



REQUEST FOR PROPOSALS

FOR

School Based Youth Services Program (Middle School)

in Cumberland County

Publication Date: October 2, 2025

Questions Deadline: October 15, 2025

AOR Form Deadline: October 29, 2025

Response Deadline: by 12:00 P.M. November 12, 2025

**Funding of \$81,567 available
in state funds in FY26**

**Funding of \$195,759 available
in state funds in FY2027 contingent on availability**

**Christine Norbut Beyer, MSW
Commissioner**

The Department of Children and Families (DCF) is the agency dedicated to ensuring all New Jersey residents are safe, healthy, and connected. To that end, DCF announces to potential respondents its intention to award a new contract.

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Section I - General Information

A. Summary Program Description:

The New Jersey Department of Children and Families (DCF) Division of Family and Community Partnerships (FCP), Office of Family Support Services (FSS), announces its intent to award contracts for School Based Youth Service Programs (SYBSP) in one Middle School in Cumberland County: Thomas Wallace Middle School.

SBYSPs are supportive programs and services operating in host schools in selected middle and high schools that also coordinate with existing school and community resources. The SBYSP is expected to provide safe, non-stigmatizing, community responsive, supportive, and appropriate services and programming to students and their families in each host school.

The SBYSP programming shall include:

General Services: programs or services offered to the entire student body, parents, caregivers, and/or school faculty. They may be offered to a large group of participants, open groups, and/or via one-time events.

Youth Development and Prevention Services: Evidence Based Practices and non-Evidence Based Practices including services, clubs, and activities that include small/large groups.

Brief Counseling Services: may include individual, family and group clinical, and non-clinical counseling services offered to students and their parents engaged in the SBYSP.

Information & Referral: SBYSP programs develop and maintain collaborative relationships and expanded resource networks within the communities, including referral networks that allow for students and parents/caregivers to access necessary ongoing mental health treatment services and concrete supports in the local community.

B. Funding Information:

All funding is subject to appropriation. The continuation of funding is contingent upon the availability of funds and resources in future fiscal years.

Respondents are on notice that no annual increases will be considered as part of this contract to salaries, fringe, or benefits in future negotiations or contracts, unless approved by the State legislature for all contracting entities. Funds awarded under this program may not be used to supplant or duplicate existing funding.

DCF will make available \$81,567 in FY 2026 from state funds for one (1) award for Thomas Wallace Middle School in Vineland, NJ. DCF reserves the right to award all or a portion of these funds.

The funds support the first year or initial term of a contract subject to renewal.

The intended funding period for the initial contract is: February 1, 2026, through June 30, 2026. The funds available are to be budgeted to cover the expenses incurred during the initial contract term to implement the program and operate program services for five (5) months. The twelve (12) month funding award for the contract period beginning July 1, 2026, is anticipated to be \$195,759. Contract renewal is contingent on the availability of funds.

Proposed budgets: Note: two (2) proposed budgets are required with this RFP response. One budget is required for the initial five (5) month term beginning February 1, 2026, for up to \$81,567 in available funding through June 30, 2026; and a second budget, for the anticipated available funding up to \$195,759, is required for the twelve (12) month term beginning July 1, 2026.

The anticipated costs required for program operations must be submitted using the Proposed Budget Form found at: <https://www.nj.gov/dcf/providers/contracting/forms/>.

Budget narratives: A justification and detailed summary of the costs entered into the Proposed Budget Forms must be provided in two (2) Proposed Budget Narratives.

Start-up: In the proposed budget for the five (5) month initial term, up to \$20,000 from anticipated accruals of the intended award amount of \$81,567 may be proposed as one-time start-up expenses. Expenditures proposed to begin program operations must be entered into the appropriate Start-up Funding column of the Proposed Budget Form. Additional funding to pay for start-up costs is not available.

All start-up costs are subject to contract negotiations and DCF approval. Funds for approved start-up cost funds will be released upon the execution of a finalized contract and are paid via Scheduled Payments.

Matching funds: Matching funds (cash or in-kind) are required.

Respondents are required to contribute a matching share of funds. The mandatory matching requirement is 25% of the total amount of the award. For FY 2026, matching funds shall total \$20,392 and for FY 2027, matching funds shall total \$48,940. Cash or in-kind funds may be used. In-kind contributions may include consultants, facility costs, materials and supplies, copier services, janitorial services, and school personnel to provide support to the program. Respondents must identify the source of their matching funds in the Budget submitted with this response. Matching funds are required from either the managing agency or the school district. The source of matching funds cannot be from another state department. Note: If the DCF funds

for this program are from a federal source, the respondent's matching share may not include any other Federal funds.

Awarded funds may be used to:

- Support the costs of staff, materials, supplies and equipment.
- Renovate space within a school building (e.g., painting, carpet replacement, etc.);
- Purchase equipment and supplies for the site.
- Sub-contract with other community-based organizations for the provision of needed services.
- General and Administrative Costs (may not exceed ten percent (10%) of the per program award.
- Cover the cost for the installation of a multi-function voice mail system with the ability to access emergency phone numbers, provide information in other languages, as appropriate, etc.
- Cover costs associated with establishing an Internet connection, if the school is not connected at the time of the original grant award.
- Purchase evidence based/evidence informed curricula/assessment tools.
- Maintenance of web-page specific to school-based services.

Awarded funds may not be used to:

- Construct a new facility.
- Purchase a modular unit.
- Purchase a vehicle, contraceptives, or abortion services.
- Supplant or duplicate currently existing services or programs.

The Proposed Budget Forms and the Proposed Budget Narratives must be submitted as documents included in PDF 3: Section III - *Additional Documents*.

NOTE: The Proposed Budgets submitted with a response are not the actual budgets an awarded respondent will submit for DCF approval as part of the contract. If awarded a contract, the awarded respondent then shall submit their budget information again using the more detailed Annex B Budget Form found at:

<https://www.nj.gov/dcf/documents/contract/forms/AnnexB.xls>.

The awarded respondent shall prepare and submit an annual budget each fiscal year. DCF will issue payments to the provider on a scheduled basis up to the contract's approved budget amount.

