

Attachment 8

NYS Learning and Enrichment After School Program Support (LEAPS) A-1B PROGRAM SPECIFIC TERMS AND CONDITIONS

Desired Outcomes and Program Requirements

OCFS is seeking proposals responsive to the desired outcomes identified in the RFP and the OCFS mission. Specifically, the program design must include a PYD approach and integrate the After-school Alliance key principles of a quality after-school program (see link in **Section 2.1 of RFP 1131**). Activities and content must support goals and objectives designed to address the identified needs of the students and their families and include opportunities for youth development and enrichment through hands-on, project-based activities, service learning, and other experiences not typically offered in a traditional classroom setting. Key elements core to the program's overall design must include elements that are innovative or unique to the program's mission and goals.

All programs funded by this initiative must be designed to implement strong diversity, equity, and inclusion (DEI) policies and practices – including academic, cognitive, civic, social-emotional, and economic benefits. Strong DEI policies, in partnership with parents and families, empower students from all backgrounds to visualize successful futures for themselves and provide them with a sense of belonging and self-worth. These benefits can lead to improved student achievement, which in turn can lead to better outcomes in other areas of their lives, including work and civic engagement. This is true regardless of a school's geographic location or the demographic composition of its students and faculty.

Key elements of the program must include the following:

A. Program Design

Community Assessment - As part of the LEAPS application, applicants must include an evaluation of community needs and how the program will address those needs, including how the proposed program schedule reflects the results found in the completed needs assessment.

Positive Youth Development - The LEAPS initiative will be funding after-school programs with a PYD approach. According to the federal Interagency Working Group on Youth Programs, PYD is “an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people’s strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.”

The following four domains from the [framework for PYD](#) must be reflected in all program proposals:

Assets: Youth have the necessary resources, skills, and competencies to achieve the desired outcomes.

Agency: Youth perceive and have the ability to employ their assets and aspirations to make or influence their own decisions about their lives and set their own goals, as well as to act upon those decisions in order to achieve desired outcomes.

Contribution: Youth are engaged as a source of change for the positive development of themselves and of communities.

Enabling Environment: Youth are surrounded by an environment that develops and supports their assets, agency, access to services and opportunities, and strengthens their ability to avoid risks and to stay safe, secure, and be protected and live without fear of violence or retribution.

In addition to the four domains, the PYD framework identifies seven features essential to a strong PYD after-school program and outlines key activities that can help define what activities can be incorporated within each of the domains.

Positive Youth Development Framework		
PYD Domains	PYD Features	Key Activities
Assets and Agency	Skill-building	Develop soft and life skills through skill-building activities within individual, peer, and community settings. Examples of program activities include: <ul style="list-style-type: none"> • life skills learning, cooking, financial literacy. • developing healthy relationships, including identifying what healthy relationships look like and how to set boundaries.
Contribution	Youth engagement and contribution	Provide opportunities for youth engagement. Examples include: <ul style="list-style-type: none"> • Youth advisory committees. • Youth designing and developing activities and/or events for out-of-school-time programming. • Opportunities for youth to volunteer in community organizations (organize food pantries, pack food in school-sponsored backpack programs, prepare meals for community shelters, plant a garden at a community center, etc.). • Identifying ways to recruit additional students to the program.

Enabling Environment	Healthy relationships and bonding	Identify and link youth to positive adult role models and healthy peer relationships. Examples include activities that support: <ul style="list-style-type: none"> Developing healthy relationships and boundary setting.
	Belonging and membership	Fostering activities where youth feel included. Identify activities that provide positive sense of belonging such as: <ul style="list-style-type: none"> Create clubs within the after-school program providing opportunities for youth with similar interests to participate (i.e., Chess club, sports club, reading group).
	Positive norms, expectations, and perceptions	Teaching youth about clear and consistent norms and expectations about health, relationships, and forms of engagement that provide youth an increasing amount of responsibility and independence and allow youth to grow and take on new roles. Examples include: <ul style="list-style-type: none"> Create activities that allow youth in the program to lead activities. Youth leadership programs.
	Safe Space	Creating safe spaces tailored to the needs of youth.
	Access to age-appropriate and youth-friendly services, integration among services	Making information available to youth and families, developing partnerships with community organizations integrating health and social services so there is a continuum of care and support at the community level. Examples include: <ul style="list-style-type: none"> Provide information to youth and families about services available, including food pantries and mental health services and concrete needs. Have representatives of community agencies present or sponsor workshops in the after-school program.

