

Adolescent Literacy Program Request for Proposals

PIN #: 26011YLITRFP

RFP Release Date: February 16, 2010

Deadline for Proposals: **2:00pm, Tuesday, March 23, 2010**

Return To: **DYCD Procurement Office
156 William Street, Second Floor
New York, New York 10038**

Attention: **Daniel Symon, Agency Chief Contracting Officer**

Pre-proposal Conference: **March 4, 2010, at 9:00am OR 11:00am**

Pre-Proposal Conference Location: **DYCD
156 William Street, Second Floor
New York, New York 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.



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**ADOLESCENT LITERACY PROGRAM
REQUEST FOR PROPOSALS (RFP)
PIN: 26011YLITRFP**

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Authorized Agency Contact Persons

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

Procurement

Daniel Symon, Agency Chief Contracting Officer
Office of Procurement
Dept. of Youth and Community Development
156 William Street, 2nd Floor
New York, NY 10038
Tel: (212) 513-1820
Fax: (212) 676-8129
E-mail: RFPquestions@dycd.nyc.gov

RFP Content and Procedures

Nancy Russell, Project Director
Planning, Research, and Program Development
Dept. of Youth and Community Development
156 William Street, 2nd Floor
New York, NY 10038
Tel: (212) 442-5914
Fax: (212) 676-8160
E-mail: RFPquestions@dycd.nyc.gov

NOTE ON E-MAIL INQUIRIES: Proposers should enter “Adolescent Literacy RFP” in the subject line of the e-mail. DYCD cannot guarantee a timely response to phoned-in and written questions regarding this RFP 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: February 16, 2010

B. Pre-Proposal Conference:

Date: March 4, 2010
Time: 9:00am OR 11:00am
Location: DYCD
156 William Street
New York, NY 10038

Attendance by proposers is optional but recommended by DYCD. Due to limited seating, DYCD requests that each organization send no more than one representative.

C. Proposal Due Date and Time and Location:

Date: March 23, 2010
Time: 2:00pm
Location: **Hand deliver** proposals to:
DYCD Procurement Office
156 William Street, Second Floor
New York, New York 10038

DYCD will not accept e-mailed or faxed proposals.

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).

In accordance with Section 3-03(f)(5), DYCD will consider requests made to the Agency Chief Contracting Officer to extend the Proposal Due Date and Time prescribed above. However, unless DYCD issues a written addendum to this RFP to extend the proposal due date and time for all proposers, the proposal due date and time prescribed above shall remain in effect.

D. Anticipated Contract Start Date: July 1, 2010

SECTION II - SUMMARY OF THE REQUEST FOR PROPOSALS

A. Purpose of the RFP

DYCD is seeking appropriately qualified vendors to provide literacy services for adolescents in grades 6-8 living in New York City. DYCD is also seeking a qualified vendor to provide support to the Adolescent Literacy Program.

B. Background

The National Institute for Literacy supports the definition of literacy as “an individual’s ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.”¹ In an increasingly complex, knowledge-based society, such skills have become ever more important to enable a person to compete in the global economy and become a life-long learner.

In recent years, substantial resources have been directed toward improving the literacy skills of young children and have yielded significant results. However, while fourth grade reading scores have risen for several years, eighth and twelfth grade scores have remained flat since the 1970s.² While the majority (73 percent) of public school eighth graders in the United States possesses basic or better literacy skills, only 28 percent meets the National Assessment of Educational Progress (NAEP) standard of reading proficiency and only 3 percent reads at an advanced level. Large disparities exist for low-income and minority populations: 12 percent of African-American and 15 percent of Hispanic eighth-graders are proficient in reading as compared to 39 percent of white students.³ Non-native English speakers face the double challenge of learning English and improving literacy skills.

In New York City (City), students have made impressive gains since 2002, when Mayor Michael R. Bloomberg assumed control of the schools and launched a concerted effort to improve scores and graduation rates. In 2009, 68.9 percent of fourth graders and 57 percent of eighth graders met or exceeded standards as tested by the New York State English Language Arts (ELA) exam, up from 46.5 percent and 29.5 percent, respectively, in 2002. And while City students continue to achieve at a lower rate than students in the rest of New York State (State), the gap has consistently narrowed. In 2002 City fourth graders scored 23.5 points below students in the rest of the state; in 2009 they scored 12.3 points below. City eighth graders scored 22.5 points below in 2002 and 17.5 points below in 2009.

To sustain the gains achieved, literacy support must be accessible to older students. The City Department of Education recently launched “Campaign for Middle School Success,” a collaborative effort to raise academic standards and improve the quality of instruction in middle schools. Middle and high school students face increasing academic challenges. They need to go beyond decoding texts to gathering information from them and analyzing and interpreting what they read. They need to be able to write texts of their own and to discuss and defend their ideas. To succeed in high school, in college, and in the workplace they must develop advanced reading comprehension, writing, and other communication skills.⁴

Literacy services are clearly needed at all age levels, for both native and non-native English speakers. Research on the literacy development of adolescents demonstrates that low-performing adolescents can significantly improve their literacy skills with intensive, comprehensive instruction.⁵ Some promising techniques that have been incorporated in successful adolescent literacy programs do not mirror the school day but include individual student assessment, instruction reflecting that assessment, and building nurturing relationships.⁶ DYCD’s adolescent literacy initiative, now in its third year, has begun to yield positive results. A DYCD evaluation conducted in the second year of the program found significant increases in reading outcomes in 8 of 11 programs. Programs used diverse strategies ranging from more traditional direct instructional techniques to embedding literacy instruction within contexts such as technology, study of the urban environment, and theater. Incorporating literacy into project-based clubs, such as robotics and Latin

¹National Institute for Literacy web site, <http://nifl.gov/nifl/faqs.html>.

²Alliance for Excellent Education, “Why the Crisis in Adolescent Literacy Demands a National Response,” *Policy Brief*, June 2006, www.all4ed.org.

³Elizabeth Birr Moje and Nicole Tysvaer, *Adolescent Literacy Development in Out-of-School Time: A Practitioner’s Guidebook*, Carnegie Corporation of New York, 2010, p. 4.

⁴Alliance for Excellent Education, “Why the Crisis in Adolescent Literacy Demands a National Response,” *Policy Brief*, June 2006, www.all4ed.org.

⁵Alliance for Excellent Education, “Adolescent Literacy: Opening the Doors to Success,” *Issue Brief*, January 2005, www.all4ed.org.

⁶Op cit, Moje and Tysvaer, p. 12.

dance, helped some programs maintain participant engagement. Some programs also benefited from a strong connection between the school-day and after-school programs, including employment of school-day teachers in the after-school program in some capacity.

DYCD will again separately fund literacy programs that specifically address the needs of younger adolescents in grades 6-8. Programs would employ multiple strategies to improve not only reading, but also writing, listening, and speaking skills. Instructional strategies would promote motivation and engagement in reading and writing. Strategies would also address decoding skills, reading fluency, vocabulary, and comprehension.

In addition to proposals for complete and separate adolescent literacy programs, DYCD will accept proposals to add literacy components to existing youth programs. Programs would be school-based or center-based.

DYCD will also award one contract to provide support to the Adolescent Literacy Program. The Adolescent Literacy Support provider would work closely with each adolescent literacy services provider to implement strategies to continuously improve the program. It would observe program activities, interpret data on student progress, assist in developing instructional strategies to address challenges that arise in the program, and provide and coordinate staff development activities in order to assist programs to revise their practices to achieve better student outcomes.

C. Program Options and Competitions

There will be two program options: Option I – Adolescent Literacy Services, Option II – Adolescent Literacy Support. Option I will comprise five competitions, one in each borough. There will be one competition for Option II.

Proposers may propose to provide one or both of the program options and, for Option I, may propose programs in more than one borough. However, a separate and complete proposal must be submitted for each program option proposed and for each borough proposed. In the event that a proposer is eligible for award of more than one program option or for award in more than one borough, DYCD reserves the right to determine, based on the proposer’s demonstrated capability and best interests of the City, respectively, how many and for which program option(s) and, for Option I, in which borough(s) the proposer will be awarded contracts.