Each budget will require Reports of Expenditures and be subject to the DCF contract close out process following the end of the contract term in accordance with the DCF Contract Close Out policy at:

https://www.nj.gov/dcf/documents/contract/manuals/CPIM_p7_closeout.pdf

DCF will compare the actual approved expenditures appearing on the final report of expenditures and the independent audit with the total contract revenue realized

through the receipt of scheduled payments and may recoup as an overpayment the funds that exceeded the actual allowable contract expenditures of the approved budget.

Once awarded a contract, the awarded respondent shall submit for approval its first Annex B Budget for the initial funding period of February 1, 2025, through June 30, 2026. In addition to these first five (5) months of operating costs, all start-up costs must be included in this Annex B Budget

C. Pre-Response Submission Information:

Respondents may not contact DCF in person or by telephone concerning this RFP. Questions may be sent in advance of the response deadline via email to DCF.ASKRFP@dcf.nj.gov.

Technical inquiries about forms, documents, and format may be requested at any time prior to the response deadline, but **questions about the content of the RFP must be requested by 12 P.M. on Wednesday, October 15, 2025.**

Questions should be asked in consecutive order, from beginning to end, following the organization of the RFP and each question should reference the page number and section number to which it relates. All inquiries submitted should reference the program name appearing on the first page of this RFP.

Written inquiries will be answered and posted on the DCF website as a written addendum to this RFP at: <https://nj.gov/dcf/providers/notices/requests/>

D. Response Submission Instructions:

All responses must be delivered **ONLINE by 12:00 P.M. on Wednesday, November 12, 2025.** Responses received after this deadline will not be considered.

To submit online, respondent must first complete an Authorized Organization Representative (AOR) registration form found at [AOR.pdf \(nj.gov\)](#) and send it to DCF.ASKRFP@dcf.nj.gov no later than five (5) business days before the response due date. **AOR registration forms received after close of business Wednesday, October 29, 2025, may not be processed in time for the response due date.**

The completed AOR registration form must be signed and dated by the Chief Executive Officer or designated alternate and sent to DCF.ASKRFP@dcf.nj.gov. Only one (1) AOR registration form is required, even if the respondent intends to file multiple responses. The respondent is required to enter each location to be served on the AOR registration form.

Upon receipt of the completed AOR registration form, DCF will grant the respondent permission to proceed and provide instructions for the submission of the response(s) electronically. DCF recommends emailing your AOR registration forms as soon as you know you will be filing a response to allow time to report to DCF any technical difficulties you may encounter and to timely resolve them.

E. Required PDF Content of the Response:

Submit in response to this RFP four (4) separate PDF documents labeled as follows:

PDF 1-Statement of Acceptance

The entire content of *Section II - Required Performance and Staffing Deliverables* (ending with a Signed Statement of Acceptance)

PDF 2-Organizational Documents

All documents in *Section III – Subsection A. Documents Requested to be Submitted with This Response (Organizational Documents Prerequisite to a DCF Contract Award Requested to be Submitted with the Response)*

PDF 3-Additional Documents

All documents in *Section III – Subsection B. Documents Requested to be Submitted with This Response (Additional Documents Requested to be Submitted in Support of This Response)*

PDF 4-Narrative Response

Narrative answers to all questions in *Section IV – Subsections A, B, & C. Respondent's Narrative Responses (A. Community and Organizational Fit; B. Organizational Capacity; and C. Organizational Supports)*

F. Respondent Eligibility Requirements:

Respondents that have State or Federal grants or contracts must be compliant with all their terms and conditions and in good standing as grantees and contractors.

Respondents must not be suspended, terminated, or barred for deficiencies in the performance of any grant or contract award, and if applicable, all past issues must be resolved as demonstrated by written documentation.

DCF may disqualify and decline to forward for the review of the Evaluation Committee a response from those under a corrective action plan or performance improvement plan in process with DCF or any other New Jersey State agency or authority.

Respondents must be fiscally viable and be able to comply with the contracting rules and regulations set forth in the DCF Contract Policy and Information Manual (CPIM) found at: [DCF | Contracting Policy Manuals \(nj.gov\)](https://www.nj.gov/dcf/contracting-policy-manuals/).

Where required, all respondents must hold current State licenses.

Respondents must have a governing body that provides oversight as is legally required in accordance with how the entity was formed, such as a board of directors for corporations, or the managing partners of a Limited Liability Corporation (LLC)/Partnership, or the members of the responsible governing body of a county or municipality.

Respondents must have the capability to uphold all administrative and operating standards as outlined in this RFP.

Respondents must be business entities that are duly registered to conduct business within the State of New Jersey, for profit or non-profit corporations, partnerships, limited liability companies, etc. or institutions of higher education located within the State of New Jersey.

Respondents awarded a contract should ensure their program is operational within ninety (90) days of contract award or the award may be rescinded. Extensions may be available by way of written request to DCF.

Respondents awarded a contract must be prepared to execute any planned sub-contracts, memorandum of agreements with vendors, consultants, or agencies, after the review and approval of DCF, within thirty (30) days of contract execution.

Special requirements:

Advisory Board: respondent awarded a contract shall convene an advisory body consisting of students, parents, community members and school personnel within 60 days of contract execution. Prior to the programs first advisory meeting, awardees are required to develop and share the advisory board member list and an anticipated advisory board meeting date for DCF review.

School Needs Assessment/Survey: respondent awarded a contract shall assess students' needs to determine the EBP(s) to implement. Assessment results are to be completed within 30 days of contract execution, shared with school leadership, and confirm selected EBP with DCF within 90 days of contract execution.

Section II - Required Performance and Staffing Deliverables

NOTE: After reviewing the required deliverables listed below, respondents must sign the statement at the bottom of this Section II to signify acceptance of all of them.

Submit a complete copy of the content of Section II – Required Performance and Staffing Deliverables, starting with this page and ending with your signed Statement of Acceptance, as a single PDF document. This will be the first PDF submission in your response packet and is to be labeled as: *PDF 1-Statement of Acceptance*.

A. Subject Matter - The below describes the needs the awarded respondent must address in this program, the goals it must meet, and its prevention focus.

