



**DEPARTMENT OF
YOUTH AND
COMMUNITY
DEVELOPMENT**

Michael R. Bloomberg
Mayor

Jeanne B. Mullgrav
Commissioner

**BEACON COMMUNITY CENTER
JUNIOR HIGH SCHOOL 265K
BROOKLYN, NEW YORK**

**REQUEST FOR PROPOSALS
PIN 260070BCCRF**

RFP RELEASE DATE: April 30, 2007

DEADLINE FOR PROPOSALS: May 21, 2007

RETURN TO: Office of Contract Procurement
Department of Youth and Community Development
156 William Street, 2nd Floor
New York, New York 10038

ATTENTION: Ava B. Walker,
Deputy Agency Chief Contracting Officer

PRE-PROPOSAL CONFERENCE: May 7, 2007

**PRE-PROPOSAL CONFERENCE
LOCATION:** 3:00 PM - 5:00 PM
Department of Youth and Community Development
156 William Street, 2nd Floor Auditorium
New York, NY 10038

This Request for Proposals (RFP) must be obtained directly from the Department of Youth and Community Development (DYCD) in person or by downloading it from DYCD's Web site, www.nyc.gov/dycd. If you obtained a copy of this RFP from any other source, you are not registered as a potential proposer and will not receive addenda DYCD may issue after release of this RFP, which may affect the requirements and/or terms of the RFP.

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

**BEACON COMMUNITY CENTER
JUNIOR HIGH SCHOOL (JHS) 265K
BROOKLYN, NEW YORK**

**REQUEST FOR PROPOSALS (RFP)
PIN 260070BCCRFP**

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AUTHORIZED AGENCY CONTACT PERSONS

The authorized agency contact persons for all matters concerning this Request for Proposals are:

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NOTE ON EMAIL INQUIRIES: Proposers must enter “Beacon Community Center JHS 265K – PIN 260070BCCRFP in the subject line of their email message.

DYCD cannot guarantee a timely response to phoned-in and written questions regarding this RFP that are received less than one week prior to the RFP due date.

Proposers should note that any telephone or written response that may constitute a change to the RFP will not be binding unless DYCD subsequently issues such a change as a written addendum to the RFP.

SECTION I – TIMETABLE

A. Release Date: April 30, 2007

B. Pre-Proposal Conference:

Date: May 7, 2007
Time: 3:00 PM – 5:00 PM
Location: Department of Youth and Community Development
156 William Street, 2nd Floor Auditorium
New York, New York 10038

Attendance by proposers is optional but recommended by DYCD. Due to limited seating, DYCD requests that each organization send no more than two (2) representatives.

C. On-Site Meetings with School Principals:

It is strongly recommended that representatives of organizations interested in submitting a proposal(s) arrange an on-site meeting at the relevant Beacon(s) with the principal(s) to discuss the School Linkage Agreement (see Form 4 of the Attachment) and related matters such as space usage, hours of operation, maintenance and security procedures. For school contact information, see list of Beacon Community Centers (Appendix A) and “Find A School” at the Department of Education website:
<http://schools.nyc.gov/default.aspx>.

D. Proposal Due Date and Time and Location:

Date: May 21, 2007
Time: 2:00 PM
Location: Hand-deliver proposals to: Office of Contract Procurement
156 William Street, 2nd Floor
New York, New York 10038
Attention: Ava B. Walker
Deputy Agency Chief Contracting Officer

Proposals received at this location after the Proposal Due Date and Time are late and shall not be accepted, except as provided under New York City’s Procurement Policy Board Rules, Section 3-03(f)(5). The Agency will consider requests made to the Authorized Agency Contact Person to extend the Proposal Due Date and Time prescribed above. However, unless the Agency issues a written addendum to this RFP which extends the Proposal Due Date and Time for all proposers, the Proposal Due Date and Time prescribed above shall remain in effect.

DYCD will not accept e-mailed or faxed proposals.

E. Anticipated Contract Start Date: September 1, 2007

SECTION II - SUMMARY OF THE REQUEST FOR PROPOSALS

A. Purpose of the RFP

The New York City Department of Youth and Community Development (DYCD) is seeking appropriately qualified organizations to operate the Beacon Community Center at JHS 265K located at 101 Park Avenue, Brooklyn, NY 11205.

Now nationally recognized, the Beacon Community Centers (“Beacons”) are collaborative, school-based programs that serve the wider community as well as students at the host school. The Beacon model encourages high levels of community involvement and has been a flagship program promoting the principles of positive youth development since the early 1990s, when Beacon programs were first pioneered in New York City.

The Beacons are committed to ensuring the safety, engagement and empowerment of their youth and adult participants. Their staff offer caring adult role models, foster positive social norms and promote the integration of family, school and community support. Through a range of activities and services that reflect local community needs and interests, the Beacons provide opportunities for skill-building, confidence-building and leadership development.

At this juncture, there is a need for greater emphasis on structured programming for middle school youth to reflect a changing environment of resources and challenges. It is widely recognized that participation in out-of-school programs tends to decline when students leave elementary school. In addition, during their middle school years, some students become involved in risky or dangerous behaviors. High quality programs for young adolescents can contribute to their current and their future well-being. Engaging activities that are well-planned and implemented deliver a variety of benefits and serve to counter the pressures that can result in risky behaviors during middle school years. Recent research has drawn attention to the fact that support and services for middle-school youth can help forestall problems that lead to student drop-out during high school.¹ In the absence of programming to promote their healthy development and enrich their education, many adolescents are unable to fulfill their potential.

The emphasis on middle school youth responds to national research showing that school failure and high school dropout are predictable as early as the sixth grade.² This also complements the commitment of the Department of Education (DOE) to raise school performance and bring all public school students to graduation, as first articulated in the 2003 Children First Reform agenda. DOE strategies that specifically target middle school students include ending social promotion for seventh graders; extending the

¹ *Keeping Middle Grades Students On Track to Graduation*. Robert Balfanz and Liza Herzog. Philadelphia Education Fund, February 2006.

² See e.g., Balfanz and Herzog (2006), *ibid*.

school-day; and improving student engagement by raising standards for school safety, school climate/environment, parental involvement and instructional quality.

The Beacons are, therefore, being required to provide sustained activity for middle school youth in the following six (6) core areas widely recognized as critical for healthy youth development: academic enhancement, life skills, career awareness/school to work transition, civic engagement/community building, recreation/health and fitness, and culture/art.

In addition to providing structured activities for middle school youth, the Beacons will continue to operate as community centers serving people of all ages and provide a range of drop-in activities and community events. Based on demonstrated need in the community, the Beacons may offer scheduled programming such as summer camp, health and fitness programs, and computer classes. The Beacons will continue to operate a minimum of 42 hours a week over 6 days, in the afternoons and evenings, on weekends, during school holidays and vacation periods, and during the summer.

Like all other Beacons, the Fort Greene Beacon will be expected to work collaboratively with its host school and the community. To foster community involvement, Beacons are expected to establish an Advisory Council of community members whose deliberations will inform program development. Beacons may also a separate Youth Advisory Council to ensure that the voices of youth influence the menu of activities and services planned and developed by the contractor.

B. Service Options/Competitions

There will be one competition for the Fort Greene Beacon.

C. Anticipated Contract Term

It is anticipated that the initial term of the contract awarded from this RFP will be for three (3) years from September 1, 2007 to August 31, 2010. The contract will include an option to renew for up to three additional years. Prior to contract award, DYCD reserves the right to determine the length of the initial contract term and each option to renew, if any.

D. Maximum Available Funding

The total anticipated maximum available annual funding award for the Fort Greene Beacon is \$400,000.

E. Cash Match

The contractor must provide a cash match of ten percent (10%) of the DYCD contract amount. Proposers are prohibited from using DYCD funding from other programs for this purpose but may use other government resources.

Proof of cash match

Proposers must show proof of the cash match at the time of proposal submission and, if awarded a contract, in each subsequent year's budget. Proposals that do not provide such proof will be deemed non-responsive and will not be further considered (see page 8: 1. Minimum Qualification Requirements). DYCD may terminate the contract if it does not meet the cash requirement in each subsequent year's budget.

Cash match from government sources other than DYCD

Proof of the cash match will be satisfied by a copy of the existing contract or award letter, together with a Letter of Intent from the proposer's Executive Director or Chairperson of the Board indicating how the funds will be used to enhance the proposed Beacon program.

Cash match from existing non-government sources

Proof of the cash match should be a Letter of Intent submitted with the proposal, signed by the proposer's Executive Director or Chairperson of the Board, indicating the amount of the match, the source of the match funds, the purpose for which the funds will be used and the time period in which the funds must be spent.

Cash match from committed non-government sources

Proof of the cash match should be a Letter of Intent from the funding source signed by an authorized representative indicating the amount of the committed funds, the expected date the funds will be delivered, the time period within which the funds must be spent, and the purpose for which the funds are to be used.

F. School Opening Fees

DYCD will provide the cost of the annual fees for school opening/space utilization. These costs are not part of the annual award.

G. Anticipated Payment Structure

It is anticipated that the payment structure of the contract awarded from this RFP will be line-item budget reimbursement. However, DYCD reserves the right to introduce performance measures and to retain up to 10 percent of the maximum annual contract amount pending the contractor's achievement of such measures.

H. Subcontracting/Consulting

A maximum of 30 percent of the total DYCD contract award may be used to provide Beacon services through subcontract and consultant agreements. No part of the management of the Beacon may be subcontracted. All subcontracts are subject to prior DYCD approval.

I. Minimum Qualification Requirements

The following are the minimum qualification requirements of this RFP. **Proposals that do not meet all these requirements will be determined to be non-responsive and will not be further considered.**

All Proposers must:

- be incorporated as a not-for-profit organization as documented by the Certificate of Incorporation or show proof of filing for such status with the New York State Department of State, as documented by a copy of the application, by the proposal submission due date indicated in this RFP. (Final contract award shall be contingent upon presentation of a copy of the Certificate of Incorporation.)
- be classified as a tax exempt organization under Section 501(c)(3) of the Internal Revenue Code, as documented by a copy of the exemption certificate, or show proof that an application for such status is pending at the time of proposal submission, as documented by a copy of the application. (Final contract award shall be contingent upon presentation of a copy of the exemption certificate.)
The use of a fiscal conduit is not permitted.
- Show proof of the required cash match as indicated in “E” above.

J. Regulatory Framework

New York State School-Age Child Care (SACC) and Day Camp Regulations

For programs serving seven (7) or more youth under age 13, the contractor shall comply with applicable New York State School-Age Child Care (SACC) regulations. These regulations pertain to program aspects including, but not limited to, program content, facilities, staff qualifications and training. The New York State SACC Regulations are accessible at: www.ocfs.state.ny.us/main/beccs/daycare_regs.asp, or a hard copy may be obtained from DYCD’s Office of Contract Procurement.

DYCD strongly encourages proposers to apply for SACC registration through the Bureau of Day Care of the New York City Department of Health and Mental Hygiene in order to have the proposed program licensed as a SACC program prior to start date. DYCD will not make contract payments to proposers who are awarded a contract until they are licensed or submit a copy of their application receipt.

For programs serving seven (7) or more youth under age 13 during the summer, the contractor shall comply with applicable New York State Day Camp Regulations. Community-based organizations must submit completed applications for Summer Day Camp permits 60 days prior to Day Camp start date. Application forms may be picked up at the **Department of Health and Mental Hygiene/ Licensing**, 253 Broadway, Room 601 (Telephone: 212 - 442-2626).

Non-discrimination

The contractor shall provide services to all persons regardless of actual or perceived race, color, creed, age, national origin, alienage or citizenship status, gender (including gender identity), sexual orientation, disability, marital status, arrest or conviction record, status as a victim of domestic violence, lawful occupation, and family status.

Fingerprinting

All Beacon staff (paid or volunteer) will be fingerprinted (at no cost to staff or the Beacon) and investigated for criminal conviction history in accordance with DOE policies and procedures. Youth 17 years or younger and still attending school are not required to be fingerprinted. The contractor shall designate a staff person to serve as liaison to DOE with respect to all issues involving fingerprinting and clearance of Beacon program staff.

SACC Regulations. Please refer to Sections 414.2 (Procedures for Applying for and Renewing a Registration), 413.4 (Criminal History Review of Child Day Care Providers), and 413.2 (Definitions) of the SACC Regulations for requirements regarding criminal history record checks and fingerprinting of staff employed in school-age child care programs.

Criminal Convictions and Arrest

Upon receipt of an award, contractor shall conduct due diligence to determine whether any program staff member (proposed or currently employed), including volunteers, has a criminal conviction history. The contractor must report to DYCD and DOE's Office of Personnel Investigation the names of Beacon staff members (proposed or currently employed) who, to its knowledge, have criminal convictions. In consultation with DYCD and DOE's Office of Personnel Investigation, the contractor shall determine the degree to which such history poses a threat to program participants and, if appropriate, remove the staff person from the program. In addition, the contractor shall report the subsequent arrest of any staff member (paid or volunteer) to DYCD and DOE's Office of Personnel Investigation.

