYCD system leaves employment or loses access rights for any other reason.
 - (2) Each case manager will have an individual computer.
- vii) Designated Staff attend all meetings related to the Program that are deemed mandatory by DYCD.
- c) DYCD anticipates the creation of a facilitated learning community to provide technical assistance and support to Contractor and support Contractor in coordinating the activities of the Contractor, any subcontractor, and employers that provide paid work experiences, Internships, and job placements
 - i) Program shall fully participate in the learning community, ensuring that appropriate Staff attend applicable sessions and will create a web of services for ACS Participants by connecting providers to community resources.
- d) Staffing qualifications apply equally to Contractor and Subcontractor.
 - i) Each will be responsible for staffing those positions that apply to the Program Component(s) provided and ACS Participants served (e.g., while three (3) or four (4) case managers are required for the Program, two (2) might be assigned to Contractor and two (2) to the Subcontractor).
 - e) The Program may leverage in-kind Staff to fulfill the required staffing positions, however, any in-kind Staff must be dedicated to the Program and fulfill all the requirements for the Staff position.
 - f) Contractor shall provide a copy of its personnel manual to all Staff; require each Staff member to submit written acknowledgement of receipt of the same, to be kept in the individual's personnel file; and resolve all personnel matters in accordance with the procedures established in its personnel manual.
 - g) Contractor shall screen the backgrounds and fingerprint all prospective Staff before hiring or retaining the same, and shall require that all Worksite sponsors screen the backgrounds and fingerprint all prospective staff who would be working with ACS Participants before hiring or retaining the same, in accordance with all federal, State, and City regulations, as follows:
 - i) Contractor shall make an inquiry into all of the following for each prospective employee:
 - (1) Criminal conviction history, including the facts and circumstances concerning the conduct which formed the basis for any criminal convictions, but with care taken

to comply with the New York City Fair Chance Act; Article 23-A of the New York Correction Law; Section 6.04 – Recruitment and Hiring of Staff of the Agreement; and applicable laws and regulations, and with particular concern regarding the following offenses:

- (a) sexual misconduct, especially involving minors;
- (b) violent or assaultive behavior directed against persons or property which caused serious injury or damage;
- (c) theft of public property;
- (d) bribe receiving or bribe offering;
- (e) possession or use of lethal weapons of any kind; and
- (f) acts which have a direct relationship to the particular position sought or which involve an unreasonable risk to property or to the safety or welfare of ACS Participants or other Staff.

- (2) Employment history, including verification of same through direct contact by Contractor with former employers;
- (3) Employment eligibility, including, where appropriate, verification of educational credentials and certification status;
- (4) Military service, including, where appropriate, verification of discharge status;
- (5) Any other relevant information related to character, conduct or background.

- ii) Contractor shall ensure compliance with all federal, State and City regulations, including the screening requirements in the Protection of People with Special Needs Act N.Y. Exec. Law §550 *et seq.* and N.Y. Soc. Serv. Law §488 *et seq.* (and any rules and regulations promulgated thereunder), and DYCD regulations, policies and procedures with respect to investigation for criminal conviction histories of Program Staff members, proposed or currently employed, including any required fingerprinting procedures for youth programs.
- iii) Contractor shall ensure that all Staff, including volunteers and co-located staff and volunteers, except youth seventeen (17) or younger and still attending school, with the potential for regular and substantial contact with ACS Participants under the age of eighteen (18), undergo background checks, including but not limited to fingerprinting, state and federal criminal history check and review in accordance with applicable law, child abuse and person with special needs registry check and sex offender registry check. Further, Contractor shall fingerprint all program staff members in programs serving youth under the age of eighteen (18) if directed to do so by DYCD.
- iv) If after extending a conditional offer of employment or retaining a Staff member Contractor learns that such Staff member has a criminal conviction history, Contractor shall provide written notification to DYCD of such person's criminal conviction history and, if Contractor determines to move forward with employing such Staff member and if requested by DYCD, share with DYCD Contractor's rationale for moving forward with employment.

- v) Contractor shall retain records evidencing background checks for all Staff on file and shall produce such records to DYCD upon request.
- vi) Contractor shall require that all Staff give immediate notice of any arrest, and, upon learning, at any time during the Term, that a Staff member has been arrested, promptly notify DYCD of the arrest and the alleged conduct underlying the arrest.
 - (1) Contractor shall assess whether the Staff member's presence at the Facility poses any threat to ACS Participants before allowing such Staff member to return to the Facility where ACS Participants are present.
 - (2) If it is determined that the presence of such Staff member at the Facility poses a threat to ACS Participants, such Staff member shall be barred from the Facility pending resolution of the criminal matter.
 - (a) Contractor shall ensure that any vacancy resulting from the barring of such Staff member is promptly filled with another appropriately qualified person; and
 - (b) Should the filling of such vacated position necessitate the employment or retention of additional Staff, Contractor shall select the same subject to all applicable provisions of this Article III.
- vii) To ensure that effective protection is afforded to ACS Participants and Staff members, Contractor shall make diligent efforts to inform DYCD when Contractor becomes aware of the arrest or criminal conviction record of any Staff member.
- h) Contractor shall maintain sufficient trained staff and resources, including computer technology, to deliver Program Services and perform necessary administrative functions throughout the Term, including, but not limited to:
 - i) Program evaluation;
 - ii) Implementation of corrective action required by DYCD;
 - iii) Program monitoring;
 - iv) Program research and development, including the preparation of reports required by DYCD; and
 - v) Fiscal review, audit, and close-out of the Program.

17) Organizational Experience:

- a) Contractor and any subcontractor shall have the following organizational experience across all three (3) Program Components:
 - i) At least three (3) years of successful experience within the last five (5) years operating a youth workforce development program.
 - ii) At least three (3) years of experience within the last five (5) years in working with Opportunity Youth.
 - iii) Experience engaging in joint efforts with other organizations to provide workforce development services to Opportunity Youth.

- iv) Experience using labor market data and understanding of labor market trends and requirements that will inform their Program trainings, job development, and educational themes.
- v) Experience with developing and facilitating Internships and long-term permanent employment, educational, and training opportunities.
 - (1) Contractor shall have experience in supporting ACS Participants with transitions among Program Services and career pathways.

b) Contractor and any subcontractors providing the Pre-HSE Instruction and HSE Preparation Components shall have at least three (3) years of successful experience within the last five (5) years providing literacy and numeracy instruction in the context of workforce development.

c) Contractor and any subcontractor providing the Advanced Training Component shall have the following organizational experience:

- i) At least three (3) years of successful experience within the last five (5) years providing advanced occupational training services.
- ii) Strong existing relationships with employers in the sector(s) of the Advanced Training provided.