- 1) The need for this program as indicated by data regarding the health and human services issues and parent and community perceptions is:**

According to a report by the Centers for Disease Control and Prevention (CDC), national U.S. data from 2022-2023 show that: nearly 1 in 5 children ages 3 to 17 (21%) have been diagnosed with a mental, emotional, or behavioral health condition (CDC, 2021), and that: anxiety problems, behavioral disorders, and depression are the most commonly diagnosed mental disorders in children (CDC, 2023).

Among adolescents ages 12-17 in 2021-2023:

- 20% reported symptoms of anxiety in the past two weeks.
- 18% reported symptoms of depression in the past two weeks.

In the past 12 months, more than half (55%) of U.S. adolescents report discussing their mental and emotional health with a health care professional. A 2024 CDC report states: when youth feel connected to their school, they are less likely to experience poor mental health, sexual health risks, substance use, and violence, and more likely to engage in positive behaviors, have higher grades and test scores, have better school attendance, and graduate high school.” (CDC, 2024).¹

There is still a need for schools to provide more balanced and comprehensive mental health supports. SBYSs are a promising avenue through which to address present challenges related to adolescent mental health and facilitate school wellness by linking schools and social services to provide comprehensive programming for students. According to the research literature, creating a system of mental health care for adolescents

¹ School Connectedness Helps Students Thrive | Reducing Health Risks Among Youth | November 2024

that is truly comprehensive requires bridging the gap separating the school and the community; to enable a symbiotic relationship whereby resources are used in a mutually beneficial way.²

2) **The goals to be met by this program are:**

The program goals are to enhance students' peer relationships and school connectedness through the provision of comprehensive supports to students by empowering them through evidenced-based interventions, thereby reducing persistent feelings of sadness and hopelessness. School connectedness, or feelings of belonging and social support at school, is a significant protective factor against childhood adversity. Young people who feel connected at school are less likely to have health risks such as emotional distress, substance use, and violence. School connectedness at age 11 has been found to predict mental health outcomes at 14 and 17, suggesting its long-term impact on adolescents' outcomes. School connectedness has also been examined as a suicide risk protective factor among students, with research identifying a potential protective function of schools through the fostering of close relationships between students and teachers or other caring adults in the school environment. Connections to teachers and peers are known to be associated with reduced school and social withdrawal for students.

3) **The prevention focus of this program is:**

The SBYSP prevention focus includes the following core service categories:

Substance use prevention, sexual health and pregnancy prevention, suicide prevention, anti-bullying, and violence prevention, and/or other prevention focused areas of need determined by youth and the host school where the SBYSP is located.

B. Target Population - The below describes the characteristics and demographics the awarded respondent must ensure the program serves.

- 1) **Age:** N/A
- 2) **Grade:** 6th grad through 8th grade
- 3) **Gender:** All
- 4) **Marital Status:** N/A

² Bronstein, L. R., & Mason, S. E. (2016). School-linked services: Promoting equity for children, families, and communities. Columbia University Press.

- 5) **Parenting Status:** N/A
- 6) **Will the program also serve the children of the primary service recipient?** No
- 7) **DCF CP&P Status:** N/A
- 8) **Descriptors of the primary service recipient:** Students enrolled in the DCF funded host school; parents/caregivers (of students); and school faculty.
- 9) **Descriptors of the Family Members / Care Givers / Custodians of the primary service recipients also required to be served:** Services may be extended to the family of the student participants which includes parent(s), legal guardian(s), and/or caregiver(s).
- 10) **Other populations/descriptors targeted and served by this program:** N/A. Only students and their families in host schools are eligible for services.
- 11) **Does the program have income eligibility requirements?** No, this program is free and voluntary for all students enrolled in the host school.

C. Activities - The below describes the activities this program initiative requires of awarded respondents, inclusive of how the target population will be identified and served, the direct services and service modalities that will be provided to the target population, and the professional development and training that will be required of, and provided to, those delivering the services.

- 1) **The level of service increments for this program initiative:**
SBYS programs are required to provide direct services to the school community September 1st through June 30th. Programs are expected to meet their direct services hours during this time period. Youth Development Specialists and Mental Health Clinicians are expected to spend a minimum of 50% of time providing direct services to students, parents/caregivers and school personnel. **General Services are not considered direct service hours.** It is the Director/Site Coordinator's responsibility to monitor direct service hours within MIS (DCF Connex) to ensure staff are on track to achieve their appropriate level of service each year.
- 2) **The frequency of these increments to be tracked:**
Data is entered in real time when services are rendered.
- 3) **Estimated Unduplicated Service Recipients:** N/A
- 4) **Estimated Unduplicated Families:** N/A

- 5) **Is there a required referral process? Yes**
- 6) **The referral process for enabling the target population to obtain the services of this program initiative:**

Students who are currently enrolled in the host school may be referred by:

- parents/guardians; or
- peers; or
- school staff; or
- students may self-refer.

Referrals are reviewed by school-based staff to determine what type of service is required.

If the referral is accepted, the student is assigned to an appropriate service type.

The source of referral is notified of the referral's disposition (approved or rejected).

Consent Forms

All youth participating in SBYSP services that involve Youth Development Prevention (YDP) services or Brief Counseling are required to have a consent form on file. Under New Jersey's Boys & Girls Club Keystone Law, a child aged 16 or older may consent on their own to receive behavioral or mental health services without parental or guardian approval. Youth under the age of 16 years must have parental or guardian consent to participate in YDP Services; or to receive behavioral or mental health services.

SBYSPs are responsible for obtaining signed consent forms and maintaining those forms on file.

Students do not need consent forms to participate in General Services.

- 7) **The rejection and termination parameters required for this program initiative:**

Students can be rejected or terminated due to:

- Not being enrolled in the host school.
- Not having consent forms on file (for YDP or brief clinical services).
- Having graduated or transferred from host school
- Having been expelled
- Having self-initiated termination of services.

8) **The direct services and activities required for this program initiative:**

General Services – Services are for the whole student body, including students, parents/caregivers, and school faculty. Signed consent from or for participants who engage in these services is not required. There is no limit on the number of general services that the student body receives. These general services shall be entered into the state management information system DCF Connex.