Voter Registration and Health Insurance Options Plan

The contractor shall provide non-partisan voter registration opportunities for participants and their families in accordance with Local Law 29 (unless otherwise proscribed by federal law or regulation) and participate in DYCD's Public Health Insurance Options Plan in accordance with Local Law 1. Copies of these Local Laws are available upon request from DYCD.

DYCD Fee Policy

The contractor shall not charge any fee to program participants for services provided under contracts awarded from this RFP or require any other payment, purchase, or participation in any activities that will raise funds as a condition of eligibility for Beacon program(s). Failure to comply with this provision would constitute a material breach of the contractor's agreement with DYCD. However, DYCD reserves the right to amend this policy within the term of the contract in the event that city, state and/or

federal regulations require it. DYCD will notify contractors in advance of any amendment and its possible implications.

Staff to Participant Ratios

Pursuant to the SACC regulations for elementary and middle school programs serving seven (7) or more youth under 13 years of age, the staff ratios shall be determined by the age of the youngest child in the group activity. For example, in programs for children in group activities that include children under the age of ten, the maximum group size may not exceed 20 children, with one staff member per 10 children. The Maximum Anticipated Daily Attendance shall not exceed the SACC registration maximum capacity.

Snacks and Meals

The contractor shall provide snacks and meals in accordance with the New York state School-Age Child Care Regulations. For details see 18 New York Code of Rules and Regulations § 414.12 (2007).

Contract Payments

All payments to contractors shall be made as reimbursements of expenses pursuant to a budget approved by DYCD, and no payments shall be made nor funds applied to other uses. All contract payments are subject to audit.

Extended Use Permit

Proposers must have an Extended Use Permit from DOE to use classrooms and other space to operate its program in the host school. Information concerning applications for an Extended Use Permit can be found at the following website:

<http://schools.nyc.gov/Offices/DFO/PayrollAdministration/AdministrativeSupportPayroll/WebEmployeeSelfService/extusecalc.htm>

SECTION III - SCOPE OF SERVICES

A. Goals and Objectives

DYCD's goals and objectives for the Beacons are to promote youth and community development, **with particular emphasis on programming for middle school youth**, through programs that:

- Provide a safe and supportive environment;
- Provide structured activities that are engaging and challenging and promote healthy physical, emotional and social development;
- Include community events and drop-in activities that provide opportunities for youth and adults to develop skills and competencies and receive supportive services;
- Provide opportunities for youth and adults to participate in decision-making, help shape programs and services, exercise leadership, and engage in community building and service learning activities;
- Provide youth with positive adult role models and encourage continuity in relationships, parental involvement and intergenerational activities;
- Strengthen linkages and mutual support among communities, schools, families, adults and youth and foster appreciation of diversity and open-mindedness; and
- Enable communities to identify and develop services that respond to their needs.

B. Agency Assumptions Regarding Organizational Capability

DYCD's assumptions regarding the contractor organization are:

- The Board of Directors would exercise oversight of:
 - program management, including regular reviews of executive compensation, audits, and financial controls; and
 - program operations and outcomes.
- The contractor would be fiscally sound and capable of managing the program, with an average annual operating budget of at least \$1 million in the last three years (2003, 2004, and 2005).

C. Assumptions Regarding Contractor Approach

DYCD's assumptions regarding the best approach for achieving the goals and objectives set out above are as follows:

Contractor/Staff Qualifications

- The contractor would have at least five years of experience in providing services to youth and/or families, preferably in collaboration with New York City public schools.
- The contractor would be actively involved in the Beacon's development, sustainability, and fundraising efforts.
- The contractor would develop and maintain a policies and procedures manual specific to the Beacon.
- The contractor would identify the Beacon director in advance of proposal submission.
- The Beacon director would be a full-time employee with full responsibility for administration of the Beacon program.
- The Beacon director would have at least an associate's degree plus three years experience working in a youth-serving program of comparable size or six years experience working in a youth-serving organization, at least two years of which were spent in a supervisory position.
- All Beacon staff would be familiar with the backgrounds and cultures of the program participants and their communities and be able to integrate this knowledge in service delivery.
- The contractor would ensure that staff are qualified and appropriately trained in areas including, but not limited to, youth development, education, services for youth with disabilities, and cultural diversity.³
- The contractor would, if requested, provide DYCD with detailed information about training received by all staff members during the contract year, including training/technical assistance delivered under the auspices of DYCD to any staff members.

Program Facility: Security, Maintenance, and Communication

- The contractor would develop a written Security Plan, in coordination with the school safety team and the local precinct. The Security Plan would detail emergency procedures and the means by which the safety and security of program participants, the program site, and school property would be maintained throughout the entire operation of the Beacon, from opening to closing. The emergency procedures would provide information about first aid and CPR training, as well as evacuation procedures. The Security Plan will require the approval of DYCD as well as that of the school principal prior to contract start date.
- The contractor would issue photo identification cards for all Beacon participants and staff (paid and volunteer) and require staff engaged with participants to be clearly identifiable as staff through use of distinctive clothing (such as T-shirts) or other means of identification.

³ National Center for Cultural Competence provides information and useful resources on cultural and linguistic competence at <http://www11.georgetown.edu/research/guchd/nccc/foundations/frameworks.html>

- The contractor would work with the school custodian/local school district and monitor the maintenance costs associated with the operation and upkeep of the Beacon. These costs will not be paid by the contractor.
- For purposes of conducting business with DYCD, the contractor would provide the Beacon director with broadband computer access at the Beacon site, maintain internet service and e-mail addresses for both its executive director and Beacon director. Prior to contract start date, DYCD will provide detailed specifications of system requirements.

Beacon Program Design

- Hours of operation. During the school year, the Fort Greene Beacon, like all Beacons, would operate a minimum of 42 hours a week over 6 days in the afternoons and evenings, on weekends, school holidays, and during school recess. During the school year, it would operate from 3pm or earlier, if the official school dismissal time is earlier. During the summer, defined as a period of at least eight (8) weeks following the end of the school year, the Fort Green Beacon would operate for a minimum of 50 hours per week, Monday through Friday. However, within the total hours of operation, the contractor would set aside a minimum of fifteen (15) days for staff training and professional development purposes.
- Range, frequency, duration and key features of program activities. The Beacon would provide a range of activities of sufficient frequency and duration to achieve program goals and respond to the needs in the community. The particular combination of services and activities offered would be shaped by specific neighborhood needs and interests, but all programs would be characterized by positive group experiences designed to foster competencies, life-skills, self-esteem, leadership skills, mutual respect, and responsible citizenship.
- Three programming approaches. The Beacon would provide programming in six (6) core activity areas (see below) in three distinct ways: (1) structured activities for middle school youth and for other age groups based on demonstrated local need for services (for example, summer camp programs, computer classes, ESOL classes, and fitness programs); (2) drop-in activities; (3) community events. All activities would fall into one of these three approaches.
 - A “structured activity” comprises a purposeful activity that requires regular attendance for a specific period of time to achieve pre-defined learning goals that are outlined in a curriculum or activity plan. An example of a structured activity would be “homework help” where a cohort of participants is required to attend an hour per day, five days a week for a period of six weeks, to practice word problems in math under the guidance of a qualified staff member.
 - A “drop-in activity” is one without attendance requirements or lesson plans that allows individuals to “drop-in” and participate at any session,

for any length of time. Regularly scheduled “homework help” sessions that have no attendance requirements and no pre-defined learning goals, but have staff members provide assistance to youth on request, whatever the subject, would be a drop-in activity. Other examples are teen centers, open gym, and game/computer rooms.

- “Community events” will typically be one day, half-day, evening or weekend events with specific themes such as healthy life-styles or career/employment opportunities. These events may be open to all members of the community or target specific groups such as teenagers.

Utilizing all the approaches described above, the contractor would design and maintain a balanced, quality program for the target population(s). (For details as to minimum service requirements, see “**Program Elements**” below.)

- Middle school youth. For the purpose of this RFP, middle school youth are defined as students in public school grades five to eight, including students with special needs. Structured activities for middle school youth in each of the core service areas described below would reflect youth development principles and include intergenerational activities. Where appropriate, the Beacon would seek to involve parents. Seventy percent (70%) of the hours of structured programming for middle school youth would be provided at the host-school site.
- Six (6) Core Activity Areas.
 - **Academic enhancement**. Educational services would be designed to support and enhance basic math, reading, writing, and oral English skills, and encourage regular school attendance. Programming would augment school-day activities through alternative learning strategies and would include activities such as tutoring, homework assistance, reading clubs, and computer-assisted and project-based learning, and service learning projects.
 - **Life-skills**. These activities would be designed to increase personal responsibility, self-esteem and confidence, develop decision-making and problem-solving skills, teach respectful attitudes towards others and appreciation of diversity,⁴ and to foster positive social and emotional development. They would be designed to promote self-sufficiency and build capacity for meaningful relationships with peers and adults. Life-skills programming would include the following: (1) financial literacy; (2) substance abuse prevention education;⁵ and (3) HIV prevention education. For resources on financial literacy and HIV education, see Appendix A.

⁴ Tolerance has been defined by UNESCO as “respect, acceptance and appreciation of the rich diversity of our world’s cultures, our forms of expression and ways of being human. Tolerance is harmony in difference.” (www.teachingtolerance.org)

⁵ The National Survey on Drug Use and Health (Issue 24, 2005) reports that in 2003-2004, 6.4 percent (1.5 million) of youth aged 12 to 17 were classified as needing treatment for alcohol use, and 5.4 percent (1.4 million) needed treatment for illicit drug use.

Programming might incorporate activities and services such as service learning, mentoring and counseling. Service learning programs combine structured learning with service activities addressing issues such as health, mental health and the importance of education for future well-being.

- ***Career awareness/school-to-work transition.*** Activities would include guidance on the transition from middle school to high school, career exploration workshops, workplace visits, business/industry research, business/corporation presentations, job readiness training, college credit programs, job search/resume writing, internships, work experience and job shadowing. Contractors offering a work readiness program would be required to use a DYCD-approved curriculum covering a broad range of career-oriented and workforce development topics.
- ***Civic engagement/community building.*** Programming would be age-appropriate and designed to strengthen leadership skills and foster civic responsibility. It would include activities and projects such as individual and team volunteering, service learning incorporating a life-skills curriculum, tracking and reporting on local conditions, neighborhood beautification/clean-up, and community forums/youth debates focusing on social issues including poverty and racism.⁶ Participants would, ideally, be involved in the planning of projects that are meaningful for themselves and their communities and provide opportunities for structured reflection.⁷ For selected resources on civic engagement in out-of-school programs, see Appendix A (3).
- ***Recreation/health and fitness.*** Recreational activities would include games and sports such as chess, basketball and swimming, martial arts, organized sports leagues, and “team” activities such as dance troupes and cheerleading. Health and fitness programming might include aerobics and fitness training and other physical activities undertaken on a regular basis.
- ***Culture/art.*** Programming areas would include art, music, dance, spoken word/poetry, and drama. Activities might include field trips to museums, art galleries, and historical sites as well as cultural events and might incorporate projects designed to foster respect for other cultures, appreciation of diversity, and responsible citizenship.⁸

⁶ Service learning is one context in which stereotypes that undermine tolerance and an appreciation of diversity can be challenged. See, for example, <http://www.tolerance.org/teach/activities/activity.jsp?ar=743>.

⁷ Peter L. Benson, Peter C. Scales et al. (2006). “Positive Youth Development So Far –Core Hypotheses and Their Implications for Policy and Practice.” Search Institute. *Insights & Evidence*. November 2006 Vol. 3, No. 1, page 3.

⁸ For example, see the description of the Holocaust Art Education Project on the website of Teaching Tolerance at <http://www.tolerance.org/teach/activities/activity.jsp?ar=615>.

Program Elements

The following elements would be incorporated into the program design:

- **Outreach, Recruitment and Enrollment**
 - The contractor would create an effective outreach and recruitment strategy to enroll the required minimum number of middle school students in the sixth to eighth grades based on promising approaches identified in research studies;
 - Middle school participants would be recruited in advance of the program start date to ensure timely and full enrollment.

- **Participant Orientation**
 - All participants and their parents/caregivers would receive an orientation to the program.
 - Orientation would include, but not be limited to, program participation rules and codes of conduct.

- **Health Insurance Coverage**
 - The contractor would inquire whether incoming participants and their parent(s)/ guardian(s) have health insurance.
 - The contractor would report health insurance information to DYCD.
 - The contractor would make the appropriate referrals of uninsured participants or parent(s)/ guardian(s) to designated organizations (as directed by DYCD).

