



# Request for Proposals

## Out of School Time Middle School Expansion

### Table of Contents

1. Program Background
  - A. Background and Objective
  - B. Program Goals
2. Program Expectations and Proposal Instructions
  - A. Organizational Experience 20 points
  - B. Staffing 15 points
  - C. School Partnership 20 points
  - D. Program Design 40 points
  - E. Budget Management 5 points
3. List of Attachments and Helpful Links
  - A. List of Attachments
    - Attachment A General Information and Regulatory Requirements
    - Attachment B Proposal Submission Instructions
    - Attachment C OST Middle School Expansion Structured Proposal Form
    - Attachment D Eligible Middle Schools per School District
    - Attachment E School Partnership Agreement
    - Attachment F Examples of Program Hours Schedules
    - Attachment G Activity Schedule Form
    - Attachment H Proposal Budget Summary
    - Attachment I Doing Business Data Form
  - B. Helpful Links
4. Basis for Contract Award and Procedures
  - A. Proposal Evaluation
  - B. Contract Award

**IMPORTANT NOTE:** This Request for Proposals is issued through the HHS Accelerator system to those organizations prequalified in the relevant service areas. Likewise, proposals must be submitted through the HHS Accelerator system in the manner set forth in the 'Procurements' section of the system by those same prequalified organizations. Go to [www.nyc.gov/hhsaccelerator](http://www.nyc.gov/hhsaccelerator) to learn more.

### Basic Information

|   |  |
|---|--|
| <b>RFP Release Date</b>   | March 11, 2014   |
| <b>Proposal Due Date</b>  | 2:00 p.m. May 2, 2014  |
| <b>Pre-proposal Conference</b>  | March 28, 2014, 10 a.m. – 12 p.m. and 2 p.m. – 4 p.m.<br>in the Gerald W. Lynch Theater at John Jay College, 524 W.59th Street   |
| <b>Anticipated Contract Term</b>  | 7.1.14 – 8.31.18, with options to renew for up to two additional years.  |
| <b>Agency Contact</b>   | <a href="mailto:RFPQUESTIONS@dycd.nyc.gov">RFPQUESTIONS@dycd.nyc.gov</a> (indicate OST Middle School Expansion in subject line)  |
| <b>Anticipated Funding, Payment Structure, and Performance Targets</b>  | <p>Total Anticipated Funding Amount: <b>\$131,438,080</b> annually for the Anticipated Contract Term.</p> <p>Contract payments will be line-item reimbursement. The proposed contract budget will be based on a price per participant rate of <b>\$3,000</b>. However, if the program is designed to serve students with special needs, i.e., physical or mental health challenges, including emotional, behavioral, and cognitive impairments, as indicated in a student's Individualized Education Plan (IEP), a higher price per program slot may be proposed, and will be considered, if justified by the Proposer. From year two of the contract, DYCD reserves the right to withhold up to 10 percent of the value of the contract pending achievement of the following performance targets:</p> <ul style="list-style-type: none"> <li>• 100 percent enrollment throughout the contract period</li> <li>• 75 percent attendance rate for the 324 hours of required structured program activity</li> </ul> <p>Withholding based on performance targets will not apply in year one of the contract.</p> |
| <b>Required Documents</b><br><b>Note:</b> A complete and separate proposal, including all required documents, must be submitted for each school or site, in each school district. | <ul style="list-style-type: none"> <li>• OST Middle School Expansion Structured Proposal Form</li> </ul> <p><b>NOTE: A <u>separate and complete proposal</u>, including all required and optional documents, must be submitted for <u>EACH SCHOOL or SITE</u> (see NOTE on page 4).</b></p> <ul style="list-style-type: none"> <li>• School Partnership Agreement</li> <li>• Activity Schedule</li> <li>• Proposer's Organizational Chart</li> <li>• Proposal Budget Summary</li> <li>• Doing Business Data Form</li> </ul>  |
| <b>Optional Documents</b>   | <ul style="list-style-type: none"> <li>• Resumes of Program Director and Education Specialist</li> </ul>   |
| <b>Questions Regarding this RFP</b>   | <ul style="list-style-type: none"> <li>• Questions regarding this RFP must be transmitted in writing to the Agency Contact by April 18, 2014.</li> <li>• Substantive information/responses to questions will be released in an addendum to the RFP to all organizations that are prequalified to propose to this RFP through the HHS Accelerator system, unless in the opinion of the Agency, the question is of a proprietary nature.</li> </ul>  |
| <b>Subcontracting</b>   | <p>Subcontracting is allowed subject to the following conditions:</p> <ul style="list-style-type: none"> <li>• The Contractor must identify the subcontractor in the proposal.</li> <li>• The Contractor expectations set out in the RFP equally apply to any subcontractor.</li> <li>• No more than 35% of the total budget may be subcontracted.</li> </ul>  |