General services shall address the subcategories listed below:

- Cultural Enrichment
- Cultural Competency Education
- Volunteer Opportunities
- Back to School Night
- Department Meetings
- Faculty Meetings
- Newsletters
- Professional Development Days
- Recruitment Events
- Volunteer Opportunities
- Workshop/Assemblies
- New Student Orientation
- Student Workshops
- Preventive Awareness Activities
- Tabling Events
- Marketing Events
- Information sharing and networking events

Youth Development and Prevention Services – Services include at least one evidence-based practice (EPB) curriculum that will be administered twice during the academic school year. In addition to an identified EBP, non- evidence-based practices may also be utilized. SBYSPs must obtain signed consent for services within this category. Consent must be obtained directly from youth 16 and over, and from parents/caregivers for youth under 16 years of age. All signed consent forms shall be kept on file with the SBYSP and/or managing agency. Consent forms do not need to be uploaded into Connex.

The subcategories for Youth Development and Evidence-Based Prevention Services are:

- Client Assistance
- Employment/Career Development
- Healthy Youth Development
- Learning Support
- Mental Health
- Pregnancy Prevention
- Preventive Health
- Recreation Cultural Enrichment
- Substance Abuse
- Professional Development (for school faculty)

Brief Counseling – may include individual, family and group counseling services offered to students and their parents engaged in the SBYSP. Interventions provide students with short-term counseling to address the emotional and physical developmental issues that can impede the students' good health, academic success, and ability to maintain healthy relationships. Interventions are directed towards specific, contemporary issues necessary to get a student through the school day with an emphasis on crisis counseling, situational adjustment, stress management, family and/or social functioning, bullying and other forms of peer victimization; anger, violence prevention; anxiety, teen dating abuse, sexual identity/orientation, etc. SBYSPs must obtain signed consent for services within this category. Consent must be obtained directly from youth 16 and over, and from parents/caregivers for youth under 16 years of age. All signed consent forms should be kept on file with the SBYSP and/or managing agency. Consent forms do not need to be uploaded into Connex.

The Subcategories for brief counseling services are:

- Client Assistance
- Employment
- Healthy Youth Development
- Learning Support
- Medical
- Mental Health
- Pregnancy Prevention
- Preventive Health
- Substance Use & Abuse/Mental health

SBYSPs shall develop referral networks that allow for students and parents/caregivers to access necessary ongoing mental health treatment services and concrete supports in the local community. If there is a delay in the student being linked to referred services, interim services may be provided on a regular basis until the service is obtained. Once a referral is accepted, the managing agency provides follow-up to make sure the student's needs are being met.

9) **The service modalities required for this program initiative are:**

Youth Thrive Protective and Promotive Factors Framework

The SBYSP model utilizes a healthy youth development and mental health approach to strengthen youth as they move towards adulthood. The research-based Youth Thrive Protective and Promotive Factors Framework (Youth Thrive), created by the Center of the Study of Social Policy (CSSP), strives to prepare youth to be successful as a “whole person” beyond his/her perceived risk factors. The Youth Thrive Framework focuses on personal resilience, social connections, knowledge of adolescent development (including brain development and the impact of trauma), concrete support in times of need, and social, emotional, and cognitive competencies. For information about the Youth Thrive Framework please go to: <http://www.cssp.org/reform/child-welfare/youththrive>.

Youth Thrive Protective Factors/framework:

Personal Resilience: The process of managing stress and functioning well in a particular context when faced with adversity.

Social Connections: Youths' healthy, sustained relationships with people, institutions, the community, and a force greater than oneself that promote a sense of trust, belonging, and that one matters.

Knowledge of adolescent development: It is essential to understand the science of adolescent development and to apply this knowledge when developing programs and policies that are designed to help youth acquire the competencies that set them on a path toward healthy outcomes in adulthood.

Concrete Support in times of need: All youth need help sometimes, whether they are working on challenging homework, trying to figure out the dynamics of interpersonal relationships, considering their next steps after high school or trying circumstances over and above those faced by young people generally. Within the Youth Thrive Framework, concrete support in times of need focuses on two interactive components: youths' positive help-seeking behavior and high-quality service delivery.

Social, Emotional, & Cognitive Competence of children: Adolescence is a period marked by significant neurological, physical, psychological, cognitive, social and emotional developmental transitions. Youth need nurturing adult support, positive peer relationships, and wholesome experiences to develop the cognitive and social-emotional competence that will help them navigate these transitions. A child's ability to interact positively with others, self-regulate behavior and effectively communicate feelings has a positive impact on their relationships with family, other adults, and peers.

SBYSP providers are required to implement program activities and evidence-based practices in adherence with the Youth Thrive Protective and Promotive Factors Framework and that align with DCF's core values:

- **Collaboration** is a willingness and intention to work in teams, in comfortable and uncomfortable ways. It means teaming and sharing power with the youth, men, women, children, and families served; it means partnering across state and local government, philanthropy, and the private sector, and it means being open to, and accepting, input and assistance from traditional and non-traditional partners in service. This includes contracted agencies, clients, staff, and consultants.
- **Equity** means making sure that staff throughout the Department do what is needed to support and assist each person served to be safe, healthy, and connected. It means recognizing that the goal is equitable outcomes, and that the pathway to equity may require different efforts and levels of effort for each constituent.
- **Evidence** refers to the use of evidence-based and evidence-informed practices, and the use of data and outcomes as a basis for advancing - or ending - certain programs and services. Evidence also is an important value in decision making in specific cases in the sense that any time DCF makes decisions that will change individuals' or families' lives, those decisions need to be made based on clear criteria.
- **Family** is DCF's primary focus. DCF's work is in the interest of the family and should be determined, as much as possible, by listening to their needs and providing appropriate supports. This includes the family of staff, all of whom have valuable input to DCF's goals and processes.
- **Integrity** means that DCF is honest, reliable, and respectful in all that we do. New Jersey Standards for Prevention Programs. The SBYSP providers are expected to implement program activities and evidence-based practices in host schools that are aligned with the New Jersey Standards for Prevention Programs: Building Success through Family Support

a) Evidence Based Practice (EBP) modalities:

Awarded respondents shall implement at least one approved evidenced based practice (EBP) intervention, and deliver it at least two times per academic year, to youth and parents/caregivers.

