



**REQUEST FOR PROPOSALS**

**FOR**

**PARENT LINKING PROGRAM**

**IN**

**Atlantic, Camden, Cape May, Cumberland, Essex,  
Hudson, Mercer, Passaic, Salem or Union  
Counties**

**Total Funding \$174,830 available for 1 program**

**(\$106,103) State funded—CFDA #93.500**

**(\$68,728) Federal funded-2017**

**There will be no Bidders Conference for this RFP. Only electronic proposals shall be accepted for this RFP.**

**Please register your Authorized Organization Representative by:  
October 16, 2015**

**Questions are due by October 2, 2015**

**Bids Due: October 23, 2015 at 12pm**

**Allison Blake, Ph.D., L.S.W.  
Commissioner**

**September 22, 2015**

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## **FUNDING AGENCY**

State of New Jersey  
Department of Children and Families  
50 East State St., 5<sup>th</sup> Floor  
Trenton, NJ 08625-0717

## **Section I – General Information**

### **A. Purpose:**

The New Jersey Department of Children and Families' (DCF) Family and Community Partnerships (FCP) announces the availability of \$174,830 in total funding, in the form of a competitive grant; \$106,103 (state funded annualized amount) **and** \$68,728 (thru July 31, 2017) in federal funds by the US Department of Health and Human Services (HHS), Office of Adolescent Health's (OAH) Pregnancy Assistance Fund (PAF). It is important to note that continued funding according to the timelines above is subject to appropriation and grant award.

The funding is available to one (1) community based agency, childcare corporation, hospital or school district that qualifies as either:

- A NJ DCF funded School Based Youth Service Program (SBYSP) in a high school setting that would like to add the Parent Linking Program (PLP) as a component for the first time or
- An applicant not funded for a NJ DCF School Based Youth Services Program. However, this applicant must include in its proposal, how the support services detailed below will be made available to students enrolled in the program.
  - **Learning Support:** Learning or academic support is central to the program goal of enhancing student competence and reducing drop-out rates. Activities include: various enrichment and literacy programs; homework assistance; tutoring; life skills; exposure to higher education opportunities; and addressing the needs of incoming students.
  - **Mental Health Counseling:** Short-term counseling to address contemporary issues that confront youth. An emphasis is placed on crisis counseling; situational adjustment counseling; bullying and other forms of peer victimization; anger management; bereavement; depression; suicide; and violence prevention. Students that require clinical treatment are referred to an appropriate out-patient mental health clinic.
  - **Preventive Health Services:** Focus on the early identification and elimination of risk factors that impact or compromise student health.

Workshops, classes, small groups and multi-media presentations regarding relevant health-related topics are provided. Topics may include, but are not limited to pregnancy prevention, violence, HIV/AIDS and other sexually transmitted diseases.

- **Primary Medical Health Services:** Ability to facilitate access to appropriate medical services within the community, including physical examinations, immunizations, hearing, dental, vision, family planning, health assessments, etc. Workshops, classes, small groups and multi-media presentations related to the prevention of pregnancy, substance abuse (including alcohol, tobacco and other drugs), HIV/AIDS and other sexually transmitted infections are also provided.
- **Employment Services:** Including: employment counseling and training; job development and placement; life skills training; summer and part-time employment opportunities; and connections to programs and services provided by the Department of Labor and Workforce Investment Board.
- **Healthy Youth Development:** The underlying philosophy of healthy youth development is holistic, preventative and positive. The focus is providing asset and skill development activities that support youth in developing a sense of competence, usefulness, belonging and empowerment. Activities also promote healthy lifestyles and positive social interaction and may include: sports; the arts; vocational education; and service learning.

The PLP is expected to be made available to expectant and parenting high school students (males and females) at their high school and includes childcare services in or on the high school grounds or within 1 mile of the high school campus. All applicants are expected to develop a memorandum of Agreement/Understanding (MOA/MOU) that demonstrates school officials including the superintendent, school boards, and principal are supportive and committed to the implementation of the program.

The PLP provides culturally competent services to enable expectant and parenting teens to successfully meet their parenting, educational, vocational and healthcare responsibilities.

The goal of this Request for Proposal is to minimize/eliminate barriers expectant and parenting teen's face that jeopardize their ability to complete their education, parent effectively and provide a safe and developmentally appropriate environment for their child's development.

The purpose of PLP is to provide intensive case management and referral services (*as needed*) for expectant and parenting teens with an emphasis on awareness of and linkages to prenatal care, parenting education and infant/child development.

## **B. Background:**

The New Jersey Department of Children and Families is the state's agency dedicated to ensuring the safety, well-being and success of children, youth, families and communities. DCF's vision is to ensure a better today and an even greater tomorrow for every individual we serve.

The Parent Linking Program operates under the auspices of the New Jersey School Based Youth Services Program (SBYSP). The NJ SBYSP was initiated by the New Jersey Department of Human Services (DHS) in 1988 to help young people navigate the adolescent years, finish their education, obtain skills leading to employment or continuing education, and graduate healthy and drug free. The SBYSP integrates a range of services for youth at one location in or near their school. The SBYSP is available in 92 public schools across the state of New Jersey.

Effective August 1, 2013 DCF was awarded an annual grant of \$1.5M by the US Department of Health and Human Services (HHS), Office of Adolescent Health (OAH) through its Pregnancy Assistance Fund authorized under the Patient Protection and Affordable Care Act (Public Law 111-148). These funds will be available on an annual basis until July 31, 2017 to support NJ's PLP enhancement project Promoting Success for Expectant & Parenting Teens (PSNJ). The PSNJ funding provides NJ with an opportunity to expand and enhance support services for pregnant and parenting teens, and improve the coordination of existing services. It is important to note that continued funding according to the timelines above is subject to appropriation and grant award.

### **Parent Linking Program History**

In 1980 PCA-NJ (Prevent Child Abuse NJ) developed the PLP to offer educational and supportive services to urban adolescent parents through groups and newsletters. The PLP was developed because PCA-NJ recognized that teenage parents were at an increased risk of becoming abusive due to their lack of economic resources, maturity, and limited knowledge about parenting and child development. In 1984, PCA-NJ developed a more comprehensive approach to the PLP and added childcare services. In exchange for free childcare, teen parents attended weekly workshops on parenting, parent-child interaction, and life skills.

In 1989, PLP became a component of the New Jersey's SBYSP and on an as needed basis incorporated counseling and crisis intervention services. The demands to support teen parents were greater than the SBYSP staff could manage. Therefore, support from the school district, local childcare facilities, and community based organizations was elicited to provide childcare either on-site or within close proximity to the teen's school. In addition, the service required the staffing of a full-time social worker or a case manager. Over the years the components have expanded to include comprehensive family life education, and access to healthcare services.

In August 2013 DCF-New Jersey was awarded funds from the US Department of Health and Human Services' Office of Adolescent Health to enhance the current 10 PLP sites and identify additional sites. The overarching goal is to strengthen case management and child care supports necessary for expectant and parenting teens to:

- successfully complete their education;
- improve child and maternal health outcomes;
- improve birth spacing and reduce the likelihood of repeat teen pregnancies;
- increase parenting skills for mothers, fathers and their families;
- strengthen father involvement and co-parenting relationships, as appropriate;
- decrease intimate partner violence; and raise awareness of and coordinate available state and local resources to better support expectant and parenting teens and their families.

DCF is further engaged with supporting and engaging fathers across the state. The PSNJ will focus on fatherhood and healthy relationships.

### **C. Services to be Funded:**

According to [Kids Count Data Center](#), the following NJ counties have the highest rate of pregnancies for youth ages 10-19. DCF is seeking to award one (1) grant for the Parent Linking Program (PLP) to operate in a in a high school located in one of these counties.

- Atlantic (9.4%)
- Camden (9.3%)
- Cape May (8.5%)
- Cumberland (13.1%)
- Essex (7.7%)
- Hudson (5.7%)
- Mercer (7.0%)

- Passaic (8.8%)
- Salem (11.9%)
- Union (5.7%)

It is DCF's expectation that successful applicants will be capable of delivering the DCF PLP model that incorporates intensive case management and child care services that focus on:

- Prenatal education and linkages
- Parent education and skill building
- Infant/child development education
- Ensures that child care is available for a minimum of 12 infants/toddlers of teen parents

The teen pregnancy rate in New Jersey was 62 per 1,000 women aged 15-19 in 2008 (Guttmacher Institute, 2013). NJ ranks significantly higher than other states for adolescent/pre-adolescent pregnancy and teen births.

Applicants are expected to engage a diverse group of community members in determining what factors should be considered in formulating its strategy for implementing the Parent Linking Program model to benefit expectant and parenting mothers and fathers (one of whom must be enrolled in the school where services are provided).

At minimum, the PLP Intensive Case Management services are to be available year round including activities during summer/winter/spring recess periods.

- The child care component of the PLP is to be available at minimum, September-June of the school year.

The selected applicant(s) is expected to begin service planning no later than November 16, 2015 and be fully operational by December 30, 2015.

## **PLP Program Design**

### **Defining Parent Linking Program**

The goal of PLP is to reduce barriers that impede the ability of expectant and parenting teens to complete their education. PLP is only available to students enrolled at the grantee's approved school site.

### **Core Services**

The grantee of this program is expected to provide, initiate and or coordinate an array of counseling, intensive case management and referral services (*as needed*) for 50 expectant and parenting teens with an emphasis on:

- Prenatal education and linkages
- Parent education and skill building

- Infant/child development education

### **Intensive Case Management**

The PLP operates via an intensive case management model to support expectant and parenting teens. Intensive case management services connect expectant and parenting teens to a coordinated, comprehensive array of services that meet their ongoing needs with an emphasis on the following:

### **Counseling Support and Education Services**

Counseling, support, and education services are prevention oriented and are provided to expectant and parenting teens to help cope with daily living. The PLP counseling support and education services emphasize personal growth, development, and situational change.

