



Summer Youth Employment Program Concept Paper

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DYCD SYEP CONCEPT PAPER

I. INTRODUCTION

A. Purpose

Following release of this concept paper, the Department of Youth and Community Development (DYCD) will issue three separate requests-for-proposals (RFPs) for qualified organizations to implement the Summer Youth Employment Program (SYEP): one for community-based programs, a second for special initiative programs, and a third for school-based programs. Through these RFPs, DYCD anticipates funding a variety of program models that will strengthen New York City's (NYC) workforce development system and help young people gain the support, educational credentials, and skills needed to succeed in today's economy.

Although it is universally recognized that youth benefit from work experience and early exposure to career pathways and prerequisites, providing appropriate employment and work experience opportunities remains a pressing challenge. In NYC, approximately 22 percent of youth ages 16-24 are unemployed,ⁱ double the national rate.ⁱⁱ In addition, the pattern of unemployment indicates racial, ethnic, and class disparities. For example, Black and Hispanic/Latino youth are more likely to be unemployed than their white counterparts,ⁱⁱⁱ and youth in low-income households have employment rates well below youth in higher income households.^{iv} Youth subpopulations with particularly low employment rates include those with disabilities,^v limited English proficiency and low literacy skills,^{vi} residents in public housing or neighborhoods of concentrated poverty, and youth with past or present involvement in the foster care, shelter, or justice systems.^{vii}

The adverse effects of youth unemployment are well documented.^{viii} Young adults who are unemployed tend to earn lower wages in subsequent years^{ix} and prolonged unemployment can lead to a decrease in physical and mental health as well as an increase in risky behaviors such as smoking and alcohol consumption.^x Meanwhile, in NYC and nationally, job growth is happening at the extreme ends of the skills spectrum. High-skill and low-skill jobs are growing the fastest. High quality jobs across various sectors require post-secondary education, technical credentials, and hard and soft skills that youth often lack. Even in the rapidly growing low-skills jobs market, employers often prefer older, more experienced jobseekers.^{xi}

Recognizing these challenges, the administration of Mayor Bill de Blasio, NYC agencies, and private sector partners are working to improve existing workforce programs, develop new models, and make strategic investments to ensure that program providers can serve both youth participants and employers more effectively. Through the upcoming SYEP RFP, DYCD will seek providers who can help youth build skills and explore potential career paths through project-based learning for younger youth and meaningful workplace experiences for older youth. Providers will offer all youth appropriate supports and guidance to complement engaging work-related activities that are aligned, to the extent possible, with their interests and projected labor market needs. SYEP and other programs that incorporate progressively more intensive experiences for youth enable them to gain the core competencies and transferable workplace skills that will put them on track to fulfilling their potential.

B. Benefits of Youth Employment

Providing youth with enriching career exploration and early work opportunities is an investment in their future. Research has shown that teen employment is path dependent, meaning that a teen who works this year is more likely to work in the next year.^{xii} Summer youth employment programs are particularly

important for low income youth who may face multiple barriers to obtaining early work experiences.^{xiii} A 2017 study conducted by MDRC on NYC's SYEP program found SYEP greatly increased participants' total employment (54 percent more likely to be employed) and earnings (\$580 more) during the application summer compared to a control group of non-participants.^{xiv}

Benefits also extend beyond just the opportunity to earn wages. A study of NYC's SYEP program led by researchers at the University of Pennsylvania's Wharton School found a 10 percent reduction in the probability of incarceration and an approximately 20 percent reduction in the probability of mortality during the seven-year follow-up period as a result of participation in the six-week program compared to a control group of non-participants. The effects were even greater for youth ages 19 and over, who experienced a 54 percent reduction in incarceration rates as a result of participating in SYEP.^{xv} An earlier study conducted by New York University found an increase in school attendance rates and academic engagement as a result of participation in NYC's SYEP, particularly among students with greater educational risk.^{xvi} A 2015 evaluation of Boston's summer youth employment program found significant improvements in participants' job readiness skills, academic aspirations, and social engagement.^{xvii} Other research points to positive behavioral change as a result of participation in certain summer youth employment programs.^{xviii} For justice-involved youth, for example, summer youth employment programs have been found to help develop pro-social and work readiness skills that support self-sufficiency in the long run. A 2014 randomized controlled trial of Chicago's One Summer Plus, an eight-week part-time employment program for youth attending high-violence schools, found a significant decrease in violent-crime arrests (43 percent) for the treatment group during the 16-month follow-up period.^{xix}

DYCD also recognizes the value of developmentally appropriate, project-based experiences, including service learning projects, for helping younger youth gain career exposure, work readiness skills, and connection to adult professionals who can serve as role models. Robust project-based activities can strengthen foundational skills such as numeracy and literacy, promote a college-bound culture, and build useful transferable competencies for leadership, teamwork, critical thinking, problem-solving, and communication.

