

**Advance & Earn Program**

**Concept Paper**

**December 14, 2018**

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**Advance & Earn Program**

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| ***Our Mission****:*  *The New York City Department of Youth and Community Development (DYCD) invests in a network of community-based organizations and programs to alleviate the effects of poverty and provide opportunities for New Yorkers and communities to flourish.*  ***Our Vision:***  *DYCD strives to improve the quality of life of New Yorkers by collaborating with local organizations and investing in the talents and assets of communities to help them develop, grow, and thrive.* |

This concept paper precedes a request-for-proposals (RFP) through which the Department of Youth and Community Development (DYCD) in collaboration with the NYC Young Men’s Initiative and the Mayor’s Office for Economic Opportunity (NYC Opportunity) will seek qualified organizations to provide new education and workforce development programs for opportunity youth (young adults who are not in school and not working). Programs will combine the Young Adult Literacy Program (YALP) and Intern & Earn (formerly Young Adult Internship Program [YAIP]) to offer a continuum of education and employment services from literacy instruction through advanced training and job placement or college enrollment supported by comprehensive support services tailored to individual needs.[[1]](#footnote-2)

1. **Background and Career Pathways Approach**

*Background*

Since the recession, the number of opportunity youth in New York City (City) has declined. In 2010 the number of out-of-work, out-of-school youth aged 16-24 was over 19,600 (or 18 percent of the age group); in 2016 the number was close to 13,200 (15 percent).[[2]](#footnote-3) While the number is lower, the characteristics of the current opportunity youth population present increased challenges for workforce and education programs. Qualitative assessments show that today’s opportunity youth are more likely to need comprehensive supports to overcome barriers such as skills deficiencies, mental health challenges, housing instability, lack of childcare, and histories of trauma and poverty.[[3]](#footnote-4) Therefore, it is essential that programs for opportunity youth provide access to social services, counseling, and enriched support.

Among the most consequential skills in relation to labor market outcomes are literacy and numeracy skills. The ability to read, write, and carry out mathematical calculations is essential to advancing along a career pathway. Employers use the attainment of a high school diploma as an indicator that someone has sufficient skills to handle the tasks associated with entry-level employment. Among opportunity youth nationally, 42 percent of youth 16-19 years of age and 30 percent of youth 20-24 years of age lack high school diplomas.[[4]](#footnote-5) At the same time, the number of youth taking and passing the High School Equivalency (HSE) exam has decreased dramatically. From 2010-2017, the City experienced a 40 percent drop in the number of individuals taking the test and a 44 percent drop in the number of individuals passing the test.[[5]](#footnote-6) Programs designed to serve the needs of opportunity youth must not only offer literacy instruction, but address the challenges of sustaining engagement so that those who lack high school diplomas prepare for, take, and pass the HSE exam. This underscores the need for comprehensive support services noted above and engagement strategies such as paid internships.

The attainment of a high school diploma is a necessary, but not a sufficient, condition for economic success. Youth also need to build their employability skills by pursuing college degrees or advanced occupational training.[[6]](#footnote-7) These credentials, combined with work experience, can provide youth with the foundational skills necessary to secure full-time employment with career advancement opportunities. Therefore, programs for opportunity youth should include resources to assist youth when transitioning to college or advanced occupational training.

*The Career Pathways Approach*

The context for the upcoming solicitation is in alignment with the City’s career pathways framework—a commitment by Mayor Bill de Blasio to build an economy in which every New Yorker maintains stable employment and earns a wage that can support a family. In its 2014 report entitled *Career Pathways—One City Working Together*, the Jobs for New Yorkers Task Force outlined a strategy to reorient workforce development services toward higher-paying jobs and longer-term career progression and away from the traditional emphasis on job placement regardless of job quality. A recent review of research on career pathways identified four strategies that encompass both programmatic and systemic reform: aligned, connected programs; multiple entry and exit points; focus on careers and employer engagement; and support services that promote student progress and completion.[[7]](#footnote-8) A recent report by MDRC also emphasized the need for partnerships and coordination among service providers to keep youth progressing along a career ladder toward success.[[8]](#footnote-9) These strategies represent the most promising practices for diverse target populations, including opportunity youth.