- Services can be provided in one or a combination of individual, group or family counseling modalities.
- All counseling clinical social work and/or psychological services are rendered by individuals with proper licensure or under the direct supervision of person(s) with proper licensure, pursuant to N.J.S.A. 45:8B-34, 45:8B-36, 45:8B-50, 45:14B-6, 45:15BB-5, and N.J.A.C. 13:42-1.2, 13:44G-3.2, 13:44G-9.3 and 13:34-13.1.

**Note:** The PLP counseling service is distinct from Outpatient Mental Health Services which address mental health symptoms and associated functional impairment or psycho-social adjustments. Students and/or families requiring this level of support are to be referred out for appropriate care.

### **Referral/Resource Services**

Referral/resource services are available to link the teen parent and as needed their family to the entire system of care needed to support their success. The PLP links participants to school and community resources to reach their goals and address their needs.

- The development of and/or participation in community collaborations is essential to ensure linkages among community services and close gaps in services for expectant and parenting teens.

### **Prenatal Education**

Expectant teens are linked to the health services necessary to promote parent well-being, healthy births, and healthy child development.

- The PLP ensures that all expectant teens enrolled in the program have a medical home that supports routine prenatal care.
- The PLP also links expectant teens to early childhood evidence based services such as home visitation programs, NJ



Strengthening Families Initiative (SFI), Child Care Resource & Referral (CCR&R) agencies.

### **Parenting Skill Building and Education**

Parent education and skill-building activities help expectant and parenting teens reach their highest level of personal functioning, experience healthy births, prepare for family life, meet the responsibilities of parenthood, and care for their children. The PLP implements to fidelity the following evidence based curricula:

- Parents As Teachers: *Partnering with Teen Parents* offers constructive insights into teen parents, their children, and the issues they all face. The curriculum, covers:
  - developmental characteristics unique to teens, including adolescent brain development
  - mutual influences and potential impacts of the parallel developmental needs of adolescents and young children
  - information about child development, parent-child interaction, and family well-being
  - practical parenting principles that contribute to healthy lifestyles for teen parents and their children
  - strategies to address the special family dynamics and multigenerational issues teen parents face
  - family planning with an emphasis on birth spacing
  - emphasizing the important role of the father, whether or not he is living with the mother
  - building family well-being capacity in areas like education, employment
  
- Hazelden: *Safe Dates* offers dating abuse prevention to help teens recognize the difference between caring, supportive relationships and controlling, manipulative or abusive dating relationships.
  - NJ Department of Health data for the Pregnancy Risk Assessment Monitoring System (PRAMS) study highlights the need of prevention of intimate partner violence (IPV) during and around pregnancy with a specific focus on teens. This state-specific self-report survey showed that 2.9% of all NJ women giving birth (~3000 women/year) reported being physically hurt during pregnancy. Of these mothers, younger women were 5 times more likely to report being victimized with rated being highest for teens under 20.

### **Young Fathers**

While teen fatherhood appears to be associated with similar consequences to those observed for teen mothers, most national programs serving low-income

families focus on mothers rather than fathers (Kiselica, M. (1995) *and* Lerman, R. & Ooms, T. (1993). As a result, the PLP works with both expectant and parenting mothers and young fathers enrolled in the grantees approved school.

### **Childcare Services**

Childcare services provided in a center-based setting and promote healthy child development through relationship building and a variety of cognitive, physical, and social activities. Research reveals that the location of a child care center in the high school setting supports the goal of the teen parent remaining in school while learning about child care. *The close network of guidance counselors, parenting class teachers, and social workers at the high school contribute to close follow-up. In addition, it exemplifies the importance of supportive educational, health and social services that focus on the unique developmental characteristics of adolescent parents that can mediate the adverse environmental and social hazards for young parents and their children (E. Gillis Williams & L.S. Sadler. 2003).*

- The PLP offers **free** child care services for a **minimum of 12 childcare** licensed slots for infants/toddlers 6 weeks to 36 months old of teen parents enrolled in PLP at the grantee's approved school.
  - Teen parents receiving child care services or not are required to participate in PLP intensive case management services.
  - Teen parents receiving child care services are required to attend school while their child receives childcare services.
  - Childcare service is provided for teen parents with (1) one birth (including multiples).
  - Childcare is provided at minimum September-June.
- The PLP childcare center is licensed and implements the Grow NJ Kids Center & School Based Standards (Attachment C) at minimum level of 1:
  - Category 1: Safe, Healthy Learning Environments
  - Category 2: Curriculum & Learning Environment
  - Category 3: Family and Community Engagement
  - Category 4: Workforce/Professional Development
  - Category 5: Administration and Management
- The PLP childcare center is housed in/or near the grantee's approved school.
  - When the childcare site is not in the school, transportation is provided for the teen parent and child to and from the childcare center and to and from school.
- The PLP childcare site can be provided by the grantee in one of two ways:
  - **Direct childcare:** the grantee directly hires and manages childcare workers and use space in the high school or an adjacent facility on behalf of the high school (attach agreements

regarding such arrangements). **NOTE:** Private Entities and Public (Board of Education) Schools must be licensed to provide childcare through the PLP.

- **Indirect childcare:** the grantee subcontracts childcare slots from nearby DCF licensed child care centers within 1 mile of the high school with grantee oversight to ensure alignment with contract requirements.
- **Transportation:** Grantees are required to establish transportation services for teen parents in the following individual or combination of circumstances:
  - Grantee's PLP operates in **non-walking school** districts
  - Grantee's PLP childcare site is located off school grounds.
  - When transportation is provided the following must be included.
    - Transport of custodial teen mother/father and child from their home to the childcare facility
    - Transport of custodial teen mother/father from the childcare facility to school
    - Transport of custodial teen mother/father from school to the childcare facility after the school day ends
    - Transport of custodial teen mother/father and child from the childcare facility to their home.
  - Walking school districts inclement weather
  - While not a consistent need, grantees in a walking school district are required to have procedures in place to support teen parents during inclement weather.

### **PLP Staffing:**

In order to provide quality learning experiences to young children, a knowledgeable and skillful workforce is essential. Teachers/Caregivers must thoroughly understand child development and developmentally appropriate practices with young children, including culturally and linguistically appropriate practices. The following are the minimum staffing levels expected:

- **Program Coordinator Job Description (Exhibit D)**
  - (1) full-time with 100% of time dedicated to the PLP responsible for the supervisory oversight and coordination of the PLP qualified by:
    - an advanced degree in a health or human service field; or
    - a bachelor's degree in a health or human service field and two years' experience working with children and families.
- **Case Manager (2 positions) Job Description (Exhibit E)**
  - Responsible for the provision of Intensive case management services counseling (individual, family, and group

counseling), case management services, resource and referral, educational services (parenting education and support groups, life skills training, comprehensive family life education), and developmental guidance to expectant and parenting teen mothers/fathers and their families.

- **In-kind position** – the position is a 12 month full-time (preferred) or part-time position
    - (1) co-located position from a municipal health department, school, or social service agency to provide case management for the expectant and parenting teens, or
    - (2) an in-kind position identified by the DCF contracted agency, from a funding source other than DCF.
  - **(Federal) Grant funded position** – the position is required to be a 12 month full-time position with 100% of time dedicated to working with expectant and parenting teens enrolled in PLP and (*as needed*) their families.
- **Head Teacher:** Responsible for Parent-Child Interaction Groups and overall organization, administration, and supervision of the childcare services in accordance with Grow NJ Kids Center and School-based Standards.
  - **Caregivers:** Responsible for the overall daily care of the infants and toddlers whose parents participate in the PLP.

**Training:**

**Training for Parents As Teachers:** *Partnering with Teen Parents* and *Safe Dates curriculum* and any PLP required assessment and evaluation tools will be provided to grantee by DCF.

**Technical Assistance:** Prevent Child Abuse-New Jersey is the FCP contracted provider responsible for the technical support and on-going oversight of all PLP sites.

- The grantee is required to maintain PLP fidelity.
- The grantee is required to work with PCA-NJ in its effort to provide direct technical support to the PLP direct service PLP staff to ensure consistent and sustained implementation of the PLP.
- The grantee is required to work with PCA-NJ for on-going technical assistance in the form in-service training, consultation of the project, and ongoing mentorship.

## **D. Funding Information:**

For the purpose of this initiative, the Department will make available \$174,830 for 1 competitive grant \$106,103 (state funded annualized amount) and \$68,728 (federal funds through July 31, 2017). Continuation of funding annually is contingent upon the availability of funds in future fiscal years and compliance with contractual obligations, achieving performance outcomes and contracted level of service. It is important to note that continued funding according to the timelines above is subject to appropriation and grant award.

The OAH funding is a federal grant CFDA 93.500 "Support for Expectant and Parenting Teens, Women, Fathers and Their Families" provided to DCF and is subject to all terms and conditions of this funding. The Applicant shall be a subgrantee and shall be subject to audit and review by state and federal authorities.

The funding period for this program is the start date of the contract through July 31, 2017. The arrangement with the subgrantee shall be reviewed and renewed as a contract renewal each year assuming that the subgrantee meets the requirements of the grant and this RFP. It is important to note that continued funding according to the timelines above is subject to appropriation and grant award.