C. Strengthening New York City's Youth Workforce System

SYEP provides youth with a first job experience, guidance, and opportunities to explore their interests and develop workplace skills. Since Mayor Bill de Blasio took office in 2014, NYC has dramatically increased its support for SYEP, expanding the program from 36,000 participants in 2013 to over 60,000 participants in 2016. As part of that commitment, Mayor de Blasio and City Council Speaker Melissa Mark-Viverito formed NYC's Youth Employment Task Force (Task Force) in the fall of 2016 to help strengthen and guide future investments in youth workforce programs for NYC. The [Task Force](#) report recommendations included:

- Strengthening connections between SYEP providers and public high schools to improve in-school career development for young people.
- Serving younger youth through career exploration and project-based learning.
- Enhancing support services, including pre-program orientation and counseling, to help meet the unique needs for vulnerable populations.
- Facilitating entry and seamless pathways among NYC youth employment initiatives.
- Revamping the SYEP timeline to allow providers more time to develop job placements and plan for activities that would improve the quality of experience for participants.

In addition to its youth development focus, SYEP is a major component of NYC's Career Pathways strategy which aims to create a more cohesive workforce development system that can help all New

Yorkers enter the job market, develop new skills and advance their careers, while meeting the needs of employers (see [Career Pathways: One City Working Together](#)). NYC has made and continues to make a concerted effort to improve the quality of low-wage jobs, shift resources and policies toward training and education to reduce barriers to employment and help incumbent workers advance, and identify a number of priority sectors (health care, retail, information technology, construction, industrial/ manufacturing, food service, media, and business/professional services) for career exploration, training, and job placement. In particular, mayoral agencies are working to better align and coordinate programs that can help individuals, including youth, develop high-demand skills and ultimately secure jobs with career potential.

II. SYEP GOALS AND OBJECTIVES

The overarching goal of SYEP is to provide youth with a set of work-related experiences that can better prepare them to succeed in employment. As noted in the Task Force report, SYEP should help participants achieve the following objectives:

- Develop social skills including communication, critical thinking, decision-making and problem-solving skills, and self-management.
- Learn work norms and culture.
- Understand career pathways and decision points, including the linkages between educational attainment, relevant experience, demonstrable skills, and career advancement.
- Build professional networks.
- Learn to manage money.

The service options detailed below are designed to support these objectives in developmentally appropriate ways.

III. OVERVIEW OF CHANGES FROM CURRENT SYEP MODEL

To improve the program and address the Task Force’s recommendations, DYCD anticipates making the following strategic changes to SYEP.

Expanded Access to Underserved Populations

To expand access to historically underserved populations, DYCD anticipates enhancing existing programming or creating new service options for vulnerable youth, youth residing in public housing developments with high crime rates, youth with disabilities, and youth at risk of gun violence.

Enhanced Connections to School Year Learning & Instruction

To better align academic learning, summer work experience, and career exploration, SYEP will support new service models that offer youth more cohesive career development experiences. They will provide participants with summer experiences to complement their school-year academic and afterschool activities and enable schools to give students summer enrichment activities, including work experiences. The new models will incorporate enhanced partnerships with the NYC public school system by bolstering standalone school year, sector- or industry-focused afterschool programs with paid summer experiences and directly linking SYEP providers with public high schools.

Revamped Timeline to Better Support Job Development & Matching Process

Each of the three forthcoming SYEP RFPs will include a revamped timeline to better support the job development and matching process for participants:

Special Initiatives and School-Based SYEP RFPs:

- DYCD anticipates releasing the two RFPs for special initiatives and school-based programs in early fall, 2017. Contracts would start in winter, 2018.
- Participant applications would be released in February, 2018.
- Providers would recruit employers and develop worksites and project-based experiences in spring, 2018.
- Orientation and work readiness training would commence in winter, 2018, depending on the service option, and extend throughout spring and early summer, 2018.

Community-Based SYEP RFP:

- DYCD anticipates releasing the RFP for community-based programs in late fall to early winter, 2017. Contracts would start in January, 2019.
- Participant applications would be released in February, 2019.
- Providers would recruit employers and develop worksites and project-based experiences in spring, 2019
- Orientation and work readiness training would commence in late spring, 2019, depending on the service option, and extend throughout spring and early summer, 2019.

Sector-Focused Approach

As part of NYC's Career Pathways approach and as recommended by the Task Force, greater emphasis on priority sectors will be a hallmark of the next iteration of SYEP. DYCD encourages opportunities in all sectors, but is emphasizing connections and partnerships with NYC's priority sectors, including but not limited to: technology, hospitality, real estate, fashion, culinary arts, media and entertainment, business and professional services, health care, construction, transportation, and manufacturing. Providers in several service options will utilize a sector-focused approach which will provide worksites and work readiness training connected to the proposed sector(s). DYCD and its partners will provide technical assistance and other supports to help providers implement this approach, building on providers' existing expertise and partnerships.

Orientation and Tailored Work Readiness Curriculum and Training

Orientation and work readiness training are integral components of SYEP programming. Similar to the current SYEP model, program orientation will include an assessment of participants' career interests, past work experiences, and future goals. Assessment will inform summer project-based experiences and job placements. Orientation will also cover essential topics to help participants navigate and successfully complete the program. These topics would include, but not be limited to, introduction to SYEP and program expectations, payroll, timekeeping, dress code, communication, attendance, and cell phone usage. In addition, all service options will include guidance for participants on next-step program experiences beyond SYEP, including information on other resources and other DYCD programs. For youth ages 20-24 that complete SYEP, providers will refer them to other workforce development and educational resources in NYC, including other DYCD programs.

DYCD plans to provide an SYEP work readiness curriculum with content tailored to each service option. Providers will receive the curriculum, training, and coaching on how best to implement the curriculum.