DYCD proposes a major redesign to YALP and Intern & Earn to support a career pathways approach. The Advance & Earn program will place emphasis on long-term career success through innovative programming that accommodates opportunity youth at different stages of skill development. Unlike traditional approaches in which a young person would enroll in one program for basic skills, then another for HSE prep, and a third for job assistance, Advance & Earn will offer all three program areas so youth can progress to meet both their educational and employment needs. The program will not only provide a coordinated career pathway, but also address the personal and social service needs each youth encounters along the way. Programs would serve all opportunity youth aged 16-24, but would make concerted efforts to recruit especially vulnerable populations. A strong case management system would be in place, including case conferencing among the staff and service providers with which each youth is engaged.

The program will begin with youth who read at fourth to eighth grade levels by offering basic literacy and numeracy skills instruction. After reaching the ninth-grade reading level, youth will transition to HSE preparation classes. Upon attainment of the HSE, youth may choose to seek employment, enroll in college, or continue with the program by moving on to advanced occupational training. Youth may enter at any point along the continuum of services. At enrollment, each youth will participate in a comprehensive assessment to determine appropriate placement as well as career interests and social service needs. Instruction will be contextualized around career awareness and foundational employment skills that span multiple sectors or specific industry sectors such as healthcare or IT. Each level of engagement will be accompanied by work readiness, career exploration, and comprehensive support services.

Paid work experiences will be an important program element. Youth in the pre-HSE component will participate in career exploration activities with stipends or paid internships, according to their interests, availability, and readiness as determined during assessment. DYCD invites readers to propose whether stipends or paid internships would be appropriate for youth receiving pre-HSE services. Youth in HSE prep will participate in paid internships and will complete one or more basic industry credentials such as, but not limited to, National Retail Service, Microsoft Office, OSHA, or ServSafe Food Handler. DYCD invites readers to suggest additional basic industry credentials worth considering. Youth in the advanced training component will receive specialized instruction and complete advanced occupational training in one or more of the De Blasio administration’s identified priority sectors, which at the time of this concept paper are: healthcare, retail, information technology, construction, industrial/manufacturing, and food service. Examples of advanced occupational trainings include: Certified Nursing Assistant, Cyber Security, Emergency Medical Technician, etc. Youth in the advanced training component will be placed in paid internships that align with their advanced occupational training and career interests. Providers would have sufficient partnerships and qualified staff to provide quality work experiences and job placement in the selected employer demand-driven sectors.

The continuum of services will be administered by one organization to aid in retention and keep youth engaged as they work toward their goals. Research shows that when participants have to move from one type of program to another to access the services they need, they are more likely to drop out of the system.[[9]](#footnote-10) Youth may have developed strong relationships within one program but then have to establish new ones at their next stopping points. In too many cases they feel like they are “starting all over.” Advance & Earn seeks to address this challenge by funding programs that can provide all services of the continuum—from pre-HSE through advanced occupational training—within their organizations. DYCD recognizes, however, that many organizations, while expert in one area or another, do not have the capacity to provide the complete continuum of services. Those organizations may subcontract with another organization to provide some of the required services in the continuum. Whether program components are provided by one organization or more, effective strategies would be in place to facilitate the transitions from one program component to another.

1. **Stakeholder Feedback on the Career Pathways Approach**

Given the proposed departure from current program practices, DYCD found it imperative to solicit feedback on the integrated career pathways approach from a wide variety of stakeholders. With support from NYC Opportunity, DYCD held two feedback events and administered a survey.

On August 8, 2018 the Workforce Professional Training Institute (WPTI), one of DYCD’s capacity building providers, along with JobsFirstNYC and the Workforce Field Building Hub, convened a town hall meeting that included current YALP and Intern & Earn providers, workforce and literacy providers not funded by DYCD, and workforce and literacy advocates to hear their thoughts. A second session sought feedback from youth. On September 13, a follow-up focus group of YALP and Intern & Earn program staff was held.

The survey was sent to current YALP and Intern & Earn providers. The survey explored costs, outcomes, and payment methods for the proposed integrated career pathways approach.

In the program design set forth in this concept paper, DYCD has adopted the following recommendations from stakeholders.

Recommendations from advocates and community-based organization staff:

* Provide for a comprehensive assessment and include strong case management. Employ case conferencing to aid transitions from one program component to another (e.g., pre-HSE to HSE).
* Address the need for more and better collaboration among service providers and with public agencies to address the multiple needs of youth. Partner with postsecondary institutions to facilitate transitions to college.
* Prioritize the teaching of transferable or foundational skills that span multiple employment sectors.
* Recruit employers that are a good fit for young adults.
* Build staff knowledge, skills, and capacity to effectively serve youth and employers.
* Have one provider or a lead provider with subcontracting for the other service components.
* Allow providers to set program schedules.