Funding Match Requirement: 25% cash or in kind support is required and should be reflected in the budget. The leveraging of funds is strongly encouraged to maximize resources, note the following:

- Indicate if cash and/or in-kind funds are leveraged
- Identify the source of their matching funds
- These funds are Federal as such additional Federal funds may not include any other Federal funds

Operational start-up costs of \$40,000 (in addition to the funds allocated for the services) is available and must be expended on or before May 30, 2016. This one time start-up cost may be requested via the budget narrative to be submitted. Monthly expenditure reports must be submitted. These funds may be used for:

- Reasonable construction to renovate space for the child care services to be made available and aligned with licensing requirements
- Marketing and recruitment materials, events
- Supplies for childcare such as cribs, diapers, bedding, rugs

Proposals must demonstrate the leveraging of other community and financial resources to operate the PLP.

With the exception of the funds available for start-up costs, funds awarded via this RFP may NOT be used to support the following program costs:

- The provision of transportation when required.
- The employment of the in-kind Case Manager.
- Renovation, building and/or construction of a childcare site.

Funds awarded under this program may not be used to supplant or duplicate existing funding.

All applicants are advised that any software purchased in connection with the proposed project must receive prior approval by the New Jersey Office of Information Technology.

Any expenses incurred prior to the effective date of the contract will not be reimbursed by DCF.

## **E. Applicant Eligibility Requirements:**

1. Applicants with a NJ DCF funded School Based Youth Services Program (SBYSP) on site.
2. Applicants not funded for NJ DCF funded School Based Youth Services Program with an ability to demonstrate provision of support services to include: Learning Support, Mental Health Counseling, Preventive Health, Primary Medical Health access, Employment Services and Healthy Youth Development.
3. Applicants must be public institutions, schools, public colleges, public universities, profit or not for profit corporations that are duly registered to conduct business within the State of New Jersey.
4. Applicants must be in good standing with all State and Federal agencies with which they have an existing grant or contractual relationship.
5. Applicants may not be suspended, terminated or barred for deficiencies in performance of any award, and if applicable, all past issues must be resolved as demonstrated by written documentation.
6. Applicants that are presently under contract with DCF must be in compliance with the terms and conditions of their contract.
7. Where required, all applicants must hold current State licenses.
8. Applicants that are not governmental entities must have a governing body that provides oversight as is legally required.
9. Applicants must have the capability to uphold all administrative and operating standards as outlined in this document.
10. Applicants must have the ability to achieve full operational census by December 30, 2015. Further, where appropriate, applicants must execute sub-contracts with partnering entities within 60 days of contract execution.
11. All applicants must have a Data Universal Numbering System (DUNS) number. To acquire a DUNS number, contact the dedicated toll-free

DUNS number request line at 1-800-705-5711 or inquire on-line at: <http://www.dnb.com>.

12. Any fiscally viable entity that meets the eligibility requirements, terms and conditions of the RFP, and the contracting rules and regulations set forth in the DCF Contract Policy and Information Manual (N.J.A.C. 10:3) may submit an application.
13. If Applicant is under a corrective action plan with DCF, or any other New Jersey State agency or authority, the Applicant may not submit a proposal for this RFP. Responses shall not be reviewed and considered by DCF until all deficiencies listed in the corrective action plan have been eliminated to the satisfaction of DCF for a period of 6 months

**F. RFP Schedule:**

September 22, 2015	Notice of Availability of Funds/RFP publication
October 2, 2015	Period for Email Questions sent to <a href="mailto:DCFASKRFP@dcf.state.nj.us">DCFASKRFP@dcf.state.nj.us</a>
October 23, 2015	<b>Deadline for Receipt of Proposals by 12:00PM</b>

All proposals must be received by 12:00 PM on or before October 23, 2015. Proposals received after 12:00 PM on October 23, 2015 will **not** be considered.

Proposals must be electronically delivered to:

**Online-** <https://ftpw.dcf.state.nj.us>

DCF requires bidders to submit proposals electronically to the web address above. Online training material is available on our website at: [www.nj.gov/dcf/providers/notices/](http://www.nj.gov/dcf/providers/notices/)

We recommend that you do not wait until the date of delivery in case there are technical difficulties during your submission. Only a registered Authorized Organization Representative (AOR) or the designated alternate is eligible to send in a submission. Registration forms are available on our website. Registered AOR forms must be received 5 business days prior to the date the bid is due. You need to register if you are submitting a proposal online.

No paper or other materials will be accepted other than online including letters of support.

## **G. Administration:**

### **1. Screening for Eligibility, Conformity and Completeness**

DCF will screen proposals for eligibility and conformity with the specifications set forth in this RFP. A preliminary review will be conducted to determine whether the application is eligible for evaluation or immediate rejection.

The following criteria will be considered, where applicable, as part of the preliminary screening process:

- a. The application was received prior to the stated deadline
- b. The application is signed and authorized by the applicant's Chief Executive Officer or equivalent
- c. The application is complete in its entirety, including all required attachments and appendices
- d. The application conforms to the specifications set forth in the RFP

Upon completion of the initial screening, proposals meeting the requirements of the RFP will be distributed to the Proposal Evaluation Committee for its review and recommendations. Failure to meet the criteria outlined above, or the submission of incomplete or non-responsive applications constitutes grounds for immediate rejection of the proposal if such absence affects the ability of the committee to fairly judge the application.

### **2. Proposal Review Process**

DCF will convene a Proposal Evaluation Committee in accordance with existing regulation and policy. The Committee will review each application in accordance with the established criteria outlined in Section II of this document. All reviewers, voting and advisory, will complete a conflict of interest form. Those individuals with conflicts or the appearance of a conflict will be disqualified from participation in the review process. The voting members of the Proposal Evaluation Committee will review proposals, deliberate as a group, and then independently score applications to determine the final funding decisions.

The Department reserves the right to request that applicants present their proposal in person for final scoring. In the event of a tie in the scoring by the Committee, the bidders that are the subject of the tie will provide a presentation of their proposal to the evaluation committee. The evaluation committee will request specific information and/or specific questions to be answered during a presentation by the provider and a brief time-



constrained presentation. The presentation will be scored out of 50 possible points, based on the following criteria and the highest score will be recommended for approval as the winning bidder.

Requested information was covered-	10 Points
Approach to the contract and program design was thoroughly and clearly explained and was consistent with the RFP requirements-	20 Points
Background of organization and staffing explained-	10 Points
Speakers were knowledgeable about topic-	5 Points
Speakers responded well to questions-	5 Points

The Department also reserves the right to reject any and all proposals when circumstances indicate that it is in its best interest to do so. The Department's best interests in this context include, but are not limited to: State loss of funding for the contract; the inability of the applicant to provide adequate services; the applicant's lack of good standing with the Department, and any indication, including solely an allegation, of misrepresentation of information and/or non-compliance with any State of New Jersey contracts, policies and procedures, or State and/or Federal laws and regulations.

All applicants will be notified in writing of the Department's intent to award a contract.

### **3. Special Requirements**

The successful Applicant shall maintain all documentation related to products, transactions or services under this contract for a period of five years from the date of final payment. Such records shall be made available to the New Jersey Office of the State Comptroller upon request.

Applicants must comply with the requirements of N.J.S.A. 10:5-31 et seq. and N.J.A.C. 17:27, the State Affirmative Action policy. A copy is attached as **Exhibit A.**

Applicants must comply with laws relating to Anti-Discrimination as attached as **Exhibit B.**

## **H. Appeals:**

An appeal of the selection process will be heard only if it is alleged that the Department has violated a statutory or regulatory provision in awarding the grant. An appeal will not be heard based upon a challenge to the evaluation of a proposal. Applicants may appeal by submitting a written request no later than five (5) calendar days following receipt of the notification or by the deadline posted in this announcement to:

Office of Legal Affairs  
Contract Appeals  
50 East State Street 4<sup>th</sup> Floor  
Trenton NJ 08625

## **I. Post Award Review:**

As a courtesy, DCF may offer unsuccessful applicants an opportunity to review the Evaluation Committee's rating of their individual proposals. All Post Award Reviews will be conducted by appointment.

Applicants may request a Post Award Review by contacting:  
[DCFASKRFP@dcf.state.nj.us](mailto:DCFASKRFP@dcf.state.nj.us)

Post Award Reviews will not be conducted after six months from the date of issuance of this RFP.

## **J. Post Award Requirements:**

Selected applicants will be required to comply with the terms and conditions of the Department of Children and Families' contracting rules and regulations as set forth in the Standard Language Document, the Contract Reimbursement Manual and the Contract Policy and Information Manual. Applicants may review these items via the Internet at [www.nj.gov/dcf/providers/contracting/manuals](http://www.nj.gov/dcf/providers/contracting/manuals)

Selected applicants will also be required to comply with all applicable State and Federal laws and statutes, assurances, certifications and regulations regarding funding.

Upon receipt of the award announcement, and where appropriate, selected applicants will be minimally required to submit one (1) copy of the following documents:

1. A copy of the Acknowledgement of Receipt of the NJ State Policy and Procedures returned to the DCF Office of the EEO/AA
2. DCF Third Party Contract Reforms Attestation
3. Proof of Insurance naming DCF as additionally insured from agencies
4. Bonding Certificate
5. Notification of Licensed Public Accountant (NLPA) with a copy of Accountant's Certification
6. ACH- Credit Authorization for automatic deposit (for new agencies only)

The actual award of funds is contingent upon a successful Contract negotiation. If, during the negotiations, it is found that the selected Applicant is incapable of providing the services or has misrepresented any material fact or its ability to manage the program, the notice of intent to award may be rescinded.