Key Principles in a Quality After-School Program - The nine principles of a quality after-school program (see Afterschool Alliance link in **Section 2.1 of RFP 1131**) [include ongoing assessment and improvement practices. All of the principles must be included in the program description.](#)

Social Emotional Learning (SEL) and After-School Programs - One of the goals of the LEAPS initiative is to incorporate social and emotional skills into program activities. “Social and emotional learning competencies are defined as the cognitive, affective, and behavioral competencies necessary for a young person to be successful in school, work, and life.” (Beyond the Bell, “Linking Schools and Afterschool through Social and Emotional Learning”, 2015 [Beyond the Bell, “Linking Schools and Afterschool through Social and Emotional Learning”, 2015](#))

Programs must propose activities that support social-emotional learning in their school and community, and work with their school district to support their SEL goals and curriculum.

Activity Planning - The activities must be culturally relevant and must ensure an integration of academics, enrichment, and skill development through hands-on experiences that will make learning relevant and engaging.

Eligible Activities - Grantees of LEAPS awards may use the funds to carry out a broad array of activities that support students and families and drive high quality programming. In addition to activities listed above relating to PYD framework, program activities could include, and are not limited to:

- academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with the challenging academic standards; and local curricula designed to improve student academic achievement;
- programs that support a healthy and active lifestyle, including nutritional education;
- regular, structured physical activity programs;
- opportunities for normative experiences for youth with special needs;
- programs that provide after-school activities that emphasize language skills and academic achievement for students who are English language learners;
- multicultural programs;
- telecommunications and science, technology, engineering, the arts, and mathematics (STEAM) programs;
- parenting skills programs that promote parental involvement and advocating for their children, and family literacy, including, but not limited to, financial literacy, English as a second language, computer literacy, help with job applications and resumes, etc. that must occur during non-child care hours.

Aligned with the NYS Education Department (NYSED)’s 21st Century Learning Centers, all applicants must incorporate trauma-informed practices (for more information on PYD, follow the link <https://actforyouth.net/>) to address the variety of traumas children and families are currently facing. Programs must address such issues as trauma and isolation and consider providing increased access to counselors, social workers, and mental health professionals either within the program or through community partners.

Self-Assessment and Planning - Applicants must design the program to include the 10 essential elements of high quality expanded learning opportunity programs outlined in the Network for Youth Success [Quality Self Assessment \(QSA\) Tool](http://networkforyouthsuccess.org/qa/). The QSA Tool must be used by all LEAPS awardees once each year for self-assessment and planning for program improvement. This provides an opportunity for program leaders and staff, in collaboration with other stakeholders, to utilize a common set of standards to assess, plan, design, and execute strategies for ongoing program improvement. The QSA Tool User's Guide provides instructions on how to optimize the QSA process. Additional information about the QSA Tool is available at: <http://networkforyouthsuccess.org/qa/>. Training on the QSA tool will be provided to all awardees.

B. Program Operation/Logistics

Location - Programs operating in school buildings are preferred. Other sites will be considered with appropriate justification. If the applicant proposes to involve additional partners/subcontractors, they must enter into a subcontract with each additional partner/subcontractor upon award and must notify OCFS of any subcontractors prior to the contract start date. If payment to subcontractors will exceed \$100,000 over the contract term, then OCFS and OSC must approve of the proposed subcontracts before services are rendered.

Emergency Plan - Programs will also be required to have an emergency plan in the event that the school is not available for a period of 30 days or more. This emergency plan must include how the program will continue serving students. This plan is required to be submitted to OCFS within Year 1 of the contract start date.

Transportation – If applicable, there must be a transportation plan indicating whether the applicant, district or subcontractor will be responsible for transporting children from school to the proposed site (if not on school grounds). Transportation expenses from school to after-school program is allowable, but transportation time is not considered part of program time.

Hours of Operation - Aligned with the NYSED 21st Century Learning Centers, LEAPS programs are encouraged to extend their hours into the evening. Program hours may also include morning, school breaks, and/or summer programming, consistent with the local school calendar. Programming for all students is to be in accordance with regulations, registration requirements, community needs, and registered capacity.