18) Notwithstanding any provision in Section 3.02 of Appendix A of this Agreement, Contractor shall ensure that with respect to subcontracts, linkages, referral and assistance, and service coordination:

- a) No more than forty-five percent (45%) of the total amount of this Agreement shall be subcontracted.
 - i) Contractor shall not enter into any subcontract for an amount greater than twenty thousand dollars (\$20,000.00) for the performance of its obligations, in whole or in part, without the prior written approval of DYCD.
 - ii) All subcontracts for an amount greater than twenty thousand dollars (\$20,000.00) and the subcontractors for such subcontracts are subject to DYCD approval before any expenses are incurred or any payments are made to them by Contractor.
- b) All subcontract, linkage or referral agreements between Contractor and other service providers shall be in accordance with and subject to the terms of this Agreement.
 - i) The Contractor expectations set out in the RFP equally apply to any subcontractor.
 - ii) Services provided by any subcontractor must be integrated into the overall Program design.
- c) Nothing contained in any such subcontract, linkage, or referral agreement shall:
 - i) impair the rights of DYCD under this Agreement;
 - ii) relieve Contractor of any responsibility under this Agreement; or
 - iii) create any contractual relationship between any entity with which Contractor has entered into a subcontract, linkage or referral agreement and DYCD.

- d) All subcontracts, linkages and referrals shall be monitored by Contractor to ensure satisfactory delivery of Program Services.
- e) Contractor must create and maintain accounts through the City of New York's Payee Information Portal ("PIP"), an online reporting system that allows Contractor and subcontractor(s) to manage their own contact information, view financial transactions with the City of New York, and record subcontractor payments.
 - i) Contractor must comply with PIP subcontractor reporting requirements; and shall list all subcontractors in PIP.
 - ii) Contractor shall report all payments made to a subcontractor in PIP at www.nyc.gov/pip within thirty (30) days of making the payment.

19) Contractor is encouraged to:

- a) utilize businesses and individual proprietors listed on the NYC Online Directory of Certified MWBE Businesses, available at www.nyc.gov/sbs, as sources for their purchases of goods, supplies, services and equipment using funds obtained through this Agreement; and
- b) utilize businesses and individual proprietors owned/operated by people with disabilities as sources for their purchases of goods, supplies, services and equipment using funds obtained through this Agreement.

20) Contractor shall ensure that no person shall be hired for any position nor contract be entered into with any person for services in connection with the Program if an immediate family member and/or household member of that person is employed by Contractor in any management capacity, including as an officer or member of Contractor's board of directors. For purposes of this Agreement, the following are included within the definition of "immediate family and/or household member":

- a) Persons related by co-sanguinity, adoption and/or affinity including but not limited to the following: father, father-in-law, grandfather, mother, mother-in-law, grandmother, brother, step brother, brother-in-law, sister, step sister, sister-in-law, son, step son, son-in-law, daughter, step daughter, daughter-in-law, niece, nephew, aunt, uncle, cousin;
- b) Persons who have a child in common regardless of whether such persons have been married or have lived together at any time;
- c) Persons legally married to each other whether separated or not;
- d) Persons living together and/or domestic partners regardless of whether such persons are registered as domestic partners in accordance with the New York City Administrative Code §3-240 and/or E. O. Number 123, dated August 7, 1989 and E. O. Number 48, dated January 7, 1993.

21) Contractor shall maintain insurance in the amounts specified in Schedule A of Appendix A of this Agreement that names the City and, if applicable, DOE or NYCHA, including their respective officials and employees, as additional insured parties thereunder.

SCHEDULE 1-a
ADVANCE & EARN PLUS PROGRAM PLAN



SCHEDULE 1-a – ADVANCE & EARN PLUS PROGRAM PLAN

Provider Name:	The Door	Provider Address:	121 Avenue of the Americas, New York, NY 10013
Executive Director	Peter Gee (Interim)	E-mail	pgee@door.org
Fiscal Officer	Irma Gonzalez	E-mail	irma@door.org
Pre-HSE Site Location Name	The Door-Bronx Youth Center	Pre-HSE Site Location Address	424 E147th Street, 4 th floor, Bronx, NY 10465
HSE Site Location Name	The Door-Bronx Youth Center	HSE Site Location Address	424 E147th Street, 4 th floor, Bronx, NY 10465
Advanced Training Site Location Name	The Door- Bronx Youth Center AND Solar One	Advanced Training Site Location Address	424 E147th Street, 4 th floor, Bronx, NY 10465 (The Door);
Contract Period	October 1, 2019-June 30, 2020	Annual Slots	Pre-HSE: 20 HSE: 20 Advanced Training: 20

Role	Name	% of Time	Role Description
Director of Bronx Youth Center	Elizabeth Hoagland	20%	Oversee all operations of The Door-Bronx Youth Center. Oversee the launch of the Advance & Earn Plus contract and provide senior management support in the transition
Assistant Director of System Involved Youth	Nell Rainey	In-kind	Oversee and supervise all staff of the Advance & Earn Plus program, serve as leadership primary point of contact with DYCD, oversee program staff, lead daily operations, and manage data collection, performance monitoring, and evaluation. This staff holds an LCSW and has extensive experience working with ACS, the shelter system, and other system-involved populations.
Supervisor of Sector Education and Training	TBH	100%	Oversee all day-to-day operations, staff and activities of the Advance & Earn Plus and supervise a team consisting of Career Advancement Coaches, Job Placement Specialists, and Instructors
Job Placement Specialist	TBH	100%	Responsible for cultivating and nurturing relationships with employers, training programs, unions, and other industry groups to provide job, and sector-specific training opportunities that align with Advance & Earn