## **Section II – Application Instructions**

### **A. Proposal Requirements and Review Criteria:**

All applications will be evaluated and scored in accordance with the following criteria:

The narrative portion of the proposal should be double-spaced with margins of 1 inch on the top and bottom and 1 inch on the left and right. The font may be no smaller than 12 points in Arial or Times New Roman. There is a 20 page limitation for the narrative portion of the grant application. A one (1) point reduction per page will be administered to proposals exceeding the page limit requirements. Five (5) points will be deducted for each missing document. If the deductions total 20 points or more, the proposal shall be rejected as non-responsive. The narrative must be organized appropriately and address the key concepts outlined in the RFP. Items included in the transmittal cover letter, Annex B budget pages, and attachments do not count towards the narrative page limit.

All documents must be submitted electronically in one of the following acceptable formats:

#### **For Single File the following formats are acceptable:**

- Adobe PDF-Portable Document format (.pdf)
- Microsoft Word (.doc or docx)
- Microsoft Excel (.xls orxlsx)

**For Compressed File:**

- ZIP only

Searchable PDF format is preferred

Each proposal narrative must contain the following items organized by heading in the same order as presented below:

**1) Applicant Organization (5 Points)**

- a. Applicants may be a current DCF contractor funded for a SBYSP. The answer must include FCP Contract Number, Managing Agency Name and SBYSP Site.
- b. Applicants not funded for a NJ DCF funded School Based Youth Services Program must be able to demonstrate the ability to provide the school based support services that include Learning Support, Mental Health Counseling, Preventive Health, Primary Medical Health access, Employment Services and Healthy Youth Development
- c. All applicants must submit a Memorandum of Agreement/Understanding (MOA/MOU) that demonstrates school officials including the superintendent, school boards, and principal are supportive and committed to the implementation of the program.
- d. Describe the agency's history, mission and record of accomplishments in working in collaboration with the Department of Children and Families and/ or the Department of Human Services.
- e. Describe the agency's governance structure and its administrative, management and organizational capacity to enter into a third party direct state services contract with the Department of Children and Families. Describe your history of collaboration with formal and informal organizations and your capacity to engage families and residents in co-designing your services and assuming leadership positions in your agency. Note the existence (if any) of professional advisory boards that support the operations. If applicable, indicate the relationship of the staff to the governing body. Attach a current organizational chart.
- f. Provide an indication of the agency's demonstrated capability to provide services that are consistent with the Department's goals and objectives for the program to be funded. Include information on current programs managed by the agency, the funding sources and if available, any evaluation or outcome data.
- g. Include your total budget and percent used for prevention and family support.
- h. Briefly explain why the agency is qualified to coordinate the PLP and what connections you have with other childcare servicing agencies.

- i. Identify any special child care certifications or accreditations (certificate copies required). **Evidence of accreditation will result in the addition of five (5) points awarded for the total proposal.**

**Note: The Applicant must incorporate all the requirements set forth in the section “Services to be Funded”.**

## **2) Need Justification (15 Points)**

Referencing statistical data the applicant must demonstrate that the school community has a need for this program by:

Statements that demonstrate an understanding of the problem and the needs of the target population.

The applicant must provide supporting documentation, including input from teen parents, families and school representatives, relevant school community and local facts, statistics, study findings, etc. pertaining to teen pregnancy, poverty levels, homelessness, unemployment, crime rates and other relevant areas. Consult the County Department of Human Services, local Child Protection office, County Human Services Advisory Council (HSAC), Kids Count or other local agencies/sources for statistics.

The applicant must describe the “community” to be served, i.e. town, neighborhood, etc. including local conditions and the needs and characteristics of the community.

- a. Citations of relevant statistics and discussions of studies that reflect the prevalence of the problem and the unmet needs of the target population.
- b. Statistics cited should be relevant within the last 2 years. If community statistics are not available, obtain advice and testimonies from organizations regarding specific data identified by professionals in the field, and prospective expectant and/or parenting teens.

The applicant must describe its ability to implement the PLP in accordance with the expected services within the RFP.

- a. Include an overview of existing services and identify gaps and/or barriers in services.
- b. The applicant must provide a Memorandum of Agreement that demonstrate school officials including the superintendent, school boards, and principal are supportive and committed to the implementation of the program.
  - o A document evidencing this support shall be attached as part of the Appendix.

- c. The applicant must identify any teen parenting support facilities or programs in the community and outline their scope and level of service.
  - o Note any gaps in services and any barriers to assisting families (i.e. waiting lists, language, transportation, hours).
  - o The applicant should explain how services will be coordinated with any partners to create a comprehensive array of services, address unmet needs and avoid duplication.

**Note: The Applicant must incorporate all the requirements set forth in the section “Services to be Funded”.**

### **3) Program Approach (30 Points)**

**Core Services:** The applicant must provide evidence of how the PLP service model will be implemented for expectant and parenting teens enrolled in the contracted school. The attached PLP logic model should be referenced [attachment F].

- (a) Intensive Case Management with an emphasis on:
  1. Counseling Support and Education Services
  2. Referral/Resource Services
  3. Prenatal Education
  4. Parenting Skill Building and Education
  5. Young Fathers
  6. Childcare Services

Provide information on the accessibility of services, including the hours and days that services will be available to expectant and parenting teens

The answer must identify the location of the childcare site which can be in the school building or a location within 1 mile of the school. If you do not have control of the site, a memorandum of Agreement of Letter of Intent to Contract for the Space shall be accepted. *Locations outside of a school building can include but are not limited to local faith based facility, room or rooms in an existing childcare center, Board of Education administrative office complex, or located in other organizations that provide childcare services, e.g., Early Head Start program*

- a. Include a copy of the courtesy inspection completed by the Department of Children & Families Bureau of Licensing.

- b. *As applicable*, the answer must include floor plans for pre-determined space that will need construction for program operation.
- c. *As applicable*, the answer must include pictures for pre-determined space that will not need major construction for program operation.

The answer should include any experience the applicant has with the implementation of the evidence based curricula to be utilized with this program.

The answer should include the strategy to be used to attract young fathers and any unique services that will be made available to them.

**Program Staffing:** The applicant must provide a clear description of the staffing plan for this program. Include in the answer the method used for supervisory oversight:

- a. Indicate the number, qualifications and skills of all staff, consultants, sub-grantees and/or volunteers with experience in children and adolescent field who will perform the proposed service activities.
- b. Attach, in the Appendices section of the application, an organizational chart for the proposed program operation; job descriptions that include all educational and experiential requirements; salary ranges; and resumes of any existing staff who will perform the proposed services.
- c. Indicate the entity that will be responsible for the in-kind social worker/case manager positions and provide a description of the lines of supervision for persons.

**Partnerships/Collaboration:** The successful establishment of a PLP site requires community collaboration.

- a. The applicant must provide a Memorandum of Agreement/Understanding (MOA/MOU) that demonstrates school officials including the superintendent, school boards, and principal are supportive and committed to the implementation of the program.
- b. The applicant should explain how services will be coordinated with any partners to create a comprehensive system of care and include any established MOU/MOA or letters of support as evidence.
- c. The applicant must describe how the PLP will work with the established School Based Youth Services Program (SBYSP) or any non DCF funded school based programming within the school to avoid duplication of Services and/or service confusion to

ensure the expectant and parenting teen can benefit from the entire system of care available.

The answer should describe the process for identifying the collaborations and the relationships between collaborators.

Prevent Child Abuse-NJ is the DFCP contracted provider responsible for the technical support and on-going oversight of all PLP sites. The answer must include a statement with the understanding that the PLP will develop a working agreement with PCA-NJ.

The applicant must describe how the PLP will involve the school, expectant and parenting teens and their families in the design and operation of the PLP

**Recruitment, Retention & Referral:** Describe how the program will recruit and provide services to expectant and parenting teens (mothers and fathers) into the PLP program.

The applicant must describe the recruitment, enrollment and retention procedures for the program.

The applicant must include strategies to establish the PLP as a respected school resource that empowers expectant and parenting teen to complete their education and does not promote teen pregnancy.

The applicant must provide a flow chart and descriptive overview of the PLP referral process. In addition, describe the referral process to resources that are not available via PLP, such as formal and informal support services for expectant and parenting teens and their families.

**Cultural Competence:** PLP services must be culturally competent and actively engaged in affirming cultural identity and diversity.

The applicant must describe how the PLP will promote cross-cultural understanding, respect for differences and ensure the diversity within the program represents the diversity within the school.

The applicant must describe how the proposed program will meet the needs of various and diverse cultures within the target community based on the Law Against Discrimination (N.J.S.A. 10:15 et seq.).



The applicant must describe how the proposed PLP program will provide culturally competent intensive case management and referral services (as needed) to enable NJ expectant and parenting teens in grades 9<sup>th</sup>-12<sup>th</sup> to successfully meet their parenting, educational, vocational and healthcare responsibilities.

**Reporting:** The PLP management and information system provider is Cityspan contracted by PCA-NJ to accurately collect and report level of service and performance outcome data on a monthly basis. Ultimate system design and data ownership shall remain with the DCF. Include in this answer the following understanding:

- An internet connection must be established and data will be entered into the Management Information System.
  - PLP Coordinator must have a functional e-mail account
  - E-mail addresses will be updated at all times for the PLP Coordinator and Managing Agency Contact.
  - DCF and PCA-NJ e-mails will be added to a safe-sender's list to avoid spam and timely electronic communication.
- 
- Include a statement that acknowledges that the grantee is required to submit quarterly progress reports provided directly by the OSLs and is required to participate in the 3<sup>rd</sup> party program evaluation conducted by John Hopkins University under the leadership of DCF.

### **Prevent Child Abuse New Jersey's (PCA-NJ) Safe-Child Standards**

The New Jersey Department of Children and Families endorsed Prevent Child Abuse New Jersey's (PCA-NJ) Safe-Child Standards in August 2013 (The "Standards"). The Standards are a preventative tool for implementing policies and procedures for organizations working with youth and children and through their implementation, an organization can minimize the risks of the occurrence of child sexual abuse.