D. Anticipated Maximum Available Annual Funding

Annual funding for the Adolescent Literacy Program will total \$1.0 million. Annual funding for Option I, Adolescent Literacy Services, will total \$870,000. Borough allocations for Option I are based on each borough’s proportionate share of sixth grade public school students and will be as follows: Brooklyn: \$251,485; Bronx: \$187,155; Manhattan: \$114,125; Queens: \$237,235; and Staten Island: \$80,000.⁷ DYCD anticipates awarding 7-10 contracts that would aggregately serve 175-217 adolescents annually. The annual cost would range from \$4,000 up to a maximum of \$5,000 per participant.

Annual funding for Option II, Adolescent Literacy Support, will total \$130,000. The maximum hourly rate, which would include all costs, will be \$160. DYCD anticipates awarding one contract.

Allocation Chart

Competition	Annual Funding Available
Option I: Adolescent Literacy Services – Brooklyn	\$ 251,485
Option I: Adolescent Literacy Services – Bronx	\$ 187,155
Option I: Adolescent Literacy Services – Manhattan	\$ 114,125
Option I: Adolescent Literacy Services – Queens	\$ 237,235
Option I: Adolescent Literacy Services – Staten Island	\$ 80,000
Option II: Adolescent Literacy Support	\$ 130,000
	\$ 1,000,000

DYCD reserves the right to award less than the full amount of funding requested by proposers and to modify the allocation of funds among service options and competitions in the best interests of the City.

⁷The allocation was adjusted to allow for funding of one program in Staten Island.

E. Anticipated Payment Structure

It is anticipated that the payment structure for Option I – Adolescent Literacy Services contracts will be based on line-item budget reimbursement and that the payment structure for Option II – Adolescent Literacy Support contract will be based on an hourly rate.

F. Anticipated Contract Term

It is anticipated that the term of the contracts awarded from this RFP will be for three years, from July 1, 2010 to June 30, 2013.

G. Subcontracting/Consultants

Subcontracting will not be allowed under this RFP. However, programs may utilize the services of consultants. A consultant is an independent entity with professional or technical skills retained to perform specific discrete tasks or complete projects that cannot be accomplished by regular staff. A subcontractor is an independent entity retained to perform a defined portion of program services. These categories cannot include anyone paid fringe benefits. Costs for consultants are listed on the budget form (Attachment 6) under non-staff services.

H. Regulatory Requirements

Nondiscrimination. The contractor shall provide services to all persons regardless of actual or perceived race, color, creed, national origin, alien 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.

Personnel Investigation/Arrest Notification. The contractor must undertake appropriate background checks of all staff paid under any DYCD-funded program. Such checks will include verification of prior employment and references through direct contact by the contractor with former employers. The contractor will be required to provide rosters of all staff in the Adolescent Literacy Program, whether funded directly by DYCD or otherwise. The contractor will be asked to verify the actual existence of claimed staff through an inspection by senior agency staff. Upon receipt of an award, the contractor shall comply with all federal, State, and City regulations with respect to investigation for criminal conviction histories of program staff members (proposed or currently employed), including volunteers. These regulations may include the requirement that all program staff (paid and volunteer) in programs serving youth under the age of 21 be fingerprinted. Contractors shall comply with applicable State and federal regulations, including 42 U.S.C. §5119. It is anticipated that fingerprinting procedures will be developed by DYCD, the costs of which would be reimbursable under the contract as part of the unit price. Youth staff (paid and volunteer) who are 17 years old or younger and who are still attending school are not required to be fingerprinted.

Such regulations, policies, and procedures shall also determine whether individuals with criminal conviction histories may continue their employment in the Adolescent Literacy Program. In addition, the Adolescent Literacy Program shall report any conviction or subsequent arrest of any staff member (paid or volunteer) of which it becomes aware to DYCD.

Liability Insurance. The contractor will be required to maintain insurance to cover program operations and administration in the amounts required by the City.

Therefore, the contractor would demonstrate the possession of necessary insurance coverage by providing an **original** certificate of insurance naming DYCD and the City of New York as additional insureds. DYCD will not release funds to any proposer awarded a contract until it has obtained the necessary insurance coverage.

SECTION III: SCOPE OF SERVICES

OPTION I – ADOLESCENT LITERACY SERVICES

A. Agency Goals and Objectives

The goal of the Adolescent Literacy Services programs is to provide opportunities for younger adolescents to acquire the strong literacy skills that are critical for academic success. The goal for each participant at the time of program completion is to be reading and writing at grade level.

B. DYCD's Assumptions Regarding Organizational Capability

- The contractor would be fiscally sound and capable of managing the proposed program.
- The contractor's Board of Directors would remain free of conflicts and exercise active oversight of
 - ◆ program management, including regular reviews of executive compensation, audits, and financial controls, and
 - ◆ program operations and outcomes.
- The contractor would engage in successful joint efforts with other organizations providing services to the target population.
- The contractor would have the capacity to integrate the proposed program into its overall operations.
- The contractor's internal monitoring system would be effectively used to identify program, personnel, and fiscal issues and provide corrective action procedures.
- The contractor would have a continuous quality improvement process that includes quality assurance measures for all aspects of the program.
- The contractor would have an effective computerized system for data collection and management that meets the following specifications:
 - ◆ Microsoft Internet Explorer 6 or greater is required.
 - ◆ A minimum connection speed of 512 kb/s download speed (basic DSL) is required. Dial-up modems are not sufficient.
 - ◆ Up-to-date antivirus software is required.
 - ◆ Firewall software or hardware is strongly recommended.
 - ◆ A computer system that employs hierarchical password protection to define and restrict access to specified users who are Adolescent Literacy Services program staff members is required.
- The contractor would ensure that program staff has access to computers and the Internet.

C. Agency Assumptions Regarding Contractor Approach

DYCD's assumptions regarding the approach that will most likely achieve the goals and objectives set out above are:

1. Population to be Served

Target Population: Adolescent Literacy Services programs are intended for low-income youth in grades 6-8 who are reading below grade level. Programs are expected to target participants in grade 6 in order to serve them for multiple years of the contract. Programs would focus specifically on those students who achieved Level 2 (below standards) on the City or State English Language Arts exams in 2009. For the purpose of this RFP, students attending City public or private schools, including charter schools, are eligible participants. Charter schools are also eligible as program sites.

2. Service Levels

Each program would serve 20-25 participants.

3. Contractor and Staff Qualifications

- The contractor would employ effective outreach, recruitment, and retention strategies to ensure maximum program participation and attendance and maintenance of a stable participant roster over time. DYCD places a high value on retention; however, if participants drop out, programs may elect to enroll additional participants to maintain enrollment numbers.
- The contractor would create full-time staff positions wherever possible and appropriate in order to encourage program continuity and quality instruction and to provide staff with access to benefits such as paid leave and health insurance.
- The contractor and key staff would have at least three years of successful experience in the last five years providing adolescent literacy services.
- Program administrators would be knowledgeable in successful literacy practices and would have experience administering similar literacy programming.
- The staff would include literacy coaches with master's degrees in reading or certified teachers to provide instruction and supervise instruction by tutors.
- Tutors, whether paid or volunteer, would have a background in providing literacy instruction and would receive pre-service training and in-service support.
- All staff, including any volunteers, would provide services in a manner that is sensitive to the backgrounds and cultures of program participants.

4. Program Facility

- The facility would be center-based or school-based; City charter schools are eligible program sites. The proposed program site and school(s) which participants attend must be located within the proposed borough.
- The facility would be appropriate in size and design to accommodate all program activities, including private space for small group and/or individual tutoring.
- The contractor would ensure that the building and space in which staff and students are housed and all facilities and equipment therein meet the local fire, health, and safety standards and comply with Americans with Disabilities Act (ADA) standards. If facilities do not meet ADA standards, DYCD-approved alternative measures would be used to make activities accessible to persons with disabilities.
- The facility would be easily accessible by public transportation.