This training will build social and emotional learning (SEL) competencies and be tailored to the developmental needs of the different target populations (younger youth, older youth, and youth with disabilities). SEL competencies^{xx} that enhance employability and topics aligned to the stated goals and objectives of SYEP (see above) pertain to all service options.

These core competencies^{xxi} include:

<p>Applied knowledge: Understanding career pathways, financial literacy, critical thinking, and problem solving.</p>	<p>Building effective relationships: Interpersonal skills, communication, conflict resolution, teamwork, initiative, professionalism, self-awareness, and responsibility.</p>	<p>Workplace skills: Time management, using technology, managing resources, interviewing, resume building, and preparation.</p>
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Work readiness training will be delivered in three ways, depending on the ages of the participants and the service option, as noted below. DYCD encourages the use of technology and online platforms, subject to approval by DYCD, to enhance the delivery of work readiness training.

- For younger youth ages 14 and 15, providers will integrate work readiness lessons into participants’ summer project-based experiences. Customized topics for this population will include but not be limited to: foundational work readiness training, team building and introduction to project-based experiences. Both work readiness training and the six-week program should advance participants’ baseline understanding of the labor market and help build workplace and SEL skills. Guidance on next steps will include information and strategies for becoming college ready by the time of high school graduation; continuing career exploration and employment while in school; and progressively building SEL skills.
- For older youth ages 16-24, providers will deliver a total of eight hours of unpaid work readiness training in a classroom setting or combination of classroom and online venues. Providers will ensure that participants understand that this unpaid training is a prerequisite for their summer experience for which they will receive no compensation. It can be held in several sessions on separate days.

Customized topics for this age group will include college readiness, career and higher education pathways, and sector-focused work readiness training directly connected to worksites and job placements. Guidance on next steps for this age group will be one-on-one and include strategies for setting career goals, balancing continued education with work, and resolving personal issues and situational challenges that could undermine career goals. Work readiness training would help participants develop job-seeking skills and emphasize the following: 1) college preparation and readiness, 2) building social networks and contacts, 3) the connections between educational credentials and career attainment, and 4) skills acquisition and employability/earning power. It would also reinforce SEL skills development and deepen financial literacy.

This training must take place prior to the start of work activities and in addition to the above topics, include an overview of the program and work assignments, financial literacy, and information about workplace health and safety and labor laws for youth.

- In Ladders for Leaders programs, Service Option 3 of the Community-Based SYEP RFP, participants must attend up to 30 hours of unpaid orientation combined with pre-internship, sector-focused work readiness training. Providers will be encouraged to customize pre-

internship training, varying the number of required hours, based on participants' previous work experience and current skills levels. Training will include classroom instruction, mock interviews, and ongoing assessment, including one-on-one interviews with program staff. All pre-employment workshops would take place before participants begin job interviews, for which sufficient time must be allowed. Providers must maintain contact with participants who have completed the training and are waiting for the interview process to begin. At the end of the pre-internship training, each participant must have a professional resume and be prepared to interview for available positions. Participants' resumes will be sent to hiring employers. Pre-internship training should incorporate meaningful career preparation, covering technical skills employers demand within participants' assigned sectors, industry norms, SEL skills, and financial empowerment concepts including planning, borrowing, and investing.

Scaffolding Work Experiences

The forthcoming SYEP programs will offer developmentally appropriate experiences for youth and provide tiered work experiences that build skills, career exposure, and work readiness, year over year. Younger youth ages 14 and 15 would participate in customized project-based experiences that are tailored to each age. These experiences would include hands-on activities with clearly articulated learning goals. DYCD will provide content experts to support the development and implementation of high quality project-based experiences. Older youth ages 16-24 would be placed in jobs with employers from NYC's priority sectors that most closely match participants' interests. The three work experience tiers of SYEP are described below.

- Younger youth 14 years of age would participate in project-based experiences that offer enrichment and opportunities to build skills such as critical-thinking, problem-solving, leadership, decision-making, team building, collaboration, and communication; have real-world experiences that enhance the purpose of mastering academic subjects; deepen self-awareness as well as empathy and respect for others; and explore interests. These activities could entail service learning or community benefit projects.
- Younger youth 15 years of age would participate in more intensive, project-based experiences that directly connect to at least one of NYC's priority sectors. This experience would be designed to advance participants' understanding of the labor market, prepare them for subsequent work experiences, build work readiness skills, and provide career exposure to the proposed sector(s). Additionally, project-based activities should yield end products, such as an event, presentation, production, or other tangible benefit that give participants a sense of accomplishment.
- Older youth ages 16-24 would build competencies and gain career exposure through job placements in NYC's priority sectors. Participants would have the opportunity to apply their competencies in a real-world setting, learn new skills on the job, and become familiar with career opportunities across the industries in which their employers are situated.

IV. PROGRAM APPROACH

DYCD's Promote the Positive Framework

DYCD expects all the programs it funds to recognize and value the strengths and capacities of individuals and communities. Key features of programs that embrace this philosophy include the development of caring, empathetic relationships informed by social justice principles such as inclusion, empowerment,

respect and collaboration, and meaningful choices for participants through mobilization of community resources.