Proposed programs must use available time to best meet the specific identified needs of students and their families and to leverage student interests to effect positive impacts on attendance, engagement, and academics. The program schedule, staffing duties and description must include information on collaborative planning and professional development in order to build strong systems of program delivery among staff.

Charging Fees - Organizations operating a program have the option of charging nominal fees for after-school services provided. If the program is considering charging a fee for care, the program's policy regarding fees as well as the fee schedule must be submitted to OCFS

and must include a sliding scale for families. The program must describe the procedures it will use so that the fees do not impose a significant barrier to youth enrolling in the program. Youth are not to be excluded based on their ability or inability to pay. All fees received from youth attending the after-school program must be used to support the program activities.

C. Organizational Capacity and Management

Agencies awarded as part of the LEAPS initiative must be capable of administering a successful grant program and demonstrate any prior experience providing quality comprehensive after-school programming for students and families. The proposed management structure and staff positions must reflect the capacity to implement a successful program and must include strong fiscal management capabilities.

Registration Process for School Age Child Care (SACC) - To receive LEAPS funds for program operation, programs must meet applicable state laws and regulations, including completion of a SACC registration. For those programs without an existing SACC registration, a SACC registration must be obtained within 120 days of the award letter date and prior to program services unless there are extenuating circumstances and the provider submits documentation demonstrating the delay is out of the provider's control for OCFS final determination. OCFS will apply the same review criteria to all provider submissions. **Programs must start the registration application process as soon as possible to allow for adequate time to meet registration requirements. The window may not be enough time to complete registration if the program has not already started the process, due to factors outside of OCFS's control, such as out-of-state background checks and possible code enforcement/inspection issues. Programs are encouraged to start the process as soon as they have secured a site and begin drafting their LEAPS proposal.** Please note that costs incurred prior to the start of the contract date are not eligible for reimbursement except as stated in **Section 2.4 A of RFP 1131**.

Programs must have completed or complete the registration process for SACC registration outlined in OCFS regulations at 18 NYCRR Part 414. The applicable regulations can be accessed at the following link: https://ocfs.ny.gov/main/childcare/daycare_regulations.asp. Per OCFS procedure, new applicants must attend a SACC orientation training as outlined here: <http://www.pdp.albany.edu/ccfs/>. Youth to be served can include pre-k through high school. However, if the pre-k population is to be served, a waiver is required. Review Childcare Policy 16-2 at: <https://ocfs.ny.gov/programs/childcare/policies/Childcare-Policy-16-2-Enrollment-of-Prekindergarten-Children-in-School-Age-Child-Care.pdf>

All programs must complete the SACC registration process, and all children, regardless of age, will be considered part of the program. Refer to **Attachment 9 of RFP 1131– 18 NYCRR 413.2(b)(4) and 414.8(k), (l)**.

Staffing Plan - Staff must represent the children, youth, and families served. Staffing plans must reflect consistency to create conditions for building supportive and stable relationships. Suggested staff positions include and are not limited to: A) site coordinator, B) fiscal manager, C) education liaison, and D) data manager. **All LEAPS programs must have a program director who will oversee and manage all aspects of the program. Other roles listed are optional as needed to provide a quality program.**

- Each school-age child care program must be staffed to perform administrative/fiscal management functions and, during all hours of operation, program supervision functions, including developing, directing and supervising the daily activity programs for children. These functions may be performed by one individual or may be shared in any combination between two or more individuals.
- It is recommended that the program director be full time, especially for awards over \$600,000 in annual funding. However, one program director may not oversee more than three sites of any size under this RFP. A program director for a single-site grant may act in a dual capacity of program director and site coordinator.
- Site coordinators for all programs must not be assigned to more than one site, as they must be on site during program times.

Additional program duties must include:

- align spending with programming and be responsible for submitting budgets, budget amendments, invoices, and final expenditure reports by the deadlines established for each.
- coordinate the youth's services and supports across school, home, and/or program.
- the management and quality control of reportable data.

OCFS must be notified of any changes in staff and/or roles in a timely manner.

The staffing plan must be consistent with maintaining the SACC staffing ratios. Plan accordingly per **Attachment 9 of RFP 1131– 18 NYCRR 413.2(b)(4) and 414.8(k), (l)**. When the after-school program is in operation, an adequate number of qualified staff must be on duty to protect the health and safety of the children in their care. Programs must refer to the [OCFS regulations for SACC programs](#) for staff ratio and maximum group size information.