5. Program Design

a. Assessment and Data Collection

- The contractor would propose a primary assessment instrument to measure student progress and outcome achievement in literacy skills gain. It would be a published instrument, known and accepted in the field of literacy, and appropriate to the specific goals of the program.
- In addition to the primary assessment instrument, the contractor would use other formal and informal assessment strategies to gauge student progress and engagement in shorter time frames (daily, weekly, monthly).
- The contractor would collect initial data on each participant's academic skills in order to assess strengths and weaknesses and provide a baseline assessment for measuring progress toward outcome achievement. The contractor would deliver ongoing assessment services to evaluate progress toward outcome achievement.
- The contractor would develop an individual plan for each participant. Staff would meet regularly to review participant progress toward goals. Modifications to the student's plan would be made as required and when goals are achieved.
- The contractor would maintain an automated individual participant record database to be established in collaboration with DYCD. The types of data to be collected include registration, attendance, standardized test scores, qualitative records such as portfolios and logs, participant goals, demographic information, and participant impact data.

b. Program Elements

- The proposed program model for the Adolescent Literacy Services program would be a balanced approach which fosters literacy by incorporating literacy strategies within activities and spheres of interest that adolescents find engaging. Areas such as drama, art, recreation, health and relationships, music, journalism, or career exploration would provide contexts for building vocabulary, improving reading comprehension, or enhancing writing skills. Practitioners would develop a curriculum that would imbed explicit literacy instruction within the chosen context. Programs would include the following elements:⁸
- A minimum of five hours per week, during out-of-school hours, of balanced literacy instruction using a one-on-one tutoring or small group format, with a maximum instructor to student ratio of one to five. Each youth would attend program services, at a minimum, 85 percent of the time. The goal is for students to exit the program with the transferable literacy skills needed to successfully navigate content area material. Therefore, the program must integrate the teaching of specific skills into a broader context of reading and writing. Literacy instruction may include the following:
 - ◆ Strategies that increase phonemic awareness, reading comprehension, and writing skills
 - ◆ Strategies tailored to the needs of English-Language Learners such as more intensive vocabulary instruction and collaborative learning (*e.g.*, pairs, small groups)
 - ◆ Opportunities for self-directed learning as a means to strengthening participants' motivation to read, develop the habit of reading and writing, and build identities as readers
 - ◆ Text-based collaborative learning, which involves students interacting with one another around texts that vary in terms of content, format, style, and levels of difficulty
 - ◆ Computer-assisted instruction as a tool to facilitate reading comprehension and create opportunities for collaborative work and social interaction
- Development of a curriculum map for the fall term, spring term, and summer session (if provided) of the program to plan themes, skills to be taught, assessments, and printed matter to be used.
- A schedule of at least three days per week, which may include weekend days. Sessions would not exceed two hours.
- Programming during the summer months is encouraged but not required.
- A climate of respect and high expectations.
- Opportunities for participant involvement in designing, planning, implementing, and evaluating program activities.
- An environment for literacy that differs from the school environment, while building on in-school experience, and provides a wide range of formal and informal learning settings, such as project-based clubs, book discussions, story dramatization, vocabulary-building activities, creative writing, journal writing, collaborative writing, and reading and writing to conduct research.
- Collaboration with students' schools. The school leadership must be included in the program design and play a key role identifying potential program participants, involving teachers and parents,⁹ and otherwise supporting the program. A host school would be required to provide appropriate space, access to school resources, and afternoon snacks. Each school that participants attend would be required to provide OSIS numbers, ELA scores, and attendance records and to sign a school linkage agreement (Attachment 4).
- Outreach and recruitment strategies that include insuring parent/guardian consent for participation in any evaluation conducted by DYCD.
- Opportunities for parent involvement in planning and implementing program activities and assessing student progress.
- Transition strategies to assist students as they move on to high school and face more intensive, varied, and complex reading and writing demands and increased homework.

c. Staff Development

- Programs would incorporate high quality ongoing professional development to ensure that instructors are familiar with strategies that have been proven effective in teaching literacy to adolescents and maximizing motivation and engagement. The minimum requirement for instructional and counseling staff would be twelve

⁸See also, Gina Biancarosa and Catherine E. Snow, *Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report from Carnegie Corporation of New York*, Alliance for Excellent Education, 2004, pp. 12-22 and op cit., Moje and Tysvaer, pp. 26-38.

⁹Any reference to parent in this RFP includes primary caregiver.

hours; staff development activities conducted by the Adolescent Literacy Support provider (see Option II) would count toward this requirement.

- Program staff would meet regularly to review participant progress, exchange information, and share instructional strategies.
- Program directors would attend periodic meetings sponsored by DYCD to share best practices and address issues that may arise in the course of delivering adolescent literacy services.

d. Support Services

The contractor would provide appropriate support services and work collaboratively with schools, social service agencies, and community organizations to insure that participants have access to comprehensive services to meet their educational and personal goals.

e. Linkages

A school-based program would establish a linkage agreement with the host school. A center-based program would establish a linkage agreement with the school(s) attended by participating youth. School linkage agreements would address issues such as use of space, curricula, and interaction between program staff and school personnel.

The contractor would also establish linkages with appropriate community organizations, government agencies, education providers, and other service providers to help participants achieve program outcomes through supportive services such as counseling, medical, and recreational and cultural services that are not directly provided by the program.

f. Literacy Support

Programs would be required to cooperate and collaborate with the Adolescent Literacy Support provider to improve literacy instruction and share best practices. The work of the Adolescent Literacy Support provider will include, among other activities, interviewing staff, observing program activity, training staff, and recommending program improvements.

g. Program Evaluation

Programs would be required to participate in an evaluation of the Adolescent Literacy Program conducted by either DYCD or an outside evaluator. At the time of enrollment, programs will be required to seek parent/guardian consent for participation in the evaluation.

h. Program Outcomes

Participants would be expected to achieve **all** of the outcomes listed in the chart below. The contractor would track and report progress toward outcome achievement to DYCD.

Outcomes	Indicators	Verification
Youth remains enrolled in the program.	Youth attends at least 85 percent of program hours. Youth remains enrolled in the program at end of the program year.	<ul style="list-style-type: none"> • Program attendance records
Youth demonstrates increased motivation in reading and writing.	Youth increases number of books read in prescribed time period. Youth maintains a journal for a prescribed time period. Youth increases number of times per week uses computer to complete writing or other school or personal projects.	<ul style="list-style-type: none"> • Participant surveys • Staff observation • Reading or activity logs • Journals
Youth improves literacy skills.	Youth makes significant gain in language arts achievement in one program year.	<ul style="list-style-type: none"> • State or City language arts exam and DYCD-approved primary assessment instrument
Youth improves or maintains school attendance.	Youth maintains 80 percent or better school attendance rate.	<ul style="list-style-type: none"> • School attendance records

D. Compliance with Local Law 34 of 2007

Pursuant to Local Law 34 of 2007, amending the City's Campaign Finance Law, the City is required to establish a computerized database containing the name of any "person" who has "business dealings with the City" as such terms are defined in the Local Law. In order for the City to obtain necessary information to establish the required database, **vendors responding to this solicitation are required to complete the attached Doing Business Data Form (Attachment 7) and return it with the proposal, and should do so in a separate envelope.** If the City determines that a vendor has failed to submit a Data Form or has submitted a Data Form that is not complete, the vendor will be notified by DYCD and will be given four calendar days from receipt of notification to cure the specified deficiencies and return a complete Data Form to DYCD. Failure to do so will result in a determination that the proposal is nonresponsive. Receipt of notification is defined as the day notice is e-mailed or faxed (if the vendor has provided an e-mail address or fax number), or not later than five days from the date of mailing or upon delivery, if delivered.