*This Request for Proposals is issued through the HHS Accelerator system to those organizations prequalified in the relevant service areas. Likewise, proposals must be submitted through the HHS Accelerator system in the manner set forth in the 'Procurements' section of the system by those same prequalified organizations. Go to [www.nyc.gov/hhsaccelerator](http://www.nyc.gov/hhsaccelerator) to learn more.*

# **Section 1–Program Background**

## **A. Background and Objective**

Mayor de Blasio and his administration have made a commitment to increase access to afterschool programs by middle school students in New York City. These programs provide youth with the support of caring adults and offer engaging, fun activities that can help them through what is often a difficult and demanding time in their lives. In 2005, in accordance with its mission to support the City's youth and their families by funding high-quality youth and community development programs, DYCD launched its Out-of School Time (OST) initiative. The OST system offers students in grades K-12 a mix of academic, recreational and cultural activities after school. The programs are free of charge and located in neighborhoods across all five boroughs. In addition to OST, DYCD supports other afterschool services operated by not-for-profit organizations in schools and community centers through funding for the Beacon Community Centers, Neighborhood Development Area programs and Cornerstone programs. However, while the City has an impressive range of afterschool services, many middle school students do not participate, often because there is no program located at the school they attend.

Through this RFP, DYCD will expand afterschool programs for middle school students by funding a program in each public school (including charter schools) serving grades 6-8 and currently lacking comprehensive afterschool services ("Eligible Middle School"). To be eligible, charter schools must have a regular dismissal time of 3 p.m. as well as lack a comprehensive afterschool program. The pool of eligible schools, identified by school district, is listed in Attachment D, Eligible Middle Schools per School District. Under this solicitation, priority will be given to stand-alone Eligible Middle Schools.

## **B. Program Goals**

The decision to target middle school youth acknowledges the importance of helping these students to develop new skills and interests and encouraging them to pursue their passions during the challenging years of early adolescence.

In light of continuing educational challenges, students must not only stay on track, but need to excel throughout their elementary and middle school years. Research continues to confirm what parents and teachers know from their personal experience: middle school students, with their increasing freedom and natural desires to experiment and explore, need safe environments and absorbing activities to occupy them after school. Engaging afterschool programs can stimulate and inspire, support the success of participants in school and beyond, and keep them out of trouble during the hours from 3-6 p.m.

Participation in afterschool programs can also help reduce the persistent achievement gap among different income and racial groups. All children need help finding pathways to success in life and the workplace and afterschool programs have a vital role to play in this process. Free afterschool programs can extend to children in less-advantaged households the significant benefits and opportunities that children in more-advantaged households take for granted.

The new afterschool programs for middle school youth envisaged in this RFP reflect an enhanced model that builds on the best features of DYCD's current OST initiative and other exemplary programs, such as The After-School Corporation's (TASC) extended learning opportunity programs for middle school students. Programs would be designed to support all of the following five overarching goals:

- Goal 1: Foster academic, social and emotional competencies and physical well-being in a safe and nurturing environment
- Goal 2: Provide opportunities for youth to explore their interests and creativity
- Goal 3: Build skills that support academic achievement and raise participant expectations and confidence
- Goal 4: Cultivate youth leadership and community engagement