Approved EBP's must include at least one of the following services:

- Substance Abuse Counseling & Education/Prevention,
- Leadership Development and Job Readiness,
- Preventative Health Awareness,
- Learning Support,
- Healthy Youth Development

All awarded respondents shall commit to following the steps to identify and implement an EBP:

- Awarded respondents shall assess the needs of students, parents and school personnel within 30 days of contract execution regarding the identified EBP to implement for the host school.
- Awardee shall submit selected EBP to DCF (OFSS Program Lead) for review within 90 days of contract execution.
- On an annual basis, the SBYSP staff shall assess the needs of students, parents, and school personnel regarding the identified EBP to implement.
- The SBYSP staff shall report the results of the survey to the advisory group. As most evidence-based interventions have associated costs for items such as tools and training, programs are to allocate funds for costs associated with use of evidence-based programs. SBYSPs may use contract funding for costs associated with implementing the approved evidence-based model.

b) DCF Program Service Names: SLS, School-based Youth Services Program (SBYSP)

c) Other/Non-evidence-based practice service modalities:

- Youth Thrive Protective and Promotive Factors Framework
- New Jersey Standards for Prevention Programs, Building Success Through Family Support
- Strengthen Families Program
- Motivational Interviewing

10) The type of treatment sessions or prevention services required for this program initiative are:

General Services - that can be offered to the entire student body, parents, caregivers, and school faculty. These programs encompass a large group of participants, open groups, and/or one-time events. Signed consent is not required for general service programming.

Youth Development and Prevention Services - which include Evidence Based Practices and non-Evidence Based Practices including services, clubs, and activities that include small groups.

Brief Counseling - this may include individual, family and group clinical, and non-clinical counseling services offered to students and their parents engaged in the SBYSP. Mental health clinicians can refer students and their families for a higher level of care, if necessary.

- 11) **The frequency of the treatment sessions or prevention services required for this program initiative are:**

Services are individualized as needed by the student or family.

- 12) **Awarded respondents are required to communicate with Parent/Family/Youth Advisory Councils, or to incorporate the participation of the communities the providers serve in some other manner:** Yes, with an Advisory board.

Advisory Board Composition

A minimum of 25% of the Advisory Board's membership must consist of students and parents/caregivers from the host school. Additionally, programs must ensure that representatives reflect the diversity and culture of each school community. Members may include representatives from the following sectors:

- Social Service Agencies
- Local Businesses
- Faith-Based Organizations/Churches
- Community Leaders and Advocates
- Nonprofit Organizations
- Prevention Programs with similar missions
- Schools
- Sororities and Fraternities

The Advisory Board shall:

- Utilize a transformational leadership approach with students and parents.
- Increase the level of parent involvement, communication, trust and impact.
- Elevating the voices of parents and students and those with lived experience to inform and drive program development and delivery.
- Help providers work with, not for, families/communities to identify and plan for their needs.

Advisory Board Objectives

The primary goals of the Advisory Board are to:

- Address the needs of students and parents within the host school.
- Recommend potential Evidenced Based Programs (EBP) and discuss the current EBP's the host school is utilizing and its impact on the students.
- Review the data from the EBP's along with Connex.
- Understand the trends, opportunities and barriers in the community.
- Create linkages between students, parents/caregivers, and community organizations that provide resources and support.
- Provide a safe space for members to discuss school climate and concerns.

Advisory Board Meeting Protocols

- An agenda should be prepared and distributed prior to each meeting to guide discussions.
- Meeting notes and a formal attendance roster must be recorded at each Advisory Board meeting and kept on file at the SBYSP site.
- Advisory Board meetings should be convened at least biannually during each school year.

- 13) **The professional development through training, supervision, technical assistance meetings, continuing education, professional board participation, and site visits, required for this program initiative are:**

SBYSP staff is required to attend DCF offered trainings.

SBYSP services should be delivered by qualified staff who provide a combination of counseling, support and concrete services depending on each student's unique needs.

Full-time employees are required to work a minimum of 35 hours/week 12 months a year and dedicated to SBYSP program only.

Programs are to be available for annual site visits (at minimum) with their DCF program leads at any time during the contract period.

- 14) **The court testimony activities, which may address an individual's compliance with treatment plan(s); attendance at program(s), participation in counseling sessions, required for this program initiative are: N/A**

- 15) **The student educational program planning required to serve youth in this program:** SBYSPPs can be incorporated into planning but participation is voluntary and cannot be required in the IEP.

D. Resources - The below describes the resources required of awarded respondents to ensure the service delivery area, management, and assessment of this program.

- 1) **The program initiative's service site is required to be located in:**

Thomas Wallace Middle School, 688 N. Mill Rd., Vineland, NJ 08360

- 2) **The geographic area the program initiative is required to serve is:**

Each SBYSPP is responsible for serving students, families and caregivers in the identified and approved host school.

- 3) **The program initiative's required service delivery setting is:**

Services are primarily delivered in the identified/approved host school.

All sites are required to provide sufficient space to accommodate the provision of SBYSPP services. Such accommodations minimally include:

- Reception area
- Designated area for confidential or private counseling
- Recreational/Group meeting space
- Workstations for program staff

- 4) **The hours, days of week, and months of year this program initiative is required to operate:**

SBYSPPs are required to provide direct services to the school community September 1st through June 30th; and maintain indirect program operations in July and August.

The following indirect program operations shall occur during July and August:

- Programs are to independently and/or in partnership with the host school implement a transition program to acclimate new students to the school.
- Program staff are to use this time for professional development related to the target population and program service delivery (e.g., live or web-based trainings, conferences, etc.).
- Programs are to review program data (program goals, student satisfaction, outcomes, etc.) to identify the program's strength and areas

of needed improvement as part of an annual Continuous Quality Improvement process.