OPTION II – ADOLESCENT LITERACY SUPPORT

A. Agency Goals and Objectives

The goal of the Adolescent Literacy Support service option is to support the cycle of program quality improvement¹⁰ in each program by assisting the program providers to monitor progress and collect data, analyze and interpret that data, and revise practice based on the analysis.¹¹ The Adolescent Literacy Support provider would work collaboratively with DYCD and the Adolescent Literacy Services providers to:

- Implement the program elements and requirements
- Share best practices and support instruction
- Gather and incorporate participant input on program activities
- Provide professional development training to staff
- Achieve high attendance rates

B. DYCD's Assumptions Regarding Organizational Capability

- The contractor would be fiscally sound and capable of managing the proposed program.
- The contractor's Board of Directors would remain free of conflicts and exercise active oversight of
 - ◆ program management, including regular reviews of executive compensation, audits, and financial controls, and
 - ◆ program operations and outcomes.
- The contractor would engage in successful joint efforts with other organizations providing services to the target population.
- The contractor would have the capacity to integrate the proposed program into its overall operations.
- The contractor's internal monitoring system would be effectively used to identify program, personnel, and fiscal issues and provide corrective action procedures.
- The contractor would have an effective computerized system for data collection and management that meets the following specifications:
 - ◆ Microsoft Internet Explorer 6 or greater is required.

¹⁰For a general introduction to quality improvement in the field of youth development, see A.Wilson-Ahlstrom, N.Yohalem, and K. Pittman, *Building Quality Improvement Systems: Lessons from Three Emerging Efforts in the Youth-Serving Sector*, <http://www.forumfyi.org/qc/resources>, Forum for Youth Investment, March 2007. For a recent example of this approach applied to an after-school literacy program, see J. Sheldon and L. Hopkins, *Supporting Success: Why and How to Improve Quality in After-School Programs*, http://www.ppv.org/ppv/youth/youth_initiatives.asp?section_id=8, Public/Private Ventures, February 2008.

¹¹These elements of the quality improvement cycle are common and noted in a variety of educational program development management approaches in addition to "continuous quality improvement" such as professional learning communities, facilitative administration, and data-driven decision making. See Richard DuFour, "What Is a Professional Learning Community?," *Educational Leadership*, May 2004; Tawana Brandy, et al., "How Program Administrators Can Support Out-of-school Time Staff," *ChildTrends Brief #2009-32*, June 2009; and Ashleigh Collins, et al., "Data-Driven Decision Making in Out-of-School Time Programs," *ChildTrends Brief #2009-34*, June 2009.

- ◆ A minimum connection speed of 512 kb/s download speed (basic DSL) is required. Dial-up modems are not sufficient.
- ◆ Up-to-date antivirus software is required.
- ◆ Firewall software or hardware is strongly recommended.
- ◆ A computer system that employs hierarchical password protection to define and restrict access to specified users who are Family Literacy Services program staff members is required.
- The contractor would ensure that program staff has access to computers and the Internet.

C. Agency Assumptions Regarding Contractor Approach

1. Contractor and Staff Qualifications

- Support activities would be conducted by adolescent literacy specialists with extensive knowledge of the foundation skills that adolescents need and extensive experience integrating them into an after-school setting that does not replicate school-day instruction and engages the participants. Specific qualifications for key staff are as follows:
 - ◆ At least three years within the last five years of experience providing literacy instruction to adolescents.
 - ◆ At least three years within the last five years of experience providing technical assistance and professional staff development to teachers.
 - ◆ New York State teacher certification preferred.
 - ◆ The project director would have a master's degree in literacy.
- All staff, including any volunteers, would provide services in a manner that is sensitive to the backgrounds and cultures of program participants.

2. Program Design

The Adolescent Literacy Support provider would:

- Conduct regular activity observations followed, as needed, by coaching, co-teaching, and revision of lesson plans to improve instruction and student outcomes.
- Plan, review, and work with program staff to modify curriculum as needed.
- Hold regular debriefing meetings with program staff on activities observed and emerging programmatic and organizational issues.
- Work with linked schools, where appropriate, and program staff to deliver staff training as needed, which would be counted toward the twelve-hour staff development requirement.
- Conduct transfer training sessions for supervisory staff on how to carry out their own observations and provide training to staff.
- Develop intermediate benchmarks of student progress and effectiveness and quality of instruction.
- Introduce evaluation tools.
- Convene regular assessment meetings with the program director.
- Meet regularly with DYCD literacy staff.
- Provide a written quarterly report to DYCD.

D. Compliance with Local Law 34 of 2007

Pursuant to Local Law 34 of 2007, amending the City's Campaign Finance Law, the City is required to establish a computerized database containing the name of any "person" who has "business dealings with the City" as such terms are defined in the Local Law. In order for the City to obtain necessary information to establish the required database, **vendors responding to this solicitation are required to complete the attached Doing Business Data Form (Attachment 7) and return it with the proposal, and should do so in a separate envelope.** If the City determines that a vendor has failed to submit a Data Form or has submitted a Data Form that is not complete, the vendor will be notified by DYCD and will be given four calendar days from receipt of notification to cure the specified deficiencies and return a complete Data Form to DYCD. Failure to do so will result in a determination that the proposal is nonresponsive. Receipt of notification is defined as the day notice is e-mailed or faxed (if the vendor has provided an e-mail address or fax number), or not later than five days from the date of mailing or upon delivery, if delivered.

SECTION IV: FORMAT AND CONTENT OF THE PROPOSAL

OPTION 1 – ADOLESCENT LITERACY SERVICES

Instructions: Proposers should provide all information required in the format below.

- 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.
- Proposals should preferably not exceed 15 pages (7 sheets front and back plus one additional page), excluding requested attachments.
- The proposal should include a **Table of Contents**, immediately following the Proposal Summary Form.
- The City of New York requests that all applications be submitted on paper with no less than 30 percent post consumer material content, i.e., the minimum recovered fiber content level for reprographic papers recommended by the United States Environmental Protection Agency. (For any change to that standard please consult: <http://www.epa.gov/cpg/products/printing.html>.)

A. Proposal Format

1. Proposal Summary Form

The Proposal Summary Form (Attachment 1) transmits the proposal package to DYCD. It should be completed, signed, and dated by the Board Chair or Executive Director of the proposer. Completing this form fully and accurately assists DYCD in the evaluation of the proposal.

2. Program Proposal

The Program Proposal is a clear, concise narrative which addresses the following:

a. Experience and Qualifications (preferable page limit: 3 pages, excluding requested attachments)

Describe the successful relevant experience within the past five years of the proposer and the proposed key administrative and program staff in providing the program described in Section III – Scope of Services for Option I – Adolescent Literacy Services. Specifically, address the following:

- Describe the proposer's successful experience within the last five years providing adolescent literacy services to the proposed target population.
- Demonstrate that each program cited above was effective in terms of educational outcomes of participants and any other factors that indicate the program was effective.
- Attach for each staff position a job description, including qualifications that will be required. Include resumes for personnel already identified for positions. Job descriptions and resumes should specifically address the following:
 - ♦ The experience of key staff providing adolescent literacy services to the proposed target population
 - ♦ The credentials of key staff, as described in the Scope of Services
 - ♦ The appropriateness of staff skills, knowledge, and training for providing adolescent literacy services to the proposed target population
- Demonstrate that the proposer would create full-time staff positions wherever possible and appropriate. Demonstrate that all staff, including any volunteers, would provide services in a manner that is sensitive to the backgrounds and cultures of the program participants.

b. Organizational Capability (preferable page limit: 3 pages, excluding requested attachments)

Demonstrate the proposer's organizational (programmatic, managerial, and financial) capability to perform the services described in Section III – Scope of Services, Option I – Adolescent Literacy Services. Specifically address the following:

- Describe how the members of the proposing organization's Board of Directors will be involved in the proposed program. Complete Attachment 2, Corporate Governance Certification.