			Plus participants career interests, goals, and abilities.
Job Placement Specialist	TBH	100%	Responsible for cultivating and nurturing relationships with employers, training programs, unions, and other industry groups to provide job, and sector-specific training opportunities that align with Advance & Earn Plus participants career interests, goals, and abilities.
Career Advancement Coach	Jose Rodriguez-start date TBD	100%	Help Advance & Earn Plus participants earn their High School Equivalency Degrees, earn industry credentials, enroll college, and/or obtain internships, jobs and advanced occupational skills training as well as provide retention support services after a young person is placed in college or employment. In this capacity, the Career Advancement Coach will be the primary point person for the young person during the duration of his/her participation in Woodlawn sector-based training working closely with the Work Readiness/ Credential Instructors, Job Placement Specialist, and other Door Career and Education staff to ensure the young person is meeting his/her career and education goals.
Career Advancement Coach	TBH	100%	Help Advance & Earn Plus participants earn their High School Equivalency Degrees, earn industry credentials, enroll college, and/or obtain internships, jobs and advanced occupational skills training as well as provide retention support services after a young person is placed in college or employment. In this capacity, the Career Advancement Coach will be the primary point person for the young person during the duration of his/her participation in Woodlawn sector-based training working closely with the Work Readiness/ Credential Instructors, Job Placement Specialist, and other Door Career and Education staff to ensure the young person is meeting his/her career and education goals.
Career Advancement Coach	TBH	100%	Help Advance & Earn Plus participants earn their High School Equivalency Degrees, earn industry credentials, enroll college, and/or obtain internships, jobs and advanced occupational skills training as well as provide retention support services after a young person is placed in college or employment. In this capacity, the Career Advancement Coach will be the primary point person for the young person during the duration of his/her participation in Woodlawn sector-based training working closely with the Work Readiness/ Credential Instructors, Job Placement Specialist, and other Door Career and Education staff to ensure the

			young person is meeting his/her career and education goals.
Academic Instructor (Pre-HSE)	TBH	100%	Responsible for all Pre-HSE academic instruction including preparation of daily lesson plans and projects that are outcome based to develop skills necessary for both literacy and numeracy grade gains, HSE preparation and post HSE career and educational goals. Will provide individual and small group instruction; administer assessments, and maintaining student portfolios, documenting milestones and other interim outcome achievements.
Academic Instructor (HSE)	TBH	100%	Responsible for all HSE academic instruction including preparation of daily lesson plans and projects that are outcome based to develop skills necessary for both literacy and numeracy grade gains, HSE preparation and post HSE career and educational goals. Will provide individual and small group instruction; administer assessments, and maintaining student portfolios, documenting milestones and other interim outcome achievements.
Administrative Specialist for Intake/Outreach/Data Entry	TBH	100%	Responsible for intakes, data entry, attendance, outreach, and follow up with students to ensure milestone are reached and program remains in compliance.
Intake Coordinator	Stephanie Imperati	40%	Coordinates all aspects of intake orientation at The Door-Bronx Youth Center, including TABE testing and onboarding paperwork. Will support with the launch of the Advance & Earn Plus contract.
Administrative Coordinator	Julie Estella	20%	Handles all administrative support needs of The Door-Bronx Youth center including processing incentives, metrocards, and other administrative needs.

Please provide detailed descriptions below.

OUTREACH AND RECRUITMENT STRATEGY:

The Door has 47 years of experience engaging the Advance & Earn Plus Program's target population, including system-involved, and ACS involved youth. The Door's Advance & Earn Plus Program will use a comprehensive recruitment and retention strategy to ensure we continue to serve this population and support them to persist in programming and employment/post-secondary placements.

The Door will utilize our established external and internal community resources to conduct a series of outreach efforts to promote Advance and Earn Plus and Door services. In addition to conducting presentations at other CBOs, The Door's Bronx Youth Center will also use our extensive referral network of public schools, city agencies, foster care/juvenile justice agencies, and other Bronx community partners. The Door will work closely with ACS to ensure that provider organizations are referring young people to upcoming cohorts. We will also recruit from within the 11,000 youth who access Door services annually, many of whom are opportunity youth from vulnerable populations. Last year, 18% of Door members were housing instable, 19% had involvement with the justice or foster care system, 16% self-identified as LGBTQ, and 32% were disconnected from school. More, in our Career and Education Department 22% of youth had foster care involvement, 26% had court involvement, and 83% were disconnected from school. We will leverage our array of targeted programs to reach these populations, including LGBTQ support groups, specialized services for system-involved

youth, crisis and drop-in services for runaway and homeless youth, and immigration legal services. Lastly, we will distribute print materials and post regularly on our website, newsletter, and social media.

In addition to the above strategy for general outreach, we will use the same methods for youth in all components, including the Advanced Training component. We will work closely with our ACS partner to do outreach through their provider networks to reach eligible youth, we are hosting open houses at The Door-Bronx Youth Center through the month of February to finalize eligible participants, we will also do our own direct outreach with our Foster Care and Justice partner agencies to get referrals to this program, our partner, Solar One, is circulating with their networks, and finally, we have an internal pool of young people who are currently interested in these program areas that are foster care and or justice involved ACS youth that we will work to transition to this program if fully eligible and willing to meet program expectations.

COMPREHENSIVE ASSESSMENT:

The Door's Advance & Earn Plus Program will begin with a comprehensive assessment, intake, and orientation process. As with all youth who access The Door, the first step in orienting youth will be connecting them to a Door Intake Specialist, who will enroll them as a Door member and provide them with an introduction to all of The Door's services. Youth can become a Door member at our Bronx site on Tuesdays at 2:00 pm. As an additional option, young people can become Door member at our Manhattan site Monday-Friday from 2:00 pm – 5 pm with extended hours until 7:00 pm on Wednesdays-they would just have to eventually come to the Bronx site to finalize enrollment in Advance & Earn Plus. For young people, who cannot make membership at these times, individual appointments will be arranged.

Once a Door member, young people interested in enrolling in Advance & Earn Plus will meet with one of our Career and Education Intake Coordinators to learn about the Department more broadly. Once a young person is enrolled in Advance & Earn Plus, this staff will connect them with a Career Advancement Coach (i.e. Case Manager), who will accompany them through the rest of their time in the Advance & Earn Plus Program. In addition to their Career Advancement Coach, for those young people with ACS involvement, they are also connected to our Foster Care Career Advancement Coach or Juvenile Justice Coordinator (in-kind support to the Advance & Earn Plus participants) who will help them navigate any additional system involvement related issues that they need help with.