LEAPS Initiative Conferences - Awardees will be required to participate in LEAPS initiative conferences and the cost of attendance can be covered by the grant. More information will be distributed after awarding the technical assistance provider.

Sustainability Plan - Programs will also be required to complete a Sustainability Plan within Year 1 of the contract start date. A sustainability planning process will ensure the program has a long-term goal toward serving the community and students and has the adequate resources to fund its planned activities. It is anticipated that awards through the LEAPS initiatives will not fully cover the cost of operating a quality after-school program, and programs should secure additional resources (both cash and in-kind) to ensure the sustainability of their program.

Program Evaluation - In addition to utilizing the QSA Tool annually, programs will be required to complete other quality assessment tools. These tools, and training on these tools, will be provided to awarded vendors, and programs will be given ample time to complete and report the information to OCFS. Additional tools may include School Age Care Environmental Rating Scale (SACERS, [ERS Institute](#)), Devereux Student Strengths Assessment (DESSA, [Social and Emotional Learning Evidence-Based Assessments - Wisconsin Department of Public Instruction](#)), and mini-DESSA.

D. Youth Enrollment, Attendance, and Engagement

OCFS recognizes the many challenges to obtaining enrollment and 100% attendance in operating a quality after-school program. Maximizing youth attendance is the responsibility not just of the program but also of its effective partnerships with the school, parents, and community.

Recruitment of Program Participants - Programs must have clear research-based strategies for recruitment and retention of program participants.

According to the National Library of Medicine,* “five promising recruitment strategies to boost enrollment [are]: (1) matching the program to participants’ needs (offering activities not readily available elsewhere or offering flexible schedules), (2) demonstrating the importance of participation to young people and their families, (3) reaching out directly to youth and their families in their homes and communities, (4) recruiting in peer circles, and (5) making a special effort to recruit at-risk youth. Finally, the evaluation literature points to five promising strategies to enhance regular participation and long-term program retention: (1) sending a clear message that regular attendance is important; (2) setting realistic goals to promote regular attendance, especially as youth grow older; (3) finding a balance among academic and other activities; (4) using incentives; and (5) keeping teens involved with opportunities for leadership, community service, and paid employment”.

*<https://pubmed.ncbi.nlm.nih.gov/15943137/#:~:text=In%20addition%2C%20a%20review%20of,of%20participation%20to%20young%20people>

Enrollment – Programs must achieve active enrollment of 75% of their registered capacity by the end of year two, as explained further below.

Attendance – For these school-year programs, common thresholds include 30, 60, and 90 days of participation per student per year because prior research has shown positive outcomes for youth with as low as 30 days of participation but stronger outcomes for youth attending 60 and 90 days. (Naftzger et al., “A Summary of Three Studies Exploring the Relationship between Afterschool Program Quality and Youth Outcomes,” 2014).

LEAPS programs require that to be considered a participant, a student must attend the program for a minimum of 30 days in each program school year.

The program attendance threshold LEAPS initiative awardees must achieve 95% participation of their enrolled students by the end of year two, as described further below.

OCFS will partner with a selected technical assistance contractor to work with programs to continue to pursue higher enrollment and attendance thresholds.

Enrollment of Children with Special Needs - Each child must be evaluated by the program to determine whether the child could be successful in the program if reasonable accommodations are made. A child may not be refused admission solely because the child has a developmental delay or disability unless their presence would pose a direct threat to the health or safety of others or require a fundamental alteration of the program.

Reporting – The following information will be required to be collected by LEAPS program awardees and submitted on a quarterly basis with their claims:

- A. Youth enrollment. Systems will track the number of youth who enroll and the percentage of enrolled youth by demographics, as set by OCFS.
- B. Youth attending at least one day. The number of youth who attend a program for at least one day is unlikely to be as high as the number who enroll.
- C. % no-show rate. Calculated as follows: ($\#$ youth enrolled – $\#$ youth attending at least one day) / $\#$ youth enrolled = % no-show. Knowing the no-show rate can help systems and programs (1) reduce the no-show rate by surveying and engaging families and youth, and (2) plan for a stable no-show rate by enrolling based on the number of students expected to attend rather than the number of slots available.
- D. Daily youth attendance. The attendance of each enrolled youth on each day of program operation.