*This Request for Proposals is issued through the HHS Accelerator system to those organizations prequalified in the relevant service areas. Likewise, proposals must be submitted through the HHS Accelerator system in the manner set forth in the 'Procurements' section of the system by those same prequalified organizations. Go to [www.nyc.gov/hhsaccelerator](http://www.nyc.gov/hhsaccelerator) to learn more.*

## Goal 5: Engage parents and other caretakers to support the above goals

**Programs would serve all middle school students at the host school, including English Language Learners and youth with special needs.**

### *Quality Programming and Staffing*

Recent evaluations of DYCD programs and other research studies have found that quality afterschool programs feature active, project-based learning and staff whose qualifications enable them to successfully implement sequenced, skill-building activities. In many DYCD-funded programs, the presence of qualified staff is, in fact, the norm. One report found that 86 percent of program directors had completed a four-year degree or higher, 37 percent had a master's degree or higher and 17 percent were certified to teach. In addition, quality was found to be linked to factors such as the designation of a part-time staff person as a master teacher or education specialist, hiring certified teachers and activity specialists, and use of lesson plans and curriculum resources. Accordingly, this RFP requires program directors to have a relevant four-year degree, a track record of successful supervisory experience, and the coursework for site supervisors mandated under the School Age Child Care (SACC) Regulations. In addition, every program will be required to have a staffing pattern that includes a qualified educational specialist who can help align program activities with recognized learning standards. These staffing requirements are especially relevant given current thinking about the potential of afterschool programs to strengthen basic literacy and numeracy skills and stimulate the interest of children in Science, Technology, Engineering, and Math (STEM) subjects, both of which are reflected in this RFP.

### *The School Partnership*

DYCD evaluators and other researchers have identified a robust OST-school relationship as one indicator of a strong program. Accordingly, a school partnership agreement (School Partnership Agreement, Attachment E) between the nonprofit provider and host school principal is a minimum requirement for this RFP and must be submitted with the proposal. If the School Partnership Agreement is not submitted, the proposal will be deemed non-responsive and will not be evaluated. The School Partnership Agreement would be between the proposer and the school where the program will be located and signed by the principal. Foundational to this partnership is the school principal's participation in program planning, including involvement in the interview process for selecting the afterschool program director. The school partnership will be based on a common vision and ensure alignment between afterschool activities and school learning goals. As part of the school partnership agreement, the principal will select a liaison from his/her staff to facilitate ongoing communication and support the afterschool program.

### *DOE/DYCD Cooperation*

To ensure delivery of quality afterschool services, DOE and DYCD will review program implementation and performance throughout the year and address issues relating to the terms of the School Partnership Agreement.

**Note regarding competitions and proposal submissions:** There is a separate but otherwise identical RFP for each of the 32 school districts. Providers may submit proposals for services in more than one school within each school district. If multiple schools are located on one campus or in a single building and have chosen to be treated as one site for the purposes of this RFP, such schools will be treated as a single site (Site). However, a separate and complete proposal must be submitted for each school or Site, within each school district. In addition, principals from each of the participating schools need to complete and sign the School Partnership Agreement, Attachment E. Providers must ensure that each proposal is submitted for the correct procurement corresponding to the chosen school district. Each of the 32 procurement titles includes the school district number. Before submitting the proposal, check that the school district number matches the procurement title.

## **Section 2–Program Expectations and Proposal Instructions**

### **A. Organizational Experience**

#### **1. Program Expectations**

- a. The Contractor would have at least three years of successful experience within the last five years providing comprehensive afterschool services, preferably for middle school students. A comprehensive afterschool program is defined as providing services over multiple days per week, offering activities in multiple content areas as indicated in this RFP, and serving 50 or more participants. Successful experience is defined as operating program(s) that:
  - implement effective recruitment and retention strategies
  - develop and sustain strong staffing patterns
  - have high rates of attendance
  - meet or exceed program goals as evidenced by self-assessments guided by quality monitoring tools, assessments undertaken by public/private funders, or formal/external evaluations
  - use quantitative measures to demonstrate program effectiveness
  - use data to measure program performance and make adjustments designed to improve program quality

#### **2. Proposal Instructions**

- a. Complete the relevant sections of the OST Middle School Expansion Structured Proposal Form, Attachment C.