- Programs are to perform administrative program tasks to conclude the school year and prepare for the upcoming year (e.g., close/open student records, organize and plan program activities, update electronic and hardcopy files, etc.).

In addition, programs have the option to directly and/or in partnership with the host school provide direct service activities that align with the school-based model during the months of July and August.

5) **Additional procedures for on call staff to meet the needs of those served twenty-four (24) hours a day, seven (7) days a week?**

SBYSPs are responsible for aligning emergency procedures for all sites with the procedures established by each local school district. In addition, all programs must maintain an answering service with alternative emergency phone numbers, procedures and contact information in languages appropriate to the student population. Copies of all emergency procedures are retained on file at the SBYSP site.

6) **Additional flexible hours, inclusive of non-traditional and weekend hours, to meet the needs of those served?**

Programs are required to operate for student access the first day of school through the last day (typically September through June), 5 days/week before, during and after school hours on days school is open for students, via face to face or through telehealth services (examples: zoom, remind, skype, etc.) Note: If there are extenuating circumstances, such as staff offsite for multiple days of training, that may impact these operating hours, the Program must obtain prior written approval from the Office of Family Support Services to adjust hours.

7) **The language services (if other than English) this program initiative is required to provide:**

SBYSPs are required to assess the needs of the community to ensure the materials offered reflect the community's background and experiences. Policies and programs must affirm and strengthen individual and group identities and be sensitive and responsive to the full range of New Jersey families in terms of structure, values, or life stage. Policies and programs must be flexible and tailored to the unique needs of students and families and must be provided with enough time and intensity to achieve and maintain positive outcomes over time for various families. The provider shall identify and develop, as needed, accessible responsive services and supports. These shall include, but are not limited to, employing bilingual staff, hiring staff that reflects the community they serve, establishing

collaborations with formal and informal partners, neighborhood and civic associations, faith-based organizations, and recreational programs determined to be appropriate.

- 8) **The transportation this program initiative is required to provide: N/A**
- 9) **The staffing requirements for this program initiative, including the number of any required FTEs, ratio of worker to youth, shift requirements, supervision requirements, education, content knowledge, credentials, and certifications:**

SBYSP services are delivered by qualified staff who provide a combination of counseling, support and concrete services depending on each student's unique needs. Each program must have a minimum of three full-time employees that are required to work a **minimum of 35 hours/week 12 months a year** and are dedicated to SBYSP only.

Middle School Coordinator 1 Full-time position; 100% dedicated
Minimum Qualifications include: Master's Degree with 2 years supervisory experience and a history of working in collaboration with youth and community. All new hires must possess the required education. Responsibilities include: • Supervisory oversight and management of school-based staff and model to ensure alignment with school based operational manual • Lead development of the program's administrative and programmatic operation • Develop and maintain partnerships and collaborations with the host of school and community resources • Ensure program availability, opportunities and successes are marketed to promote program sustainability • Seek additional funding sources to enhance school-based services • Serve as a liaison to the school and to the community collaborating with state, community and volunteer agencies that provide services related to youth and families
Middle School Mental Health Practitioner 1 (.5 FTE) Part-time position; 100% dedicated

Minimum Qualifications include:

- LSW, LAC, LPC, or MSW.

Or

- MS, or MA in a related field (e.g., counseling, psychology, etc.); and experience working with youth and families.

Or

- A BSW is permissible ONLY when the Director is LCSW.

Mental health service providers that do not have a LCSW or doctorate degree in Psychology must be clinically supervised by someone who does. Clinical supervision may be provided by the Managing Agency, a contracted agency, through a consultant agreement, or by other licensed staff.

Responsibilities include:

- Short-term mental health counseling to address, prevent and educate students and families about contemporary issues that impede social, emotional, academic or physical development. NJ SBYSP does not administer psychological assessments. Short-term mental health counseling to include, but not limited to:
- Addressing issues early to prevent long-term problems, improve academic performance and personal relationships
- Crisis, situational adjustment, bullying, anger management, bereavement, depression, suicide prevention and violence prevention counseling
- The following best practice approaches:
 - a. Services identify and build on strengths of the student, and as applicable, the family
 - b. Services support students in their development of skills to manage situational change
 - c. Services that help students improve their daily functioning at school, home, work, and in the community

Each SBYSP program must have at least one part-time Licensed Clinician whose licensure enables them to supervise other clinicians who do not possess independent licensure. Supervision could be by someone not employed by the SBYSP.

Youth Development Specialist

1 Full-time position; 100% dedicated

Qualifications include:

Bachelor's Degree in a related field or Associate's Degree with documentation of at least 3 years full-time experience as a youth service worker

Responsibilities include:

- Collaborate with the SBYSP leadership to develop and implement programming for the Mentor and Leadership Group.
- Supports students with securing volunteer/youth services projects.
- Supports students with job readiness skills, resuming writing, job interview etiquette, etc.
- Forging partnerships with community partners and securing resources that are relevant and appropriate to meet the needs of the students and families the SBYSP serves.
- Coordinates activities that help to nurture student connectedness to school and positive peer relations.
- Engages in activities to support students' caregivers, the goal being to facilitate student success and wellbeing.

- 10) **The legislation and regulations relevant to this specific program, including any licensing regulations:** N/A
- 11) **The availability for electronic, telephone, or in-person conferencing this program initiative requires:** Zoom conferencing may be required.
- 12) **The required partnerships/collaborations with stakeholders that will contribute to the success of this initiative:**

Awarded respondent shall enter into a formal school affiliation agreement with the host school.

SBYSPs are responsible for utilizing an array of outreach, program marketing and resource connection strategies to inform and educate the school community to integrate services with host school activities whenever possible.

Each SBYSP is required to maintain meaningful relationships with parents, caregivers, school faculty as well as diverse community groups, organizations and government agencies that promote positive youth development and provide relevant services to youth and families.

Key partners include:

- Community mental health services for students,
- Community-based programs providing social services to students and their families, such as those providing concrete supports, food banks, Family Success Centers (FSC), Kinship Navigator Programs (KNP), Parents Inc., Traumatic Loss Coalition (TLC) job training programs, health clinics, etc., surrounding the SBYSP geographic area of responsibility.
- SBYSP's are eligible for New Jersey Statewide Student Support Services (NJ4S) Tier 1 services only. SBYSP staff should connect with local NJ4S hub staff to coordinate resources or visit DCF Homepage to find additional resources.