- Demonstrate the proposing organization's capacity to integrate the proposed program into its overall operations. Attach an organizational chart showing the proposer's organization and the proposed program. Describe how the proposed program and program staff will relate to the overall organization.
- Demonstrate successful joint efforts with other organizations and agencies providing adolescent literacy services and other related services.
- Describe the proposing organization's internal monitoring system and demonstrate how it is effectively used to both assure quality and identify program, personnel, and fiscal issues. Describe the organization's corrective action procedures.
- Describe the quality improvement protocol that the contractor would implement to ensure continuous improvement of program delivery and participant outcome achievement.
- Describe the computerized system for data collection and management and demonstrate that the system meets the specifications set out in Section III B.
- Demonstrate that program staff members have access to computers and the Internet.
- Attach 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. Financial audits covering time completely prior to calendar year 2007 will not be accepted as fulfilling this requirement.
- List at least two relevant funding references, including the name of the funding organization and the name, title, and telephone number of a contact person at the funding organization. If there are no funding sources other than DYCD, other relevant references may be listed.
- State whether or not the proposer has submitted more than one proposal in response to this RFP. If so, indicate how many and demonstrate the proposer's capability to successfully provide all the programs proposed concurrently.

c. Proposed Program Approach (preferable page limit: 6 pages, excluding requested attachments)

Describe in detail how the proposer will provide the services described in Section III – Scope of Services, Option I – Adolescent Literacy Services and demonstrate that the proposed approach will fulfill DYCD's goals and objectives. Specifically address the following:

1) Target Population

- Identify the borough in which services will be provided.
- Identify the target population(s) to be served and indicate the number of adolescents to be served. Indicate the percentage of participants in each grade (6, 7, 8).
- Identify and demonstrate the strengths and needs of the target population(s).

2) Program Facility

- Describe the facility and demonstrate that it will be appropriate in size and design to accommodate all program activities.
- Demonstrate that the building and space in which staff and students are housed and all facilities and equipment therein meet the local fire, health, and safety standards. Demonstrate that the facility will meet ADA standards or that alternative measures will make program activities accessible to persons with disabilities.
- Demonstrate that the facility will be easily accessible by public transportation.

3) Program Design

Describe the overall design of the proposed program. Describe and justify the proposed instructional model and how it will be applied in the program.

Specifically, address the following:

- Outreach and recruitment, including strategies for securing parent/guardian consent for participation in the evaluation
- Primary assessment instrument
- Achievement testing and placement procedures
- Other formal and informal assessment strategies
- Development of individual education plans
- Implementation of literacy instruction, including instructional methodology, hours, days of the week, group size, and instructor to student ratio
- Particular literacy strategies to be used
- Any curriculum to be used, including justification for its selection
- Complete a curriculum map (Attachment 3) for the fall term of the program, showing the contextual themes, skills to be taught, instructional strategies, assessments planned, and written materials to be used. Using the form included in Attachment 3, select and describe **one** mini-lesson to demonstrate how a particular skill from your curriculum map will be taught.
- Opportunities for parent involvement
- Transition strategies to assist students to move on to high school
- Counseling, referral, and other support services
- Record keeping, data collection and analysis with emphasis on procedures for documenting and reporting participant outcomes, including projecting performance levels

4) Staffing and Staff Development

- Describe the specific staff, salaried and non-salaried, that will be utilized to provide the services and demonstrate that such staffing is sufficient to help participants achieve the proposed outcomes.
- Describe the plan for staff development and demonstrate how the program's staff development will improve student performance.
- Demonstrate that all individuals who will be part of the program will provide the services in a manner that is sensitive to the characteristics of the target population.

5) Linkages

- Complete and attach the School Linkage Agreement (Attachment 4) for the school(s) from which participants are to be recruited.
- Describe the proposer's existing and proposed linkages with community groups, governmental agencies, education providers, and other service providers that are relevant to the program. Demonstrate how each linkage will help youth achieve the outcomes.
- Complete and attach a General Linkage Agreement Form (Attachment 5) for each linkage described.

3. Price Proposal

The Price Proposal is the funding request for providing the services described in Section III – Scope of Services. It includes the Proposal Budget Summary Form and the Budget Justification.

- Completed Proposal Budget Summary Form (Attachment 6) for a 12-month contract period.
- Budget Justification (preferable page limit: 3 pages)

Justify how requested funds would be used to deliver program services. Proposers should ensure that the budget and budget justification are consistent with the proposed program. Specifically, justify the expenses under each major budget category by addressing the points listed below.

Personnel Services

- List each position (full time and part time) and salary included in the funding request, and indicate which resume or job description is intended to fill that position.

Non-staff Services (as applicable)

- List each consultant and associated cost included in the funding request, and explain how the cost of the assigned work for the program as described in the proposal's Program Approach narrative was calculated.
- If the program design includes payment of stipends, describe how the stipends will be awarded and the rationale for awarding the stated amounts.
- For each type of non-program service purchased from a vendor, such as accounting or cleaning, describe the nature of that service, why it is needed, and how the costs related to purchasing that service were determined.

Other Than Personnel Services (as applicable)

- For consumable supplies, describe the type and quantity of supplies to be purchased and explain how the costs for these items were determined.
- Explain why each piece of equipment and equipment related expenses are necessary for the proposed program.
- Describe the space costs, including those involving a rental expense; their importance in the proposed program; and how costs were determined.
- For travel expenses, describe the purpose of the travel and justify the cost.
- For utilities, telephones, and other operational expenses, list each item and how the cost for each item was determined.

4. Doing Business Data Form

The proposer should complete the Doing Business Data Form (Attachment 7) and return it with the proposal. The submission of a Doing Business Data Form that is not accurate and complete may result in appropriate sanctions.

5. Acknowledgment of Addenda

The Acknowledgment of Addenda form (Attachment 8) serves as the proposer's acknowledgment of the receipt of addenda to this RFP which may have been issued by DYCD prior to the Proposal Due Date and Time. The proposer should complete this form as instructed on the form.

B. 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.

1. The Proposal package should include **one original set and eight duplicate sets** of the documents listed below in the following order:
 - Proposal Summary Form (Attachment 1)
 - Program Proposal
 - Table of Contents
 - Narrative
 - Resumes or Descriptions of Qualifications for Key Staff Positions
 - Corporate Governance Certification (Attachment 2)
 - Organizational Chart
 - Audit Report or Certified Financial Statement or a statement as to why no report or statement is available
 - References for the Proposer
 - Curriculum Map (Attachment 3)
 - School Linkage Agreement Form(s) (Attachment 4)
 - General Linkage Agreement Form(s) (Attachment 5)
 - Price Proposal
 - Narrative
 - Proposal Budget Summary Form (Attachment 6)
2. One original and one duplicate of the Doing Business Data Form (Attachment 7) should be placed in a sealed inner envelope.
3. Acknowledgment of Addenda Form (Attachment 8)

For each proposal submitted, enclose the documents listed above in a sealed envelope and hand deliver to DYCD Office of Contract Procurement, attention: Daniel Symon, Agency Chief Contracting Officer. Label the envelope with the following:

- The title and PIN of this RFP.
- The program option proposed and borough to be served.
- The proposer’s name and address.
- The name, title, address, and phone number of the authorized agency contact person.

OPTION II – ADOLESCENT LITERACY SUPPORT

Instructions: Proposers should provide all information required in the format below.

- 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.
- Proposals should preferably not exceed 15 pages (7 sheets front and back plus one additional page), excluding requested attachments.
- The proposal should include a **Table of Contents**, placed directly following the Proposal Summary Form.
- The City of New York requests that all applications be submitted on paper with no less than 30 percent post consumer material content, i.e., the minimum recovered fiber content level for reprographic papers recommended by the United States Environmental Protection Agency. (For any change to that standard please consult: <http://www.epa.gov/cpg/products/printing.html>.)

A. Proposal Format

1. Proposal Summary Form

The Proposal Summary Form (Attachment 1) transmits the proposal package to DYCD. It should be completed, signed, and dated by the Board Chair or Executive Director of the proposer. Completing this form fully and accurately assists DYCD in the evaluation of the proposal.

2. Program Proposal

The Program Proposal is a clear, concise narrative which addresses the following:

a. Experience and Qualifications (preferable page limit: 3 pages, excluding requested attachments)

- Describe the successful relevant experience within the past five years of the proposer and key staff in providing the program described in Section III – Scope of Services for Option II – Adolescent Literacy Support. Specifically, address the following:
- Describe the proposer’s successful experience within the last five years providing literacy instruction to adolescents.
- Describe the proposer’s successful experience within the last five years providing literacy support services and professional staff development to teachers.
- Attach for each staff position a job description, including qualifications that will be required. Include resumes for personnel already identified for positions. Job descriptions and resumes should specifically address the following:
 - ◆ The experience of key staff in providing adolescent literacy services
 - ◆ The experience of key staff in providing literacy support services and professional staff development to teachers
 - ◆ The credentials of key staff as described in the Scope of Services

b. Organizational Capability (preferable page limit: 3 pages, excluding requested attachments)

Demonstrate the proposer’s organizational (programmatic, managerial, and financial) capability to perform the services described in Section III – Scope of Services, Option II – Adolescent Literacy Support. Specifically address the following:

- Describe how the members of the proposing organization’s Board of Directors will be involved in the proposed program. Complete Attachment 2, Corporate Governance Certification.
- Demonstrate the proposing organization’s capacity to integrate the proposed program into its overall operations. Attach an organizational chart showing the proposer’s organization and the proposed program. Describe how the proposed program and program staff will relate to the overall organization.