Within this strengths-based framework, DYCD emphasizes Positive Youth Development (PYD), SEL, and Youth Leadership principles and practices to help guide programs to achieve positive outcomes for youth, families and communities. PYD is an assets-based approach that fosters healthy development and resilience by offering a safe environment, a sense of belonging, and authentic opportunities for participants to be heard and effect change in their lives. SEL involves intentional development of key skills including self-awareness, self-management, social awareness, relationships and responsible decision-making. Youth Leadership builds on SEL competencies by adding a focus on *action* (using skills learned to effect change), and *reflection* (reinforcing lessons learned, building confidence, responding to new challenges). See <https://www.flipsnack.com/NYCDYCD/dycd-promote-the-positive-flipbook-for-rfp.html>.

Safe, welcoming, and inclusive environment

SYEP programs would also ensure a safe and welcoming environment for all, regardless of age, immigrant status, culture or background. Everyone who comes to the program would feel a sense of belonging. To this end, the provider would have protocols for staff behavior and effective training and supervision to ensure the environment is friendly and supportive and everyone is treated with dignity and respect, starting from the very first encounter with program staff.

V. RFPS, SERVICE OPTIONS, AND PROGRAM ELEMENTS

A. COMMUNITY-BASED SYEP RFP

This section details the unique program elements of each service option under the Community-Based SYEP RFP and, where applicable, tracks within a service option. Common elements for all service options are as follows:

- Youth must meet the age requirement of the respective service option or track by July 1st of the program year in order to be eligible for SYEP for that same year. For example, a 13 year old must turn 14 by July 1st to qualify for programs serving youth for that year.
- Program hours and respective services may take place on any day of the week, including weekends. There is no set schedule for when projects or work placements must take place; rather, providers would choose a schedule that accommodates the needs of participants. This flexibility in meeting the SYEP hours enables providers to enroll youth who must attend summer school. Work schedules, however, must comply with New York State law governing the hours that minors may work. See New York State Department of Labor, Standards for Hours of Work for Minors at: <https://labor.ny.gov/workerprotection/laborstandards/workprot/hrswork.shtm>

For programs serving younger youth, providers would be allowed to replace participants during the first two weeks of the program.

Service Option 1: Younger Youth

Service Option 1 is tailored to meet the developmental needs of youth ages 14 and 15 and provide them with enriching career exploration and skills-building opportunities through project-based experiences. The program elements of this service option include the following:

- Eligible participants will be youth ages 14 and 15 who are selected by the lottery.
- Project-based experiences would be customized and tailored to each age group. (See Section III-Scaffolding Work Experiences, page 6 above.)
- Providers in this track must be able to recruit and hire staff who can implement high quality, career exploration and project-based programming. DYCD encourages providers to develop partnerships with employers, sector- and industry-focused groups, and other stakeholders that can support project-based learning experiences through site visits, guest speakers, and other means.
- Providers must maintain a staff-to-participant ratio of 1:25. Participants will be organized into cohorts of no more than 25 youth who would participate in all work and education activities together throughout the summer. Providers would organize multiple cohorts to accommodate all program participants.
- Project-based experience hours will include 15 hours per week for six continuous weeks in July and August. Program participants would receive a stipend of \$700 for the summer, paid directly by DYCD once attendance is verified. Payment will be structured as follows:

Project-Based/Community Service Participants	Summer 2018
Stipend Schedule	
Week 1	\$50
Week 2	\$75
Week 3	\$100
Week 4	\$125
Week 5	\$150
Week 6	\$200
Total Stipend	\$700

Service Option 2: Older Youth

Service Option 2 is designed to meet the developmental needs of youth ages 16-21 and utilize a sector-focused approach that encompasses meaningful career exploration, college readiness and exposure to post-secondary education options, work readiness training, and job placement in the relevant sector(s). The program elements of this service option include the following:

- Eligible participants will be youth ages 16-21 who are selected by the lottery.
- Providers will identify and develop worksites within their proposed sector(s) as well as conduct an assessment of each participant to match them with job placements that reflect their interests, developmental circumstances, and needs. Youth ages 20 and 21 will be matched to jobs that offer potential transitions into unsubsidized employment.
- Each participant must complete an eight-hour unpaid, combined orientation and work readiness preparation.
- Employment hours will include up to 25 hours of paid work per week, at the minimum wage and subsidized by DYCD, for six continuous weeks in July and August.

Service Option 3: Ladders for Leaders

Service Option 3 is designed to help youth transition to the professional world of work by giving them internship opportunities in promising sectors. The internships would develop their job-seeking skills, expose them to long-term career options, and enable them to make connections to professionals working in those sectors. The program elements of this service option are as follows:

- Eligible participants will be youth ages 16-22 who are enrolled in high school or college, have prior work experience, and have a grade point average of at least 3.0. Eligible youth must have prior work experience (either paid or volunteer). Participants will be recruited directly by the provider and selected in a competitive process according to a predetermined rubric developed by the provider and approved by DYCD. Participants may also be recruited from the provider's pool of SYEP applicants.
- Providers must develop unsubsidized internships in the private sector for a minimum of 60 percent of their slots. DYCD will help develop subsidized worksites and pay wages for up to 40 percent of slots per provider.
- Providers would develop partnerships and employer connections with NYC's promising high-growth sectors, including but not limited to: technology, hospitality, real estate, fashion, culinary arts, media and entertainment, business and professional services, health care, construction, transportation, and manufacturing.
- Providers must develop a range of paid, unsubsidized internship opportunities tailored to the various interests, skills, and needs of enrolled youth. A number of interview options must be offered to each participant. For students currently engaged in post-secondary education, the focus would be on professional internships and career exploration. Older youth would benefit from opportunities that may lead to permanent placements.
- Providers may raise funds from non-government entities to pay participant wages. DYCD encourages collaborations or joint proposals/subcontracting between youth social service providers and business membership organizations such as Chambers of Commerce and local Business Improvement Districts (BIDS) to provide robust placement options for participants.
- After internship placement, providers will offer follow-up support to interns and employers throughout the six-week program period. Follow-up activities include monitoring the internship site, resolving conflicts, and, where necessary, internship replacement.
- Providers would vet internship sites for appropriate work and safety issues. Additionally, providers would ensure employers receive policies and procedures guidelines, an orientation, and ensure implementation of appropriate worksite policies and procedures. DYCD will approve worksites and reserve the right to monitor placements.
- Employment hours will include a minimum of 25 hours of paid internships weekly, for at least six continuous weeks in July and August. Only interns in unsubsidized positions may work more than 25 hours weekly and may work longer than six weeks, at the employer's discretion.

B. SPECIAL INITIATIVES SYEP RFP

This section details the unique program elements of each service option under the Special Initiatives RFP and, where applicable, tracks within a service option.

For all service options under this RFP, participants will **not** be selected by a lottery. Providers will recruit participants directly with assistance from DYCD.

Service Option 1: Year-Round Sector-Focus Programs

Service Option 1 is designed to strengthen connections between school year instruction and education with sector-based summer youth employment opportunities. The program elements of this service option are as follows:

- Eligible participants will be youth ages 16-24 who are enrolled in high school or college.
- Eligible organizations must be running a standalone sector- or industry-focused, school-year or afterschool program.
- Providers are responsible for developing worksites and job placements in their proposed sector. Similar to Service Option 2, Older Youth, of the Community-Based SYEP RFP, providers would use a sector-focused approach that demonstrates strong employer connections in their proposed sectors and incorporates job placements and work readiness training aligned to the specific sector(s) proposed, including but not limited to: technology, hospitality, real estate, fashion, culinary arts, media and entertainment, business and professional services, health care, construction, transportation, and manufacturing. Providers would conduct an in depth assessment of all participants to match them with job placements that closely match their interests and developmental stages. Providers would also utilize relevant assessments conducted by school personnel, if available, that would provide input regarding the participants' interests, work readiness, and best-fit job placements.
- Each participant must complete eight hours of unpaid, combined orientation and work readiness workshops prior to the start of their summer experience. The SYEP provider will ensure that the work readiness training complements, but does not duplicate, any work readiness instruction received during the school year.
- Employment hours will include up to 25 hours of paid work per week, at the minimum wage and subsidized by DYCD, for six continuous weeks in July and August.

Service Option 2: Vulnerable Youth

Service Option 2 is designed to meet the needs of vulnerable youth and provide them with supports and work-readiness skills to help them succeed. The program elements of this service option are the following:

- Eligible participants will be youth ages 14-24 who meet at least one of the following criteria: a) homeless or runaway youth; b) justice-involved youth; c) youth in or aging out of foster care; or d) youth in families who are receiving preventive services through NYC's Administration for Children's Services (ACS).

- Providers would offer two tracks: one for younger youth ages 14 and 15 and one for older youth ages 16-24. **Except for participant selection by lottery and the upper age limit for older youth, the program elements stated under Service Option 1, Younger Youth, and Service Option 2, Older Youth, of the Community-Based SYEP RFP would apply. (See pages 8-9 above.)**
- Providers are encouraged to meet with youth at least weekly to provide mentoring, counseling, and educational support. They must provide or refer participants to other organizations for support services such as mental health, substance abuse treatment, housing, and other social services, as needed, as well as make recommendations and referrals to appropriate programming after completing SYEP.

Service Option 3: SYEP for the Mayor's Action Plan for Neighborhood Safety

In July 2014, the de Blasio administration launched the Mayor's Action Plan for Neighborhood Safety (MAP) to reduce violence and make neighborhoods safer in and around 15 New York City Housing Authority (NYCHA) developments that have some of the highest crime rates in NYC. The NYCHA developments selected to participate in MAP may change in the future and SYEP opportunities may, accordingly, be offered to new sites. Service Option 3 is designed to expand access to career readiness as well as summer youth employment opportunities for low-income youth residing in these NYCHA public housing complexes.

- Eligible participants will be youth ages 14-24 who currently reside in one of the NYCHA MAP developments.
- Providers would offer two tracks: one for younger youth ages 14 and 15 and one for older youth ages 16-24. **Except for participant selection by lottery and the upper age limit for older youth, the program elements stated under Service Option 1, Younger Youth, and Service Option 2, Older Youth, of the Community-Based SYEP RFP would apply. (See pages 8-9 above.)**
- Not including summer camp placements, at least 90 percent of job placements for older youth must be outside of the proposed NYCHA development.
- Providers may serve more than one NYCHA MAP development within the borough. However, providers must establish a program site that is convenient and accessible to youth residing in the proposed NYCHA development(s).