The information noted above is anticipated to be submitted within the software system that will be provided by OCFS's technical assistance contractor after training has been provided.

Participant data will be reviewed annually by OCFS to determine the participation enrollment target that will apply to program contract periods three to five.

Participation Targets and Potential Budget Adjustments - In the first contract period, OCFS and its technical assistance contractor will begin to work with programs to develop strategies to maximize the number of youth enrolled and attending.

If the participation target of 95% of enrolled students is not achieved by the end of the second contract period, the grantee's budget will be reduced proportionally by the percentage their student participation rate is below the participation target. This calculation will be performed in years two-five and any annual reductions will apply to the following contract period.

Example 1:

The capacity is 100 students, and 100 students are enrolled to attend Year 2 of the program. The number of students who attended 30 or more days of Year 2 is 50.

The calculation is: $\#$ of students who attended 30 or more days / $\#$ of enrolled students per year = % of student participation rate, so $50 / 100 = 50\%$ student participation rate.

The student participation rate is 45% below the participation target of 95% ($95\% - 50\% = 45\%$), so the year three budget will be reduced by 45%.

However, if in the contract years after a budget reduction, the program increases their participation target percentage of enrolled students, the grantee's budget may be increased proportionally by the percentage they increased toward the program target in the budget year following the increase. Such increases will not exceed the original annual award amount.

Example 2:

In Example 1, the Year 3 budget was reduced by 45%. However, by the end of Year 3, the provider increased attendance to 75 students.

The calculation is: # of students who attended 30 or more days / # of enrolled students per year = % of student participation rate, so $75 / 100 = 75\%$ student participation rate.

The student participation rate is now only 20% below the participation target of 95% ($95\% - 75\% = 20\%$), so the year four budget may be increased by 25%, so the overall reduction for Year 4 is 20%

OCFS will notify the contractor of the budget amount approximately 90 days prior to the beginning of the next period of the annual contract for periods 3-5, which will not exceed the original award amount. By signing the contract, the contractor agrees they will not request reimbursement from OCFS for more than the annual period amount contained in the OCFS annual award letter.

Upon OCFS notification of the annual funding amount for the next period, the contractor will upload their annual workplan/performance targets and annual budget with modifications to reflect the annual amount on the award letter to the OCFS Contract Management System (CMS) no later than 60 days prior to the beginning of the next period. Contractors cannot begin services for the new period until their workplan and budget are uploaded and approved by OCFS in CMS.

Participant data will be reviewed annually by OCFS to determine the enrollment and participation target that will apply to program contract periods three to five. If the participation target is changed from 95% of enrolled students, OCFS will notify programs prior to the beginning of the new contract period in which the change will apply in the annual award letter.

- If there are extenuating circumstances that result in reduced participation, programs will be allowed to apply for a one-year waiver of any funding impact due to their reduced participation. OCFS will determine whether each waiver will be granted on a case-by-case basis and the determination made based on the facts of each case will be applied equally to all awardees.

Engagement Performance Indicators - Equally as important as the youth's attendance is the improvement of youth skills and well-being. OCFS requires programs to incorporate a PYD framework (see **Attachment 3 of RFP 1131 – PYD Framework Reference Guide**), as well as implement Comprehensive Afterschool Principles to foster positive youth outcome indicators. The Comprehensive Afterschool Principles are:

- School community partnerships
- Active and engaged learning
- Family engagement
- Intentional programming
- Diverse, prepared staff
- Participation and access

- Safety
- Health and well-being
- Ongoing assessment and improvements.

More thorough information can be found at this link: [Comprehensive-Afterschool National-12-17-21.pdf \(afterschoolalliance.org\)](https://www.afterschoolalliance.org/files/2017/12/Comprehensive-Afterschool-National-12-17-21.pdf)

These outcome indicators must be developed with input from the community, including youth. Within Year 1, each program will work to develop a core set of indicators to measure youth outcomes throughout the program. These skills must be clearly linked to the program goals and objectives and the OCFS technical assistance partner will work with programs on the process for developing and measuring these indicators. For more information on how to develop indicators and measurement of out-of-school-time programs: <https://www.search-institute.org/wp-content/uploads/2017/11/DAP-Ready-by-21-Review.pdf>.