- Demonstrate successful joint efforts with other organizations and agencies providing adolescent literacy services, professional staff development, and other related services.
- Describe the proposing organization's internal monitoring system and demonstrate how it is effectively used to both assure quality and identify program, personnel, and fiscal issues. Describe the organization's corrective action procedures.
- Describe the proposer's client management and quality assurance processes. Include a description of how staff and consultants are selected for projects, client complaints are handled, and service delivery is monitored.
- Describe the computerized system for data collection and management and demonstrate that the system meets the specifications set out in Section III B.
- Demonstrate that program staff members have access to computers and the Internet.
- Attach 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. Financial audits covering time completely prior to calendar year 2007 will not be accepted as fulfilling this requirement.
- List at least two relevant funding references, including the name of the funding organization and the name, title, and telephone number of a contact person at the funding organization. If there are no funding sources other than DYCD, other relevant references may be listed.
- State whether or not the proposer has submitted more than one proposal in response to this RFP. If so, indicate how many and demonstrate the proposer's capability to successfully provide all the programs proposed concurrently.

c. Proposed Program Approach (preferable page limit: 6 pages, excluding requested attachments)

Describe in detail how the proposer will provide the services described in Section III – Scope of Services, Option II – Adolescent Literacy Support and demonstrate that the proposed approach will fulfill DYCD's goals and objectives.

Describe the overall plan for continuous quality improvement of Adolescent Literacy Services providers and professional development of their staffs. Specifically discuss the following:

- How and according to what schedule activity observations will be conducted
- Follow-up strategies that will be employed as a result of activity observations
- The plan for review and revision of curriculum
- The content and schedule for debriefing meetings with program staff
- How training sessions for instructional and supervisory staff will be developed and implemented
- Benchmarks of student progress and quality of instruction and how they will be utilized to improve program quality and impact student outcomes
- How evaluation tools will be utilized
- The content and schedule of assessment meetings with the program directors
- How support activities will be coordinated among the various service providers

3. Price Proposal

The Price Proposal is the funding request for providing the services described in Section III – Scope of Services. It includes the Proposal Budget Summary Form and the Budget Justification.

- Completed Proposal Budget Summary Form (Attachment 6) for a 12-month contract period.
- Budget Justification (preferable page limit: 3 pages)

State the hourly rate. Justify how requested funds would be used to deliver program services. Proposers should ensure that the budget and budget justification are consistent with the proposed program. Specifically, justify the expenses under each major budget category by addressing the points listed below.

Personnel Services

- List each position (full time and part time), and salary included in the funding request, and indicate which resume or job description is intended to fill that position.

Non-staff Services (as applicable)

- List each consultant and associated cost included in the funding request, and explain how the cost of their assigned work for the program as described in your proposal's Program Approach narrative was determined.
- If the program design includes payment of stipends, describe how the stipends will be awarded and the rationale for awarding the stated amounts.
- For each type of service purchased from a vendor, describe the nature of that service, why it is needed, and how the costs related to purchasing that service were determined.

Other Than Personnel Services (as applicable)

- For consumable supplies, describe the type and quantity of supplies to be purchased and explain how the costs for these items were determined.
- Explain why each piece of equipment and equipment related expenses are necessary for the proposed program.
- Describe the space costs, including those involving a rental expense; their importance in the proposed program; and how costs were determined.
- For travel expenses, describe the purpose of the travel and justify the cost.
- For utilities, telephones, and other operational expenses, list each item and how the cost for each item was determined.

4. Doing Business Data Form

The proposer should complete the Doing Business Data Form (Attachment 7) and return it with the proposal. The submission of a Doing Business Data Form that is not accurate and complete may result in appropriate sanctions.

5. Acknowledgment of Addenda

The Acknowledgment of Addenda form (Attachment 8) serves as the proposer's acknowledgment of the receipt of addenda to this RFP which may have been issued by DYCD prior to the Proposal Due Date and Time. The proposer should complete this form as instructed on the form.

B. 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.

1. The Proposal package should include **one original set and eight duplicate sets** of the documents listed below in the following order:
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 - Narrative
 - Resumes or Descriptions of Qualifications for Key Staff Positions
 - Corporate Governance Certification (Attachment 2)
 - Organizational Chart
 - Audit Report or Certified Financial Statement or a statement as to why no report or statement is available
 - References for the Proposer
 - Price Proposal
 - Narrative
 - Proposal Budget Summary Form (Attachment 6)
2. One original and one duplicate of the Doing Business Data Form (Attachment 7) should be placed in a sealed inner envelope.
3. Acknowledgment of Addenda Form (Attachment 8)

For each proposal submitted, enclose the documents listed above in a sealed envelope and hand deliver to DYCD Office of Contract Procurement, attention: Daniel Symon, Agency Chief Contracting Officer. Label the envelope with the following:

- The title and PIN of this RFP
- The program option proposed
- The proposer’s name and address
- The name, title, address, and phone number of the authorized agency contact person

SECTION V: PROPOSAL EVALUATION AND CONTRACT AWARD PROCEDURES

A. Evaluation Procedures

All proposals accepted by DYCD will be reviewed to determine whether they are responsive or nonresponsive to the requirements of this RFP. Proposals which DYCD determines to be nonresponsive will be rejected. DYCD's Evaluation Committees will evaluate and rate all remaining proposals based on the Evaluation Criteria prescribed below. DYCD reserves the right to conduct site visits, to conduct interviews, or to request that proposers make presentations, as deemed applicable and appropriate. 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 proposer's initial proposal should contain its best programmatic and price terms.

B. Evaluation Criteria

- | | |
|---|------|
| • Demonstrated quantity and quality of successful relevant experience | 30 % |
| • Demonstrated level of organizational capability | 20 % |
| • Quality of proposed program approach | 50 % |

C. Basis for Contract Award

Option I

Contracts will be awarded to the responsible proposers whose proposals are determined to be the most advantageous to the City, taking into consideration the price and such other factors or criteria which are set forth in this RFP. Within each competition pool, proposals will be ranked in descending order of their overall average technical scores. Awards will be made to the highest rated proposers whose proposals are technically viable and whose price per participant fall within the range set forth in the RFP. However, DYCD reserves the right to make awards to ensure appropriate distribution of necessary services and programs across and within geographic areas. DYCD reserves the right to determine, based on the proposer's demonstrated organizational capability and the best interests of the City, respectively, how many participant slots the proposer will be awarded. In the case that a proposer is eligible for more than one contract award from this RFP, DYCD reserves the right to determine, based on the proposer's demonstrated organizational capability and the best interests of the City, respectively, how many and for which program(s) the proposer will be awarded a contract, and at what level of services and dollar value.

Contract award shall be subject to:

- Demonstration that the proposer is tax-exempt and incorporated as a not-for-profit in New York State. Compliance will be shown by submission of a copy of the exemption certificate demonstrating that the proposer is classified as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code and a copy of the Certificate of Incorporation issued by the State Department of State.
- Demonstration that the proposer has, or will have by the conclusion of negotiations, site control of an appropriate program facility.
- Timely completion of contract negotiations between the agency and the selected proposer.

Option II

The contract will be awarded to the responsible proposer whose proposal is determined to be the most advantageous to the City, taking into consideration the price and other such factors or criteria which are set forth in the RFP. Proposals will be ranked in descending order of their overall average technical scores. An award will be made to the highest rated proposer whose proposal is technically viable and whose hourly rate does not exceed the maximum set forth in the RFP. Contract award shall be subject to the timely completion of contract negotiations between the agency and the selected contractor.