- The *current* NYCHA MAP developments are as follows:

Current Participating NYCHA Developments				
Bronx	Brooklyn	Manhattan	Queens	Staten Island
Butler	Boulevard	Polo Grounds	Queensbridge Houses	Stapleton
Castle Hill Houses	Bushwick	St. Nicholas		
Patterson	Ingersoll	Wagner		
	Red Hook E and W			
	Tompkins			
	Van Dyke Houses			
	Brownsville Houses			

Service Option 4: Youth with Disabilities

Work experiences and project-based experiences offer particular value for youth with disabilities (cognitive, emotional, and physical) by helping them develop confidence and the competencies they need to thrive. While all SYEP programs may serve youth with disabilities, DYCD has created the new Service Option 4, Youth with Disabilities, to 1) increase summer youth employment opportunities among youth with disabilities and 2) adequately compensate providers who would specifically serve this population.

- Eligible participants will be youth ages 14-24 with a disability (cognitive, emotional, and/or physical). Providers would identify the disabilities of the target population and services to address participants' needs.
- Providers would offer two tracks: one for younger youth ages 14 and 15 and one for older youth ages 16-24. **Except for participant selection by lottery and the upper age limit for older youth, the program elements stated under Service Option 1, Younger Youth, and Service Option 2, Older Youth, of the Community-Based SYEP RFP would apply. (See pages 8-9 above.)**

Service Option 5: SYEP for Cure Violence

One of Mayor de Blasio's top priorities is to reduce gun violence and improve public safety in NYC. Key to this effort is the detection and interruption of conflicts and the provision of services to individuals most likely to be involved in gun violence. As part of this strategy, NYC is promoting close working relationships among communities, government agencies, and law enforcement in police precincts most affected by gun violence. To support this agenda, Service Option 5, SYEP for Cure Violence, will provide skill-building and work readiness programming for Cure Violence participants, i.e., youth most at risk of gun violence, gang involvement, and/or violence-related arrests. Cure Violence is an evidence-based, public health set of strategies aimed at reducing gun violence. This initiative currently operates in 17 police precincts across NYC. For more information, visit the link [Cure Violence](#).

- Eligible participants will be youth ages 14-24 who participate in the Cure Violence initiative.
- Providers would offer two tracks: one for younger youth ages 14 and 15 and one for older youth ages 16-24. **Except for participant selection by lottery and the upper age limit for older youth, the program elements stated under Service Option 1, Younger Youth, and Service**

Option 2, Older Youth, of the Community-Based SYEP RFP would apply. (See pages 8-9 above.)

- SYEP providers are expected to work with Cure Violence organizations throughout the duration of the SYEP program. Elements of this relationship include the following:
 - Cure Violence organizations will provide ongoing support to the SYEP provider, including coordinating with SYEP providers to recruit participants into the SYEP program.
 - Cure Violence organizations would provide the necessary supportive services to ensure participants successfully complete the program.
 - In the case that special community-based projects are developed for participants, SYEP providers would collaborate with Cure Violence organizations in designing these projects.
- Providers can propose to serve more than one precinct's geographic area. However, they must establish a program site that is close, convenient, and accessible to youth residing in at least one of the precincts. Additionally, providers would have experience in the proposed target neighborhood(s) that comprise the precincts they aim to serve.

C. SCHOOL-BASED SYEP RFP

Programs funded through RFP are designed to strengthen connections between academic learning and summer career exploration. In the first year of the contract, DYCD anticipates serving 3,000-5,000 youth through participating schools. In subsequent years, DYCD anticipates increasing the service level year-over-year with the goal of serving up to 20,000 youth.

- Eligible participants will be youth ages 14-21 who are enrolled in the participating schools.
- DYCD in collaboration with the NYC Department of Education (DOE) will identify eligible schools and publish a list of the selected schools in the RFP.
- Providers would offer two tracks: one for younger youth ages 14 and 15 and one for older youth ages 16-21. **Except for participant selection by lottery, the program elements stated under Service Option 1, Younger Youth, and Service Option 2, Older Youth, of the Community-Based SYEP RFP would apply. (See pages 8-9 above.)**
- Orientation and work readiness training would commence in winter, 2018 and continue through the spring and early summer.
- Providers would submit one proposal per school.
- Work readiness workshops would accommodate, depending on the size of the classroom, a maximum of 25 participants per classroom. Younger youth would receive 20 hours of workshops; older youth would receive 15 hours.
- This program model requires schools and providers to work collaboratively. Prior to the completion of contract negotiations, providers and the schools they proposed to serve would enter into School Partnership Agreements. The terms of the Agreements would designate liaisons for ongoing communication, identify adequate space to conduct orientation and training, and

coordinate the career development and exploration activities for youth. DYCD and DOE will set specific parameters for the Agreements.

VI. SERVICE LEVELS, SERVICE OPTIONS, AND COMPETITIONS

The annual service level for SYEP is currently anticipated to be 70,000 slots, with a price-per-slot range of \$325-\$1,000. See below for a summary of competitions by service option.