- **Target Population/Service Level**
 - The contractor would enroll residents from the community school district of the host school and the surrounding neighborhoods.
 - The contractor would serve a minimum of 1,200 individuals annually.
 - The minimum target of 1,200 individuals would include:
 - 200 middle school students who maintain **at least** 216 contact hours in structured activities in the Beacon program annually. DYCD reserves the right to increase the required number of middle school youth to be served and/or contact hours, without additional resources;
 - 200 adults (including, but not limited to, senior citizens);
 - 300 persons who participate in drop-in activities; and
 - 500 persons who attend community events such as fairs and cultural outings.

- Where appropriate, based on an assessment of community needs and services, the contractor would tailor outreach efforts and services to address the needs of specific populations in the Beacon community school district and surrounding neighborhoods, such as at risk or disconnected youth, or immigrant youth or adults.

Tracking and Reporting

- The contractor would track and record attendance at all Beacon activities (whether structured activities, drop-in activities, or community events) through DYCD web-based reporting and tracking software. The contractor would be responsible for meeting reporting and tracking requirements whether or not the activities were provided directly or through a sub-contractor or co-locator. Program participation by 200 middle school youth for the minimum 216 activity hours would be tracked on an individual basis.
- The contractor would comply with all requests by DYCD relating to data collection for the purpose of program monitoring and evaluation. DYCD reserves the right to introduce outcome measures for the Fort Greene Beacon.
- The contractor would regularly submit reports, as required, pursuant to DYCD Beacon policy and procedures.
- The contractor would participate in Comprehensive Contracting Management System (CCMS) and other computer technology training at DYCD. Beacon directors would ensure that all appropriate members of staff participate in DYCD-sponsored training in web-based tracking and reporting software.

Staffing and Staff Training

- The contractor's staffing plan would reflect the needs of the proposed program in terms of numbers of staff and staff qualifications and would maintain the following minimum staff-participant ratios:

Age of Children	Maximum Group Size*	Minimum staff to participant ratio
Through 9 years	20	1:10
10-14 years	30	1:15

*This refers to the maximum number of children who may be cared for together as a unit.

- The contractor would not permit a staff member under 18 years of age to supervise groups with children of 14 years or younger, unless another staff member, at least 18 years old, were present.
- The contractor would ensure all staff members are qualified by training and experience, and would screen all applicants for staff positions in accordance with SACC requirements.⁹

⁹ See *New York State School Age Child Care Regulations*, 18 New York Code of Rules and Regulations § 414.13 (2007).

- The contractor would provide appropriate training, supervision, and opportunities for professional development for all staff and for any volunteers likely to have extensive and consistent contact with participants 14 years or younger. The contractor would set aside a minimum of fifteen (15) days for staff training and professional development purposes, including lesson planning.
- To the extent feasible, part-time as well as full-time staff would participate in school Staff Development training sessions to increase knowledge and strengthen ties to the host school.
- Staff providing educational services to middle school youth would, at a minimum, have some post-secondary education. DYCD encourages proposal designs that use certified teachers to deliver or coordinate educational services for middle school youth.
- The contractor would apply the minimum training requirements as specified under the SACC Regulations¹⁰ to all full-time and part-time staff working with youth aged 14 years or younger:
 - Staff working an average of twenty (20) or more hours a week would be expected to complete a minimum training of 30 hours every two years on the following topics: principles of childhood development including appropriate supervision of children and meeting the needs of children with physical and emotional challenges and behavior management and discipline; children’s nutrition and health needs; child day care program development; safety and security procedures; business record maintenance and management; child abuse and maltreatment identification and prevention; statutes and regulations pertaining to child day care; and statutes and regulations pertaining to child abuse and maltreatment.
 - Staff working an average of fewer than twenty (20) hours a week (and any volunteer in such school-age child care programs who has the potential for regular and substantial contact with children) would complete a pro-rated portion of the above training. (For example, staff working an average of 15 hours a week would be required to complete 22.5 hours of training every two years, while those working an average of 17 hours would have to complete 25.5 hours of training.)

Additional DYCD standards for junior staff 16 through 18 years

- The contractor would only hire youth who demonstrate capability and suitability for their designated roles.¹¹ Not all high school youth are equipped for the challenges of working in a Beacon program. Youth under 19 often lack basic educational qualifications (such as high school diplomas), and research has

¹⁰ See the *New York State School Age Child Care Regulations*, 18 New York code of Rules and Regulations § 414.14 (2007).

¹¹ Note requirements set out in the *New York State School Age Child Care Regulations*, 18 New York Code of Rules and Regulations § 414.13 (2007).

demonstrated that the process of maturing from adolescence to adulthood continues into the 20s.¹²

- The contractor would provide sufficient relevant training, supervision and support to enable junior staff to perform their designated roles with competence and professionalism.
- Designated roles of junior staff would be appropriate for their age, experience, and level of maturity. They would not lead activities for middle school youth but might do so for elementary school children, provided they work alongside a staff member who is at least 19 years old. Youth under 18 years would not be employed as security personnel.

NOTE: DYCD encourages proposals that incorporate training and supervision standards beyond the minimum requirements. For examples of practices designed to raise the quality and performance of junior staff, see Appendix A (4).

- The director of the Beacon would attend regular Beacon Directors' Meetings at DYCD and other meetings and trainings as deemed appropriate by DYCD, including training offered by the Youth Development Institute of the Fund for the City of New York.

Interns and Peer Trainers/Coaches

- The contractor would be permitted to offer internships (paid or unpaid) to high school and middle school students (and others), subject to screening for suitability to work with specific groups of participants and provision of effective training and supervision.
- The contractor would be permitted to use high school participants as peer trainers or coaches for specific purposes (for example, for tutoring or counseling) subject to screening for suitability and provision of effective training and supervision.
- Interns and peer trainers under age 18 would always work alongside an adult staff member.

Advisory Council/Youth Advisory Council

- The contractor would establish an Advisory Council that would include the Beacon director, at least one other key staff member, and other community representatives such as Community Board members, the Youth and/or Community Affairs Officer for the local police precinct, the school district superintendent, school personnel, youth, parents, healthcare professionals, local merchants, staff of local substance abuse prevention and/or treatment providers, local elected officials and representatives of community-based organizations. *The purpose of the Advisory Council would be to advise, support, and strengthen the Beacon.*

¹² See, e.g. "Research Facts and Findings. ACT for Youth Upstate Center for Excellence." *Adolescent Brain Development* May 2002, citing Yurgelun-Todd, D. (2002)

- The contractor would ensure that middle school and high school youth have meaningful opportunities to influence the development of Beacon programming and activities. It would achieve this either by ensuring that youth are adequately represented on the Advisory Council or by establishing a separate Youth Advisory Council and mechanisms to ensure recommendations made by the Youth Advisory Council are taken into account in the Beacon decision-making process.
- DYCD may designate a representative to serve as an *ex-officio* member of the Advisory Council.
- The Advisory Council would assess the needs of the surrounding community and help develop programming to address those needs.
- The Advisory Council would meet, at a minimum, once every three (3) months and submit meeting minutes and attendance sheets to DYCD.

Linkages/ Referrals

As a comprehensive school-based community center provider, the contractor would have knowledge of and collaborate with the host school, co-locators, and organizations offering youth and family services in the surrounding neighborhoods.

- **Host School**

The contractor would execute and comply with the School Linkage Agreement. (See Form 4)

- **Co-locators**

To support or enhance programming at the Fort Greene Beacon, DYCD allows collaborations with unpaid co-locators, within defined parameters. Co-locators are organizations that use space at the Beacon without charge, in return for which they provide free programming or services for Beacon participants or other community residents.

- Proposals would describe the nature of the relationship between the Beacon and the co-locator and explain and justify the role of co-locators within the overall program design.
- Structured services for middle school youth. The contractor would be required to provide 70% (151 hours) of the 216 minimum service hours for middle school youth directly. Co-locators would be permitted to provide services for the remaining 30% (65) service hours.
- Services for 1000 other individuals. The contractor would be required to provide services for 70% (700) individuals directly, but would be permitted (but not required) to use co-locators (or sub-contractors) to provide services for the remaining 300 individuals.
- Co-locators would be permitted to provide up to 100% of services for individuals above the minimum service level of 1200.
- Linkage Agreements. The contractor would enter into a Linkage Agreement with co-locator(s) to provide space at the Beacon during its hours of operation at no

cost to the co-locator organization(s). The Linkage Agreement (Form3) would include details of the activities it is anticipated the co-locator will provide, the target population that will benefit from these activities, and the contribution of the co-locator to the Beacon's minimum service requirements.

- Beacons are prohibited from charging rent or requiring co-locators to pay for services, and co-locators are prohibited from charging fees of any type to participants.
- The contractor would consider, where feasible, linkage agreements with New York City agencies such as the Police Department, the Administration for Children's Services, the Department of Parks and Recreation, the Department of Homeless Services, the Department of Juvenile Justice, the Department of Probation, the Department of Health and Mental Hygiene, the Health and Hospitals Corporation and the New York City Housing Authority.

- **Other Community-Based Service Providers**

The contractor would be expected to:

- Partner with other community-based service providers and not-for-profit organizations to facilitate a comprehensive approach to service delivery and address the multiple needs of the target population.
- Establish a relationship with the local police precinct(s) to ensure that issues of safety are properly addressed on an ongoing basis.
- Establish a reciprocal referral arrangement with at least three (3) community-based service providers such as (but not limited to) those that offer medical, dental, mental health, and substance abuse prevention programs and treatment services.
- Follow-up on each referral to ensure effective delivery of services.

SECTION IV - FORMAT AND CONTENT OF THE PROPOSAL

Proposers have two alternatives for completing proposals in response to this RFP.

Alternative I

The proposer would complete the Beacon proposal electronically, using the fillable forms and Proposal Narrative response boxes in Attachment 1 (Proposal Format and Content Forms). DYCD has set a preferred word limit for each response. Proposers who exceed these limits must create their own clearly marked continuation pages. When complete, the forms and proposal narrative should be printed out, double-sided on 8 ½" X 11" white paper and signed where indicated. All requested attachments should be appended to the back of the proposal. A summary of the proposal package contents and the order in which the proposal materials should appear is given below.

Alternative II

The proposer would fill out hard copies of the forms found in the Attachment (Proposal Format and Content Forms) and create a separate, typed document for the proposal narrative. The proposer would provide all of the required information in the same order, respecting the preferred page limits for each response as specified in Alternative I. In addition:

- The proposal should be typed on both sides of 8 1/2" x 11" white paper.
- Lines should be double-spaced with 1" margins, using 12-point font size.
- Pages should be numbered and include a header or footer identifying the proposer.
- Copies of Forms 1-6 should also be completed and submitted with the relevant sections..

Alternatives I and II

- All proposals must be submitted in hard copy with the appropriate signatures. DYCD will not accept proposals by e-mail or fax.
- The City of New York requests that all proposals be submitted on paper with no less than 30 percent postconsumer material content, *i.e.*, the minimum recovered fiber content level for reprographic papers recommended by the United States Environmental Protection Agency (for any changes to that standard, please consult: <http://www.epa.gov/epg/products/printing.htm>).

Note: Failure to comply with any of the above instructions will not make the proposal non-responsive.

A. Proposal Package Contents (Checklist)

The Proposal Package should contain the following materials. Proposers should utilize this section as a “checklist” to assure completeness prior to submitting their proposals to DYCD.

The proposal package should include one original set and **five** duplicate sets of the documents listed below **in the following order**:

- I. Proposal Summary (Form 1)
- II. Proposal Narrative
 - A. Organizational Experience
 - B. Organizational Capability
 - C. Program Approach including Program Design Form (Form 2) and Linkage Agreement Form(s) (Form 3)
 - D. Price Proposal including Budget Forms (Form 5a)
- III. Additional Forms
 - A. Certification Regarding Substantiated Cases of Client Abuse or Neglect (Form 6)
 - B. Corporate Governance Certification (Form 7)
 - C. Acknowledgment of Addenda Form (Form 8)
- IV. Required Attachments (as applicable)
 - A. Certification of Incorporation as a not-for-profit or proof of filing for such status with the Secretary of State
 - B. Exemption Certificate proving tax exempt status under Section 501(c)(3) or proof of filing for such status
 - C. Letter(s) of Intent for the cash match requirement and any additional cash contributions to the proposed program, and, if applicable, a copy of non-DYCD governmental contract(s) or award letter(s).
 - D. Resume of proposed Beacon Director
 - E. Job descriptions, qualifications for all key staff positions and resumes, if applicable
 - F. Organizational Chart
 - G. Letters of support from key stakeholders (no more than 3)
 - H. Audit Report or Certified Financial Statement (with Explanation)
 - I. If applicable: latest Annual Audit, Annual Financial Review, and/or Form CHAR 500
 - J. Copies of the federal 990 forms for 2003, 2004, and 2005.

Enclose the documents listed above in a sealed envelope, label the envelope with the proposer’s name and address, “Beacon Community Center RFP”, Beacon Community Center Site proposed and “PIN:26007BCCRFP” and the name and telephone number of the Proposer’s Contact Person. Hand deliver the sealed envelope to Ava B. Walker, Deputy Agency Chief Contracting Officer, Office of Procurement, 156 William Street, 2nd Floor, New York, NY 10038.