13) The data collection systems this program initiative requires:

General services and applications for Brief Counseling Services (BCS) & Youth Development Services (YDS) services are required to be entered into DCF Connex at real time. Other essential reports may also be required by DCF.

14) The assessment and evaluation tools this program initiative requires:

Measurement specific to evidence-based prevention programs selected and approved by DCF, often pre/post measures, shall also be collected by SBYSP staff to determine the extent to which attitudes, knowledge or behaviors have been affected by the evidence-based programs.

E. Outcomes - The below describes the evaluations, outcomes, information technology, data collection, and reporting required of respondents for this program.

The SBYSP's are required to identify EBPs that align with the following program model outcomes; peer relationships and school connectedness utilizing the core service categories selected.

To promote school and peer connectedness, service models should be team-oriented, facilitate school norms and universal expectations related to behaviors and values, and support the development of student social skills. Team-oriented approaches facilitate connectedness for students and adults, both to school and one another. *Examples: Facilitated peer discussions, peer mentoring or mediation workshops, student leadership councils, etc.*

1) The evaluations required for this program initiative:

All SBYSPs are required to implement at least one Evidence Based Practice during their contract term.

Measurement specific to evidence-based prevention programs, often before and after measures, shall also be collected by the SBYSP to determine the extent to which attitudes, knowledge or behaviors have been affected by the evidence-based programs. Depending on the evidence-based models selected these measurements should address substance use prevention, sexual health and pregnancy prevention, suicide prevention, anti-bullying, and violence prevention, and/or other prevention-focused areas of need determined by advisory group and school where the SBYSP is located.

2) The outcomes required of this program initiative:

a) Short Term Outcomes:

- Use insights and feedback from advisory board meetings to refine program strategies, improve service delivery, and address emerging needs within the school community.
- Increase attendance in structured EBP groups and decrease participation in informal, unstructured groups.
- Achieve face to face interaction between clinicians, youth development specialists and youth, supporting the development of stronger relationships.
- Track trends and changes in student outcomes on connectedness to peers, teachers, and the school environment.
- Implement ongoing feedback loops to allow students to express their sense of connectedness to peers, teachers, and the school.
- Develop a clear understanding of student needs and levels of connectedness through surveys and assessments.
- Equip staff with resources and guidance to recognize and address social isolation and foster inclusive environments.
- Provide targeted programs during summer to prepare students for the upcoming school year strengthening their connectedness to resilience

b) Mid Term Outcomes:

- Enhance student engagement, improve student attendance, and reduce tardiness by implementing recommendations from advisory boards, DCF, and school connections to help foster a supportive school environment.
- Enhance collaborative relationships and expand resource networks within the communities to support connectedness and engagement.
- Provide support and interventions that improve students' mental health, contributing to better peer interactions and overall school connectedness.
- Enhance students' social and communication skills, leading to stronger peer relationships and reduced instances of conflict.
- Encourage active participation in structured group activities, resulting in improved connectedness and a sense of belonging among students.

- Foster strong relationships with school personnel and community partners to implement strategies that promote a resilient school community.
- Optimize resources and facilitate collaboration systems.
- Ensure students and families have easy access to necessary resources supporting the development of integrated support systems within the school.
- Use feedback from referrals to refine support strategies and enhance student engagement and connectedness.

c) Long Term Outcomes:

- Prevent internalizing and externalizing risk behaviors.
- Improve students' mental health and social skills.
- Foster increased use of social and communication skills to develop positive relationships and a culture of mutual support and respect.
- Achieve sustained improvements in peer relationships through ongoing implementation of strategies that promote positive and inclusive school experiences.
- Maintain strong, lasting partnerships with community organizations that contribute to a resilient and supportive school environment.
- Achieve long-term integration of support systems within the school
- Maintain streamlined access to community resources, ensuring ongoing support.
- Build a network where students can consistently access support and resources contributing to a resilient school community.

3) **Required use of databases:** DCF Connex

4) **Reporting requirements:** Providers shall enter program data into the identified data management information system for SBYSP.

The Respondent is to submit Quarterly Expenditure Reports to the DCF Business Office and FCP Program Lead by the 15th day following the close of the quarter. The format for the ROE must match that of the Annex B budget form found at:

<https://nj.gov/dcf/providers/contracting/forms/>. The reports must be prepared in accordance with the governing cost principles set forth in the [DCF Contract Reimbursement Manual](#) (CRM Section 6).

F. Signature Statement of Acceptance:

By my signature below, I hereby certify that I have read, understand, accept, and will comply with all the terms and conditions of providing services described above as *Required Performance and Staffing Deliverables* and any referenced documents. I understand that the failure to abide by the terms of this statement is a basis for

DCF's termination of my contract to provide these services. I have the necessary authority to execute this agreement between my organization and DCF.

Cumberland County Middle School to be served: Thomas Wallace Middle School

Name:

Signature:

Title:

Date:

Organization:

Federal ID No.:

Charitable Registration No.:

Unique Entity ID #:

Contact Person:

Title:

Phone:

Email:

Mailing Address:

Section III - Documents Requested to be Submitted with This Response

In addition to the Signature Statement of Acceptance of the Required Performance and Staffing Deliverables, DCF requests respondents to submit the following documents with each response. Respondents must organize the documents submitted in the same order as presented below under one (1) of the two (2) corresponding title headings: A. *Organizational Documents Prerequisite to a DCF Contract Award Requested to be Submitted with This Response* and B. *Additional Documents Requested to be Submitted in Support of This Response*. **Each of these two (2) sections must be submitted as a separate PDF, which would be the second and third PDF submission in your response packet.**

A. Organizational Documents Prerequisite to a DCF Contract Award Requested to be Submitted with this Response:

Submit all the documents described in this Section III – Subsection A. (Organizational Documents Prerequisite to a DCF Contract Award Requested to be Submitted with this Response). This will be the second PDF submission in your response and is to be labeled as: PDF 2-Organizational Documents.