Youth provided the following insights and recommendations:

* Provide more services within one organization as opposed to moving from agency to agency.
* Incorporate both a college track and an occupational training track to meet various needs.
* Embed career-readiness training across the entire pathway.
* Provide more options for employment and internships that match participant needs. Youth need income.
* Provide enhanced support services around post-program transitions (college, employment, further occupational training).
* Employ specific techniques for addressing doubt, fear, and anxiety experienced along the pathway. Youth need consistent and personalized support from staff members who care and assistance in meeting other young people and forming healthy support networks.
* Incorporate flexibility in programming. Youth have divergent needs in terms of supports, learning styles, program hours and locations, and time to complete the steps in the pathway.

1. **Program Goals**

The goal for each Advance & Earn participant is attainment of a job with career opportunities, enrollment in postsecondary education, or further advanced training. The program supports opportunity youth at any educational level—from fourth-grade reading through attainment of a HSE, high school diploma or some college credits—with the tools needed to gain skills to meet this goal. Interim outcome milestones along the pathway will be used to measure performance. At program enrollment, each youth will be assessed to determine which point in the pathway is his or her appropriate starting point.

1. **Program Components**

Advance & Earn will comprise three integrated program components:

1. Pre-HSE Instruction and Workforce Development will provide contextualized basic skills instruction at the fourth-eighth grade reading levels. In addition to the basic skills instruction, youth will either focus on college and career exploration with stipends or be placed in paid internships according to their interests, availability, and work readiness. Programs will include case management for all participants.
2. HSE Preparation and Workforce Development will ready participants for the Test Assessing Secondary Completion (TASC) exam. Classroom instruction will be contextualized to support youth in the acquisition of foundational employment skills that span one or more sectors provided in the advanced training component. This component will also include college and career exploration, case management, and internships related to occupational credentials.
3. Advanced Training will provide sector-focused, occupational skills training leading to industry-based and employer-recognized skills or credentials for youth who have achieved high school diplomas or HSEs. During the advanced occupational skills training, youth will be placed in internships in the same industry sectors. Youth will continue to explore college and career options and will receive case management.

The pathway for each individual participant will vary. For example, one youth in the pre-HSE component may elect to participate in a paid internship while another will focus on career and college exploration. Depending on their skills, some youth may concentrate on math and others on reading. After achieving the HSE, some youth will elect to leave the program to pursue employment or enroll in college while others will transition to advanced training.

In the advanced training component, a youth may, for example, receive instruction toward a Certified Nursing Assistant certification while interning at a medical center. Upon completion of the program, the youth may seek employment as a Certified Nursing Assistant, enroll in college, or pursue additional advanced occupational training such as a Licensed Practical Nurse (LPN) certification.

During assessment and reassessment throughout the program, staff will help youth identify their individual paths and assist at each transition point (see “9. Transition Assistance” under “VII. Program Elements” below).

The components will be provided in one of three ways: (1) The contractor will provide all three components (Pre-HSE, HSE and Advanced Training) within its organization; (2) The contractor will provide pre-HSE and HSE instruction that will include one or more basic credentials and subcontract for the advanced training component; or (3) The contractor will provide the advanced training component and will subcontract for pre-HSE and HSE instruction within the same subcontract. Any subcontract will not comprise more than 45 percent of the total budgeted amount for all three components.

1. **Target Populations**
2. The Pre-HSE Instruction and Workforce Development component will serve opportunity youth aged 16-24 who have fourth to eighth grade reading levels and have not attained high school diplomas or HSE credentials.
3. The HSE Preparation and Workforce Development component will serve opportunity youth aged 16-24 who have ninth grade or higher reading levels and have not attained high school diplomas or HSE credentials.
4. The Advanced Training component will serve opportunity youth aged 16-24 who possess high school diplomas or HSE credentials.

Contractors would be encouraged to recruit especially vulnerable populations such as foster care, runaway and homeless, immigrant, court-involved, and LGBTQ youth.