SECTION V - PROPOSAL EVALUATION AND CONTRACT AWARD PROCEDURES

A. Evaluation Procedures

All proposals accepted by DYCD will be reviewed initially to determine whether they are responsive or non-responsive to the requirements of this RFP. Proposals which DYCD determines to be non-responsive will not be further considered. DYCD’s Evaluation Committees will evaluate and rate the proposals based on the Evaluation Criteria prescribed below.

Although DYCD may conduct discussions with proposers submitting acceptable proposals, it reserves the right to award contracts on the basis of initial proposals received, without discussions; therefore, the initial proposal should contain proposer’s best programmatic and price terms.

B. Evaluation Criteria

- Each proposal (prepared in accordance with Section IV of the RFP) will be scored pursuant to the following evaluation criteria and relative weights:

Demonstrated quantity and quality of successful relevant experience	40 points
Demonstrated level of organizational capability	20 points
Quality of proposed program approach	40 points

- DYCD will determine a competitive range of technically viable proposals based on score. Proposals determined to not be in the competitive range of technically viable proposals based on score will not be further considered.

C. Basis for Contract Award

DYCD will award the contract to an appropriately qualified organization whose proposal is determined to be the most advantageous to the City, taking into consideration the price, program design, staff quality, and such other factors or criteria set forth in this RFP. Contract award will be subject to timely completion of contract negotiations between DYCD and the selected proposer, demonstration by the selected proposer of not-for-profit incorporation and federal tax exemption under Internal Revenue Code Section 501C(3) prior to the contract start date and the availability of funds.

SECTION VI - GENERAL INFORMATION TO PROPOSERS

A. Complaints. The New York City Comptroller is charged with the audit of contracts in New York City. Any proposer who believes that there has been unfairness, favoritism or impropriety in the proposal process should inform the Comptroller, Office of Contract Administration, 1 Centre Street, 10th Floor, New York, NY 10007; the telephone number is (212) 669-3000. In addition, the New York City Department of Investigation should be informed of such complaints at its Investigations Division, 80 Maiden Lane, New York, NY 10038; the telephone number is (212) 825-5959.

B. Applicable Laws. This Request for Proposals and the resulting contract award(s), if any, unless otherwise stated, are subject to all applicable provisions of New York State Law, the New York City Administrative Code, New York City Charter, and New York City Procurement Policy Board (PPB) Rules. A copy of the PPB Rules may be obtained by accessing the City's website at nyc.gov/ppb.

C. General Contract Provisions. Contracts shall be subject to New York City's general contract provisions, in substantially the form that they appear in "Appendix A—General Provisions Governing Contracts for Consultants, Professional and Technical Services" or, if the Agency utilizes other than the formal Appendix A, in substantially the form that they appear in the Agency's general contract provisions. A copy of the applicable document is available through the Authorized Agency Contact Person.

D. Contract Award. Contract award is subject to each of the following applicable conditions and any others that may apply: New York City Fair Share Criteria; New York City MacBride Principles Law; submission by the proposer of the requisite New York City Department of Business Services/Division of Labor Services Employment Report and certification by that office; submission by the proposer of the requisite VENDEX Questionnaires/Certificates of No Change and review of the information contained therein by the New York City Department of Investigation; all other required oversight approvals; applicable provisions of federal, state and local laws and executive orders requiring affirmative action and equal employment opportunity; and Section 6-108.1 of the New York City Administrative Code relating to the Local Based Enterprises program and its implementation rules.

E. Proposer Appeal Rights. Pursuant to New York City's Procurement Policy Board Rules, proposers have the right to appeal Agency non-responsiveness determinations and Agency non-responsibility determinations and to protest an Agency's determination regarding the solicitation or award of a contract.

F. Multi-Year Contracts. Multi-year contracts are subject to modification or cancellation if adequate funds are not appropriated to the Agency to support continuation of performance in any City fiscal year succeeding the first fiscal year and/or if the contractor's performance is not satisfactory. The Agency will notify the contractor as soon as is practicable that the funds are, or are not, available for the continuation of the multi-year contract for each succeeding City fiscal year. In the event of cancellation, the contractor will be reimbursed for those costs, if any, which are so provided for in the contract.

G. Prompt Payment Policy. Pursuant to the New York City's Procurement Policy Board Rules, it is the policy of the City to process contract payments efficiently and expeditiously.

H. Prices Irrevocable. Prices proposed by the proposer shall be irrevocable until contract award, unless the proposal is withdrawn. Proposals may only be withdrawn by submitting a written request to the Agency prior to contract award but after the expiration of 90 days after the opening of proposals. This shall not limit the discretion of the Agency to request proposers to revise proposed prices through the submission of best and final offers and/or the conduct of negotiations.

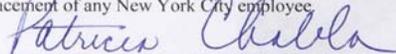
I. Confidential, Proprietary Information or Trade Secrets. Proposers should give specific attention to the identification of those portions of their proposals that they deem to be confidential, proprietary information or trade secrets and provide any justification of why such materials, upon request, should not be disclosed by the City. Such information must be easily separable from the non-confidential sections of the proposal. All information not so identified may be disclosed by the City.

J. RFP Postponement/Cancellation. The Agency reserves the right to postpone or cancel this RFP, in whole or in part, and to reject all proposals.

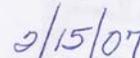
K. Proposer Costs. Proposers will not be reimbursed for any costs incurred to prepare proposals.

L. Charter Section 312(a) Certification.

The Agency has determined that the contract(s) to be awarded through this Request for Proposals will not directly result in the displacement of any New York City employee.



Agency Chief Contracting Officer



Date

BEACON PROGRAM RESOURCES

(1) FINANCIAL LITERACY¹³

Cents Ability www.cents-ability.org/

Cents Ability offers a short financial literacy program in schools and community-based settings in underprivileged neighborhoods in New York City. The six-hour curriculum is taught in three sessions, usually on the same day over consecutive weeks, with short homework assignments administered between classes. Teachers are professionals who work for schools, law firms, banks, and other nonprofits and student-to-teacher ratios never exceed 5-to-1. The aim is to provide high school students with the financial tools and knowledge to achieve their life goals. Classes and materials are free.

Citibank's Young Investors Network www.citigroup.com/citigroup/financialeducation/websites.htm

The *Young Investors Network* program is designed to promote financial literacy among middle-school and high school youth and features learning tools to teach the fundamentals of saving, investing and enhancing fiscal responsibility. The website also includes activities to increase comprehension such as a virtual portfolio function, goal and budget tracking pages, and a college expense calculator. Highlights include *Smith Barney's* national in-school financial curriculum and stock portfolio contest.

Investing Pays Off® (IPO) http://community.ml.com/index.asp?id=66319_67034_67417

IPO aims to equip young people with knowledge and skills that promote financial and career success. IPO also exposes youngsters to learning and experiences that will motivate them to become the next generation of entrepreneurs. The IPO curriculum and volunteer guide cover 15 strategies for success in the essential areas of leadership, entrepreneurship, personal finance, and business savvy. These resources are free to the public and can be used in a variety of settings from classrooms to community centers to living rooms. IPO partners with the parent organizations of leading nonprofits to generate new resources to strengthen the financial readiness of under-served young people. **Merrill Lynch** employees volunteer their time and talents to teach, mentor and coach children and youth.

Jump\$tart Coalition for Personal Financial Literacy www.jumpstart.org/

Jump\$tart is a national coalition whose aim is to identify high-quality personal finance materials for educational use. The Clearinghouse is a database of personal finance resources available from a variety of education providers such as government, business and non-profit organizations. Many of the materials available through Jump\$tart are low cost or free of charge.

Junior Achievement www.ja.org/

Junior Achievement (JA) is a non-profit organization that bridges the worlds of education and business. JA seeks to educate and inspire young people to value free enterprise, business, and economics to improve the quality of their lives. It has a range of programs for students in middle school and junior high school. *JA Economics for Success™* program explores personal finance and students' education and

¹³ The organizations listed are well-known financial literacy education resources. DYCD does not endorse any particular program or approach.

career options based on their skills, interests, and values. An overview of JA programs for middle school youth can be found at www.ja.org/programs/programs_mid_overview.shtml.

The National Council on Economic Education (NCEE) www.fffl.ncee.net/

NCEE provides personal finance and economics education through classroom curricula and the Internet. Its *Financial Fitness for Life* curriculum is a multifaceted, comprehensive economic and financial literacy program for grades K-12. The materials for the program are sponsored by **Bank of America** and present key concepts in economics and personal finance, using a variety of real life examples appropriate to particular age groups.

National Endowment for Financial Education (NEFE) www.nefe.org/pages/educational.html

NEFE is a foundation dedicated to helping Americans gain financial literacy skills. Its well-established *High School Financial Planning Program* uses contemporary materials to teach the basics of personal finance to young people while they are developing habits and attitudes about money that will influence them for the rest of their lives. High school students access the resources on their own to gain understanding of credit, budgeting, and wise spending through www.nefe.org/hspfportal/index.html. NEFE also has a *Teen Resource Bureau* at www.ntrbonline.org.

Operation Hope www.operationhope.org/

Operation Hope, Inc. (OHI), a private nonprofit financial empowerment organization. OHI's *Banking on Our Future (BOOF)* program is financial literacy curriculum designed for youth 9-18 years (grades 4 through 12) in under-served urban communities. The program is delivered by volunteer instructors from the banking industry trained to share their professional knowledge in terms that youth can understand and use immediately, leaving them with a message of empowerment, responsibility, and hope. OHI also has an interactive online program for teens at www.bankingonourfuture.org/master.cfm/main/home.

Partnership for After-School Education (PASE) Dollars & Sense Program

<http://www.pasesetter.org/demonstrationPrograms/nasd.html>

Dollars & Sense: Building Financial Dreams, funded by the National Association of Security Dealers (NASD), is designed to educate young adults (18-24) in work readiness programs about the value of saving to help promote their financial security. The primary program components are (1) Integration with existing PASE training involving a new site-based training series and centralized training modules for the after-school field; (2) Development and dissemination of materials such as curricula, Young Adult Guide to Retirement Planning, and resource lists; and (3) "Training of Trainers" education for staff and young adult employees of youth-serving agencies who then deliver the program to others in their agency.

Working In Support of Education (W!SE)

W!SE works with an array of private, public, and non-profit entities and private citizens. Its financial education initiatives include J.P. Morgan Chase Foundation and Jump\$tart Financial Literacy Program which helps nonprofits develop financial education products and/or services for distributions to organizations with a focus on school-based and after-school programs, and youth entrepreneurship and welfare to work programs, in low and moderate income communities. *Moneypower* is the website of The New York Financial Literacy Coalition, an initiative of W!SE whose mission is to promote financial literacy among young adults. (See www.moneypower.org:8080/wise/withframes.jsp) The Coalition is also the New York affiliate of the Jump\$tart Coalition for Personal Financial Literacy, a clearinghouse and advocacy network promoting financial literacy among youth. *Moneypower* has links to the Federal Reserve Education Website and other resources.

(2) HIV PREVENTION

HIV in New York City. A significant number of new HIV infections in the United States occur among young people under the age of 25, the majority being infected through sexual contact. In 2005, in New York City, 24% of new HIV infections were among women under 25 years old. Men under 25 accounted for 38% of new HIV infections among men. HIV is spreading in communities of color in New York City at disproportionate rates. In 2003, 66% of all adolescents with HIV in New York City were African American and 26% were Latino.¹⁴ One quarter of sexually active New York City public high school students did not use a condom during their last sexual encounter.¹⁵ In the spring of 2006, in response to the escalating HIV epidemic among New York City youth, the Department of Education implemented an updated HIV curriculum, thereby recommitting to providing medically accurate, age appropriate HIV prevention education to all public school students in grades K - 12.

Beacons and HIV prevention. The Beacons are uniquely suited to integrate HIV prevention into youth development activities and share critical life-saving HIV prevention information and resources with young people and their parents or guardians. The provision of HIV education through community based programs can increase the chance that HIV prevention messages will be heard and acted upon. An assets-based youth development philosophy that promotes a range of life skills (decision making, communication, assertiveness, goal setting etc.) and enhances feelings of self worth can equip young people with the tools they need to avert HIV and other health problems.

Staff Training. All staff working directly with youth should feel comfortable and knowledgeable enough to proactively address HIV with the young people and families they serve. The New York State AIDS Institute (www.health.state.ny.us/diseases/aids/training/index.htm) and the New York City DOHMH HIV Training Institute (www.nyc.gov/html/doh/downloads/pdf/ah/hiv-training) offer a range of free training related to HIV. It may be possible to arrange for onsite training for your entire youth development team.

HIV Prevention Advisory Committee. A useful mechanism for generating awareness of and support for HIV prevention is through a Beacon community-wide HIV Advisory committee made up youth, staff, parents and others concerned about the risk of HIV/AIDS among young people to serve as This can be a subcommittee of the Beacon Advisory Group.