The Standards are available at:

<http://www.state.nj.us/dcf/SafeChildStandards.pdf>

As an Appendix, provide a brief (no more than 2 pages double spaced) Standards Description demonstrating ways in which your agency's operations mirror the Standards.

#### 4) Outcome Evaluation

(20 Points)

**Activities Leading To Measurable Success and Outcomes:**

Applicants must demonstrate the activities that will be linked to achieving the following goals and objectives that support the intent of the grant.

Goal #1: Students participating in PLP will increase their ability to be self-sufficient:

Objective 1a: At minimum 80% of the required contracted level of service will be maintained at all times.

Objective 1b: 90% of students served will remain in school or earn a high school diploma or its equivalent.

Objective 1c: 85% of students served a year or more will not have a repeat pregnancy or father a repeat pregnancy before graduating from high school.

Goal #2: Students participating in PLP will improve developmental outcomes of their children:

Objective 2a: 85% of students served will increase their knowledge of adolescent and infant child development.

Objective 2b: 100% of pregnant students served will be enrolled in prenatal care to promote healthy births.

Objective 2c: 80% of children served through child care for 5 months or more will receive an age appropriate developmental screening.

Objective 2d: 100% of the children of teen parents served will have age appropriate health screenings and immunizations on an annual basis.

Objective 2e: 85% of students served over 90 days or more will gain knowledge about effective parenting skills with an emphasis on child discipline and nurturing behaviors.

Goal #3: PLP will strengthen co-parenting relationships and father involvement.

Objective 3a: 20% of students served will be expecting or current teen fathers enrolled in the PLP school site.

Objective 3b: PLP will develop a protocol to include teen mother/teen father not enrolled in the PLP school site in some form of program activity, when the following is a factor:

- The co-parent is enrolled at the school site **and**
- The co-parent is enrolled and served through PLP.

Objective 3c: 80% of students served will gain knowledge and strategies that promote positive co-parenting relationships.

Objective 3d: 90% of students served will increase their awareness of intimate partner violence.

Objective 3e: The provider will establish a program component specifically to engage young fathers in at least one of the following areas\*:

- Financial and personal self-sufficiency
- Gainful employment and job skills
- Education completion
- Effective parenting skills
- The legal aspects of fatherhood
- Behavioral issues
- Delay of future unplanned pregnancies
- Self-esteem
- Community involvement

\*Source guide: Healthy Teen Network, The Unique Needs of Young Fathers (Attachment G)

Goal #4: Through partnerships, PLP will raise awareness of and help coordinate available state and local resources for expectant and parenting teens.

Objective 4a: 100% of participating students are provided information packets related to local and state resources available for young parents.

Objective 4b: The provider will establish the development of/ or participate in community collaborations that include pertaining to the needs of families and communities.

Objective 4c: The PLP will develop a screening and referral process with the NJ SBYSP to maximize resources for participating students and avoid service duplication.

Objective 4e: The PLP will form a Participant Advisory Group (PAG) comprised of teen parents and their parents.

The applicant must provide a descriptive list of activities that will be implemented to achieve the DCF required goals and objectives. Please see Exhibit H and complete and include as an attachment,

In addition, DCF is working with John Hopkins University as the 3<sup>rd</sup> party program evaluator to identify additional outcome measurement tools for programs to report on the federally required outcomes. The applicant will be required to implement each of these tools when awarded.

Include a statement acknowledging the following tools will be implemented when awarded:

- Ages and Stages Questionnaire- <http://agesandstages.com/>
- Life Skills Progression (LSP) scale - <http://lifeskillsprogression.com/home/beginnings>
- Safe Dates (Pre & Post)
- Partnering with Teen Parents (Pre & Post) and
- Protective Factors (Pre & Post). <http://friendsnrc.org/protective-factors-survey>

Awarded grantees will also be required to capture student and child profile in the DCF approved managements and information system. Include a statement that acknowledges the understanding that this system will be required and a viable system with internet access will be made available for timely data entry.

**Note: The Applicant must incorporate all the requirements set forth in the section “Services to be Funded”.**

## **5) Budget**

**(20 Points)**

The Department will consider the cost efficiency of the proposed budget as it relates to the anticipated level of services (LOS). Therefore, applicants must clearly indicate how this funding will be used to meet the project goals and/or requirements. Provide a line item budget and narrative for the proposed project/program. The narrative must be part of the 20 page proposal. The Budget forms are to be attached as an Appendix.

The budget should be reasonable and reflect the scope of responsibilities required to accomplish the goals of this project. The budget should reflect a 12 month operating schedule and must include, in separate columns, total funds needed for each line item, the funds requested in this grant, and funds secured from other sources. Budget line items related to the one time only start-up costs made available in this grant announcement are to be identified separately. All costs associated with the completion of the project must be clearly delineated and the budget narrative must clearly articulate budget items, including a description of miscellaneous expenses or “other” items.

The grantee is expected to adhere to all applicable State cost principles.

Standard DCF Annex B (budget) forms are available at: <http://www.state.nj.us/dcf/providers/contracting/forms/> and a description of General and Administrative Costs are available at <http://www.state.nj.us/dcf/providers/notices/>

**Note: The Applicant must incorporate all the requirements set forth in the section “Services to be Funded”.**

**6) Sustainability Plan (10 points)**

**The applicant must describe how they will effectively leverage partnerships and resources to continue providing the services well beyond the grant funding period.**

The grantee is expected to utilize the eight key factors of sustainability (Exhibit I). The “Build Sustainable Programs: the Resource Guide” is available through the Office of Adolescent Health at <http://www.hhs.gov/ash/oah/oah-initiatives/paf/training/sustainability.html>

- a) Create an action strategy
- b) Assess the environment
- c) Be adaptable
- d) Secure community
- e) Integrate programs and services into local infrastructure
- f) Build a leadership team
- g) Create strategic partnerships
- h) Secure diverse financial opportunities

**Note: The Applicant must incorporate all the requirements set forth in the section “Services to be Funded”.**

**7) Accreditation (5 bonus Points)**

Evidence of accreditation will result in the addition of five (5) points awarded for the total proposal.

## **Implementation**

The applicant must submit a detailed timeline demonstrating the program must be operational no later than December 30, 2015.

**Note: The Applicant must incorporate all the requirements set forth in the section “Services to be Funded”.**

All applicants are advised that any software purchased in connection with the proposed project must receive prior approval by the New Jersey Office of Information Technology.

Applicants are also advised that any data collected or maintained through the implementation of the proposed program shall remain the property of DCF.

Organ and Tissue Donation: As defined in section 2 of P.L. 2012, c. 4 (N.J.S.A.52:32-33), contractors are encouraged to notify their employees, through information and materials or through an organ and tissue awareness program, of organ donation options. The information provided to employees shall be prepared in collaboration with the organ procurement organizations designated pursuant to 42 U.S.C. §1320b-8 to serve in this State.

Each proposal narrative must contain the following items organized by heading in the same order as presented below:

## **B. Supporting Documents:**

Applicants must submit a complete proposal signed and dated by the Chief Executive Officer or equivalent and a CD ROM containing all the documents in PDF or Word format. There is a 20 page limitation for the narrative portion of the grant application. A one (1) point reduction per page will be administered to proposals exceeding the page limit requirements. Failure to submit any of the required documents requested in this RFP will result in a loss of five (5) points per item from the total points awarded for the proposal.

All supporting documents submitted in response to this RFP must be organized in the following manner:

### **Part I: Proposal**

1. Proposal Cover Sheet\*
2. Table of Contents-Please number and label with page numbers if possible in the order as stated in Part I & Part II Appendices
3. Proposal Narrative (in following order)
  - a. Applicant Organization
  - b. Needs Justification
  - c. Program Approach
  - d. Outcome Evaluation
  - e. Budget Narrative
  - f. Accreditation

### **Part II: Appendices**

1. Job descriptions of key personnel, resumes if available for key personnel (please do not provide home addresses or personal phone numbers)
2. Staffing patterns
3. Current Agency Organization Chart
4. Proposed Agency Organization Chart
5. Proposed Program Implementation Schedule
6. Safe-Child Standards Description of your agency's implementation of the standards (no more than 2 pages)
7. DCF Annex B Budget Forms\*
8. Copy of agency's Conflict of Interest policy
9. Copies of any audits or reviews completed or in process by DCF or other State entities from 2013 to the present. If available, a corrective