During individual sessions, Coaches will conduct a comprehensive intake assessment in which they will use formal and informal tools to identify youth skills, goals, needs, and interests. Coaches and youth will work collaboratively to determine their academic and occupational skill level, work and/or post-secondary education readiness, assets, career pathway interests, and supportive service needs. During this time, youth will also be assessed using the TABE (version 11 & 12) to evaluate their literacy and numeracy skills and determine the most appropriate program component placement. Through our Connections to Care initiative, Coaches will also conduct a high-level mental health screening and refer youth to the program's Social Worker or counseling at our Article 31 mental health center, as needed. Please see attached for The Door's general membership intake form, Career and Education Services intake assessment, and Connections to Care mental health assessment.

Through this process, youth and their Coach will work to develop a thorough Individual Service Strategy (ISS) that considers them in the dynamic context of their total life circumstances.

The Door will assess educational history based on materials obtained from internal program partners, connected Department of Education systems, and referral paperwork from fellow community based organizations. Through obtaining Attachment Rs from the Department of Education and previous schools that the young person has attended, we will be able to ascertain the level of educational engagement that is needed in addition to primary program services in specific subject areas.

Referrals will be gathered from external partners through encrypted data transfer via email.

The young people that arrive with disabilities will be assisted through the process one on one with the assistance of the Career Advancement Coaches and the Intake Specialist. Based on how long the assessment takes, The Door will advocate for additional assistance and assessment for ACCES VR to ensure that the young person receives a full range of support services from community partners while engaging in program.

Trauma-informed practice is a core element of The Door's standards of practices and one of our four key core values. All Door staff receive a training in Therapeutic Crisis Intervention (TCI) upon hire, and are regularly supported further with a variety of follow up sessions, which provide an overview on various topics related to trauma-informed care. By equipping our non-clinical front-line staff with these four mental health screening practices, we hope to ensure they are able to identify conditions such as depression, anxiety, and substance use with the young people that engage in services. All of the staff in The Door's Career and Education Services Department have received training on various evidence-based mental health screening and engagement practices to ensure they are able to refer any youth in need or in crisis to our array of mental health and counseling services; further, as part of the model, they will receive on-going coaching and support through case management.

TRANSITION AND GUIDANCE SUPPORT:

All participants will receive thorough, supportive transition support to ensure they feel supported and motivated as they move between program components, access other services at The Door or our subcontractor Solar One, or take next steps outside our organization. Our Coaches will be critical to our transition supports, as they are assigned to youth throughout their engagement in our proposed program, and will remain in regular contact with youth during every cohort, even if they are attending Advanced Training offsite with Solar One. When connecting youth to Solar One, additional in-house Door services, or referring them to offsite partners, Coaches will provide a "warm handoff" by connecting youth directly to the relevant case managers/staff in the other programs/organizations, and will follow-up with staff shortly thereafter to confirm that the youth is engaging in services. Further, Coaches will remain in touch with youth for one full year after they leave the program, and will work to connect them to the job and education placements and/or additional services they might need to succeed.

By providing youth with comprehensive, scaffolded work readiness and career and college exploration services, and providing supportive transition assistance and warm handoffs between program components and outside services, our Advance & Earn Plus Program will create a supportive environment in which opportunity youth can obtain the resources, opportunities, and skills they need to succeed in their career and education goals.

Throughout the course of their work within the program, they will be provided several opportunities to engage in services that provide college placement, access to employment, and advanced level training with community partners. Part of the infrastructure will incorporate monthly meetings with internal and external partners providing services in these areas.

The guidance support that will be provided as the work plan is being developed is individualized check ins with participants to ensure there is clear understanding of the options post program achievement of all outcomes in the framework of infused academics.

Community meetings, outcome meetings one on one, infused classes that provide information on college, education, and advanced training through leveraging community based resources. In addition, participants will be informed of advanced level trainings offered by other Advance & Earn partners to ensure there is a support of a wider range of training options. There will be college fairs and visits to city and state based institutions to support college exploration.

CASE MANAGEMENT STRATEGY: Please check one of the boxes and provide description:

- Three (3) full-time case managers and one (1) full-time navigator:
- Four (4) full-time case managers with navigator responsibilities:

The case management strategy employed by the Career Advancement Coaches/Foster Care CAC and Justice Coordinator will utilize a wide range of assessment services in the areas of education, mental health, and workforce development soft skills. Through weekly check ins with the participants, there will be an opportunity to ensure that regular check ins are supportive and engage young people through addressing barriers to education and training in order to remain engaged in program services. Through case conferencing with the team weekly during power hour sessions, issues will be identified and a plan of action will be made to address strategically. Young people challenged with attendance will be supported with daily text and phone call reminders prior to the

school day start. Should young people fail to show, they will be called and texted until contact is made. If required, there will be a home visit to ensure that there are no other barriers to prevent young people from attending and as a supportive check in with participant caregivers if provided permission to engage. In addition, young people will be given an opportunity to engage in services with the support of their caregivers if they identify and agree that it would help enrich their ability to engage.

SUPPORT SERVICE STRATEGY INCLUDING NAVIGATOR UTILIZATION:

The ISS is a living document, and will be refined through the young person's time in Advance & Earn Plus with regular reassessments and bi-weekly check-ins as the Coach and youth continue to collaboratively develop their long-term plans. For Pre-HSE and HSE Prep students, this will include re-assessing TASC readiness every 10 weeks and at the end of the 20 week cycle to determine readiness to advance to the next component.

The Door provides connections to community partners within the network and externally around the areas of child care. As one of New York State's primary supportive housing networks, The Door will assess and screen participants for referrals to our DYCD supported runaway homeless youth services which incorporates case management, housing application assistance, and referrals to short and long term housing. Through our long standing internal mental health screening system, The Door utilizes the ACE, PHQ9, and CRAFFT assessments to determine level of engagement needed in mental health services and will incorporate and refer participants to the LMSW for assistance. Accommodations for disabilities was described in the prior area of the document outlining engagement of youth with disabilities.

MEAL PLAN:

The Pre HSE and HSE participants will be provided with access to a nutritional breakfast and lunch during the course of the academic day.

TRANSPORTATION PLAN:

The Door will provide daily/weekly metro cards for program service utilization. In addition, for engagement programs that occur outside of the agency, young people will be provided metro cards to travel to and from programming and events.