Parents as HIV Prevention Partners. National polls indicate that the majority of parents of teenagers want their children to be informed about HIV and other sexual health issues. Youth development programs should respect the role of parents and guardians as their child's primary sexuality educators. They are valuable potential partners in HIV prevention but many lack access to up-to-date HIV/AIDS information; do not know how to approach the subject with their children; or are unaware of local HIV prevention and other health resources to which they can turn. Beacons can encourage, support and partner with families to decrease young people's risk for HIV, reaching out to parents and guardians prior to taking on the issue with young people and showing respect for their values and the values of their community. For example, Beacons can:

- ❑ Send a letter (in the languages most families can read) to inform parents of their concern about risk for HIV among young people and the Beacon's plan to offer HIV prevention education for youth and their families.

¹⁴ NYCDOHMH, <http://www.nyc.gov/html/doh/downloads/pdf/dires/dires-2005-report-qtr4.pdf>

¹⁵ 2003 New York City Youth Risk Behavior Survey Data – Fornek, M.L., Thorpe, L.E., Mostashari, F., Henning, K., “*Risky Business? Health Behaviors of New York City Public High School Students.*” NYC Vital Signs 2004:3@; 1- 4.

- ❑ Include with the letter a brochure or article that promotes family communication about HIV and sexuality. A free resource in English and Spanish, *Talking with Children About HIV/AIDS: A Handbook for Parents and Caregivers* is available from the New York State AIDS Institute. (<http://www.health.state.ny.us/diseases/aids/publications/>),
- ❑ Offer opportunities for parents to contribute to or give feedback about the HIV prevention plan. For example, host a feedback meeting, name a contact person to whom parents can direct any concerns, by email or telephone, and invite parents to join the Beacon-wide HIV Advisory Committee.
- ❑ Invite a guest speaker to provide factual information about HIV and share strategies for communicating with their children about sexuality. (Provide translation, refreshments and, if possible, child care for young children to facilitate attendance by parents.)
- ❑ Develop and distribute a resource list of local health and HIV prevention services and other print and web-based resources for teens and their families.
- ❑ In advance, plan a way for parents who are not comfortable with their children participating in HIV prevention, to opt out. Put the onus on the family to send a letter to the Beacon Director that requests that their children do not participate in HIV prevention.

HIV Prevention Materials. Providers can order and distribute easy-to-read, age, culture and linguistically appropriate HIV prevention materials. Free materials can be ordered from the New York State AIDS Institute <http://www.health.state.ny.us/diseases/aids/publications/>. Beacons might also:

- ❑ Engage a group of young people to research, design and publish their own HIV prevention brochure, listing hotline numbers and local, adolescent-friendly HIV and other health providers.
- ❑ Subject to the agreement of the school principal, combat the stigma and silence often associated with HIV by posting HIV prevention posters throughout the building to let the community know that HIV is “spoken” here. Posters are also available from the NYS AIDS Institute website.
- ❑ Sponsor an HIV prevention poster contest and display youth-made posters in a heavily trafficked site. Offer prizes to encourage participation.

Integrate HIV Prevention into Youth Development and Community Programs. HIV prevention can easily be integrated into many activities youth development programs are already offering. Examples of ways to naturally integrate HIV prevention education include the following:

- ❑ Host presentations about HIV when a parent committee or youth groups meet.
- ❑ Add questions about HIV prevention to intake forms and providing referrals to resources, as needed.
- ❑ Design a community service project that addresses HIV in your community.
- ❑ Devote an issue of a Beacon newsletter to HIV in the local community. This can report the facts and positive action being taking in the community to fight HIV/AIDS and youth reporters can cover different angles of the issue.
- ❑ Host a Dance-A-Thon or a basketball tournament, to raise awareness and support a local HIV/AIDS organization. Invite inspirational guest speakers to address the crowd at halftime.
- ❑ Organize a Beacon team to walk in the annual spring AIDS Walk New York. Beacon youth can design t-shirts for team members who raise a certain amount of money.
- ❑ Teach young people technology and desktop publishing skills as they develop their own HIV prevention materials.
- ❑ Make a documentary about HIV in your community, if there is access to video making equipment.
- ❑ Host a health fair to which local AIDS service organizations are invited.
- ❑ Link HIV prevention messages with Valentine’s Day celebrations.
- ❑ Organize a group of youth to write a public service announcement or infomercial to air at the Beacon.

- Acknowledge the impact of HIV on a particular cultural group during cultural heritage or women's history months.

Team Up With Experts. Many of the activities suggested above involve collaboration with AIDS service organizations and health providers. There are many HIV prevention resources throughout New York City to support Beacon HIV prevention efforts: curricula, websites, books, newsletters, videos, brochures and hotlines as well as local organizations that provide guest speakers, peer education workshops or theater performances (see www.advocatesforyouth.org, www.seicus.org).

Peer Education. Many HIV prevention activities can be planned and conducted by peer educators. Beacons can take advantage of the power of peer influence during adolescence by developing a HIV prevention peer project. An existing group of youth leaders or a small group of motivated young people could serve as role models and be trained to impart HIV information to their peers. Several peer education training curricula exist. (<http://www.siecus.org/pubs/biblio/bibs0010.html>)

Condoms, Testing and Health Care. Beacon providers can create and distribute a list of resources where teens and other can get free condoms, HIV testing and related health care. They should make sure they have an effective referral process by visiting and establishing a formal linkage with a youth-friendly HIV/AIDS service provider and always following up on referrals.

Celebrate World AIDS Day (December 1st). To remember those who have died of AIDS and support family members and those living with the virus, a range of free activities commemorates World AIDS Day. New York City Beacons can organize a field trip to an event, show a video, or invite a guest speaker or an HIV theater company and engage youth in making red ribbons to distribute with HIV prevention brochures in the community.

(2) CIVIC ENGAGEMENT¹⁶

- **Forum for Youth Investment (FYI) Out-of-School Time Policy Commentary #8 (2004): Out-of-School Time and Civic Engagement.**
www.forumfyi.org/Files/OSTPC8.pdf
This FYI Commentary provides a useful overview of civic engagement programs in OST contexts with examples of activities suitable for different age groups, including middle school youth.
- **Cynthia Gibson. From Inspiration to Participation: A Review of Perspectives on Youth Civic Engagement. The Grantmaker Forum on Community and National Service, November 2001.** This is a useful review of four different approaches to civic engagement, including service learning.
- **Harvard Family Research Project Out-of-School Time Program Evaluation Bibliography. Youth Leadership Programs**
www.gse.harvard.edu/hfrp/projects/afterschool/bibliography/leadership.html
This resource has profiles of youth leadership out-of-school time programs and their evaluations being tracked by HFRP.
- **Teaching Tolerance.** <http://www.tolerance.org/teach/>
Teaching Tolerance supports efforts to promote respect for differences and an appreciation of diversity. There are resources for children of all ages. These include materials such as educational kits and a twice-yearly Magazine giving examples of innovative tolerance initiatives are provided free to educators, employees of youth-serving nonprofit organizations and others.
- **City Year (CY)** www.cityyear.org/sites/new_york/
CY is a member of Americorps. Its signature program is *Youth Service Corps* for youth ages 17-24 who spend one year undertaking community service projects in New York. Corps members perform civically-oriented tasks, including staffing community-based organizations, beautifying neighborhoods and providing services to school-age children. Corps members lead community and corporate volunteers in service days to transform the community and inspire citizens to civic action. Each week, corps members also lead hundreds of elementary and middle school children in out-of-school community service “mini City Year” programs.
- **Children for Children (CFC)** <http://www.childrenforchildren.org/service.asp>
CFC provides resources that enable youth, families, educators and community-based organizations to focus on helping others and gain personal skills, including responsibility and leadership skills, critical thinking and problem solving skills, self-respect, character development and self-discipline. CFC youth service and philanthropy programs include *Celebrations Program, Children's Action Board - Service Project of the Month, Sweat for Nets Malaria Program, Book Programs, Special Events and Projects, Do Your Own Thing.* (For details see <http://www.childrenforchildren.org/programs.asp>.) CFC programs are usually free of charge and provide access to meaningful service opportunities for children of different ages and abilities and interests. CFC participants contribute thousands of volunteer hours by gathering books to benefit schools, painting murals, planting gardens, setting up lemonade stands and bake sales and other projects.

¹⁶ DYCD does not endorse any particular program or approach, but these examples serve to illustrate the range of civic engagement possibilities for middle school students as well as other age groups.

- **Computerized Neighborhood Environment Tracking (ComNET)** www.fcny.org/portal.php/govt/cmgp/
 ComNET is a program of the Center on Municipal Government Performance that introduces user-friendly, hand-held personal digital assistants (PDA) to young people so they can quickly record and tabulate street level conditions. Teams (with at least two people) assess an area identified by the group and work systematically to produce reports for review and discussion by the community to determine priorities and desirable action. The computer-generated reports are submitted to government agencies and other organizations responsible for correcting the problems identified. Program participants track how conditions change over time and assess the impact of their reporting.
- **Fresh Youth Initiatives (FYI)** www.freshyouth.org/Preview/home.htm
 FYI participants, 10-18 years old, live in very low-income households in Washington Heights. Most start by participating in everyday service projects with the goal of later joining a youth-led project. Activities include painting murals, volunteering in community gardens, making/distributing homemade sleeping bags for the homeless, helping run FYI's youth-led *Helping Hands Food Pantry*. FYI also has a *Neighborhood Service Leaders program* that provides opportunities for teens to develop and run their own community service group.
- **Future Voters of America (FVA)**. www.futurevotersofamerica.org
 FVA is a youth-led civic engagement group that organizes an annual Spring Youth Congress where youth discuss and vote on issues they think are important to New York City. Youth receive leadership training for the Youth Congress and also meet elected officials from NYC and Albany. FVA's most well known resolution was for lowering the voting age in municipal elections in New York City to 16 that was introduced at city council meeting June 2005. Other resolutions include starting a Future Voters Newsletter, opening a pilot Youth Court in South Jamaica, Queens, and bringing more college representatives to public high schools.
- **Girls Learn International™ (GLI)** www.girlslearninternational.org
 GLI is a non-profit service learning initiative involving American students in the international effort for universal girls' education. GLI chapters are based in middle schools and high schools in urban, suburban and rural communities. College students participate as Chapter facilitators as part of the Girls Learn International™ College Leadership Division. Each GLI chapter is paired with a "Partner Classroom" providing quality education to girls in a community in which girls have traditionally been denied access to, or discouraged from completing, education.
- **Girls Scouts (GS)** <http://www.gscgny.org/HTML/home/Home%20Page.htm>
 GS is the largest girl-serving organization in New York City. GS have 7,000 adult volunteers and a membership of nearly 22,000 girls aged 4-17 years. GS offers a broad range of activities that teach their members new skills, foster self-confidence, encourage new friendships, and provide services to their communities.
- **IMPACT Coalition**. www.impactcoalition.org/dsch/dsch_citi.html
 The IMPACT Coalition is a nonprofit, mentoring and educational development organization that provides debate training/curricula, and support services to promote informed, concerned citizenship. IMPACT's Community Forum Debate (CFD) program creates opportunities for community based organizations to host debates on relevant issues. The most recent CFD tournaments focused on 7th and 8th grade debaters and their mentors and gave students and mentors from the Project Live program the opportunity to debate issues like Teen Pregnancy and Peer Pressure. IMPACT's Coalition Institute and Training Initiative (CITI) is a FREE high school summer program that gives students from all backgrounds and levels of debate the benefit of top-

notch debate training. Instructors lead large and small group sessions to improve speaking skills, conduct mock debate rounds, prepare topic specific research, and teach general debate theory.

- **YMCA Teens Take The City Program** www.cb7.org/teens.pdf
This is a 12-week civic engagement program culminating in teens "taking over" city hall for a mock legislative session. Teens are nominated for the program by their local YMCA. They learn about the democratic process and put together a legislative agenda and take on roles as mock lawyers, City Council members, activists and (one) mayor. During the legislative session, teens debate agenda items, offer testimony and vote on agenda items.

- **Youth Service Opportunity Project (YSOP)** www.ysop.org/
YSOP Intense Workcamps immersion program focuses on service and homelessness. Student volunteers, work in small service teams in overnight, service day and week-long workcamps. They prepare and serve meals at soup kitchens. provide recreational activities/companionship to young, formerly homeless children, distribute food and supplies at food pantries, socialize and bring snacks to people in drop-in centers, and occasionally join in special projects, such as painting a new shelter with residents or distributing clothing at a clothing bank. The volunteers pay a fee that ranges from \$50 to \$110 to participate in the program.

(1) JUNIOR STAFF: EXAMPLES OF PROMISING PRACTICES¹⁷

Hiring the right candidates:

- Require formal job applications and review resumes
- Limit candidates to those with prior successful participation in internship, traineeship, and leadership programs.
- Conduct round robin interviews.
- Give candidates practical tests to establish creativity, teamwork skills, personality, willingness to learn, baseline literacy skills etc.
- Require candidates who may work with middle school/high school youth to lead an activity and then collect feedback from the participants.

