



Boys & Girls Clubs of the Capital Area

REQUEST FOR PROPOSALS

Social-Emotional Literacy & Wellness Programming for NYS Learning & Enrichment
After-school Program Supports (LEAPS)

Issued: September 28, 2026

Proposed Service Period: 10/15/26 – 06/01/27

Proposal/Bid Deadline: October 12, 2026, at 5:00pm EST

Submission Method: Email

1. Background

Boys & Girls Clubs of the Capital Area (BGCCA) is a nonprofit serving youth in Albany and Rensselaer counties, offering Pre-K, after-school programs, summer camps, and teen services at its Albany (21 Delaware Ave) and Troy (1700 7th Ave) Clubhouses. BGCCA provides safe, structured, and enriching programs, serving more than 1,000 young people across the Capital Region.

The mission of the Boys & Girls Club is to inspire and enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

New York State Learning & Enrichment After-School Program Supports (LEAPS)

The NYS LEAPS (Learning & Enrichment After-School Program Supports) initiative provides structured, enriching after-school programs to support academic achievement, personal growth, and social-emotional development for students from Pre-K through high school. The LEAPS program is administered by the New York State Office of Children and Family Services (OCFS) and is designed to support community-based after-school programs that enhance learning and personal development for youth.

The LEAPS program has three main goals:

- Provide academic support and enrichment opportunities that will assist students in meeting academic and personal goals, as well as expose youth to future learning and life opportunities.
- Prioritize students' social-emotional wellness and increase opportunities to mitigate the impacts from COVID-19, as well as expand students' access to social and emotional support services.
- Expand students' community and family engagement along with programs that support mentorship, employment, and life skills training.

As an awarded vendor, BGCCA holds three contracts to provide LEAPS after-school programming to students at eight different elementary schools throughout Albany and Rensselaer Counties.

2. Purpose

BGCCA has released this RFP to solicit competitive proposals from qualified organizations or individuals to provide age-appropriate, social-emotional wellness literacy programming for students participating in our LEAPS After School Programs during the 2026-2027 school year. BGCCA operates eight sites: five located in the City School District of Albany and

three located in the Troy City School District. The program serves youth ages 5-12 and runs from approximately 2:30pm – 6:30pm but varies per location. The program operates from September 14, 2026 – June 17, 2027. The maximum number of students that can enroll at an Albany site is 75, with a maximum capacity of 50 for Troy sites.

Desired programming **must clearly address social-emotional skills**. Topics may include, but are not limited to friendship, kindness, empathy, inclusion, acceptance, emotional awareness, perspective-taking, problem-solving, perseverance, confidence, positive relationships, and overall wellbeing. The program curriculum **must also contain a literacy component**. The intent is for students to improve reading comprehension and writing skills through age-appropriate children's literature, interactive storytelling, guided discussion, and/or other creative literacy based activities while helping youth to explore and develop social-emotional skills and competencies.

Programming should be engaging and appropriate for an after-school setting and should provide opportunities for students to participate in meaningful, hand-on engagement, including interactive, creative, experiential, or activity based learning opportunities that allow children to actively participate rather than solely receive instruction.

Proposed services may include:

- Interactive read-alouds or storytelling using children's literature.
- Age-appropriate discussion of social-emotional themes and life experiences presented in stories.
- Activities that encourage creativity, self-expression, empathy, friendship, and positive peer relationships.
- Opportunities for students to explore characters, storytelling, and creative expression.
- Adaptation of content and activities to accommodate the developmental needs of children ages 5–12.
- In-person programming, as applicable, facilitated by awarded vendor or a combination of vendor and BGCCA staff.
- Appropriate instructional materials and resources necessary to deliver the proposed programming. This includes workbooks, activity sheets, and other supporting materials.

The organization is interested in proposals from qualified providers offering comparable social-emotional learning, wellness literacy, children's literature, youth development, or enrichment programming. Vendors may propose an existing program or curriculum or a customized approach that meets the objectives described above.

3. Scope of Services

The selected provider will be expected to deliver programming that includes:

- Developmentally appropriate social-emotional wellness education and activities for children ages 5–12, with adaptations for different developmental levels within the 5–12 age range.
- Lessons include a literacy-based component that exercises and improves reading comprehension and writing skills.
- Interactive, engaging, and age-appropriate instruction suitable for an after-school setting.
- Activities that promote self-awareness, emotional identification and expression, self-regulation, coping skills, positive peer relationships, communication, empathy, and/or other age-appropriate wellness skills.
- At least one session per week at the length and frequency proposed by the applicant. Please see Section 4 for further details on anticipated scheduling and delivery.
- Instruction to occur onsite at school location, facilitated by vendor or a combination of vendor and BGCCA staff.
- Any necessary instructional materials and supplies, as specified in the provider's proposal.
- Coordination with designated afterschool program staff regarding scheduling, student participation, and program implementation.
- *Preferred:* A program with an existing evaluation method to demonstrate student growth.