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, Room 835, 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 contacting the PPB at (212) 788-7820.

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/Affidavits 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 nonresponsiveness 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

2.16.10

Date

Message from the New York City Vendor Enrollment Center
Get on mailing lists for New York City contract opportunities!

Submit an NYC-FMS Vendor Application – Call (212) 857-1680

Attachment 1: Proposal Summary Form

RFP TITLE: ADOLESCENT LITERACY PROGRAM

PIN: 26011YLITRFP

Proposing Organization: _____ EIN: _____

Address: _____

_____ City _____ State _____ Zip Code

Contact Name: _____ Title: _____

Contact Email: _____

Telephone: _____ Fax: _____

Proposed Competition (Check only one.)

Option I Adolescent Literacy Services

Bronx Brooklyn Manhattan Queens Staten Island

Option II Adolescent Literacy Support

Option I Enrollment and Price Summary

Participants To Be Served	Cost per Participant	DYCD Funding Request:
	\$	\$

Note: The cost per participant range is from \$4,000 to \$5,000.

Option II Price Proposal Summary

DYCD Funding Request	Hourly Rate
\$	\$

Note: The maximum hourly rate is \$160

Proposed Site: _____

Address: _____

_____ City _____ State _____ Zip Code

Is the response printed on both sides, on recycled paper containing the minimum percentage of recovered fiber content as requested by the City in the instructions to this solicitation?

Yes No

Authorized

Representative: _____ **Title:** _____

Email: _____ **Phone:** _____

Attachment 2: Corporate Governance Certification

RFP TITLE: ADOLESCENT LITERACY PROGRAM

PIN: 26011YLITRFP

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”), an 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 (Form 1 of 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

Attachment 3: Curriculum Map

RFP TITLE: ADOLESCENT LITERACY PROGRAM

PIN: 26011YLITRFP

Complete this form for Option I only.

Fall Term of the 2010-2011 School Year

Themes and Learning Objectives
Standards-based Essential Skills/ Concepts to be Targeted and Instructional Strategies
Formative/Summative Assessments (writing assignments, projects, performances)
Multi-genre Thematic Texts (novels, drama, short fiction, poetry, nonfiction)

Complete the following form for one skill from your curriculum map.

Mini-lesson for:	
Unit Theme:	
Learning Objective:	
Text Title/Genre:	

Essential Skill or Concept:
Pre-assessment: When we target an essential skill or concept, we need to know our students' skill level(s) and what the chosen text(s) warrants.
Strategy:
Mini-Lesson Outline: Using the strategy, how will we accomplish the following?
How will I <u>introduce and explain</u> this strategy so that students will understand the how and why? (inductive method, mini-lecture, demonstration, notes, etc.)
How will I <u>model</u> this strategy for my students? (exemplars and/or demonstrations)
How will I provide opportunities for <u>guided practice</u> ?
How will I monitor/gauge students' understanding of the strategy and the skill it develops? (<u>formative assessment</u>) How will I determine student readiness?
Using real texts, how will students <u>independently practice</u> using the strategy and the skill it targets?
How will I <u>adapt or differentiate</u> this lesson for grade and skill level?
How will I engage students in a <u>reflection</u> of how this strategy has developed this particular skill and how it has helped each of them become a more effective reader?

Attachment 4: School Linkage Agreement Form

RFP TITLE: ADOLESCENT LITERACY PROGRAM

PIN: 26011YLITRFP

Complete this form for Option I only, for each school that students in the Adolescent Literacy Services program attend, whether the program is school based or center based.

This document outlines the respective roles and responsibilities of the school and the community-based organization in an effort to develop a mutual framework for planning, collaboration, and working in partnership toward meeting the shared goal of strengthening the literacy proficiency of adolescents.

I. PREAMBLE

The community-based organization _____(CBO) will establish a literacy program that will address the developmental and educational goals of students within _____(school). The school supports the CBO as it works to create a vibrant program and to build communities of learning reflecting the shared missions of the CBO and the school for young people and their families.

II. JOINT RESPONSIBILITIES OF THE CBO AND SCHOOL

1. Program Planning

CBO and School:

- Hold a planning session in the beginning of the school year to establish mutual goals and plans
- Identify potential program participants
- Involve teachers and parents in program planning

2. Ongoing Communication

CBO and School:

- Designate individual(s) for this purpose
- Establish monthly school-CBO meetings to review program activities, coordinate goals, and address specific problems
- Meet at end of year to review and evaluate the partnership

School:

- Include CBO in school's day-to-day communication system
- Inform CBO about school closings, events, and school calendars
- Consider providing the CBO with a seat on the School Leadership Team or other school advisory bodies
- Include the CBO in parent/teacher conferences to facilitate program enrollment and provide feedback to parents

3. Security and Maintenance of the School Plant (for literacy programs located in schools)

School and CBO:

- Maintain the school space
- Facilitate the provision of appropriate custodial and security services to the literacy program

School:

- Provide CBO with adequate space that is appropriate to operate a literacy program, consistent with school resources
- Inform and consult with CBO about space changes to minimize disruption in literacy programming

- Provide access to school resources such as the library and computer room
- Provide afternoon snacks

CBO:

- Return classroom set-up after the literacy program concludes

4. Evaluation of the Adolescent Literacy Services Program

School and CBO:

- Agree to participate in the evaluation of the Adolescent Literacy Services program and provide all necessary support to the evaluator

School

- Provide OSIS numbers, test scores of program participants on the city and state language arts exams, and attendance records.

CBO:

- Secure parental/guardian consent for participation in the evaluation for all program participants.
- Administer an assessment instrument.

Agreement to be signed by:

Principal

Literacy Program Director

Parent Coordinator

CBO Executive Director

Date: _____

Attachment 5: General Linkage Agreement Form

RFP TITLE: ADOLESCENT LITERACY PROGRAM

PIN: 26011YLITRFP

Proposer: _____
26011YLITRFP

PIN:

INSTRUCTIONS: Complete this form for Option I only. This agreement is demonstration of a commitment to integrate service delivery through working relationships with other organizations. It is not a consultant agreement. Provide one Linkage Agreement for each organization with which you will be working. Duplicate this form as needed.

Pursuant to the proposal submitted by _____ in
(Proposing Organization)
response to the Adolescent Literacy Program Request for Proposals from the Department of Youth and Community Development, the proposer, if funded, will establish programmatic linkage with
_____ in the form and manner described below.
(Linked Organization)

Describe the proposed programmatic linkage, including how referrals and follow-up services for individuals will be maintained.

Proposing Organization:

Linked Organization:

Authorized Representative

Authorized Representative

Title

Title

Signature

Signature

Date

Work Address

Work Telephone Number

Date

Attachment 6: Proposal Budget Summary Form

RFP TITLE: ADOLESCENT LITERACY PROGRAM

PIN: 26011YLITRFP

Organization:		EIN:	
Account Code	Category	DYCD Funding Request:	
Personnel Services			
1100	Salaries and Wages	\$	
	Full Time:	\$	
	Part Time:	\$	
1200	Fringe Benefits	\$	
1300	Central Insurance Program	\$	
	Total Personnel Services:	\$	
Non-Staff Services			
2100	Consultants	\$	
2200	Subcontractors	\$	
2300	Stipends	\$	
2400	Vendors	\$	
	Total Non-Staff Services:	\$	
Other Than Personnel Services			
3100	Consumable Supplies	\$	
3200	Equipment Purchases	\$	
3300	Equipment Other	\$	
3400	Space Costs	\$	
3500	Travel	\$	
3600	Utilities & Telephone	\$	
3700	Other Operational Costs	\$	
	Other Costs:	\$	
	Indirect Costs:	\$	
3800	Fiscal Agent Services	\$	
	Total Other Than Personnel Services:	\$	
	Total DYCD Funding Request:	\$	

Proposal Budget Summary Category Definitions

Personnel Services

1100 Salaries and Wages

- The Salaries are divided into two categories:
 - Full Time employees: Persons who work 35 hours or more per week
 - Part Time employees: Persons who work fewer than 35 hours per week

1200 Fringe Benefits

- 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.