**VI. DYCD Program Approach**

All programs would adhere to the following requirements:[[10]](#footnote-11)

1. Safe and Welcoming Environment: The contractor would 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.
2. Strengths-based Approach: The contractor would embrace DYCD’s strengths-based framework in which the strengths and assets of individuals and communities are valued. Since many opportunity youth have experienced trauma, programs would adopt trauma-informed practices and address the emotional and mental health needs of the participants. A central focus would be caring, empathic relationships that reflect an understanding of the effects of trauma on the youths’ development.

The contractor would 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 approach.[[11]](#footnote-12) Program staff would function as responsible, caring adults and positive role models, promoting participant safety, engagement, confidence, and empowerment. Programs would demonstrate the benefits of prosocial behaviors and responsible decision-making, reliability, critical thinking, and good communication skills and offer youth opportunities to be good team players, leaders, and role models. These could include opportunities for youth to be cohort/peer leaders, provide input into planning activities such as community service, and assist with recruitment and outreach as peer connectors.

1. Family Engagement: The contractor would embrace the principles and vision underpinning DYCD’s Circles of Support family engagement framework.[[12]](#footnote-13) DYCD defines family in broad terms to include those individuals who care for and support participants but are not blood relatives. Programs would create opportunities for those who have positive influences on program participants to engage with the program. These might include involving families in marketing and recruitment strategies, providing them with ongoing program information, and inviting families to program events and celebrations.
2. Community Partnerships: The contractor would have knowledge of local and citywide resources relevant to opportunity youth and a set of established community partnerships with external organizations. Community partnerships may take different forms and would include referral agreements, co-location of services, joint projects, and subcontracted services. If not providing all three program components within its organization, the contractor would provide the other(s) through a subcontract agreement that would identify each organization’s responsibilities and provide for strong mechanisms of collaboration for the shared work.

The partnerships would intentionally promote service integration at the local level and build provider networks that maximize options for opportunity youth. Community partners may include other DYCD-funded youth workforce development programs and other services funded through DYCD. The *Discover DYCD* digital tool is available to help identify DYCD-funded programs by neighborhood. Community partners might also include other City agencies and specialists in areas such as housing, mental health, health, dental, legal services, childcare, financial literacy and counseling, arts/culture, and recreation.

1. Youth Voice: The contractor would provide a mechanism for ongoing feedback from youth (e.g., anonymous online comment card survey, monthly feedback session) for program improvement.

**VII. Program Elements**

Common elements for all three components include the following:

1. Outreach and Recruitment: The contractor would employ a comprehensive marketing and outreach strategy to recruit youth to the program, keeping in mind that innovative strategies are needed to ensure that opportunity youth are successfully engaged and retained.
2. Comprehensive Assessment: Upon enrollment each youth will participate in a comprehensive assessment, preferably completed with a case manager, to determine placement in the appropriate program component. The assessment would also explore the participant’s career interests and goals and current social service needs. Literacy skills would be assessed using the Test of Adult Basic Education (TABE). As part of case management, contractors would provide reassessments at multiple points throughout the program to determine changes in youth interests and needs.
3. Orientation: Youth will take part in an orientation that will include program expectations, opportunities for cohort building and relationship building with staff, and an introduction to other DYCD-funded programs.
4. Staffing: Suggested staffing patterns for each component are outlined in the chart on page 10. Staff would have the appropriate qualifications, including skills related to current trends in literacy instruction and workforce development, and would have experience serving opportunity youth. Instructors will be content specialists with demonstrated experience and certified when applicable. Staff could be shared across components; e.g., there could be one director for all three components. Also, staff may be full-time or part-time depending on the proposed program design. Each contractor and subcontractor would have at least one Licensed Master Social Worker (LMSW) on staff. All staff would have the necessary cultural sensitivity to effectively work with opportunity youth from any background, including foster care, immigrant, runaway and homeless, court-involved, and LGBTQ youth.
5. Cohort Model: Enrollment will take place during the first three weeks of the program. Enrollment will then be closed to encourage the development of a cohort model to promote relationship building and a supportive learning community among the youth.
6. Case Management: Each youth will work with the program staff to develop an individual service plan and would be assigned to a case manager with whom the youth would meet regularly throughout the program at a mutually agreed upon frequency and according to need. The case manager would help the youth connect to needed services, reassess and revise the service plan as needed, assist in transition phases between program components and placements, and follow up with youth after they leave the program. Case management would include case conferencing among the staff and service providers with which the youth is engaged. The case manager will play a key role in sustaining participant engagement; ideally each youth would work with the same case manager throughout all components of the program. The caseload would comprise a maximum of 20 youth.