ACTIVITIES, TRAINING AND EDUCATIONAL ASSESSMENT:

All participants in The Door's Advance & Earn Plus training will participate in work-readiness activities to build the foundational skills necessary to succeed in the workplace and post-secondary education.

Specifically, during classroom-based work readiness trainings, participants in each component will learn widely applicable occupational/professional hard and soft skills, including: career planning, digital literacy, professional communication, resume and cover letter writing, job application techniques, workplace rights and etiquette, interview skills, conflict resolution, problem solving, cultural competency, time management, customer service, and basic budgeting and money management skills. Youth will also develop awareness of their personal strengths and values and the realities of the labor market, and will have access to additional out-of-class work readiness activities, such as mock interview sessions, job fairs, expert career panels, and individual job coaching from our Job Placement Specialists and Career Advancement Coaches (i.e. Case Managers). All of these skills are applicable and recognizable to a wide variety of industries, including the NYC priority sectors identified in the Career Pathways framework, as well as the solar energy sector accessible via our advanced training component.

The skills developed through these opportunities will vary based on the program component to align with participants' needs and abilities. By offering tiered levels of workforce development services, we will create a scaffolded program through which youth progress as they develop, transitioning from career exploration and service-learning projects in Pre-HSE component, to work-readiness training and paid internship placements in the HSE Prep component, to advanced occupational training and sector-based internships in the Advanced Training component.

Further, as with all Door career and education programming, Advance & Earn Plus young people will participate in activities that help them explore college and career options. We will leverage our large network of business partners to offer career exploration activities such as mock interviews, job fairs, workshops, workplace tours, career mentoring, field trips, guest speakers, and panels. Participants

in the Pre-HSE component will also participate in service-learning projects that will expose them to different career options and develop critical competencies needed to succeed in the HSE component internships and longer-term employment. These service learning activities will take place in local community settings and may include tutoring, volunteering at food pantries or soup kitchens, and planning events/activities at local schools.

We will also implement activities to encourage youth to explore their post-secondary education and college options, including college campus trips, assistance with completing financial aid applications, and reviewing educational/training requirements for career interests. Additionally, all youth will be connected to The Door's larger suite of college access and exploration services, including: SAT prep, remediation courses, financial aid and scholarship advisement, college application assistance, college bridge programming, and first year college retention supports. The Door has extensive experience offering these services within our existing programming to highlight the critical link between education and career success. Likewise, through this array of college and career exploration activities we will help youth understand this connection and consider the variety of educational and career pathways they can pursue to reach long-term success and stability.

Schedule of Activities (must include orientation, academic instruction, Work-readiness, College and Career Exploration, and Digital Literacy)

Program Element (Academic Instruction, Including Literacy, Career Awareness Training, Bridge Programming, Other)	Activities	Description	Total Hours
Academic Instruction	Numeracy and Literacy skill development	Provide instruction in all subject areas related to and relevant to Pre HSE course work while ensuring that instruction is differentiated to meet the needs of a wide range of learners. Provide an approach to plan lessons that are outcome based to develop the necessary for successful HSE preparation. The implementation responds to the instructional needs of individual students and maintains a classroom environment that is stimulating, rigorous, and nurturing.	Pre-HSE programming will take place onsite at The Door's offices in Soho from 9:00 am-3:00 pm, Monday-Friday for 17 weeks (3 weeks at the beginning reserved for enrollment and onboarding). From Monday-Thursday, youth will have literacy, numeracy, and writing instruction from 9am-12pm (12 hours/week, 240 hours/cohort).
Career Awareness Training	Resume, like skills, mock interview skill development, and service-learning opportunities	The Career Advancement Coaches will develop and facilitate life skills, and career readiness lesson plans focused on developing professional development toward	Career awareness instruction, including work

		<p>preparedness for the workforce and post-secondary education. These services will be integral in enhancing the educational and professional skills of Advance & Earn Plus participants.</p>	<p>readiness training, college/career exploration, and SEL skills building, from 1:00 pm-3:00pm (8 hours/week, 160 hours/ cohort). On Fridays youth will participate in service learning projects, varying in timing from 9am-3pm.</p>
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PRE-HSE SERVICES

Breakdown of Pre-HSE Hours Per Week:

	Pre HSE Academic Instruction	Career Awareness Training
	Week 3-20	Week 3-20
Monday	3 hrs	2 hrs
Tuesday	3 hrs	2 hrs
Wednesday	3 hrs	2 hrs
Thursday	3 hrs	2 hrs
Friday	Optional Test Prep/Drop-in Tutoring	Optional Test Prep/Drop-in Tutoring

Educational Assessment Strategy (including pre/post TABE and mid-point assessment):

The Door will begin with a comprehensive assessment, intake, and orientation process. Once a young person begins enrollment in Advance & Earn Plus, the staff will connect them with a Career Advancement Coach (i.e. Case Manager), who will accompany them through the rest of their time in our Advance & Earn Plus Program.

In individual sessions, Coaches will conduct a comprehensive intake assessment in which they will use formal and informal tools to identify youth skills, goals, needs, and interests. Coaches and youth will work collaboratively to determine their academic and occupational skill level, work and/or post-secondary education readiness, assets, career pathway interests, and supportive service needs. During this time, youth will also be assessed using the TABE (version 11 & 12) and TASC readiness assessments to evaluate their literacy and numeracy skills and determine the most appropriate program component placement. Participants will be assessed at point of enrollment, mid program, and at the end of cohort to determine readiness for TASC. During this time, participants will be

assessed on non-academic qualifications that are determined based on case coordination with the Advance & Earn Plus team. Participants will be assessed for grade gains and their ability to matriculate through the program system into HSE. If determined, they may remain in Pre-HSE for further services to ensure they are able to work with their Coach and Tutor on academic advancements. Through our Connections to Care Initiative, Coaches will also conduct a high-level mental health screening and refer youth to the program's Social Worker or counseling at our on-site Article 31 mental health center, as needed.

Through this process, youth and their Coach will work to develop a thorough Individual Service Strategy (ISS) that considers them in the dynamic context of their total life circumstances. The ISS is a living document, and will be refined through the process of regular reassessments and bi-weekly check-ins as the Coach and youth continue to collaboratively develop their long-term plans. For Pre-HSE and HSE Prep students, this will include re-assessing TASC readiness every 10 weeks and at the end of the 20 week cycle to determine readiness to advance to the next component.