COMPETITIONS CHART

RFPs and Service Options		Competitions	Target Youth (Ages)
Community-Based SYEP RFP			
1	Younger Youth	5 Borough-Based	14-15
2	Older Youth	5 Borough-Based	16-21
3	Ladders for Leaders	1 Citywide	16-22
Special Initiatives SYEP RFP			
1	Year-Round Sector-Focused Programs	1 Citywide	16-24
2	Vulnerable Youth	1 Citywide	14-24
3	SYEP for the Mayor’s Action Plan for Neighborhood Safety	5 Borough-Based	14-24
4	Youth with Disabilities	1 Citywide	14-24
5	SYEP for Cure Violence	5 Borough-Based	14-24
School-Based SYEP RFP			
1	School-Based Programs	5 Borough-Based	14-21

In the case of borough-based competitions, organizations may propose more than one site in a borough in a single proposal. Organizations may also propose sites in different boroughs; however, a separate proposal must be submitted for each borough.

VII. OTHER PROGRAM REQUIREMENTS

A. EXPERIENCE AND QUALIFICATIONS

DYCD anticipates that selected providers and key staff would have at least two years of experience in the last five years operating a summer youth employment program or providing other occupational and educational services for youth.

For all providers:

- Providers would have experience in serving their proposed target population.
- Program staff, including volunteers, would be culturally competent and would provide services in a manner that is sensitive to participants’ cultural heritage and traditions, life experiences, sexual orientation, and gender identity.
- Program staff would be familiar with DYCD’s approach (see Section IV. Program Approach above) and capable of implementing the approach for the benefit of participants.

- Program staff would have experience delivering individualized programming to youth, including managing programs with large numbers of participants, conducting individual assessments, and providing educational and career guidance to participants.
- Program staff would have experience in delivering/implementing work readiness curricula and staff must be equipped with relevant skills including facilitation, teaching, coaching, or training.
- Program staff would be familiar with the sector(s) and industry(ies) relevant to their program.

B. OUT-OF-CITY WORKSITES

Providers will be allowed to provide NYC's youth with summer employment opportunities located outside NYC, within 100 miles of the program location. Providers must provide free, convenient, and safe transportation to and from the worksite. In addition, such worksites must meet the same SYEP requirements as programs located within NYC. Organizations interested in proposing programs with out-of-city worksites will be required to indicate in their proposals how many work slots are out of the city and their compliance with requirements related to state certifications and insurance; medical personnel and safety; and participant transportation, accommodation, and communication.

C. RECORD-KEEPING AND REPORTING

DYCD will provide the contractors with a set of forms for record-keeping and reporting. The provider would collect the following information:

Project-Based Experience Plan

Providers implementing project-based experiences would develop and maintain on file a comprehensive plan for each proposed project. This plan would provide details regarding major phases of the project: 1) the design and 2) implementation. For younger youth 15 years of age, this plan should also include a third section which details the final presentation component of the project.

Participant Enrollment Survey

The provider would complete a Participant Enrollment Survey for each participant. DYCD will provide the survey forms through the SYEP system. The surveys would be available for review by DYCD contract managers during visits to each provider site.

Worksite Agreements

The provider would maintain information on each subsidized and unsubsidized job placement. For each participant, the provider would secure a Worksite Agreement with the participant's employer. The agreement will include the terms of employment and information on the work assignment. DYCD will provide a Worksite Agreement Form for this purpose. Providers would then enter worksite information into the DYCD online database system and submit the Worksite Agreement Forms to DYCD for review and approval.

Youth Hours Worked/Attendance

Using the SYEP database, the provider would input data weekly on youth participant attendance at the worksites and all education sessions.

Worksite Supervisory Evaluations of Youth Participants

DYCD will give providers a standard evaluation form to be distributed to employers. Providers would instruct employers to complete evaluations of youth participants in the third and final weeks of the program, then collect the completed forms and make them available to DYCD contract managers.

Incident Reports

DYCD will provide providers with Incident Report Forms to document all injuries and existing or suspected incidents of child abuse or property loss. Providers would notify DYCD within 24 hours and complete and send all supporting forms to DYCD within three working days of any incident.

Close-out Report

Providers would provide DYCD with a summative report on the SYEP program, including information on participant plans (e.g., school, employment, or training) after SYEP.

D. EVALUATION

Providers would be required to cooperate with any evaluation of SYEP by DYCD or an external evaluator and would ensure that designated staff members attend all meetings related to SYEP that are deemed mandatory by DYCD. For example, providers would help administer an SEL survey to all participants at the conclusion of the SYEP program.

VIII. PAYMENT STRUCTURE

It is anticipated that the payment structure of the contracts awarded will be based on 100 percent line-item budget reimbursement.

IX. METHOD FOR PROPOSAL EVALUATION

Proposals will be evaluated pursuant to the evaluation criteria set forth in the RFPs which will include: quality and quantity of successful relevant experience, demonstrated level of organizational capability, and quality of proposed program approach, including worksites and employment sectors.

X. BASIS FOR CONTRACT AWARD

DYCD will award contracts to the responsible proposers whose proposals are determined to be the most advantageous to NYC, taking into consideration the price and such other factors or criteria set forth in the RFP, including geographic distribution of the programs throughout NYC, and the population(s) to be served. DYCD reserves the right to determine, based on the proposer's demonstrated organizational capability and the best interests of NYC, respectively, how many participant slots the proposer will be awarded. Likewise, in the case that a proposer is eligible for award in more than one service option or borough, DYCD reserves the right to determine, based on the proposer's demonstrated organizational capability and the best interests of NYC, how many, what size, and in which service option and borough(s) contracts will be awarded to the proposer. Contract award will be subject to timely completion of contract negotiations between DYCD and the selected proposer.