#### **3. Evaluation**

- a. This section will be evaluated based on the extent to which the proposer demonstrates successful relevant experience to operate the program and according to the criteria listed. It is worth a maximum of **20 points** in the Proposal Evaluation.

### **B. Staffing**

#### **1. Program Expectations**

- a. The Contractor would have a Program Director and Educational Specialist, each of whom would have at least a Bachelor of Arts degree. The position of Program Director would be full-time in all programs with 90 or more participants. In programs with fewer the 90 participants, the Program Director, if qualified to do so, could take on the role of Educational Specialist. The position of Educational Specialist may be a part-time position, but must comprise at least 25 percent of a full-time position for a single afterschool program.
- b. The Program Director would have a demonstrable track record of successful supervisory experience, and have completed the coursework for site supervisors mandated under the New York State School Age Child Care (SACC) Regulations.
- c. The Contractor, if it currently manages multiple OST programs or is proposing for multiple program sites, would demonstrate a successful program management model that includes a dedicated supervisor responsible for managing program directors.
- d. The Contractor would have effective procedures for the selection, orientation, training, supervision, and professional development of all front-line staff and the capacity to ensure compliance with staff training requirements under the SACC regulations and the staffing standards set out in this RFP.
- e. The Contractor would have a recruitment strategy for hiring, orienting, and supporting part-time staff, such as activity specialists and group leaders. An activity specialist has skills and experiences pertinent to activities such as art, dance, nutrition, or organized sports. Group leaders are adults, typically 25 years or older, responsible for supervising and leading a group of program participants, as well as creating and implementing activities.

*This Request for Proposals is issued through the HHS Accelerator system to those organizations prequalified in the relevant service areas. Likewise, proposals must be submitted through the HHS Accelerator system in the manner set forth in the 'Procurements' section of the system by those same prequalified organizations. Go to [www.nyc.gov/hhsaccelerator](http://www.nyc.gov/hhsaccelerator) to learn more.*

- f. All program staff, including youth workers and certified teachers would be qualified for their roles and meet the regulatory standards set out in the SACC regulations Section 414.13. Staff assigned the responsibilities of a group leader or head of group would have an Associate's degree in a related field or two years of experience working with students in elementary or middle school. See [http://ocfs.ny.gov/main/childcare/regs/414\\_SACC\\_regs.asp#s13](http://ocfs.ny.gov/main/childcare/regs/414_SACC_regs.asp#s13).
- g. Afterschool staff is expected to be knowledgeable about the surrounding community and linguistically and culturally competent to ensure that services are provided in a manner that is sensitive to their cultural heritage and traditions.
- h. Staff-to-participant ratios would comply with the requirements of the SACC regulations, as follows:

| Age of Children | Minimum Required Staff per Number of Children | Maximum Group Size* |
|-----------------|---|---------------------|
| through 9 years | 1:10  | 20                  |
| 10-12 years     | 1:15  | 30                  |

\* The term "group size" refers to the number of children cared for together as a unit and is used to determine the minimum staff/child ratio based upon age of the children in the group. If groups include children over and under 10 years of age, the staff to participant ratio will be the one applicable to the youngest child in the group.

## 2. Proposal Instructions

- a. Complete the relevant sections of the OST Middle School Expansion Structured Proposal Form, Attachment C.
- b. Attach an organizational chart demonstrating how the proposed program would be integrated into the Contractor's overall operations. If proposing for more than one program site, please include all proposed programs in the organizational chart.

## 3. Evaluation

- a. This section will be evaluated based on the quality of the staffing plan. It is worth a maximum of **15 points** in the Proposal Evaluation.