Programs would have the option to employ a “navigator” as well as a case manager. The navigator would assume primary responsibility for assisting the youth with transitions and ensuring that they keep appointments for outside services.

1. Work Readiness: All youth in each component will participate in work-readiness activities to build the foundational skills that apply in any work setting, as well as college and career exploration. Work-readiness training will be tailored to the participants’ internship placements. The training will also address topics such as financial literacy, conflict resolution, and workplace dress codes.
2. College and Career Exploration: All youth will participate in activities to explore college and career options.
3. Transition Assistance: The contractor would have strong and effective transition strategies in place to ensure that participants will maintain motivation and be connected to the appropriate next steps as they move from one program component to another, whether within or outside the organization. A key factor would be maintaining established relationships with other program participants and staff or successfully forming new ones.

Other strategies might include having youth in the same cohort transition together; sponsoring trips to the new program to introduce youth to its staff, facilities, and structure; holding case conferences that include staff from both the component the youth is leaving and the one entering to smooth the process. Staff would also assist youth as they transition out of the program by helping with job placement or college enrollment, including essay writing, applications, and financial aid.

1. Scheduling: The weekly program schedule will be determined by the contractor to best fit the needs of the participants and employers.
2. Professional Development: Program staff would participate in training and staff development activities relevant to their job titles to build their capacities to effectively serve the youth. A minimum of twelve staff development hours would be required annually. Professional development may be provided by DYCD, the Advance & Earn provider, or other training resources. Programs would provide the conditions for the development of learning communities within which program staff would share challenges and successes, learn from one another, and find support.
3. Employment and Education Partnerships: The contractor would 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. This would include participation in local employer networks to better understand local labor markets and identification of a range of employment options that are a good fit for young adults. Programs would develop partnerships with advanced training providers and postsecondary institutions to support programming in Advance & Earn and aid transitions.
4. Reporting Requirements: The contractor would be required to submit regular reports to DYCD, including reporting on milestone and outcome achievement, and may be asked to participate in a program evaluation.

In addition to the common elements noted above, there are distinctive elements among the components listed in the chart below.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Literacy Instruction and Workforce Development** | | **Advanced Training** |
| **Pre-HSE Instruction and Workforce Development** | **HSE Preparation and Workforce Development** |
| **Target Population** | Opportunity youth aged 16-24 who read at the fourth to eighth-grade levels and do not have high school diplomas or HSE credentials | Opportunity youth aged 16-24 who read at the ninth-grade level or above and do not have high school diplomas or HSE credentials | Opportunity youth aged 16- 24 who possess high school diplomas or HSE credentials |
| **Program Elements** | * Contextualized literacy instruction incorporating work-based themes * Tutoring * Work-readiness activities | * HSE preparation classes. Instruction will be work-themed and include work-related skills such as business writing, resume writing, and career research projects * Classroom instruction to complete one or more of the following credentials: National Retail Service, Microsoft Office, or ServSafe Food Handler * Tutoring, test prep, and college essay writing * Work-readiness activities | * Advanced occupational training instruction leading to industry-based and employer- recognized skills or credentials in one or more of the City’s identified priority sectors: healthcare, retail, information technology, construction, industrial/ manufacturing, and food service\* * Work readiness activities |
| **Paid Work Experiences** | * College and career exploration activities with stipends or paid internships, depending on youth interests, availability, and readiness | * Internship placements that include a range of sectors and skill levels to accommodate the diverse and, in some cases, limited work experiences of participants | * Internships in the same industry sectors as the advanced occupational training(s) |
| **Program Structure and Hours** | * Four cycles: one eight-week summer cycle, followed by three 12-week fall, winter, and spring cycles * Twelve hours/week/cycle of instruction * Work readiness, college and career exploration, and internships will total 84 hours/student/cycle. | * Two six-month cycles * Ten to twelve hours/week/cycle of instruction for 20 weeks across all topics * Each student will participate in a minimum of 120 hours of instruction in the six-month period (an average of six hours/week). * All youth will be placed in internships for up to 250 hours. | * Two six-month cycles * Weekly hours will vary depending on the specific advanced occupational training offered. * Internships will be a total of 250 hours for each youth. |
| **Enrollment** | * Thirty youth/cycle; at the beginning of each cycle, new enrollees will be added so that each cycle starts with thirty participants. | * Thirty youth/cycle; at the beginning of the second cycle, new enrollees will be added so that the second cycle starts with thirty participants. | * Twenty youth/cycle; at the beginning of the second cycle, new enrollees will be added so that the second cycle starts with twenty participants. |
| **Stipends, Wages, and Incentives** | * Stipends; minimum wage for those in internships * MetroCards * Food vouchers | * Minimum wage for internship hours worked * MetroCards * Food vouchers | * Minimum wage for internship hours worked * MetroCards * Food vouchers |
| **Staffing** | * Program director * Internship/college and career exploration coordinator * Literacy instructor(s) * Intake/data coordinator * Case manager * LMSW | * Program director * Job developer/internship coordinator * Case manager * Occupational training instructor(s) * HSE instructor * LMSW | * Program director * Job developer/internship coordinator * Case manager * Occupational training instructor(s) * LMSW |
| **Transition and Follow-Up Strategies** | * HSE Prep enrollment assistance * Follow-up services | * Advanced training placement * Job placement assistance or college enrollment assistance, as appropriate\*\* * Follow-up services | * Job placement assistance or college enrollment assistance, as appropriate * Follow-up services |