Non-Staff Services

2100 Consultants

- 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. A consultant cannot be a salaried employee.

2200 Subcontractors

- An independent nonprofit 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 Stipends

- An incentive allowance ONLY for the benefit of a participant and/or client.

2400 Vendors

- An independent business entity retained to provide non-program services. Examples: Cleaning services, security, and accounting services.

Other than Personnel Services

3100 Consumable Supplies

- Supplies that are not lasting or permanent in nature, such as office, program, and/or maintenance supplies.

3200 Equipment Purchases

- Purchases of equipment that is durable or permanent, such as furniture, printers, calculators, telephones, computers. All equipment and furniture purchased with DYCD funds at a cost of \$500 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.

3300 Equipment Other

- The rental, lease, repair, and maintenance of office/program equipment utilized in the program's operation. This category also includes Computer Software.

3400 Space Costs

- Public School: Opening fees and room rentals paid to the Department of Education (DOE) or
- Space Cost/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 space cost are required to submit a Space Cost/Cost Allocation Plan. In addition, the contractor will be required to submit a copy of the lease, DOE permit, 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 program functions. Expenditures for employees who use their personal automobiles for business are reimbursed a maximum of \$0.28 per mile plus tolls. Charge to this account all participant-related travel, such as bus trips and local travel.

3600 Utilities & Telephone

- Utilities & Telephone costs associated with the proposed program.

3700 Other Operational Costs

- This category is separated into two subcategories:
 - **3710 Other Costs:** Items such as audit costs, postage, printing and publications, subscriptions, Internet fees, etc. Also includes any other operating costs that cannot be classified in any other category. In addition, includes 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.
 - **3720 Indirect Costs:** The purpose of Indirect Costs is to capture overhead costs incurred by a contractor operating several programs. The maximum allowable rate is 10 percent of the total budget.

3800 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, and 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

Doing Business Data Form

To be completed by the City Agency prior to distribution			
Agency: _____		Transaction ID: _____	
Check One:	Transaction Type (check one):		
<input type="checkbox"/> Proposal	<input type="checkbox"/> Concession	<input type="checkbox"/> Contract	<input type="checkbox"/> Economic Development Agreement
<input type="checkbox"/> Award	<input type="checkbox"/> Franchise	<input type="checkbox"/> Grant	<input type="checkbox"/> Pension Investment Contract

Any entity receiving, applying for or proposing on an award or agreement must complete a Doing Business Data Form (see Q&A sheet for more information). Please either type responses directly into this fillable form or print answers by hand in black ink, and be sure to fill out the certification box on the last page. **Submission of a complete and accurate form is required for a proposal to be considered responsive or for any entity to receive an award or enter into an agreement.**

This Data Form requires information to be provided on principal officers, owners and senior managers. The name, employer and title of each person identified on the Data Form will be included in a public database of people who do business with the City of New York; no other information reported on this form will be disclosed to the public. **This Data Form is not related to the City's VENDEX requirements.**

Please return the completed Data Form to the City Agency that supplied it. Please contact the Doing Business Accountability Project at DoingBusiness@cityhall.nyc.gov or 212-788-8104 with any questions regarding this Data Form. Thank you for your cooperation.

Section 1: Entity Information

Entity Name: _____

Entity EIN/TIN: _____

Entity Filing Status (select one):

- Entity has never completed a Doing Business Data Form. *Fill out the entire form.*
- Change from previous Data Form dated _____. *Fill out only those sections that have changed, and indicate the name of the persons who no longer hold positions with the entity.*
- No Change from previous Data Form dated _____. *Skip to the bottom of the last page.*

Entity is a Non-Profit: Yes No

Entity Type: Corporation (any type) Joint Venture LLC Partnership (any type)
 Sole Proprietor Other (specify): _____

Address: _____

City: _____ State: _____ Zip: _____

Phone : _____ Fax : _____

E-mail: _____

Provide your e-mail address and/or fax number in order to receive notices regarding this form by e-mail or fax.

Section 2: Principal Officers

Please fill in the required identification information for each officer listed below. If the entity has no such officer or its equivalent, please check "This position does not exist." If the entity is filing a Change Form and the person listed is replacing someone who was previously disclosed, please check "This person replaced..." and fill in the name of the person being replaced so his/her name can be removed from the *Doing Business Database*, and indicate the date that the change became effective.

Chief Executive Officer (CEO) or equivalent officer This position does not exist

The highest ranking officer or manager, such as the President, Executive Director, Sole Proprietor or Chairperson of the Board.

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

This person replaced former CEO: _____ on date: _____

Chief Financial Officer (CFO) or equivalent officer This position does not exist

The highest ranking financial officer, such as the Treasurer, Comptroller, Financial Director or VP for Finance.

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

This person replaced former CFO: _____ on date: _____

Chief Operating Officer (COO) or equivalent officer This position does not exist

The highest ranking operational officer, such as the Chief Planning Officer, Director of Operations or VP for Operations.

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

This person replaced former COO: _____ on date: _____

Section 3: Principal Owners

Please fill in the required identification information for all individuals who, through stock shares, partnership agreements or other means, **own or control 10% or more of the entity**. If no individual owners exist, please check the appropriate box to indicate why and skip to the next page. If the entity is owned by other companies, those companies do **not** need to be listed. If an owner was identified on the previous page, fill in his/her name and write "See above." If the entity is filing a Change Form, list any individuals who are no longer owners at the bottom of this page. If more space is needed, attach additional pages labeled "Additional Owners."

There are no owners listed because (select one):

- The entity is not-for-profit
- There are no individual owners
- No individual owner holds 10% or more shares in the entity
- Other (explain): _____

Principal Owners (who own or control 10% or more of the entity):

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

Remove the following previously-reported Principal Owners:

Name: _____ Removal Date: _____

Name: _____ Removal Date: _____

Name: _____ Removal Date: _____

Section 4: Senior Managers

Please fill in the required identification information for all senior managers who oversee any of the entity's relevant transactions with the City (e.g., contract managers if this form is for a contract award/proposal, grant managers if for a grant, etc.). Senior managers include anyone who, either by title or duties, has substantial discretion and high-level oversight regarding the solicitation, letting or administration of any transaction with the City. **At least one senior manager must be listed, or the Data Form will be considered incomplete.** If a senior manager has been identified on a previous page, fill in his/her name and write "See above." If the entity is filing a Change Form, list individuals who are no longer senior managers at the bottom of this section. If more space is needed, attach additional pages labeled "Additional Senior Managers."

Senior Managers:

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

First Name: _____ MI: _____ Last: _____

Office Title: _____

Employer (if not employed by entity): _____

Birth Date (mm/dd/yy): _____ Home Phone #: _____

Home Address: _____

Remove the following previously-reported Senior Managers:

Name: _____ Removal Date: _____

Name: _____ Removal Date: _____

Certification

I certify that the information submitted on these four pages and _____ additional pages is accurate and complete. I understand that willful or fraudulent submission of a materially false statement may result in the entity being found non-responsible and therefore denied future City awards.

Name: _____

Signature: _____ Date: _____

Entity Name: _____

Title: _____ Work Phone #: _____

Return the completed Data Form to the agency that supplied it.

For information or assistance, call the Doing Business Accountability Project at 212-788-8104.



Printed on paper containing 30% post-consumer material

Attachment 8: Acknowledgment of Addenda

RFP TITLE: ADOLESCENT LITERACY PROGRAM

PIN: 26011YLITRFP

Proposer: _____

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: _____, 20__

ADDENDUM #2 DATED: _____, 20__

ADDENDUM #3 DATED: _____, 20__

ADDENDUM #4 DATED: _____, 20__

ADDENDUM #5 DATED: _____, 20__

ADDENDUM #6 DATED: _____, 20__

ADDENDUM #7 DATED: _____, 20__

ADDENDUM #8 DATED: _____, 20__

PART II: Check, if applicable.

_____ NO ADDENDUM WAS RECEIVED IN CONNECTION WITH THIS RFP.

DATE ____/____/____

PROPOSER (NAME): _____

PROPOSER (SIGNATURE): _____