Maintaining standards after youth have been hired:

- Require participation in a minimum number of (unpaid) training hours to test commitment and interest, and measure aspects of performance such as punctuality and focus.
- Clearly articulate staff roles and responsibilities, and a written manual laying out the organization's policies, procedures, expectations regarding staff demeanor, and conduct etc.
- Establish a probationary period before a staff position is confirmed for the school year.
- Create mechanisms to facilitate confidential reporting of concerns about staff by participants of all ages.
- Assign college-age staff 18 or older to lead activities for middle school youth.

Training/Professional Development:

- Management of groups, effective discipline techniques, and conflict management.
- Project-based learning.
- Effective co-facilitation.
- Integration of research materials and development of meaningful activities for children of different ages.
- Training specific to activities that junior staff will lead, including homework help.
- "Blended Learning" approaches that incorporate online training.

Formal and informal supervision and support:

- Pair junior staff with more experienced staff to create formal and informal mentoring relationships.
- Require attendance at regular staff meetings and encourage everyone to raise concerns/issues in a non-confrontational and supportive manner.
- Provide hands-on coaching from experienced staff to prepare group leaders and assistant group leaders for the following week's activities.
- Require regular formal supervision sessions (weekly/bi-weekly/monthly as needed) with experienced staff and quarterly performance evaluations.
- De-brief staff after events or activities.
- Foster peer-to-peer learning using electronic newsletters and email connections among staff.
- Check that junior staff fulfill commitments relating to school/college.

¹⁷ These are examples based on practices adopted by some DYCD-funded youth serving contractors as well as on promising approaches identified in the research literature (see, for example, Capturing Promising Practices in Recruitment and Retention of Frontline Youth Workers. National Collaboration for Youth. April 2006; Wilson-Ahstrom, A., and Yohalem, N. (2006). *Voices and Choices: Illinois Youth Work Professionals Discuss Challenges and Options for the Profession*. A report of the Next Generation Youth Work Coalition. Washington DC. The Forum for Youth Investment. National Youth Development Learning Network Professional Development Series E-Newsletters-e. g. June 2005, March 2004 www.nydic.org/nydic/staffing/profdevelopment/index.htm; Wilson-Ahstrom, A., and Yohalem, N. (2006). *Voices and Choices: Illinois Youth Work Professionals Discuss Challenges and Options for the Profession*. A report of the Next Generation Youth Work Coalition. Washington DC. The Forum for Youth Investment.

ATTACHMENT

PROPOSAL FORMAT AND CONTENT FORMS

Please note that the following forms represent *only a portion of the JHS 265K Beacon Community Center Request for Proposals (RFP)*. These forms are being provided for the convenience of proposers who elect to complete their proposals by using the fillable forms, as instructed in Section IV (Format and Content of the Proposal) of the RFP.

To respond to the RFP, *you must obtain the entire RFP and fill out the accompanying form with the requested information*. The requested information enables the Department of Youth and Community Development to keep prospective proposers apprised of all developments in this RFP process as required by the rules of the City of New York Procurement Policy Board.

Proposers have two alternatives for completing proposals in response to this RFP. All proposals must be submitted in hard copy with the appropriate signatures. DYCD will not accept proposals by e-mail or fax.

Alternative I

The proposer would complete the Fort Greene Beacon proposal electronically, using the fillable forms and Proposal Narrative response boxes in Attachment 1 (Proposal Format and Content Forms). DYCD has set a preferred word limit for each response. Proposers who exceed these limits must create their own clearly marked continuation pages. When complete, the forms and proposal narrative should be printed out, double-sided on 8 1/2" X 11" white paper and signed where indicated. All requested attachments should be appended to the back of the proposal. A summary of the proposal package contents and the order in which the proposal materials should appear is given below.

Alternative II

The proposer would fill out hard copies of the forms found in the Attachment (Proposal Format and Content Forms) and create a separate, typed document for the proposal narrative. The proposer would provide all of the required information in the same order, respecting the preferred page limits for each response as specified in Alternative I. In addition:

- The proposal should be typed on both sides of 8 1/2" x 11" white paper.
- Lines should be double-spaced with 1" margins, using 12-point font size.
- Pages should be numbered and include a header or footer identifying the proposer.
- Copies of Forms 1-6 should also be completed and submitted with the relevant sections.

PROPOSAL SUMMARY

RFP TITLE: BEACON COMMUNITY CENTER JHS 265K PIN: 260070BCCRFP

Proposer Name:		
Address:		
City	State	Zip Code

Tax Identification #:

Contact Person:	Title:
Telephone #:	Fax #:
Authorized Representative:	Title:

Signature: _____ **Date:** / /

Compliance Certification: (Check the applicable items to indicate proposer is in compliance with both the Not-for-Profit and Tax exempt status minimum qualification requirements.)

Not-for-Profit Status:

- Proposer is a not-for-profit incorporated entity in NYS (Attach a copy of the certificate.)
- Or
- has proof of filing with the Secretary of State for such status by the proposal submission due date indicated in this RFP. (Attach a copy of the application.)

Tax exempt Status:

- Proposer is a tax exempt organization under Section 501(c)(3) of the Internal Revenue Code (Attach a copy of the exemption certificate.)
- Or
- has proof of applying for such status by the proposal submission due date indicated in this RFP. (Attach a copy of the application.)

PROPOSAL NARRATIVE

A. Organizational Experience

1. As evidence of the proposer's relevant experience in providing services to youth and/or families (and the experience of any proposed subcontractor(s)), list up to 5 programs and provide the information requested below. Indicate the year(s) in which the services were provided by the proposer (and subcontractor(s), if any) and their most recent annual total dollar value.

<u>Program Name</u>	<u>Dates of Operation</u>	<u>Target Population(s)</u>	<u>Most recent annual total dollar value</u>
(1)	-		
(2)	-		
(3)	-		
(4)	-		
(5)	-		

2. Describe each of the listed programs above and indicate the staffing, range of activities, the use of sub-contractor(s) if any, and evidence of success. (Preferable page limit: 1½ pages)

3. As evidence of the proposer’s experience in providing services to NYC public school students, list up to 5 programs and provide the information requested below. Indicate the year(s) in which the services were provided by the proposer (and subcontractor(s), if any) and their most recent annual total dollar value.

<u>Program Name</u>	<u>Dates of Operation</u>	<u>Target Population(s)</u>	<u>Most recent annual total dollar value</u>
(1)	-		
(2)	-		
(3)	-		
(4)	-		
(5)	-		

4. Describe each of the listed programs above and indicate the staffing, range of activities, the use of sub-contractors, if any, and evidence of success. (Preferable page limit: 1½ pages)

5. As a hard-copy attachment, provide the resume of the proposed Beacon Director.
6. As a hard-copy attachment, provide a job description with the required qualifications for each key staff position. For staff already identified, attach a resume and describe their qualifications and experience in delivering services to youth and/or families.
7. List at least two relevant references from funding sources for services similar to those described in Section III - Scope of Services. Include the name of the reference entity, a brief statement describing the relationship between the proposer and the reference entity, and the name, title and telephone number of a contact person at the reference entity. (Preferable page limit: 1 page)

8. As a hard-copy attachment, provide up to three letters of support from key stakeholders in the community district in which the host school is located.

B. Organizational Capability

Demonstrate the proposer's organizational programmatic, managerial and financial capability to carry out the program described in Section III – Scope of Services of the RFP as follows:

1. Identify the members of the Board of Directors, including their names, addresses and telephone numbers, and describe their oversight of program management (including regular reviews of executive compensation, audits, and financial controls) and program operations and outcomes. (Preferable page limit: 1 page)

2. As a hard-copy attachment, provide an organizational chart of the proposer's organization and the proposed program. Describe below the proposer's capacity to integrate the proposed program into its overall operations, including how the proposed program and program staff will relate to the overall organization. (Preferable page limit: 1 page)

3. Does the proposer have a track record of providing services to youth and/or families through successful collaborations with other organizations and agencies?

YES NO

4. If “Yes,” list up to three community-based organizations (CBOs) with which services were provided, the communities targeted by the services, and the type of families targeted by the services.

	<u>Name of CBO</u>	<u>Communities Served</u>	<u>Types of Youth/Families Served</u>
(1)			
(2)			
(3)			

5. Describe each of the collaborations listed above to indicate range of services, the contribution of each collaborator, and evidence of success. (Preferable page limit: 1½ pages)

6. Describe the proposer's internal monitoring system and demonstrate how it is used to both assure quality and identify program, personnel and fiscal issues, including the organization's corrective action procedure. (Preferable page limit: 1 page)

7. As a hard-copy attachment, provide a copy of the most recent financial audit of the organization conducted by a Certified Public Accountant, indicating the period covered, OR, if no audit has been performed, the most recent financial statement, indicating the period covered AND an explanation of why no audited financial statement is available.

8. Attach federal 990 forms for calendar years 2003, 2004, and 2005.

9. Is the proposer registered as a charitable organization in New York State?

YES NO

If “yes,” then as a hard-copy attachment, provide a copy of the latest Form CHAR 500 and its required attachments filed with the New York State Attorney General Charities Bureau.

10. Is the proposer required to file with the federal Office of Management and Budget pursuant to Circular A-133?

YES NO

If “yes,” then as a hard-copy attachment, provide a copy of the latest report filed with that office, indicating the period covered.

C. Program Approach

Describe in detail how the proposer will provide the proposed program and demonstrate that the approach will fulfill DYCD's program goals and objectives in Section III – Scope of Services of the RFP by addressing each of the following:

1. Program Facility

- a. Describe the security measures, including emergency procedures that will be used at the facility and demonstrate how they will ensure a secure and safe environment for program activities and the safety of program participants.
(Preferable page limit: ½ page)

- b. Describe the proposer's working relationship with the school custodian of the host school, and the local community school district and how costs associated with the operation and upkeep of the Beacon Center will be monitored.
(Preferable page limit: ½ page)

2. Program Design

Complete the Program Design Form (Form 2) provided below.

Activity Plans: Use the following key to complete the three activity plan charts (school year, summer, and recess) set out below:

<u>Core Areas</u>	<u>Activity Type</u>	<u>Target Group/s</u>	<u>Recess Periods</u>
1 = Educational Enhancement 2 = Life Skills 3 = Career Awareness 4 = Civic Engagement 5 = Recreation /Health 6 = Culture/Art	S = Structured D = Drop-in activities C = Community Event	E = 1 st -4 th grades M = 5 th -8 th grades H = 9 th -12 th grades O = Out of School Youth 16-21 yrs. A = Adults 21 yrs. and over	H = Holiday S = Spring recess W = Winter recess

School Year Activity Plan

Core Area	Activity Name	Activity Type	Target group/s	# of cycles per year	Frequency: Hrs./Days/Weeks	Total Hours per year	Staff to Partic. Ratio
1							
2							
3							
4							
5							
6							

Summer Activity Plan

Core Area	Activity Name	Activity Type	Target group/s	# of cycles per year	Frequency: Hrs./Days/Weeks	Total Hours per year	Staff to Partic. Ratio
1							
2							
3							
4							
5							
6							

Recess Activity Plan

Core Area	Activity Name	Activity Type	Target group/s	# of cycles per year	Frequency: Hrs./Days/Weeks	Total Hours per year	Staff to Partic. Ratio
1							
2							
3							
4							
5							
6							

3. Activity Details: Structured programming

For each Core Service Area in Section III (3) – Scope of Services, provide the following details on the proposed activity/ies:

- a. State the total annual hours of structured programming for middle school youth.
Hours
- b. State how each structured activity (a) for middle school youth and (b) for any additional groups will achieve the goals of the Beacon program in relation to the primary target population(s) for that activity. In addition, indicate the anticipated number of participants for each structured activity. (Preferable page limit: 1 page)

- c. Describe the expected benefit(s) of each activity noted in response to 3b above in terms of skill building/achievement, emotional and/or attitudinal change, or positive behavioral change(s). (Preferable page limit: 1 page)

- d. State the qualifications and experience of the proposed staff for each structured activity. (Preferable page limit: 1 page)

4. Activity Details: Drop-in Activities

For each proposed of the proposed drop-in activities: state the Core Service Area in Section III (3) – Scope of Services to which it relates, and describe the nature and purpose of the activity, how it will achieve the goals of the Beacon program in relation to the target population(s), and staffing arrangements. (Preferable page limit:1 page)

5. Activity Details: *Community Events*

For each proposed of the proposed community events: state the Core Service Area in Section III (3) – Scope of Services to which it relates, describe the nature and purpose of the event, how it will achieve the goals of the Beacon program in relation to the target population(s), and staffing arrangements.
(Preferable page limit: 1 page)

6. Program Elements

- a. Outreach, Recruitment and Enrollment: describe the proposed outreach and recruitment strategy in relation to the target population(s). (Preferable page limit: ½ page)

- b. Participant Orientation: describe the orientation procedures. (Preferable page limit: ½ page)

- c. **Health Insurance Coverage:** describe arrangements for fulfilling the requirements concerning participants' health insurance. (Preferable page limit: ½ page)

- d. Tracking and Reporting: describe how the proposer will comply with all DYCD requirements related to tracking and reporting. (Preferable page limit: 1 page)

- e. Staffing: describe the proposed overall staffing for the program, including staff to participant ratios, the number of staff over 18 years and under 18 years, their designated roles, recruitment and screening processes, and details of training and supervision arrangements. (Preferable page limit: 2 pages)

- f. Interns and Peer Trainers/Coaches (if applicable): describe how interns and/or peer trainers/coaches will be screened, recruited, trained and supervised, as well as their ages and the level of any stipends or payments. (Preferable page limit: 1 page)

- g. Advisory Council/Youth Advisory Council: describe the process that will be used to establish and recruit members for the Advisory Council. If applicable, also describe how a Youth Advisory Council will be established, how its members will be recruited, and how it will contribute to the development of Beacon programming. (Preferable page limit: 1 page)

- h. Linkages and Referrals: describe proposed linkages and referral arrangements and demonstrate how each will enhance the Beacon Program. (Preferable page limit: ½ page)

- i. Complete and attach a Linkage Agreement Form (Form 3) for each linkage described in 6h above.
- j. School Linkage Agreement: confirm that a School Linkage Agreement (Form 4) will be signed by the school principal prior to the conclusion of contract negotiations.