HSE SERVICES

Basic Industry Credential(s) provided	Microsoft Office
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Schedule of Activities (must include orientation, academic instruction, basic industry credential, Work- readiness, College and Career Exploration, and Digital Literacy)

Program Element (Academic Instruction, Including Literacy, Support Skills, Other)	Activities	Description	Total Hours
Academic Instruction	Numeracy and Literacy skill development	Provide instruction in all subject areas related to and relevant to HSE course work while ensuring that instruction is differentiated to meet the needs of a wide range of learners. Provide an approach to plan lessons that are outcome based to develop the necessary for successful HSE attainment. The implementation responds to the instructional needs of individual students and maintains a classroom environment that is stimulating, rigorous, and nurturing.	HSE Prep programming will take place onsite at The Door for 17 weeks (3 weeks at the beginning for enrollment for a total of 20 weeks). From Monday-Thursday, 9:00 am-12:00 pm, youth will have academic instruction in TASC subject areas (6 hours/at 20 weeks, for up to 120 hours/ cohort to complete test prep/tutoring optional).
Career Awareness Training	Resume, like skills, and mock interview skill development	Provide life skill and career readiness lesson plans focused on developing professional development toward preparedness for the workforce. These services will be integral in enhancing the educational and professional skills of participants.	For weeks 4-8, youth will also have skills instruction from Monday-Thursday, 1:00 pm-4:30pm, including credential instruction, college/career exploration, financial and digital literacy, and work-

			readiness training (5 hours/at 16 weeks, up to 80 hours/cohort).
Support Skills	One on one case management, connections to care assessments, and case conferencing	Comprehensive learning model which incorporates case conferencing in a direct and youth development approach where staff and participants work on an individualized plan to reduce barriers while engaging participants through class lessons, outings, and volunteer experiences. Our program model will create a culture of gender identity sensitivity with a lens toward trauma informed care models and a strength-based service approach focused on an emotional and mental health needs of youth.	As stated above.
Internship Transition/Placement	Time management, stress management, professional development, and socialization in the workplace	During classroom-based work readiness trainings, Advance & Earn Plus participants in each component will learn widely applicable occupational/professional hard and soft skills, including: career planning, digital literacy, professional communication, resume and cover letter writing, job application techniques, workplace rights and etiquette, interview skills, conflict resolution, problem solving, cultural competency, time management, customer service, and basic budgeting and money management skills. Youth will also develop awareness of their personal strengths and values and the realities of the labor market, and will have access to additional out-of-class work readiness activities, such as mock interview sessions, job fairs, expert career panels, and individual job coaching from our Job Placement Specialists and Career Advancement Coaches (i.e. Case Managers). All of these skills are applicable and recognizable to a wide variety of industries, including the NYC priority sectors identified in the Career Pathways framework, as well as the healthcare sector accessible via our advanced training component.	In week 7, Advance & Earn Plus participants will begin paid internships that aligned with their credential training that will run from 2:00 pm-5:30pm, Monday-Thursday, and 9am-4pm on Fridays with an one hour lunch break (15 hours/week, 250 hours/cohort). There will be flexible time offered in weeks 19-20 for youth to make up missed internship hours or work additional time up to 250 total hours.

Breakdown of HSE Hours Per Week:

	HSE	Support Skills	Internship
	Week 4-20	Week 4-19	Week 7-20
Monday	1.5 hrs	2 hrs	3 hrs

Tuesday	1.5 hrs	1.5 hrs	3 hrs
Wednesday	1.5 hrs	1.5 hrs	3 hrs
Thursday	1.5 hrs	Optional Test Prep/Drop-in Tutoring	3 hrs
Friday	Optional Test Prep/Drop-in Tutoring	Optional Test Prep/Drop-in Tutoring	3 hrs

Educational Assessment Strategy (including mid-point assessment, scheduling TASC exam, etc.):

Similar to the Pre-HSE participant, once a young person is enrolled in Advance & Earn Plus HSE, the staff will connect them with a Career Advancement Coach (i.e. Case Manager), who will accompany them through the rest of their time in our Advance & Earn Plus Program.

In individual sessions, Coaches will conduct a comprehensive intake assessment in which they will use formal and informal tools to identify youth skills, goals, needs, and interests. Coaches and youth will work collaboratively to determine their academic and occupational skill level, work and/or post-secondary education readiness, assets, career pathway interests, and supportive service needs. During this time, youth will also be assessed using the TABE (version 11 & 12) and TASC readiness assessments to evaluate their literacy and numeracy skills and determine the most appropriate program component placement. Participants will be assessed at point of enrollment, mid program, and at the end of cohort to determine readiness for TASC. During this time, participants will be assessed on non-academic qualifications that are determined based on case coordination with the Advance & Earn Plus team. The Advance & Earn Plus team will also coordinate their Attachment R (Regent scoring) to ensure they are supported with deficit areas and move through the educational plan with a targeted approach to the work.

Through this process, youth and their Coach will work to develop a thorough Individual Service Strategy (ISS) that considers them in the dynamic context of their total life circumstances. The ISS is a living document, and will be refined through the process of regular reassessments and bi-weekly check-ins as the Coach and youth continue to collaboratively develop their long-term plans. For Pre-HSE and HSE Prep students, this will include re-assessing TASC readiness every 10 weeks and at the end of the 20 week cycle to determine readiness to advance to the next component.