\*Providers should have expertise in providing credential instruction and job placement in the proposed sector(s).

\*\*Youth who entered the program with college enrollment as the goal may choose to exit the program after attainment of the HSE and would receive assistance with college choice, application, and financial aid application. Others may choose to exit to find employment and would receive job placement assistance.

**VIII. Outcomes**

Programs will be required to track and report on the following outcomes:

Pre-HSE Instruction

* Seventy-five (75) percent of enrolled participants are post-tested and fifty-five (55) percent of those tested make gains of at least one grade equivalent in math.
* Seventy-five (75) percent of enrolled participants are post-tested and fifty-five (55) percent of those tested make gains of at least one grade equivalent in reading.
* Seventy-five (75) percent of enrolled participants who reach a 9.0 reading level are transitioned to HSE preparation classes.

HSE Preparation

* Fifty (50) percent of enrolled participants complete at least one basic industry credential such as National Retail Service, Microsoft Office, or ServSafe Food Handler.
* All participants will be post-tested and sixty (60) percent of those tested advance at least one grade equivalent in math.
* All participants will be post-tested and sixty (60) percent of those tested advance at least one grade equivalent in reading.
* Sixty (60) percent of enrolled participants attain the HSE.

Advanced Training

Seventy (70) percent of enrolled participants advance to a “next step” by achieving one of the following:

* Successful completion of the advanced training instruction
* Enrollment in postsecondary education
* Attainment of employment in the sector of the advanced training

**IX. Subcontracting**

Programs may opt to provide all program components within their organizations or to provide either advanced training or literacy instruction (both pre-HSE and HSE) through subcontracting with high-quality providers with strong track records of impact.

Subcontracting will be subject to the following conditions:

* Contractor expectations equally apply to any subcontractor.
* No more than 45 percent of the total budget may be subcontracted.
* A selected subcontractor shall not enter into any subcontract without the prior written approval of DYCD.

**X. Funding**

The anticipated annual funding for the Advance & Earn program is $7,230,800. A funding breakdown by component is shown in the chart below. The funding amounts do not include participant wages and stipends, which are paid separately through a DYCD vendor. It is anticipated that five to eight programs will be funded, with at least one program in each borough.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Anticipated Annual Funding** | **Price per Slot** | **Number of Slots** |
| **Literacy Instruction and Workforce Development** | $5,230,800 | $ 8,718 | 600 |
| **Advanced Training** | $2,000,000 | $10,000 | 200 |
| **Totals** | $7,230,800 | $ 9,039 | 800 |

**XI. Payment Structure**

DYCD is considering requiring either a line-item only or a hybrid line-item/performance-based payment structure for the Advance & Earn program. Each offers both advantages and disadvantages, and it is not clear which would be the better fit for this program. Some providers expressed that they would prefer more flexibility to pursue activities that they think will produce the best results, and to be paid in part based on the outcomes they achieve. Other providers prefer the certainty of being paid simply for their activities, and to follow the program guidelines that DYCD has determined are likely to produce the intended results. In responding to the concept paper, please offer your honest feedback on whether you think line-item only or hybrid line-item/performance-based contracting should be required and reasons why or why not. An example of how performance-based contracting might be implemented would be to withhold 15 percent of the budget which would be paid out upon the achievement of specified milestones, in exchange for giving providers greater flexibility for how they can allocate funding. Discuss how you would schedule payments and how much would be paid for which milestones.