XI. PROCUREMENT TIMELINE

It is anticipated that the School-Based and Special Initiatives SYEP RFPs will be issued in early fall, 2017, and the Community-Based SYEP RFP will be issued in late fall to early winter, 2017. The proposal submission deadlines will be approximately one month from the release of the RFPs. **The School-Based and Community-Based RFPs will be open-ended to allow for potential expansion of slots should additional funding become available.**

XII. COMMENTS

The deadline for comments on this concept paper is **October 12, 2017**. Comments may be emailed to conceptpaper@dycd.nyc.gov with the words “SYEP concept paper” inserted in the subject line. Written comments may also be mailed to:

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Department of Youth and Community Development
2 Lafayette, 20th Floor
New York, NY 10007

ENDNOTES

ⁱ U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates.

ⁱⁱ [U.S. Department of Labor, Bureau of Labor Statistics, Employment and Unemployment Among Youth Summary, August, 2016](#). The national youth unemployment rate is for July, 2016.

ⁱⁱⁱ Cordova, T., Wilson, M. D., & Morsey, J. C. (2016). “Lost: The Crisis of Jobless and Out of School Teens and Young Adults in Chicago, Illinois, and the US”, Great Cities Institute, University of Illinois at Chicago.

^{iv} Sum, A., Khatiwada, I., Trubsky, M., Ross, M., McHugh, W., & Palma, S. (2014). “The plummeting labor market fortunes of teens and young adults”, Washington, DC: Brookings Institution.

^v Carter, E. W., Austin, D., & Trainor, A. A. (2012). “Predictors of postschool employment outcomes for young adults with severe disabilities”, *Journal of Disability Policy Studies*, 23(1), 50-63.

^{vi} [Career Pathways Learning Lab \(2015\). The NYC Mayor’s Office of Workforce Development \(WKDEV\), New York Association for Training & Employment Professionals \(NYATEP\), JP Morgan Chase & Co., and the City University of New York. \(White Paper\)](#). This brief highlighted some of the challenges to building effective career pathways and bridge programming for the hardest to serve such as those with low literacy skills and limited English proficiency.

^{vii} [Hilliard T., Bowles J., Giles D. \(2013\). Foster Youth and the Workforce: Next Steps, New York: Center for an Urban Future.](#)

^{viii} Youth unemployment is defined as youth ages 16- 24, actively looking for work.

^{ix} [Ayres, S. \(2013\). The high cost of youth unemployment. Washington: Center for American Progress.](#)

^x Thern, E., de Munter, J., Hemmingsson, T., & Rasmussen, F. (2017). “Long-term effects of youth unemployment on mental health: does an economic crisis make a difference?” *Journal Epidemiology & Community Health*.

^{xi} Fischer D., Faulhaber K., Miceli L., Parker M., (2014). “Innovations in the Field-Young Adult Sectoral Employment Project (YASEP) Report”, JobsFirst NYC. Report available at:<http://www.jobsfirstnyc.org/uploads/JFNYCInnovationsYASEP91114.pdf>

^{xii} Ross, M., & Kazis, R. (2016). “Youth Summer Jobs Programs: Aligning Ends and Means”, Washington, DC: Brookings Institution.

^{xiii} Ibid.

^{xiv} [Valentine, E., Anderson, C., Hossain, F., & Unterman, R. \(2017\). An Introduction to the World of Work: A Study of the Implementation and Impacts of New York City’s Summer Youth Employment Program.](#)

^{xv} Gelber, A., Isen, A., & Kessler, J. B. (2014). “The effects of youth employment: Evidence from New York City summer youth employment program lotteries (No. w20810)”, National Bureau of Economic Research. Results are significant when compared to baseline incarceration and mortality rates as noted in the report.

^{xvi} Leos-Urbel, J., Schwartz, A. E., Weinstein, M., & Weitzman, B. C. (2012). “More than a Paycheck? The Impact of Summer Youth Employment on Students’ Educational Engagement and Success”, New York: Institute for Education and Social Policy, New York University.

^{xvii} [Modestino S. A., Nguyen T. \(2016\). The Potential for Summer Youth Employment Programs to Reduce Inequality: What Do We Know? Community Development Issue Brief, Federal Reserve Bank of Boston.](#)

^{xviii} Heller, S. B. (2014). “Summer jobs reduce violence among disadvantaged youth”, *Science*, 346(6214), 1219-1223; *See also* [Sum. A., Trubskyy M., McHugh W. \(2015\). The Summer Employment Experiences and the Personal/Social Behaviors of Youth Violence Prevention Employment Program Participants and Those of a Comparison Group, Center for Labor Market Studies, Northeastern University.](#)

^{xix} Ibid.

^{xx} Devaney, E., & Moroney, D. (2015). “Ready for Work? How Afterschool Programs Can Support Employability through Social and Emotional Learning” in [Beyond the Bell: Research to Practice in the Afterschool and Expanded Learning Field](#), American Institutes for Research. Report available at: <http://www.air.org/resource/beyond-bell-turning-research-action-afterschool-and-expanded-learning>

^{xxi} Ibid.