Internship Sites

Worksite Name	Worksite Address	Job Duties with Brief Description	Sector
CVS Health	Various locations	Cashier Duties including assisting customers in the in-store check-out process. Main duties include ringing up sales, bagging items, requesting price checks, honoring coupons, collecting payment and giving appropriate change. Responsible for counting the contents of cash register drawer at the end of each shift, maintaining receipts, records and withdrawals through point of sale systems (POS). May be responsible for checking materials and supplies and reporting when stock is low. Stocker Duties to assist with stocking shelves with product and maintaining inventory. They	Retail

		will display products according to display policies and procedures and in keeping with merchandise branding.	
TJX Corporation (Marshalls and TJ Maxx)	Various locations	<p>Cashier Duties will assist customers in the in-store check-out process. Main duties include ringing up sales, bagging items, requesting price checks, honoring coupons, collecting payment and giving appropriate change. Responsible for counting the contents of cash register drawer at the end of each shift, maintaining receipts, records and withdrawals through point of sale systems (POS). May be responsible for checking materials and supplies and reporting when stock is low.</p> <p>Stocker Duties to assist with stocking shelves with product and maintaining inventory. They will display products according to display policies and procedures and in keeping with merchandise branding.</p>	Retail
The Door	424 E147th Street, 4 th Floor	Admin and clerical work; tutoring support	Admin; Education
Mill Pond Park	Exterior St &, E 150th St, The Bronx, NY 10451 (There is no number just Exterior Street)	Parks Department Beautification-trash collection, tree planting, shrubbery, flower planting	Horticulture
North General/Jacobi Hospital	1400 Pelham Pkwy S, The Bronx, NY 10461	Maintenance: maintaining all facilities in patient's rooms, cleaning, stocking, changing sheets	Maintenance and Hospitality
YMCA-New American Welcome Center	2125 Glebe Ave, The Bronx, NY 10462	Tutoring, Admin, Clerical and Culinary Support-various job roles that include academic support, filing, creating documents, prepping meals, serving meals to the seniors, maintenance and cleanliness of the kitchen	Admin; Culinary; Hospitality; Education
BronxWorks	547 E 146th St, The Bronx, NY 10455	Tutoring and after school support: working with participants to help them with homework, various academic tasks and support	Education
CS Brown	12 E Tremont Ave, The Bronx, NY 10453	Retail work: selling shoes, customer support, stocking	Retail
Marshall's	Various locations	<p>Stocker Duties to assist with stocking shelves with product and maintaining inventory. They will display products according to display policies and procedures and in keeping with merchandise branding.</p> <p>Customer engagement: greeting customers, assisting with merchandise</p> <p>Receiving: receiving merchandise, stocking on the floor</p> <p>Maintenance: Sweeping floors, clearing of debris and clothing; cleaning bathrooms</p>	Retail; Maintenance

Burlington	517 E 117th St, New York, NY 10035	<p>Stocker Duties to assist with stocking shelves with product and maintaining inventory. They will display products according to display policies and procedures and in keeping with merchandise branding.</p> <p>Customer engagement: greeting customers, assisting with merchandise</p> <p>Receiving: receiving merchandise, stocking on the floor</p>	Retail
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Advanced Training Credential(s) provided	OSHA 30; Certificate of Completion Green Building Operations and Maintenance; GPRO Operations and Maintenance certification; Environmental Protection Agency's Lead Renovation (EPA), Repair and Painting Certification
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Program Element (Academic Instruction, Support Skills, Other)	Activities	Description	Total Hours/Days
Life skills Workshops	Assessed based on needs of the cohort, includes financial literacy and budgeting, networking and relationship building, time-management, self-care and wraparound supports	These are workshops catered to the needs of the cohort so they are adjusted each cohort based on the makeup of the cohort and the activities will address skill gaps young people will need to address to be able to focus on pursuing their certifications	10 hours (1 hour per week)
Individual Case Management and Career Planning	Mandatory Career counseling sessions, addressing performance and creating individualized plan for interviewing with employers and post-graduation plan	These activities fall under our general case management requirements but are a targeted individual support to ensure readiness for the field	Minimum 1.5 hours (3 half hour sessions), but open to more as participant needs
Work Readiness Workshops	Job placement preparation: interviewing, resume prep, networking, time management Financial Literacy catered towards the nature of the construction field (seasonal work)	Contextualized work readiness for entering the construction field	14 hours (7.5 hours of job preparation and 6.5 hours of financial literacy)
Employer Networking	Meet and Greets, Interviews, and Field Trips to worksites with employer partners	Sessions dedicated to connecting participants to future employers	10 hours
OSHA 30 construction safety user	Federal standards of OSHA 30 training	Industry-required credential	5 days
EPA	EPA standards	Industry-required credential	1 day

GPRO	Operations and Maintenance	Industry recognized	2 days
Building Science	Fundamentals of sustainability, Energy efficiency intro, thermodynamics, air movement principles, ventilation moisture and heat transfer, airflow and infiltration, leakage prevention	Hands on sustainability skills	2 days
Green construction-carpentry	Scaling, Construction math, sawing, screwing, nailing and drilling, measurement activities, understanding construction documents, wall construction and framing theory, wall construction and framing hands-on, air sealing, dry wall installation and repair hands-on, insulation installation hands on, carpentry exam	Curriculum in preparation for green construction carpentry	3 days
Green construction-electrical	Electrical safety, circuit atom theory, AC/DC theory, wiring types, cables, fittings, boxes, Splicing and stripping, sample circuit hands on, Watts and Ohms law, energy and power, computations, types of circuits, series wiring hands-on, wiring a parallel circuit, boxes, splicing and stripping, lighting retrofitting, installing controls, combination circuit hands-on, combination circuits, OCPD, electrical distribution panel wiring, three-way switching	Curriculum in preparation for green construction electrical	4 days
Green construction-water systems	Types of plumbing systems, domestic hot water, DWV, and heating, Types of pipes and fittings, low flow water efficiency systems, toilet and faucet repair hands-on, faucet reconstruction hands-on, low flow fixture installation	Curriculum in preparation for green construction water systems	2 days
Review and green construction exam	Review and testing final exam	Exam for green construction concepts	Spread over 4 days-1-2 hours per exam per day

Sector Based Internships

Sector of Internships	Green Buildings
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Worksite Name	Worksite Address	Job Duties with Brief Description
TBD by Solar One Partnership		.

Please describe your plan for performance monitoring including program evaluation and continuous program improvement.

The Door will ensure that our Advance & Earn Plus Program meets the performance measure expectations by continually monitoring youth needs and progress, analyzing data with Salesforce, and evaluating program design. Indeed, the Door currently has 10 other DYCD contracts and thus has ample experience monitoring and evaluating our programs by DYCD standards.