## C. School Partnership

### 1. Program Expectations

- a. The Contractor would have a strong relationship with the host school, its leadership and the school's parent teacher association or other parent representative bodies.
- b. The school partnership would facilitate alignment between program activities and school learning goals as well as communications with and outreach to families.
- c. The school partnership would be founded on a common vision and involve collaborative planning, frequent and ongoing communication, and effective coordination.
- d. The principal would be involved in the process for selecting the program director, including interviewing candidates for the position.
- e. In planning program activities, schedules would be designed to avoid teacher professional development days.
- f. The Contractor would integrate its resources with the school's to create a quality program. For example, if guidance counselors are offered as part of the school's in-kind contribution to the OST program, the school would stagger their schedules accordingly.
- g. The school would dedicate classroom space for program activities and provide access to other resources such as computer labs, the gymnasium, dance studios, and libraries.
- h. In addition to providing space, the school would make in-kind contributions to the program equal to at least ten percent of the total program funding being requested from DYCD. Examples of in-kind contributions are teacher time and curriculum resources.

- i. The Contractor would work with the principal to provide necessary supports to serve all students at the school or school campus, including English Language Learners and those with special needs.
- j. Programs would work with school principals to align programming with school day learning and make special efforts to enroll harder-to-recruit struggling students such as those at risk of being held back, who, research suggests, often benefit even more than other students from participation in afterschool activities.
- k. The contributions and responsibilities of each partner will be formally articulated and specified in the School Partnership Agreement, Attachment E.

## **2. Proposal Instructions**

- a. Complete the OST Middle School Expansion Structured Proposal Form, Attachment C.
- b. Complete and attach the School Partnership Agreement, Attachment E, signed by the Contractor's Executive Director (or equivalent) and the School Principal.

## **3. Evaluation**

- a. This section will be evaluated based on the quality of the proposed approach and the extent to which the proposer demonstrates a strong school partnership based on the criteria listed in this section. It is worth a maximum of **20 points** in the Proposal Evaluation.

## **D. Program Design**

### **1. Program Expectations**

- a. The Contractor will be required to offer a total of 540 hours of afterschool programming of which 324 hours will comprise structured activities and 216 hours may be unstructured. Structured activities will be offered in the four content areas described below in subsection d. Unstructured activities may include tutoring, counseling, and recreation. Programs will be open 5 days per week for 36 weeks during the school year. (For examples of scheduling arrangements see Attachment F, Examples of Program Hours Schedules.)

Programs will offer at least 9 hours of structured activity per week for 36 weeks (324 hours). For the remaining hours, providers may offer unstructured activities during the school week or on school closing days. Participant attendance rates will be tracked only for the 324 annual hours of required structured activities.

- b. Both structured and unstructured activities will be designed to support ALL students, including English Language Learners and students with special needs.
- c. DYCD encourages contractors, where feasible, to recruit high school age youth to act as academic and leadership mentors in different activity areas.

#### **d. Structured Activity Content Areas (324 hours)**

Program designs will include, but need not be limited to, the content areas listed below. In all cases, the activities offered will be relevant to the interests and lives of participants with strong emphasis on student voice and choice.

*Enrichment Activities.* These activities will be designed to build basic literacy and math skills as well as "21<sup>st</sup> Century skills" such as teamwork, problem solving, and critical thinking. Activities will focus on literacy, the arts, STEM, or a combination of these areas, and, ideally, tap into available resources of the school and local community, such as libraries and other cultural assets.

*This Request for Proposals is issued through the HHS Accelerator system to those organizations prequalified in the relevant service areas. Likewise, proposals must be submitted through the HHS Accelerator system in the manner set forth in the 'Procurements' section of the system by those same prequalified organizations. Go to [www.nyc.gov/hhsaccelerator](http://www.nyc.gov/hhsaccelerator) to learn more.*



*Leadership Development.* These activities will be designed to foster engagement in school and community and develop skills that encompass a range of critical competencies. They will help youth make informed choices about their futures and encourage socially responsible behaviors. Programs would include service learning and civic engagement projects. In addition, there would be activities designed to help participants successfully transition to high school, including awareness and exploration of the high school selection process, post-secondary education options and career opportunities.

*Academic Support.* These services could include homework help, individual or small group tutoring, book clubs and independent, or self-directed, reading time. Such services would be designed in accordance with explicit policies agreed upon with the school principal.