**XII. Contract Period**

It is anticipated that the contract term will be for a period of three years starting July 1, 2019 with an option for DYCD to renew the contracts for up to three additional years.

**XIII. Eligibility and Basis for Award**

Eligible organizations may be nonprofit or for-profit. Award selection will be based on the best technically rated proposals for which the price falls within the price per participant. Proposals will be evaluated according to criteria that will include the quality and quantity of successful relevant experience and proposed approach and design of the program. Organizations selected for award will be those which demonstrate successful experience providing similar services to similar populations as those targeted by the RFP. Successful relevant experience will take into account, if applicable, past performance on DYCD contracts.

1. **Health and Human Services Accelerator System**

To respond to the forthcoming RFP and all other client and community services (CCS) Request for Proposals (RFPs), organizations seeking contract awards must first complete and submit an electronic prequalification application using the City’s Health and Human Services (HHS) Accelerator System at [www.nyc.gov/hhsaccelerator](http://www.nyc.gov/hhsaccelerator). The HHS Accelerator System is a web-based system maintained by the City of New York for use by its human services agencies to manage procurement.  Only organizations with approved HHS Accelerator Business Application and Service Applications for one or more of the following will be eligible to propose.

* Academic Supports
* Community Engagement
* Life Skills
* Literacy
* Job Placement Services
* Job/Vocational Training
* Work Readiness
* Mental Health Services
* Case Management
* Conflict Resolution/Mediation
* Preventive Services

**XV. Procurement Timeline**

It is anticipated that DYCD will release the RFP approximately nine weeks after the release of this concept paper. A pre-proposal conference will be held approximately two weeks after the release of the RFP. The deadline for submitting proposals in response to the RFP will be five weeks after the RFP is released.

**XVI. Comments**

Please email written comments to [Conceptpaper@dycd.nyc.gov](mailto:Conceptpaper@dycd.nyc.gov) no later than January 14, 2019. Place “Advance & Earn” in the subject line.

1. For background information on YAIP and YALP see the following:

   YAIP: <https://www.mdrc.org/publications?=Apply&keywords=YAIP&items_per_page=10>.

   YALP: <https://www.mdrc.org/publication/improving-outcomes-new-york-city-s-disconnected-youth>. [↑](#footnote-ref-2)
2. American Community Survey Public Use Micro Sample analysis by NYC Opportunity. [↑](#footnote-ref-3)
3. Lazar Treschan and Irene Lew, “Barriers to Entry: Fewer Out-of-School, Out of-Work Young Adults, as Warning Signs Emerge,” Community Service Society and JobsFirstNYC, March 2018. [↑](#footnote-ref-4)
4. Martha Ross and Nicole Svajlenka, “Employment and Disconnection Among Teens and Young Adults: The Role of Place, Race, and Education,” Brookings, May 2016. [↑](#footnote-ref-5)
5. Tom Hilliard, “Out of Reach: Too Few New Yorkers are Earning a High School Equivalency Diploma,” Center for an Urban Future, October 2018. [↑](#footnote-ref-6)
6. Louisa Treskon, “What Works for Disconnected Young People,” MDRC, February 2016. [↑](#footnote-ref-7)
7. Richard Kazis, “MDRC Research on Career Pathways,” MDRC Issue Brief, March 2016. [↑](#footnote-ref-8)
8. Dan Bloom and Cynthia Miller, “Helping Young People Move Up: Findings from Three New Studies of Youth Employment Programs,” MDRC, November 2018. [↑](#footnote-ref-9)
9. Christian Gonzalez-Rivera, “Building the Workforce of the Future,” Center for an Urban Future, July 2016. [↑](#footnote-ref-10)
10. All requirements under Program Approach and Program Elements also apply to subcontractors, as appropriate. [↑](#footnote-ref-11)
11. See DYCD’s online “Promote the Positive Flip Book” at <https://www.flipsnack.com/NYCDYCD/dycd-promote-the-positive-flipbook-for>-rfp-html. [↑](#footnote-ref-12)
12. Available at <https://www1.nyc.gov/assets/dycd/downloads/pdf/16-68b_v12SONYC_FamilyEngagemnt>, Brief 03739 .001.02\_FNL.pdf. [↑](#footnote-ref-13)