4. Program Schedule and Site Rotation

The contract period will cover the 2026–2027 school year. The selected provider should anticipate that services will not be delivered continuously throughout the entire school year. Instead, programming will be scheduled on a staggered basis across the organization's eight after-school program sites.

The organization anticipates implementing the program at one site at a time, allowing the selected provider to complete the program cycle at one site before beginning the program at the next site. This rotation will continue throughout the 2026–2027 school year until all eight sites have received the program.

This is only an example model and is not intended to establish a required program length or schedule. The final schedule will be developed in coordination with the selected provider based on the proposed program structure, availability of the sites, the after-school calendar, school holidays and closures, and other program considerations.

Applicants should clearly identify in their proposal:

- The recommended number and frequency of sessions per site.

- The length of each session.
- The anticipated total duration of the program at each site.
- The number of sites that can be served during the contract period.
- Any scheduling requirements or limitations.
- The provider's recommended timeline for rotating the program among all eight sites.
- Any staffing or scheduling considerations necessary to deliver the program consistently across multiple sites.

The organization anticipates that the selected provider will coordinate with designated program staff to establish a mutually agreeable site rotation schedule following contract award.

5. Preferred Program Characteristics

LEAPS places an emphasis on the deliberate incorporation of youth, families, and the broader community in supporting children's social-emotional wellness and development. In keeping with this approach, proposals that offer opportunities for engagement at multiple levels are preferred.

LEAPS particularly values programming that provides:

- **Opportunities for parents and caregivers to participate or engage** with the program, its content, or the skills and concepts being introduced to children. Examples might include take-home activities or resources, family engagement events, caregiver discussion opportunities, or other mechanisms that extend learning beyond the program setting.
- **Opportunities to strengthen continuity between the child, family, afterschool program, and community**, helping reinforce social-emotional wellness concepts across the settings in which children live, learn, and develop.
- **Approaches that recognize and incorporate the role of families and caregivers** as partners in supporting children's social-emotional development.

Vendors are encouraged to describe any family, caregiver, or community engagement components included in their proposed program, including how these components complement and reinforce the direct services provided to youth.

The inclusion of family or community engagement opportunities is **preferred but not required** and will not be a prerequisite for submitting a proposal.

5. Vendor Qualifications

Interested providers should demonstrate relevant experience providing social-emotional education, positive youth development, literacy skill building, or comparable programming to children in the 5–12 age range.

Please include:

- Organization/provider name and contact information.
- Description of relevant experience and qualifications, including experience working with youth in afterschool, public school, or community-based settings, if applicable.
- Description of the proposed program and instructional approach, including proposed curriculum/lesson plans.
- References from comparable clients or programs, if available.
- Any required licenses, certifications, insurance, background checks, or other qualifications applicable to the proposed services.
- Any other information the provider believes is relevant to the proposal.

6. Bid Requirements

To facilitate consistent evaluation and comparison of proposals, applicants should provide pricing at both the **individual site level** and for implementation of the proposed program across **all eight LEAPS afterschool program sites**. Please provide a detailed cost proposal that includes:

- **Per-session cost:** The cost of delivering one program session at one individual LEAPS site, including any applicable staffing, materials, supplies, travel, or other associated costs.
- **Total cost per site:** The total cost to implement the proposed program at one individual LEAPS site for the complete program cycle, including the number of sessions proposed.
- **Total cost for all eight sites:** The total cost to implement the proposed program across all eight LEAPS sites during the 2026–2027 school year.
- Any curriculum, materials, supplies, travel, or other fees.
- **Additional or optional costs:** A clear description and cost of any additional services, materials, travel, family engagement activities, supplies, or other components that are not included in the base program cost.
- **Volume or multi-site pricing:** If the provider offers reduced pricing, discounts, or other cost efficiencies when the program is implemented across multiple or all eight sites, please identify those savings separately.
- Payment terms and conditions.
- Any assumptions or conditions associated with the proposed pricing.

All costs should be clearly identified so that proposals can be compared on a consistent basis.

7. Proposal Evaluation

Proposals will be reviewed based on factors including:

- Alignment with the requested scope of services.
- Appropriateness of the proposed programming for children ages 5–12.
- Provider qualifications and relevant experience.
- Quality and feasibility of the proposed instructional approach.

- Cost and overall value of the proposed services.
- Ability to meet the program schedule and implementation requirements.
- References and demonstrated experience, as applicable.

BGCCA reserves the right to request clarification or additional information from a bidder as necessary to evaluate a proposal.

8. Submission

Please submit bids/proposals to:

Contact: Hannah Cyrek

Organization: Boys & Girls Clubs of the Capital Area (BGCCA)

Email: hcyrek@bgccapitalarea.org

Phone: 518- 462-5528 ext. 8039

Submission deadline: Monday, October 12, 2026, at 5:00pm EST.

Questions regarding this request may be submitted to the contact above by October 10, 2026. Responses to questions that may affect the scope or requirements will be shared with interested bidders as appropriate.

BGCCA reserves the right to reject any or all bids, request additional information, or cancel or modify this request as permitted by applicable organizational policies and requirements.

Thank you for your interest in providing services to our afterschool program.