*Physical Activity and Healthy Living.* Examples of these activities are sports, martial arts, dance, and other forms of physical exercise, as well as active learning designed to teach healthy life-styles and the importance of physical activity and good nutrition. DYCD strongly encourages programs to include opportunities for physical activity in their program designs, given the widespread concerns about obesity among youth. Proposers may explore with the school principal the possibility of incorporating the DOE CHAMPS program into their program design.

- e. The program would include at least 2 hours per week of structured Literacy or STEM activities.
- f. The program would include at least 2 hours per week of structured Leadership Development activities.
- g. All structured program activities, whether required or optional, would have clearly identified and measurable learning goals or skill gains, and align with school-day instruction. A useful model for aligning structured activities with school-day learning is the Middle School ExTRA program supported by DOE. For further information, see <http://www.tascorp.org/how-we-do-it/middle-school-literacy#sthash.wnTxNCII.dpbs>.
- h. The Contractor would communicate periodically with families regarding individual student participation in the afterschool program.
- i. The Contractor would establish an explicit and ongoing strategy to engage families including parent workshops on relevant issues such as adolescent development. The Contractor would work with the principal to schedule evening meetings, after 6 p.m., for such workshops.
- j. Structured activities would be project-based, reflect the interests of participants, and strengthen their engagement. Programs are encouraged to show-case student accomplishments, for example, through culminating events or performances.
- k. The Contractor is encouraged to collaborate with other organizations to enhance the program.
- l. The Contractor would collect feedback on program activities and other issues on a regular basis from stakeholders, including youth, families, school staff and principals.
- m. The Contractor would cooperate in any evaluation of this initiative by DOE or DYCD or consultants working on their behalf.

## **2. Proposal Instructions**

- a. Complete the relevant sections of the OST Middle School Expansion Structured Proposal Form, Attachment C.
- b. Complete and attach the Activity Schedule Form, Attachment G.

*This Request for Proposals is issued through the HHS Accelerator system to those organizations prequalified in the relevant service areas. Likewise, proposals must be submitted through the HHS Accelerator system in the manner set forth in the 'Procurements' section of the system by those same prequalified organizations. Go to [www.nyc.gov/hhsaccelerator](http://www.nyc.gov/hhsaccelerator) to learn more.*



### **3. Evaluation**

- a. This section will be evaluated based on the quality of the proposed design developed with the criteria listed in this section. It is worth a maximum of **40 points** in the Proposal Evaluation.

## **E. Budget Management**

### **1. Program Expectations**

- a. The proposed budget would represent the costs to provider services for the proposed program during the school year.
- b. The total funding request would be based on a price per participant not to exceed \$3,000. If the program is designed to serve students with special needs, a higher price per program slot may be proposed, if justified by the Proposer.
- c. The costs associated with the budget would enable the effective delivery of services for the proposed program.
- d. The line item budget would be consistent with the proposed program design.

### **2. Proposal Instructions**

- a. Complete the OST Middle School Expansion Structured Proposal Form, Attachment C.
- b. Complete and attach a Proposal Budget Summary, Attachment H.

### **3. Evaluation**

- a. This section will be evaluated based on the appropriateness of the proposed budget based on the criteria listed in this section. It is worth a maximum of **5 points** in the Proposal Evaluation.

## **Section 3 – List of Attachments and Helpful Links**

*\*All attachments for this RFP can be found in the RFP Documents tab in the HHS Accelerator system.*

### **A. List of Attachments**

|              |  |
|--------------|--|
| Attachment A | General Information and Regulatory Requirements      |
| Attachment B | Proposal Submission Instructions                     |
| Attachment C | OST Middle School Expansion Structured Proposal Form |
| Attachment D | Eligible Middle Schools per School District          |
| Attachment E | School Partnership Agreement                         |
| Attachment F | Examples of Program Hours Schedules                  |
| Attachment G | Activity Schedule Form                               |
| Attachment H | Proposal Budget Summary                              |
| Attachment I | Doing Business Data Form                             |

### **B. Helpful Links**

#### **After-School Programs for Middle School Students, March 2014 (White Paper)**

[http://www1.nyc.gov/assets/home/downloads/pdf/reports/2014/after\\_school\\_programs\\_white\\_paper.pdf](http://www1.nyc.gov/assets/home/downloads/pdf/reports/2014/after_school_programs_white_paper.pdf)

#### **General Background Information**

<http://www.afterschoolalliance.org/researchIBList.cfm>.