- action plan should be provided and any other pertinent information that will explain or clarify the applicant's position
10. (5) Letters of Commitment and other supporting documents
  11. Dated List of Names, Titles, Address of Current Board of Directors
  12. Signed DCF Standard Language Document  
<http://www.nj.gov/dcf/documents/contract/forms/StandardLanguage.doc>
  13. Documentation Demonstrating Compliance with Obtaining a DUNS Number. All applicants must have a Data Universal Numbering System (DUNS) number. To acquire a DUNS number, contact the dedicated toll-free DUNS number request line at 1-866-705-5711 or inquire on-line at: <http://www.dnb.com>
  14. Renewal Printout from the System for Award Management (SAM) website (<https://www.sam.gov/portal/public/SAM/>)
  15. Applicable Consulting Contracts, Affiliation Agreements/Memoranda of Understanding
  16. Signed HIPAA Business Associate Agreement  
(<http://www.nj.gov/dcf/providers/contracting/forms/HIPAA.doc>)
  17. Copies of Applicable Licenses-Licenses are not required but if you have licensed individuals you may provide them
  18. Current Affirmative Action Certificate or Copy of Renewal Application Sent to Treasury
  19. Certificate of Incorporation
  20. New Jersey Business Registration Certificate with the Division of Revenue
  21. Agency By-laws or Management Operating Agreement if an LLC
  22. Tax Exempt Certification-IRS Determination Letter regarding applicant's charitable contribution or non-profit status, if a non-profit
  23. Disclosure of Investigation and Other Actions Involving Bidder-Full Version\*\* Signed and dated
  24. Disclosure of Investment Activities in Iran\*\* Signed and dated
  25. MacBride Principles\*\* Signed and dated
  26. Statement of Bidder/Vendor Ownership Full Version\*\* Signed and dated
  27. Chapter 271\*\* Signed and dated
  28. Source Disclosure Certification\*\* Signed and dated
  29. Two-Year Chapter 51/Executive Order 117 Vendor Certification and Disclosure of Political Contributions (For-Profit only) \*\*Signed and dated
  30. Annual Report to the Secretary of State  
([https://www1.state.nj.us/TYTR\\_COARS/JSP/page1.jsp](https://www1.state.nj.us/TYTR_COARS/JSP/page1.jsp))
  31. Annual Report- Charitable Organizations (If applicable)
  32. W-9 form (new agencies only)  
(<http://www.state.nj.us/treasury/omb/forms/pdf/W9.pdf>)
  33. Certification regarding Debarment\*  
<http://www.state.nj.us/dcf/providers/notices/Cert.Debarment.pdf>
  34. Statement of Assurances\*



35. Form 990 for Non-Profits or Form 1120 intended for For-Profit entities. LLC's shall provide an applicable tax form and may delete or redact any SSN or personal information
36. Copy of Most Recent Audit or financial statement certified by an accountant or accounting firm
37. DCF Goals and Objectives (Exhibit G)
38. Include a copy of the courtesy inspection completed by the Department of Children & Families Bureau of Licensing.
39. Copies of any evaluation tools that will be used to determine the effectiveness of the program services.

\* Standard forms for RFP's are available at:  
[www.nj.gov/dcf/providers/notices/](http://www.nj.gov/dcf/providers/notices/) Forms for RFP's are directly under the Notices section.

Standard DCF Annex B (budget) forms are available at:  
<http://www.state.nj.us/dcf/providers/contracting/forms/>

\*\* Treasury required forms are available on the Department of the Treasury website at  
<http://www.state.nj.us/treasury/purchase/forms.shtml>  
Click on Vendor Information and then on Forms.

Standard Language Document, the Contract Reimbursement Manual and the Contract Policy and Information Manual.  
Applicants may review these items via the Internet at  
[www.nj.gov/dcf/providers/contracting/manuals](http://www.nj.gov/dcf/providers/contracting/manuals)

## C. Requests for Information and Clarification

Applicants shall not contact the Department directly, in person, or by telephone, concerning this RFP.

### **Question and Answer:**

DCF will provide eligible applicants additional and/or clarifying information about this initiative and application procedures through a time-limited electronic Question and Answer Period. Answers will be posted on the website at: <http://www.state.nj.us/dcf/providers/notices/>

Questions must be submitted in writing via email to:  
[DCFASKRFP@dcf.state.nj.us](mailto:DCFASKRFP@dcf.state.nj.us).

All inquiries submitted to this email address must identify, in the Subject heading, the specific RFP for which the question/clarification is being sought.

Written questions must be directly tied to the RFP. Questions should be asked in consecutive order, from beginning to end, following the organization of the RFP. Each question should begin by referencing the RFP page number and section number to which it relates.

All other types of inquiries will not be accepted. **Applicants may not contact the Department directly, in person, or by telephone, concerning this RFP.** Inquiries should only be addressed for technical support through [DCFASKRFP@dcf.state.nj.us](mailto:DCFASKRFP@dcf.state.nj.us). Inquiries will not be accepted after the closing date of the Question and Answer Period. Written inquiries will be answered and posted on the DCF website as a written addendum to the RFP.

**EXHIBIT A**

**MANDATORY EQUAL EMPLOYMENT OPPORTUNITY LANGUAGE  
N.J.S.A. 10:5-31 et seq. (P.L. 1975, C. 127)  
N.J.A.C. 17:27  
GOODS, PROFESSIONAL SERVICE AND GENERAL SERVICE  
CONTRACTS**

During the performance of this contract, the contractor agrees as follows:

The contractor or subcontractor, where applicable, will not discriminate against any employee or applicant for employment because of age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or sex. Except with respect to affectional or sexual orientation and gender identity or expression, the contractor will ensure that equal employment opportunity is afforded to such applicants in recruitment and employment, and that employees are treated during employment, without regard to their age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or sex. Such equal employment opportunity shall include, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided by the Public Agency Compliance Officer setting forth provisions of this nondiscrimination clause.

The contractor or subcontractor, where applicable will, in all solicitations or advertisements for employees placed by or on behalf of the contractor, state that all qualified applicants will receive consideration for employment without regard to age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or sex.

The contractor or subcontractor will send to each labor union, with which it has a collective bargaining agreement, a notice, to be provided by the agency contracting officer, advising the labor union of the contractor's commitments under this chapter and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

The contractor or subcontractor, where applicable, agrees to comply with any regulations promulgated by the Treasurer pursuant to N.J.S.A. 10:5-31 et seq., as amended and supplemented from time to time and the Americans with Disabilities Act.

The contractor or subcontractor agrees to make good faith efforts to meet targeted county employment goals established in accordance with N.J.A.C. 17:27-5.2.

The contractor or subcontractor agrees to inform in writing its appropriate recruitment agencies including, but not limited to, employment agencies, placement bureaus, colleges, universities, and labor unions, that it does not discriminate on the basis of age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or sex, and that it will discontinue the use of any recruitment agency which engages in direct or indirect discriminatory practices.

The contractor or subcontractor agrees to revise any of its testing procedures, if necessary, to assure that all personnel testing conforms with the principles of job-related testing, as established by the statutes and court decisions of the State of New Jersey and as established by applicable Federal law and applicable Federal court decisions.

In conforming with the targeted employment goals, the contractor or subcontractor agrees to review all procedures relating to transfer, upgrading, downgrading and layoff to ensure that all such actions are taken without regard to age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or sex, consistent with the statutes and court decisions of the State of New Jersey, and applicable Federal law and applicable Federal court decisions.

The contractor shall submit to the public agency, after notification of award but prior to execution of a goods and services contract, one of the following three documents:

Letter of Federal Affirmative Action Plan Approval

Certificate of Employee Information Report

Employee Information Report Form AA302 (electronically provided by the Division and distributed to the public agency through the Division's website at [www.state.nj.us/treasury/contract\\_compliance](http://www.state.nj.us/treasury/contract_compliance)).

The contractor and its subcontractors shall furnish such reports or other documents to the Division of Purchase & Property, CCAU, EEO Monitoring Program as may be requested by the office from time to time in order to carry out the purposes of these regulations, and public agencies shall furnish such information as may be requested by the Division of Purchase & Property, CCAU, EEO Monitoring Program for conducting a compliance investigation pursuant to **Subchapter 10 of the Administrative Code at N.J.A.C. 17:27**.

## **EXHIBIT B**

### § 10:2-1. Antidiscrimination provisions

Antidiscrimination provisions. Every contract for or on behalf of the State or any county or municipality or other political subdivision of the State, or any agency of or authority created by any of the foregoing, for the construction, alteration or repair of any public building or public work or for the acquisition of materials, equipment, supplies or services shall contain provisions by which the contractor agrees that:

a. In the hiring of persons for the performance of work under this contract or any subcontract hereunder, or for the procurement, manufacture, assembling or furnishing of any such materials, equipment, supplies or services to be acquired under this contract, no contractor, nor any person acting on behalf of such contractor or subcontractor, shall, by reason of race, creed, color, national origin, ancestry, marital status, gender identity or expression, affectional or sexual orientation or sex, discriminate against any person who is qualified and available to perform the work to which the employment relates;

b. No contractor, subcontractor, nor any person on his behalf shall, in any manner, discriminate against or intimidate any employee engaged in the performance of work under this contract or any subcontract hereunder, or engaged in the procurement, manufacture, assembling or furnishing of any such materials, equipment, supplies or services to be acquired under such contract, on account of race, creed, color, national origin, ancestry, marital status, gender identity or expression, affectional or sexual orientation or sex;

c. There may be deducted from the amount payable to the contractor by the contracting public agency, under this contract, a penalty of \$ 50.00 for each person for each calendar day during which such person is discriminated against or intimidated in violation of the provisions of the contract; and

d. This contract may be canceled or terminated by the contracting public agency, and all money due or to become due hereunder may be forfeited, for any violation of this section of the contract occurring after notice to the contractor from the contracting public agency of any prior violation of this section of the contract.

No provision in this section shall be construed to prevent a board of education from designating that a contract, subcontract or other means of procurement of goods, services, equipment or construction shall be awarded to a small business enterprise, minority business enterprise or a women's business enterprise pursuant to P.L.1985, c.490 (*C.18A:18A-51 et seq.*).

**EXHIBIT D**            **DCF Division of Family & Community Partnership**  
**Office of School Linked Services' (OSLS)**  
**Parent Linking Program (PLP) Job Description**

Title: Program Coordinator

**Position Overview**

This is a full-time grant position responsible for the supervisory oversight and coordination of the PLP that serves expectant and parenting teens in a school based setting.

The funds for this position has been made possible grant awarded to NJ Department of Children and Families (DCF) by the U.S. Department of Health and Human Services', Office of Adolescent Health's Pregnancy Assistance Fund (OAH PAF) to implement the NJ project Promoting Success for Expectant & Parenting Teens New Jersey (PSNJ). The PSNJ project allows NJ DCF to expand and enhance the NJ School Based Youth Services Program (SBYSP) Parent Linking Program (PLP) competent.