LINKAGE AGREEMENT FORM

Proposer:

PIN: 260070BCCRFP

INSTRUCTIONS: The purpose of this form is to demonstrate a commitment on the part of the proposer to integrate and enhance service delivery through working relationships with other organizations. It is not a consultant agreement. Proposers should use a separate Linkage Agreement Form for each proposed linked organization, duplicating the form as needed.

Pursuant to the proposal submitted by _____ (**Proposer Organization**) in response to the JHS 265K Beacon Request for Proposals from the Department of Youth and Community Development, the proposer, if funded, will establish programmatic linkages with _____ (**Linked Organization**)

Describe below the nature of the Linkage Agreement, including (as applicable) the following: (1) How the Linkage Agreement will facilitate referrals and follow-up services; (2) If the Linked Organization is a co-locator state: what services the co-locator will provide; which Beacon participants will benefit from services provided through the co-locator; the anticipated service hours provided through the co-locator; and how the Linkage Agreement with this co-locator will contribute to the Beacon minimum service requirements.

Proposer Organization:

Authorized Representative: _____

Title: _____

Signature: _____ Date: / /

Linked Organization:

Authorized Representative: _____

Title: _____

Work Address: _____

Work Phone #: _____

Signature: _____ Date: / /

SCHOOL LINKAGE AGREEMENT FORM

Proposer:

PIN: 260070BCCRFP

This confirms that JHS 265K located at 101 Park Avenue, Brooklyn, NY 11205 supports the proposal being submitted to the Department of Youth and Community Development in response to the Beacon Request For Proposals by _____ (Proposer Organization) to operate a Beacon Community Center Program at the school.

Signed by:

(Principal or Authorized Signatory for the School)

(Executive Director of Proposer Organization)

Date: _____

D. Price Proposal

- 1. Using the Budget Instructions in Form 5b, complete and submit Budget Form 5a below. Note that the Budget Form 5a is not fillable. Fillable budget forms may be downloaded from DYCD's website, <http://www.nyc.gov/dycd>.**
2. Budget Justification
 - a. Justify how the requested funds will be used to achieve program outcomes. Proposers should ensure that the budget and budget justification are consistent with the proposed program. (Preferable page limit: 1 page)

- b. Document the source(s) of the required cash match and any additional cash contributions by attaching, for each contribution, a Letter of Intent as indicated in Section II – E, Page 7 of the RFP and, if applicable, a copy of non-DYCD governmental contract(s) or award(s). Indicate the amount and state how the contributions will be used to enhance the proposed program. (Preferable page limit: 1 page)

- E. Document the source(s) of all cash contributions by submitting as a hard-copy attachment, a Letter of Intent from the chairperson or executive director of each contribution source.

Department of Youth and Community Development
 REQUEST FOR PROPOSAL

FORM 5a

PIN:
 260070BCCRF

BEACON PROGRAM BUDGET SUMMARY

Form Revised 12/06

Proposer's Name _____

Address: _____

Tel #: _____ Fax #: _____ E-mail: _____

Ex. Director _____ Tel #: _____ E-mail: _____

Fiscal Officer: _____ Tel #: _____ E-mail: _____

EIN: _____ SUI #: _____

Operating Period: _____ Through: _____

		(Column A+B=C)		
		A	B	C
Account Code		TOTAL FUNDING REQUEST	CASH CONTRIBUTION	TOTAL PROGRAM COST
<u>PERSONNEL SERVICES</u>				
1100	Salaries and Wages			
1200	Fringe Benefits*			
1300	Central Insurance Program (CIP) **			
TOTAL PERSONNEL SERVICES				
<u>NON STAFF SERVICES</u>				
2100	Consultants			
2200	Sub-Contractors			
2300	Stipends			
2400	Vendors			
TOTAL NON-STAFF SERVICES				
<u>OTHER THAN PERSONNEL SERVICES</u>				
3100	Consumable Supplies			
3200	Equipment Purchases			
3300	Equipment Other			
3400	Space Rental			
3500	Travel			
3600	Utilities & Telephone			
3700	Other Operational Costs			
3900	Fiscal Agent Services			
TOTAL OTHER THAN PERSONNEL SERVICES				
TOTAL COST				

* The maximum rate is 30%; and the minimum rate is 7.65% of the total salaries.

** CIP rate is 4.50% of total budget for insurance coverage

Acct Code



1200 FRINGE BENEFITS

FICA @ 7.65%, Unemployment Insurance, Medical,
Workers' Compensation, Disability, Life insurance, & Pension.

The maximum fringe benefit rate is 30%; and the minimum rate is 7.65% of the total salaries.

If under the Fiscal Agent, the minimum fringe benefit rate is 12.65% of the total salaries.

1300 CENTRAL INSURANCE PROGRAM (CIP)

Central Insurance Package

4.5 % of Total Budgeted Amount

General Liability, Workers' Compensation,
Disability, Special Accident, and Property
Insurance are covered under the DYCD Central
Insurance Program.



2100 CONSULTANTS (Total)

(Total of all Consultants)

Description and amount for each Consultant (If additional space is required submit attachments)

2200 SUB-CONTRACTORS (Total)

(Total of Sub-Contractors)

Description and amount for each Sub-Contractor (If additional space is required submit attachments)

2300 STIPENDS (Total)

Description (If additional space is required submit attachments)

2400 VENDORS (Total)

Description (If additional space is required submit attachments)

Acct Code	FUNDING REQUESTED
OTHER THAN PERSONNEL SERVICES	
3100 CONSUMABLE SUPPLIES Office , Program and Maintenance Supplies	<input type="text"/>
3200 EQUIPMENT PURCHASES * <u>*Attach description or itemized equipment list.</u> Copiers, Computers, Printers, and Furniture Etc.	<input type="text"/>

3300 EQUIPMENT OTHER Maintenance, Repairs, Rentals, & Computer Software	<input type="text"/>
3400 SPACE RENTAL (Total of Lines 3410 & 3420)	<input type="text"/>
3410 Public School	<input type="text"/>
3420 Rent / Other	<input type="text"/>
3500 TRAVEL Staff Travel , Bus Trips, Other	<input type="text"/>
3600 TOTAL UTILITIES AND TELEPHONE	<input type="text"/>
3700 OTHER OPERATIONAL COSTS (Total of Lines 3710 & 3720) Postage, Admission tickets, Printing and Publications Bank Charges, Training and Conferences, Audit Fee, Internet Fee Food and Refreshments, Participant Costs, and Liability Ins, Etc.	<input type="text"/>
3710 Other Costs	<input type="text"/>
3720 Indirect Costs * % _____	<input type="text"/>
3900 FISCAL AGENT SERVICES See Fee Scale on Budget Instructions	<input type="text"/>

* Maximum rate is 10% of Total Budget.

Please note: All highlighted fields (Blue) are calculated automatically and cannot be changed manually.

DYCD Title Codes

AA	ADMINISTRATIVE ASSISTANT
AB	ASSISTANT BOOKKEEPER
AC	ACCOUNT SPECIALIST
AD	ADMINISTRATOR
AE	ASSISTANT EXECUTIVE DIRECTOR
AI	ARTISTIC INSTRUCTOR
AP	AFTER SCHOOL PROGRAM DIRECTOR
AR	ART SPECIALIST – ARTS PARTNER
AS	ACTIVITY SPECIALIST
AT	ATTENDANT
AX	ACTOR
BA	BA CASE PLANNER
BK	BOOKKEEPER
BM	BUDGET MANAGER
BS	BILINGUAL SPECIALIST
CA	COACHES
CC	CHILD CARE PROVIDER
CI	CAMP INSTRUCTOR
CK	COOK
CL	CLERK
CM	CONTRACT MANAGER
CO	COUNSELOR
CP	CASE PLANNER
CR	COORDINATOR
CS	COUNSELING SPECIALIST
CT	CONTROLLER
CU	CUSTODIAN
CW	CASE WORKER
CZ	COMPUTER SPECIALIST
DC	DRUG COUNSELOR
DD	DEPUTY DIRECTOR
DE	DIRECTOR
DF	DIRECTOR OF FINANCE
DI	DANCE INSTRUCTOR
DP	DIRECTOR OF PERSONNEL
DR	DOCTOR
DS	DEVELOPMENT SPECIALIST
DT	DIRECTOR OF PROGRAM AND JOB DEVELOPMENT
DV	DRIVER
EA	EDUCATIONAL ADVISOR
EC	EDUCATION COORDINATOR (TEACHER LICENSE)

DYCD Title Codes (Continued)

ED	EXECUTIVE DIRECTOR
EI	EDITOR
EP	EXHIBITION PREPARER
ES	EMPLOYMENT/EDUCATION SPECIALIST
FA	FACILITATOR
FC	FAMILY COUNSELOR
FD	FOSTER CARE DIRECTOR
FO	FISCAL OFFICER
FW	FAMILY WORKER
GL	GROUP LEADER
GW	GROUP WORKER
HC	HEALTH COUNSELOR
HM	HOUSE MANAGER
HP	HOUSE PARENT
HS	HOUSING/HOMELESS SPECIALIST
IC	IMMIGRATION COORDINATOR
IN	INSTRUCTOR
IS	IMMIGRATION SPECIALIST
JA	JANITOR
JC	JUVENILE COORDINATOR
JD	JOB DEVELOPER
JR	JOB READINESS COUNSELOR
LA	LITERARY ARTIST
LC	LATCHKEY COORDINATOR
LD	LEADERSHIP DEVELOPMENT SPECIALIST
LG	LIFEGUARD
LS	LEADERSHIP SPECIALIST
MA	MAINTENANCE
MC	MEDIATOR COUNSELOR
ME	MENTOR
MI	MUSIC INSTRUCTOR
MS	MSW CASE PLANNER
OM	OFFICE MANAGER
OW	OUTREACH WORKER
PA	PROGRAM DIRECTOR ASSISTANT
PB	PHYSICIAN'S ASSISTANT
PC	PROGRAM COORDINATOR
PD	PROGRAM DIRECTOR
PE	PARENT AIDE
PJ	PROJECT COORDINATOR
PL	PARALEGAL
PM	PROGRAM DIRECTOR (MD LICENSE)
PO	DIRECTOR OF PROGRAM OPERATIONS

DYCD Title Codes (Continued)

PR	PROGRAM AIDE
PS	PROGRAM SUPERVISOR
PT	PROGRAM DIRECTOR (TEACHER LICENSE)
RC	RECEPTIONIST
RD	REGIONAL DIRECTOR
RE	RELIEF
RN	REGISTERED NURSE
RR	RECREATION COORDINATOR
RS	RECREATION SPECIALIST
SA	STAFF ATTORNEY
SC	SERVICES COORDINATOR
SE	SECRETARY
SF	ADMINISTRATIVE SECRETARY
SG	SECURITY GUARD
SI	SHOP INSTRUCTOR
SN	SENIOR ACCOUNTANT
SS	SUMMER STAFF
ST	STREET WORKER
SU	SUPERVISOR
SW	SOCIAL WORKER (M.S.W.)
TA	TEACHER AIDE
TE	TEACHER (TEACHER LICENSE)
TH	THERAPIST
TL	TEAM LEADER
TM	TRAINING MONITOR
TS	TRAINING SPECIALIST
TU	TUTOR
TY	TYPIST/TEACHER AIDE
UD	UNIT DIRECTOR
UH	URBAN HOUSING SPECIALIST
VA	VISUAL ARTIST
VC	VOLUNTEER COORDINATOR
WF	WORKSHOP FACILITATOR
WI	WRITING INSTRUCTOR
WL	WORKSHOP LEADER
WS	WATER SAFETY INSTRUCTOR
YC	YOUTH COUNSELOR
YE	YOUTH EMPLOYMENT COORDINATOR
YW	YOUTH WORKER

RFP BUDGET INSTRUCTIONS**BUDGET FACE SHEET IDENTIFYING INFORMATION – Page 1 of 4**

To assist with proper completion of the budget, DYCD has made the budget forms available for download (in Microsoft Excel and the Instructions in Microsoft Word) on the DYCD Website: www.nyc.gov/dycd

- Indicate the official name of your organization, address, e-mail, telephone number and fax number.
- The **Executive Director** is the person responsible for this proposal, or in charge of the overall agency. Please include his/her e-mail and telephone numbers.
- The **Fiscal Officer** is the person responsible for preparing the financial documents for this contract, i.e., the Comptroller, Bookkeeper and/or Accountant. Please include his/her e-mail and telephone numbers.
- **Federal Employer Identification Number (EIN):** Indicate the proposer's EIN #. (A copy of any official IRS document reflecting the Federal Employer Identification Number will be required before entering into contract with your organization.)
- **State Unemployment Insurance Number (SUI):** A number appearing on all correspondence relating to State Unemployment Insurance. It is obtainable through the New York State Department of Labor (1-888-899-8810).
- **Operating Period:** The first 12 month period of your proposed contract should coincide with the dates that activities operate within the budget.