<http://www.hfrp.org/publications-resources/publications-series/research-updates-highlights-from-the-out-of-school-time-database>.

<http://www.expandinglearning.org/expandingminds>.

#### **Program Quality Monitoring Tool – Elementary and Middle School**

[http://www.nyc.gov/html/dycd/downloads/pdf/2012/Program\\_Quality\\_Monitoring\\_Tool\\_OST\\_ESMSJune\\_2011.pdf](http://www.nyc.gov/html/dycd/downloads/pdf/2012/Program_Quality_Monitoring_Tool_OST_ESMSJune_2011.pdf)

#### **NYSAN Guide to Afterschool Professional Development in New York State**

<http://www.nysan.org/content/document/detail/2928/>

#### **Organizational Development Resources**

[http://www.nyc.gov/html/dycd/html/resources/org\\_resources.shtml](http://www.nyc.gov/html/dycd/html/resources/org_resources.shtml)

#### **Resources for Afterschool Programs**

[http://www.nyc.gov/html/dycd/html/resources/resources\\_afterschool\\_prg.shtml](http://www.nyc.gov/html/dycd/html/resources/resources_afterschool_prg.shtml)

*This Request for Proposals is issued through the HHS Accelerator system to those organizations prequalified in the relevant service areas. Likewise, proposals must be submitted through the HHS Accelerator system in the manner set forth in the 'Procurements' section of the system by those same prequalified organizations. Go to [www.nyc.gov/hhsaccelerator](http://www.nyc.gov/hhsaccelerator) to learn more.*

## **Section 4 – Basis for Contract Award and Procedures**

### **A. Proposal Evaluation**

All proposals received by DYCD will be reviewed to determine whether they are responsive or non-responsive to the requirements of this RFP. Proposals that are determined by DYCD to be non-responsive will be rejected. The DYCD evaluation committee will review and rate each responsive proposal. The proposals will be ranked in order of highest to lowest technical score. DYCD reserves the right to conduct site visits and/or interviews and/or to request that proposers make presentations and/or demonstrations, as DYCD deems applicable and appropriate. Although discussions may be conducted with proposers submitting acceptable proposals, DYCD 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. Contract Award**

Contracts will be awarded to the responsible proposers whose proposal is determined to be the most advantageous to the City, taking into consideration the price and such other factors which are set forth in this RFP. Awards will be made to the highest rated vendors whose proposals are technically viable. However:

- DYCD reserves the right to skip over one or more proposals to ensure appropriate distribution across and among the Eligible Middle Schools. In the event that sufficient funding is not available to award a program in all Eligible Middle Schools in the School District, priority will be given to stand-alone 6<sup>th</sup> to 8<sup>th</sup> grade Eligible Middle Schools.
- DYCD reserves the right not to make awards in one or more competitions or solicitations depending on availability of funding or need.
- DYCD reserves the right to reallocate funds, in the best interests of the City, across the 32 procurements of the OST Middle School Expansion initiative.
- In the event that a proposer is eligible for award of more than one Eligible Middle School, DYCD reserves the right to determine, based on the proposer's demonstrated organizational capability and the best interest of the City, how many and for which Eligible Middle School(s) the proposer will be awarded a contract.
- DYCD reserves the right, prior to contract award, to determine the length of the initial contract term and each option to renew, if any.
- DYCD reserves the right, prior to contract registration and during the term of the contract, to change the reimbursement rate per client, program service size, program type, and/or model depending on the needs of the system.

Contract awards shall be subject to availability of funds and timely completion of contract negotiations between DYCD and the selected proposer(s).