**Responsibilities:**

- Monitor program activities and service levels
  - Track and collect levels of services and program outcome data
  - Analyze levels of service and outcomes for continuous quality improve and model fidelity.
- Oversee supervision and operation of the childcare center and staff
  - Coordinate transportation services, as necessary for the custodial teen mothers/fathers and their children
- Facilitate program's involvement with its supporting community
  - Recommend individuals, organizations and systems for the program to network to facilitate services for participants.
  - Represent program on community level advisory boards
- Collaborate with other staff members, referral sources, and social support network to provide appropriate services to participants and their families.
- Hold regularly scheduled meetings with the Case Managers, Head Teachers and Caregivers.
- Oversee the coordination of case management and referral services for the program participants and their families.
- Collaborate with the DCF contracted PLP technical assistance provider, Prevent Child Abuse – NJ (PCA-NJ) to ensure model fidelity.
- Actively participate in OSLS and/or PCA-NJ meetings

**Qualifications:**

- An advanced degree in a health or human service field or a Bachelor's degree in a health or human service field and two years of experience.
- Experience working with expectant and parenting teens, children and families
- Knowledge of community organization and collaboration building.

- Excellence in written and oral communication
- Awareness of cultural diversity and its impact on planning and provision of services
- Ability to build relationships with persons at all levels of human services

## EXHIBIT E

### DCF Division of Family & Community Partnership Office of School Linked Services' (OSLS) Parent Linking Program Job Description

Title: Case Manager

#### Position Overview

This is a full-time grant position responsible for the provision of case management services to expectant and parenting teens in a school based setting.

The funds for this position has been made possible grant awarded to NJ Department of Children and Families (DCF) by the U.S. Department of Health and Human Services', Office of Adolescent Health's Pregnancy Assistance Fund (OAH PAF) to implement the NJ project Promoting Success for Expectant & Parenting Teens New Jersey (PSNJ). The PSNJ project allows NJ DCF to expand and enhance the NJ School Based Youth Services Program (SBYSP) Parent Linking Program (PLP) competent.

#### Responsibilities:

- Intensive Case management services that include
  - Counseling (individual, group and as needed family counseling)
  - Resource and referral
  - Educational services (parenting education and support groups, life skills training, comprehensive family life education)
  - Development guidance to expectant and parenting teen mothers/fathers and their families
- Collaborate with other staff members, referral sources, and social support network to provide appropriate services to participants and their families.
- Facilitate parenting education, life skills and comprehensive support groups for program participants.
  - Become trained in the evidence based curriculum for the program: *"Partnering with Teen Parents"* and *"Safe Dates"*.
- Maintain appropriate participant records and data collection
- Advocate for appropriate resources for participants, their children and their families with the school and community agencies
- Provide home visits as necessary
- Responsible for program intake and transitioning of program participants
- Responsible for recruitment of program participants

#### Qualifications:

- An advanced degree in social work or a comparable human service field and related experience or a Bachelor's degree in social work or a comparable human service field and related experience, with supervision by a person with an advanced degree in social work or a comparable human service field and a minimum of two years' experience in direct services or case management.



- Knowledgeable of adolescent and infant/child development
- Knowledge of community organization and collaboration building.
- Excellence in written and oral communication
- Experience in case management and group work
- Awareness of cultural diversity and its impact on planning and provision of services
- Strong ability to problem-solve

## **APPENDIX F PLP LOGIC MODEL**

<p>Vision: Children, youth, families and communities have the capacity to achieve and promote family success that respects their culture, values and aspirations.</p> <p><b>SBYSP Vision:</b> NJ School Based Youth Services Program, Strengthening Families, Transforming Communities (DRAFT)</p> <p>Name of Initiative: <b>Parent Linking Program – operates under the auspice of SBYSP</b></p> <p><b>PLP Mission:</b> Promote success for New Jersey’s expectant and parenting teens by facilitating access to support services</p> <p>Target Population: Any pregnant or parenting teen (young mother or father) enrolled in high school with a NJ DCF funded SBYSP</p>				
RESOURCES/INPUTS	ACTIVITIES OUTPUTS	SHORT TERM OUTCOMES	MID TERM OUTCOMES	DCF LONG TERM OUTCOMES
<p><b>Funding</b></p> <ul style="list-style-type: none"> <li>o Federal – HHS, Office of Adolescent Health</li> <li>o Annual Report to OAH October 31st</li> <li>o State</li> <li>o 25% grantee match (cash or in-kind)</li> </ul> <p><b>Operation:</b></p> <ul style="list-style-type: none"> <li>Managing Agencies</li> <li>Board of Educations (5)</li> <li>Mental Health Clinic</li> <li>New Brunswick Community Based Organization</li> <li>City Of Patterson Organization</li> <li>Inspira Health Network</li> </ul> <p>Operate PLP 11 High Schools with a SBYSP in the following Counties:</p> <ul style="list-style-type: none"> <li>o Camden - 2</li> <li>o Monmouth</li> <li>o Passaic – 3</li> <li>o Middlesex</li> </ul>	<p>Level of Service 50 expectant and/or parenting teens in each PLP program for a total of 550 participants</p> <ol style="list-style-type: none"> <li>1. <i>Childcare</i> - Childcare slots are offered to a subset of PLP parents. Child has to be within 6 weeks and 36 months of age</li> <li>2. <i>Groups</i>- weekly groups provided (for a minimum of 30 groups/year) - implementing 2 Evidence Based curriculum</li> </ol> <p>80% of the PLP students will attend at least 80% of the parenting, pregnancy prevention and life skills workshops/classes</p> <ul style="list-style-type: none"> <li>• <i>Safe Dates</i> – is a program that targets attitudes and behaviors associated with dating abuse and violence. Program consists of ten sessions; each session is approximately 50 minutes in length. A minimum of 5 sessions is required for completion.</li> <li>• <i>Partnering with Teens Parents- Parents as Teachers</i>: curriculum consists of 4 core categories – growing a teen, development-centered parenting, parent-child interaction, and family well-being. A minimum of 18 core sessions required for completion. Groups are held for at least 50 minutes each.</li> </ul> <ol style="list-style-type: none"> <li>3. <i>Case management</i> <ul style="list-style-type: none"> <li>▪ Initial assessment:                             <ul style="list-style-type: none"> <li>o physical and psychological well-being and health, socioeconomic issues, academic performance,</li> </ul> </li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• 80% of the PLP students will increase their knowledge of child development</li> <li>• 80% of the PLP students will increase their knowledge of Intimate Partner Violence (IPV)</li> <li>• 80% of PLP student will increase knowledge of family planning knowledge, attitudes, and behaviors</li> <li>• 90% of the pregnant/parenting teens are referred/connected to support services in times of need</li> </ul>	<p><b>Parent:</b></p> <ul style="list-style-type: none"> <li>• 75 % of the participants will show improvement in their health practices (prenatal, primary care, pediatric care, nutrition, breastfeeding, birth control, and early referral for related health services – substance use, depression, DV)</li> <li>• 80% of the pregnant participants will have improved pregnancy, birth and child health outcomes</li> <li>• 80% of the PLP parents will show improvement in their parent-child interaction and parenting practices/behaviors</li> <li>• 80% of the PLP parents will show improvements in their parenting skills</li> <li>• 80% of the PLP participants will show improvements in positive father involvement and co-parenting relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• Permanency</li> <li>• Well-Being</li> <li>• Continuous improvement</li> <li>• Prevent child abuse and neglect</li> <li>• New Jersey’s pregnant and parenting teens experience a healthy developmental transition into adulthood and parenthood</li> <li>• Community partners are engaging, supporting and responsive to teen parenting needs.</li> </ul>