We will track progress toward the required performance measures through our internal database system, Salesforce, as well as DYCD Advance and EMS, and any other database systems required by DYCD. Through Salesforce, we collect a range of client data as well as attendance, service utilization, and service outcomes. Our in-house data management team tracks, collects, and reports on data for all programs, working in close collaboration with program directors and staff. All staff are trained on performance-based contract management, how to manage outcomes through use of dashboards on our Salesforce database and managers will issue weekly reports internally at The Door to incorporate into required DYCD reports, and the specific eligibility, data collection, and outcomes requirements for each program. Using Salesforce, staff are able to produce daily reports to track youth progress, as well as in-depth quarterly reports. Our Managing Director of Career and Education Services and Supervisor of Data, Reporting, and Evaluation will be responsible for reviewing these reports, analyzing program progress, identifying emerging needs, and developing plans to improve outcomes on at least a quarterly basis if needed.

Our Intake Coordinator and Career Advancement Coaches will perform an intake and enrollment assessment to record youth's initial data and skill level with the oversight of Supervisor and Assistant Director of System Involved Youth. Coaches (i.e. Case Managers) will then conduct regular reassessments of youth to evaluate progress and outcomes throughout each cohort catered to the track they are on. Specifically, they will track a suite of metrics as defined by NYC's Common Metrics, including: TABE scores, attendance, credential/HSE attainment, training and/or internship enrollment and completion, employment placements, and job retention, among others. The Door does regular formal and informal focus groups in programming and The Door has an elected youth council that informs programming. These metrics will allow us to ensure that we meet the performance measures required outlined in Section 2, Subsection F(1)(a-c), including all enrollment, attendance, grade gain, HSE/credential attainment, and employment/post-secondary placement goals.

In this way, we will track youths' journeys through our services, illustrating how the goals set forth in the Career Pathways framework can lead opportunity youth to a successful career path.

Describe your strategy for participant services in the 90 day follow up period after each cohort. Differentiate follow-up for each component (Pre-HSE, HSE, Advanced Training):

Once youth leave the program for any reason, Coaches will provide comprehensive follow up services for 1 year, exceeding the required 90 days. This will include job coaching and placement, career counseling, and college and job application help. Coaches will be available by phone, email, or in-person, and will check-in with youth bi-weekly to assist with job placement/promotion, address any challenges they may be facing, and counsel them on long-term education and career planning. Coaches will also confer with youth's employers/educators to ensure ongoing success.

We will leverage our robust network of employer and education partners to create targeted trainings and job placements for participants. On a basic level, we rely on these partners for internship and job placements; yet, more engaged partners help us design trainings that align with employer needs and labor market demand. We have partnered with Solar One to offer advanced occupational training and paid internships and so for the advanced training component we work with them during the follow up period to ensure young people are continually placed in jobs within the green construction sector through our mutual networks of construction and other sector appropriate companies.

Other employer partners include: Roundabout Theatre, TJX, CVS, DuaneReade, City Museum of NY, Home Depot, Jacob Javits Center, IKEA, Starbucks, Shake Shack, and Uniqlo.

We also have relationships with post-secondary institutions and advanced training providers, including NYU and CUNY schools. We work closely with Hostos Community College and Per Scholas to offer targeted bridge programs that support youth to become EMT and IT professionals, respectively. We are also a founding member of BON, a collaboration between youth-serving CBOs in the South Bronx to increase college access and success among disconnected Bronx youth.

The Door also works with employer networks, including: Jobs for the Future, JobsFirstNYC, WPTI, and Workforce1 Career Centers. We are a founding member of LESEN, a group of local workforce agencies who collaborate on large job orders in Lower East Side development projects. In our proposed program, we will continue to leverage these relationships and seek out new ones to ensure our training and placements remain relevant to both labor market demand and participant needs.

Describe your plan to connect participants to activities during the summer period:

The Door's Advance & Earn Plus Program will offer youth a variety of summer activities, including opportunities to gain paid work experience. We will connect interested youth with Gap Inc. retail internships through This Way Ahead, as well as placements through SYEP programs citywide. Our Job Placement Specialist will provide job coaching and placement assistance, and help our Career Advancement Coaches facilitate skills development activities like career panels, workshops, and mock interviews.

We will also offer academic enrichment opportunities, including a Regents-based academic bootcamp; individual tutoring; college/career exploration workshops; and college campus visits. We will host field trips to sites that teach youth about history and civic duty, such as Ellis Island, the Tenement Museum, NY Historical Society, and the Natural History Museum.

During the summer youth will have access to The Door's array of services, including healthcare, legal, housing, arts, and daily meals. These services are available Monday-Saturday, year-round. We will also encourage youth to participate in Youth Council, a cohort of youth leaders who serve as bridges between Door staff and members. Coaches will facilitate these connections according to individual interest and need.

(A minimum of three (3) community partnerships is required)

Name of Organization	Contact Person	Description of Partnership
Arms Acres	Jason Burczeuski	Substance use groups, outpatient treatment, inpatient referrals
Avenues for Justice	Angel Rodriguez	Court advocacy services
Bronx Defenders	Justine Olderman	Legal assistance
Future Now	Eddy Bayardelle	Counseling and career exploration
CASES	Joel Copperman	Behavioral and mental health services; re-entry; alternatives to incarceration
CAMBA	Eileen Reilly	HIV/AIDS prevention; violence prevention; nutritional services
Carnegie Hall	Sarah Johnson	Arts Programming

Pre-HSE Instruction

Outcome Indicator	Per Cohort Target
100% enrollment of contracted slots	30
65% of enrolled Participants attend 65% of Program hours per cohort.	20

50% of enrolled participants advance, at a minimum, one grade equivalent level in both reading and math, annually.	15
Of those Participants who reach ninth-grade level, 80% will be placed in the HSE Preparation Component of the Program, employment, or Advanced Training per cohort.	

HSE Preparation

Outcome Indicator	Per Cohort Target
100% enrollment of contracted slots within two weeks of the Program start date per cohort.	10
65% of enrolled Participants attend 65% of Program hours per cohort.	7
40% of enrolled Participants will attain the HSE annually.	4
80% of enrolled Participants complete at least one basic industry credential per cohort.	8
Of those Participants who attain the HSE, 80% will be placed in employment, Advanced Training, or post-secondary education per cohort.	
Of those Participants who did not attain the HSE, 80% will be placed in employment or will continue in the HSE Preparation Component of the Program per cohort.	

Advanced Training

Outcome Indicator	Per Cohort Target
100% enrollment of contracted slots	20
70% of enrolled Participants who start Advanced Training attain certification per cohort.	14
70% of Participants who attain credential/certification either enroll in post-secondary education or attain employment in the sector of the Advanced Training per cohort.	