The budget is divided into three columns: A. Total Funding Request, B. Cash Contributions and C. Total Program Cost.

- A. Total Funding Request Budget Column is the funding requested from DYCD.
- B. Cash Contribution Column is the dollar value of all resources (cash, services, space, and equipment) applied to the proposed program, but not included in the funding requested from DYCD.
- C. Total Program Cost Column is the Grand Total of the proposed budget (Columns A + B).

BUDGET SUMMARY BY THE BUDGET CATEGORIES

To complete the remainder of Page 1 of the budget, first complete Pages 2, 3, and 4 as described below. For proposers completing the budget electronically, the appropriate totals for each budget category will automatically transfer into the corresponding box on Page 1.

The Cash Contribution column **must include** the required cash match amount and any additional contributions. Enter the amount contributed for each category on Page 1, where applicable.

I. BUDGET SALARIES AND WAGES SUPPORT SHEET- Page 2 of 4

1100 The Salaries are divided in two categories:

Category 1 Full Time employees: Persons who work **35 hours or more** per week

Category 2 Part Time employees: Persons who work **less than 35 hours** per week

All required information should be entered on the budget, including all personnel, Full-Time (35 hours or more) and Part-Time (less than 35 hours), who will receive a salary from this program. For Full-Time employees, enter the title, salary, number of positions within the title and percent of salary that will be allocated to this contract. For Part-Time staff, enter the title, hourly wage rate, number of positions number of annual hours on the program per position, and the percent of the wages that will be allocated to this program.

Helpful Hints

To calculate the annual salary for FY 2008 multiply the hourly rate by 1827 hours per year (35 hours per week).

To calculate the number of hours per year multiply the number of hours worked per day by the number of days per year. (FY 2008=261 days)

To calculate the annual salary for FY 2008, multiply the hourly rate by 2088 hours per year (40 hours per week).

The minimum wage is \$7.15 effective January 1, 2007. This is subject to change. Part Time salaries should be calculated by consolidating same titles with the maximum hourly rate. The Sub-Total of all salaries should be calculated and transferred to Page 1, Salaries and Wages (1100) both boxes.

II. FRINGE BENEFITS – Page 3 of 4

1200 Fringe Benefits must include FICA. Charges to Fringe Benefits may also include unemployment insurance, worker's compensation, disability, pension, life insurance and medical coverage as per your policies. Enter the Fringe Benefit rate as indicated on the budget summary page. Fringe rates must not be less than 7.65% or exceed 30% of total salaries. If the contractor uses the Fiscal Agent, the minimum rate for Fringe Benefits is 12.65%.

1300 **Central Insurance Program (CIP)**: Proposers without general liability insurance at the time of selection have the option of purchasing insurance through CIP or other sources. CIP includes general liability, special accident, property insurance (equipment), worker's compensation and disability, at a cost of 4.5% of the total program cost. CIP only covers DYCD- funded programs and activities. **All funded programs must have general liability insurance of \$1 million, with a certificate naming DYCD and the City of New York as additional insureds, if they do not participate in CIP.**

CONSULTANTS/SUBCONTRACTORS/STIPENDS/VENDORS

- 2100 Consultant:** An independent individual with professional and/or technical skills retained to perform specific tasks or complete projects related to the program that cannot be accomplished by regular staff. Consultant cannot be a salaried employee.
- 2200 Subcontractor:** An independent entity retained to perform program services. A subcontract will be part of the DYCD contract and will be registered with the NYC Comptroller. Each Subcontractor's EIN# must be listed on the subcontract and on its budget.
- 2300 Stipend:** An incentive allowance **ONLY** for the benefit of a participant and/or client.
- 2400 Vendor:** An independent business entity retained to provide non-program services. Examples: Cleaning Services, Security and Accounting Services.

OTHER THAN PERSONNEL SERVICES (OTPS) - Page 4 of 4

- 3100 Consumable Supplies:** Supplies that are not lasting or permanent in nature, such as office, program and/or maintenance supplies.
- 3200 Equipment Purchase:** Purchase of equipment that is durable or permanent, such as furniture, printers, calculators, telephones, computers. All equipment and/or furniture purchased with DYCD funds at a cost of \$200 or more become the property of The City of New York/DYCD. If the program is terminated, all such items must be returned to DYCD. Indicate items being purchased.
- 3300 Equipment Other:** The rental, lease, repair and maintenance of office/programmatic equipment utilized in the program's operation. This category also includes Computer Software.
- 3400 Space Rental:** This category is separated into two subcategories (3410 and 3420).
- 3410 Public School:** Opening fees and room rentals paid to the Department of Education (DOE).
- 3420 Rent/Other:** All other rent paid by a program for all sites utilized by that program. It also includes all related charges associated with the use of the site such as **minor** repairs and maintenance costs. **No** renovation or construction projects can be budgeted or paid for with DYCD program funds. After being selected, all contractors charging for rent are required to submit a Space Rental - Cost Allocation Plan. In addition, you will be required to submit a copy of your lease, DOE permit and/or month to month rental agreement at the time of the budget submission.
- 3500 Travel:** Local travel (i.e., bus and subway fares) by the employees of the program to and from sites that are being used for day-to-day programmatic functions. Expenditures for employees who use their personal automobile for business are reimbursed a maximum of \$0.35 per mile plus tolls. Charge to this account all participant related travel, such as bus trips and local travel.
- 3600 Utilities and Telephone:** Self-explanatory.
- 3700 Other Operational Costs:** This category is separated into two subcategories (3710 and 3720).
- 3710 Other Costs:** Items such as postage, printing and publications, subscriptions, internet fees, etc. Also include any other operating costs that cannot be classified in any other category. In addition, include costs associated with and for the

benefit of the participants such as food, refreshments, entrance fees, awards, T-shirts, uniforms, and sporting equipment. This category also includes general liability insurance for contractors not in the Central Insurance Program. Please note regarding audit costs, DYCD will accept a portion of your audit fees for Fiscal Year 2008. If your organization receives additional funding besides that from DYCD, you may only include DYCD's proportionate share. The proportionate share should be calculated by dividing the total DYCD budget by the agency's total budget and applying that percentage to the total audit cost. You must submit an Audit Cost Allocation Plan with your budget.

3720 Indirect Cost: The purpose of Indirect Cost is to capture overhead costs incurred by a contractor operating several programs. The following guides are to be used to request Indirect Cost:

- A detailed justification and/or an analysis from a CPA or Audit detailing how the rate was determined must be provided.
- The maximum allowable rate is 10% of the total budget.

3900 Fiscal Agent Services: All contractors now have the option of purchasing the services of the Fiscal Agent. A contractor may also be required by DYCD to have its funds administered by the Fiscal Agent. An agency that chooses or is mandated to utilize the Fiscal Agent must have all DYCD contracts administered by the Fiscal Agent. The following is a brief description of services that will be offered by the Fiscal Agent:

- Establish financial records
- Maintain and report on available budget balance
- Verify invoices
- Provide payroll services and personnel reporting
- Be responsible for the timely filing and payments of employment related taxes.
- Maintain an Accounts Payable and Ledger system in accordance with generally accepted accounting practices and procedures.

Fiscal Agent services will be charged from your total budgeted amount at this scale:

<u>Budget \$ Value</u>	<u>Fiscal Agent Services Fee</u>
\$0 - \$25,000	\$1,200
\$25,001 - \$50,000	\$3,500
\$50,001 - \$100,000	\$5,100
\$100,001 - \$250,000	\$7,100
Over \$250,001	\$10,000

F. Certification Regarding Substantiated Cases of Client Abuse and Neglect

Complete the Certification Regarding Substantiated Cases of Client Abuse or Neglect (Form 6 below).

**CERTIFICATION REGARDING SUBSTANTIATED CASES OF
CLIENT ABUSE OR NEGLECT**

RFP TITLE: BEACON COMMUNITY CENTER JHS 265K PIN: 260070BCCRFP

The City requires each organization with which it contracts for the provision of human client services to:
1) certify that no substantiated case of client abuse or neglect by any employee of the organization (including a foster parent, if applicable) occurred during the latest 12 month period; OR 2) disclose each such substantiated case and provide a brief description of the case, the date of occurrence, the level of severity, and the case disposition, including an explanation of the action taken against the offender(s) and, if applicable, the organization. Complete the form below to certify, or disclose, as applicable.

This is to certify that no substantiated case of client abuse or neglect by any employee (including foster parents) of the organization named below has occurred during the latest 12 month period.

This is to disclose that ___ case(s) of client abuse or neglect by an employee(s) of the organization named below was/were substantiated as having occurred during the latest 12-month period. An attachment to this form provides for each substantiated case: a brief description of the case, the date of occurrence, level of severity, and the case disposition, including an explanation of the action taken against the offender(s) and, if applicable, the organization.

Name of Organization (Print):

Name of Authorized Representative (Print):

Title of Authorized Representative (Print):

Signature of Authorized Representative _____

Date / /

G. Corporate Governance Certification

Complete and notarize the Corporate Governance Certification (Form 7 below) as instructed on the form.

RFP TITLE: BEACON COMMUNITY CENTER JHS 265K PIN: 260070BCCRFP

CORPORATE GOVERNANCE CERTIFICATION

To enter into a contract with DYCD, each organization must certify that its organizational capability is sufficient to support the services it has contracted to provide. To certify, complete the form below, including the attached list of the members of the Board of Directors, with the name, title, address, telephone number, and e-mail address of each member.

I, _____, am the Chairperson of the Board of _____ (“Proposer”), a not-for-profit organization that has proposed to provide certain youth or community development services. I hereby certify that the Proposer:

1. Is governed by a Board of Directors, whose names and addresses are fully and accurately set forth on the attached list.
2. Maintains its corporate books and records, including minutes of each meeting, at the Proposer address stated on the Proposal Summary Form (Attachment 1 to this RFP).
3. Has held in the past 12 months ___ meetings of the Board of Directors at which a quorum was present.
4. Reviews, at least annually, at a meeting of the Board of Directors and has reviewed in the past 12 months each of the following topics:
 - a. Executive compensation
 - b. Internal controls, including financial controls
 - c. Audits
 - d. Program operations and outcomes.

Name of Organization (Print):

Name of Board Chairperson (Print):

Signature of Board Chairperson

Sworn to before me this _____ day of _____, 20__

NOTARY PUBLIC

H. Acknowledgement of Addenda

The Acknowledgement of Addenda (Form 8 below) serves as the proposer's acknowledgement of the receipt of addenda to this RFP that may have been issued by DYCD prior to the Proposal Due Date and Time. The proposer should complete this acknowledgement as instructed on the form.

ACKNOWLEDGEMENT OF ADDENDA

Proposer:	PIN: 260070BCCRFP
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The Acknowledgement of Addenda (Form 8 below) serves as the proposer’s acknowledgement of the receipt of addenda to this RFP that may have been issued by DYCD prior to the Proposal Due Date and Time. The proposer should complete this acknowledgement as instructed on the form.



COMPLETE PART I OR PART II, WHICHEVER IS APPLICABLE.

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

ADDENDUM #1 DATED: ___/___/ 2007

ADDENDUM #2 DATED: ___/___/ 2007

ADDENDUM #3 DATED: ___/___/ 2007

ADDENDUM #4 DATED: ___/___/ 2007

ADDENDUM #5 DATED: ___/___/ 2007

PART II: Check, if applicable.

NO ADDENDUM WAS RECEIVED IN CONNECTION WITH THIS RFP.

PROPOSER (NAME):

PROPOSER (SIGNATURE): _____