JB.12/9/14

<ul style="list-style-type: none"> <li>o Union</li> <li>o Cumberland</li> <li>o Mercer</li> <li>o Hudson</li> </ul> <p><b>PLP staff at each site</b></p> <ul style="list-style-type: none"> <li>▪ SBVSP Director</li> <li>▪ PLP Program Coordinator</li> <li>▪ 2 PLP Social Worker/Case Manager (1 PLP SW/CM in Kind)</li> <li>▪ 1 Head Teacher</li> <li>▪ Caregivers/Childcare staff</li> </ul> <p><b>DCF Staff</b></p> <ul style="list-style-type: none"> <li>o 2 OSLS Staff</li> <li>o contracting office</li> </ul> <p><b>Partnerships</b></p> <ul style="list-style-type: none"> <li>o SBYS program</li> <li>o School personnel</li> <li>o School Board</li> <li>o Community Agencies</li> <li>o Local Businesses</li> </ul> <p><b>Transportation provided for parents and children receiving PLP childcare services</b></p> <ul style="list-style-type: none"> <li>▪ if childcare center not located in the school – round trip transportation provided from home to childcare center to school</li> <li>▪ if childcare center located in the school</li> </ul>	<p>cultural/linguistic needs and family support</p> <ul style="list-style-type: none"> <li>o relationship with her parents/family, including her safety in the family/household</li> <li>o relationship with the father-to-be/father/partner, including her safety in the relationship</li> <li>▪ Individualized service plan</li> </ul> <p>4. <i>Individual and/or group counseling (as needed)</i> – Social Worker/Case Manager to provide or can refer to school based or community agency</p> <p>5. <i>Linkages:</i></p> <ul style="list-style-type: none"> <li>• Medical Home - Ensure that all infants/children have a medical home with evidence of routine well-child care, up to date immunizations, lead screenings, developmental screens and follow-up referrals as needed</li> <li>• Preventive health care services for the PLP parents and their children</li> <li>• Existing perinatal/early childhood central intake for early referral of expectant/parenting teens, their infants and families to local services</li> <li>• Collaborate and develop working relationships with community-based agencies concerned with adolescent pregnancy and parenthood</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of the PLP participants will have improvement in other teen supports-academic assistance, social services, public assistance, emergency services</li> <li>• 75% of the participants will have an increase in family support</li> <li>• 80% of the PLP students will attend school at least 80% of the time</li> <li>• 80% of the PLP students will sustain from a subsequent unplanned pregnancy</li> <li>• 80% of the PLP students will complete their high school education or advance to the next grade level</li> <li>• 80% of the pregnant and parenting teen will show improvements in their level of self-efficacy skills</li> </ul> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>• Increase developmental screening utilizing the Ages and Stages Questionnaire (ASQ)</li> <li>• Increase support of child development for children of teen parents</li> </ul> <p><b>Community:</b></p> <ul style="list-style-type: none"> <li>• Improve public awareness related to maternal, infant and child health, teen pregnancy, outreach; and available community resources, services</li> </ul>	
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<p>round trip transportation provided form home to school</p> <p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>Safe Dates – <a href="http://www.haskelln.org/hsdb/pubs/SAFEdatesproduct.page">Haskell Betty Ford</a></li> <li><a href="http://www.haskelln.org/hsdb/pubs/SAFEdatesproduct.page">http://www.haskelln.org/hsdb/pubs/SAFEdatesproduct.page</a></li> <li>Partnering with Teen Parents – Parents as Teachers</li> </ul> <p><b>Evaluation:</b> John's Hopkins University</p> <p><b>Data Management</b></p> <ul style="list-style-type: none"> <li>Youth Services Net MIS</li> <li>DCF Quarterly Program Reports</li> </ul>			<p>and supports</p>
<p><b>Assumption 1:</b></p> <ul style="list-style-type: none"> <li>PLP Programs will have the full support of the school administration.</li> <li>PLP Programs will be easily accessible to students before, during and after school hours.</li> <li>PLP Program staff will receive initial training in the approved curricula. "Partnering with Teen Parents", "Safe Dates" and strengthening Families, Protective Factors and ongoing professional development for program staff</li> </ul>			
<p><b>Assumption 2:</b></p> <ul style="list-style-type: none"> <li>PLP Programs will have the full support of its managing agency for continued training and program development.</li> <li>PLP Programs will have the full support of community agencies.</li> <li>PLP Programs will have the full support and cooperation of the teen parents and grandparents.</li> <li>PLP Programs will establish a forum for community awareness of the PLP program for ongoing recruitment and marketing</li> <li>PCA-NJ in collaboration with DCF OSLS will assess and update the current statewide tracking system to collect common performance measures</li> </ul>			

**EXHIBIT H                      GOALS, OBJECTIVES AND INDICATORS**

**Instructions:** Providers are required to adopt the state mandated goals and objectives. Each provider must create one or more activities for each of the mandated goals and objectives. Performance indicators are quantifiable performance measurements used to define success factors and measure progress toward the achievement of your goals and are directly correlated to the implementation of activities created in the project activity plan.

**Goal 1:** Students participating in PLP will increase their ability to be self-sufficient:

Objective 1a: A minimum of 50 eligible female and male students in need of PLP supportive services will be served.

Activity 1a:

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Objective 1b: 85% of students served 90 days or more will demonstrate effective parenting skills through appropriate discipline and nurturing behaviors.

Activity 1b:

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Objective 1c: 90% of students enrolled in the school site receiving program services for one or more years will earn a high school diploma or its equivalent or demonstrate progress towards completion of education goals.

Activity 1c:

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Objective 1d: 85% of students served a year or more will not have a repeat birth or father a repeat pregnancy before graduating from high school.

Activity 1d:

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Objective 1e: 90% of students served will increase their awareness of intimate partner violence.

Activity 1e:

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**Goal 2:** Students participating in PLP will improve developmental outcomes of their children:

Objective 2a: 85% of students served will increase their knowledge of adolescent and infant child development.

Activity 2a:

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Objective 2b: 85% of pregnant students served 90 days or more will not have a low birth weight baby.

Activity 2b:

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Objective 2c: 80% of children served through child care for 5 months or more will demonstrate an increase in age-appropriate physical, emotional, cognitive, and social development, including readiness for school success.

Activity 2c:

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Objective 2d: 100% of the children of teen parents enrolled will have current age appropriate health and developmental screenings on an annual basis.

Activity 2d:

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**Goal 3:** PLP will strengthen father involvement and co-parenting relationships.

Objective 3a: 20% of students served will be expecting or active teen fathers.

Activity 3a:

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Objective 3b: 80% of students served will gain knowledge and strategies that promote positive co-parenting relationships.

Activity 3b:

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Objective 3c: The provider will establish a program component specifically to engage young fathers in at least one of the following areas\*:

- Financial and personal self-sufficiency
- Gainful employment and job skills
- Education completion
- Effective parenting skills
- The legal aspects of fatherhood
- Behavioral issues
- Delay of future unplanned pregnancies
- Self-esteem
- Community involvement

\*Source guide: Healthy Teen Network, The Unique Needs of Young Fathers (Attachment F)

Activity 3c:

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**Goal 4:** Through partnerships, PLP will raise awareness of and help coordinate available state and local resources for expectant and parenting teens.

Objective 4a: 100% of participating students are provided information packets related to local and state resources available for young parents.

Activity 4a:

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Objective 4b: The provider will establish the development of/ or participate in community collaborations pertaining to the needs of families and communities.

Activity 4b:

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Objective 4c: The PLP will develop a screening and referral process with the NJ SBYSP as applicable or other school support system to maximize resources for participating students and avoid service duplication.

Activity 4c:

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## **EXHIBIT I**

## **Key Factors of Sustainability**

**No two sustainability planning processes are alike. Each grantee can tailor their plan to best meet their needs. These action steps will help grantees begin sustainability planning and they can use and/or adapt the questions and worksheets, thereby creating a process and plan that is appropriate for their program or services.**

### **Eight Factors of Sustainability**

#### **1. Create an action strategy**

- a. Start planning early
  - i. What does sustainability mean for grantees' programs or services?
  - ii. What services or programs are priorities to sustain?
  - iii. How can these programs and services be sustained and evolve over time?
  - iv. What actions need to be taken to sustain these programs or services?
- b. Create a shared vision with partners and community leaders
  - i. With the help of partners and community leaders, what does the grantee want to achieve from its program or services?
  - ii. Do partners share the grantee's vision for the program or service?
  - iii. What are the shared visions and goals?
  - iv. What are the shared immediate and intermediate outcomes that the grantee expects from the program?
  - v. What resources or support can partners offer to create and implement the shared vision?
- c. Incorporate sustainability activities into daily program operations
  - i. Which staff members should be included in the sustainability planning efforts?
  - ii. How can sustainability discussions be incorporated into regularly scheduled staff meetings?
  - iii. How can sustainability be included as a core part of staff's role and responsibilities?
  - iv. From where can they allocate resources to support sustainability planning and outreach?

- d. Create a sustainability plan
  - i. Components of an effective sustainability plan
    1. Goals and objectives
    2. Description of services that will best address the needs of the community and the activities needed to achieve sustainability
    3. Timelines for implementing activities and achieving the goals
    4. Names of person(s) responsible and resources needed to accomplish goals
    5. Measures of success and outcomes expected
  - e. Incorporate measures of success into the sustainability plan

**2. Assess the environment**

- a. Embed continuous assessments throughout the life of the program or service
- b. Identify focus areas for conducting an environmental assessment
  - i. What are the program's or service's current strengths and how do these relate to the environments in which they function?
  - ii. What are the current barriers or challenges and how do these relate to the environments in the programs or services function?
  - iii. What may be the program's or service's future strengths?
  - iv. What may be the program's or service's future challenges?
- c. Use the information gathered

**3. Be adaptable**

- a. Match services offered to community needs and uphold the fidelity or best practice of the model be implemented
  - i. Are there high-need areas in the community they serve, and how are they changing, economically, socially, demographically?
  - ii. How do these changes affect the programs and services grantees offer with respect to the manner, location, and type of service/program offered?
  - iii. What are grantees doing to respond to these changes? What do they need to do?

- iv. Is there new research and/or evaluation data or information that identifies new approaches they can or should use?
  - b. Create opportunities for innovation and utilization of successful practices
- 4. Secure community support**
  - a. Formulate a communication approach and message
  - b. Promote the program and its services
  - c. Use program leaders, strategic partners, and community champions to share the program's or service's message
- 5. Integrate programs and services into local infrastructure**
  - a. Streamline service delivery, policies, and practices
  - b. Integrate programs, services, and practices into the broader community fabric
- 6. Build a leadership team**
  - a. Identify strong internal leaders
  - b. Keep organizational leaders engaged and secure their commitment
  - c. Identify external community champions
  - d. Promote leadership development
- 7. Create strategic partnerships**
  - a. Develop strategic partnerships
  - b. Assess existing partnerships continuously
  - c. Establish a shared vision and commitment to sustainability
  - d. Engage partners to help market program success
  - e. Leverage partner resources
- 8. Secure diverse financial opportunities**
  - a. Review the program budget to identify core activities and services
  - b. Identify and seek funding opportunities
  - c. Develop a strategy for securing funding
  - d. Create a budgetary line item
  - e. Build fundraising and grant writing capacity

*\*Adapted from the US Department of Health and Human Services' Office of Adolescent Health's "Building Sustainable Programs: The Resource Guide, March 2014"*