- 1) A description of how your **Accounting System** has the capability to record financial transactions by funding source, to produce funding source documentation, authorization to support all expenditures, and timesheets which detail by funding source how the employee spent their time, invoices, etc.
- 2) **Affirmative Action Certificate:** Certificate Issued after the renewal form [AA302] is sent to Treasury with payment.
Note: The AA302 form is only applicable to new startup agencies and may only be submitted during Year One (1). Agencies previously contracted through DCF are required to submit an Affirmative Action Certificate.
Website: https://www.state.nj.us/treasury/contract_compliance/
- 3) **Agency By-Laws -or- Management Operating Agreement** if a Limited Liability Corporation (LLC) or Partnership
- 4) **Statement of Assurances** signed and dated.
Website: <https://www.nj.gov/dcf/providers/notices/requests/#2>
Form: <https://www.nj.gov/dcf/providers/notices/Statement.of.Assurance.doc>
- 5) Dated List of Names, Titles, Emails, Phone Numbers, Addresses and Terms of either the Board of Trustees of a nonprofit organization, **Board of Directors** of a corporation, the **Managing Partners** of a Limited Liability Corporation (LLC)/Partnership, or the **members** of the responsible governing body of a county or municipality. This is not applicable for sole proprietors.

- 6) For Profit: **NJ Business Registration Certificate** with the Division of Revenue (see instructions for applicability to your organization).
Website: <https://www.nj.gov/treasury/revenue/busregcert.shtml>
- 7) **Business Associate Agreement/HIPAA** - Sign and date as the Business Associate.
Form: [HIPAA Form 200-B](#)
- 8) **Your Organization's Conflict of Interest Policy** (not the DCF Conflict of Interest Policy).
- 9) **Corrective action plans, performance improvement plans, or reviews** in process or completed by DCF (inclusive of DCF Licensing, Divisions and Offices) or other State entities within the last two (2) years.

If applicable, a copy of the corrective action plan or performance improvement plan should be provided and any other pertinent information that will explain or clarify the respondent's current position under the corrective action plan and remedial measures implemented.

If not applicable, the respondent should complete, sign, date, and submit the Statement of Non-Applicability Regarding Corrective Action or Performance Improvement Plan. Form:
<https://www.nj.gov/dcf/providers/notices/requests/Statement-of-Non-Applicability-Regarding-Corrective-Action.pdf>

Note: DCF may consider all materials in our records concerning audits, reviews, performance improvement, or corrective active plans as part of the review process. DCF may disqualify and decline to forward for the review of the Evaluation Committee responses from those under corrective action plans in process with DCF or any other New Jersey state agency or authority.

- 10) **Certification Regarding Debarment**
Form: <https://www.nj.gov/dcf/documents/contract/forms/Cert.Debarment.pdf>
- 11) **Disclosure of Investigations & Other Actions Involving Respondent**
Form: <https://www.nj.gov/treasury/purchase/forms/DisclosureofInvestigations.pdf>
- 12) **Disclosure of Investment Activities in Iran**
Form: <https://www.nj.gov/treasury/purchase/forms/DisclosureofInvestmentActivitiesinIran.pdf>
- 13) **Ownership Disclosure Form**

* THIS FORM MUST BE SUBMITTED WITH THE RESPONSE. A RESPONSE SHALL BE DEEMED NON-RESPONSIVE UNLESS THIS FORM IS SUBMITTED WITH IT.

Form:

<https://www.nj.gov/treasury/purchase/forms/OwnershipDisclosure.pdf>

The Ownership Disclosure form must be completed and returned by non-profit and for-profit corporations, partnerships, and limited liability companies. The failure of a for-profit corporation, partnership, or limited liability company to complete the form prior to submitting it with the response shall result in rejection of the response.

14) Disclosure of Prohibited Activities in Russia and Belarus

Form:

<https://www.state.nj.us/treasury/administration/pdf/DisclosureofProhibitedActivitiesinRussiaBelarus.pdf>

15) Source Disclosure Form (Disclosure of Source Location of Services Performed Outside the United States)

Form:

<http://www.state.nj.us/treasury/purchase/forms/SourceDisclosureCertification.pdf>

16) System for Award Management (SAM) - Submit a printout showing the Unique Entity Identification Number, active status, and the expiration date. Available free of charge.

Website: <https://sam.gov/content/home>

Helpline: 1-866-606-8220

17) Certificate of Incorporation

Website: <https://www.nj.gov/treasury/revenue>

18) Notice of Standard Contract Requirements, Processes, and Policies - Sign and date as the provider

Form: [Notice.of.Standard.Contract.Requirements.pdf \(nj.gov\)](#)

19) Organizational Chart of Respondent - Ensure chart includes the agency name, current date, and the allocation of personnel among each of the agency's DCF programs with their position titles and names.

20) Chapter 271/Vendor Certification and Political Contribution Disclosure [2006 Federal Accountability & Transparency Act (FFATA)]

Form: <https://www.nj.gov/treasury/purchase/forms/CertandDisc2706.pdf>

21) Prevent Child Abuse New Jersey's (PCA-NJ) Safe-Child standards - A brief description (no more than two (2) pages double spaced) of the ways in which respondent's operations (policies and/or practices) mirror these standards. The document should include the agency name & current date.

The Standards are available at: ["Sexual Abuse Safe-Child Standards" \(state.nj.us\)](https://www.state.nj.us/sexualabuse/safechildstandards/)

- 22) **Standard Language Document (SLD)** (OR, if designated by DCF as an individual or state entity: Individual Provider Agreement or Department Agreement with another State Entity)

Sign and date as the provider,

SLD Form:

<https://www.nj.gov/dcf/documents/contract/forms/StandardLanguage.doc>

OR Individual Provider Agreement:

<https://www.nj.gov/dcf/providers/contracting/forms/Individual.Provider.Agreement.pdf>

OR State Entity Agreement:

<https://www.nj.gov/dcf/providers/contracting/forms/DCF.Departmental.Agreement.with.Another.State.Entity.pdf>

- 23) **Tax Exempt Organization Certificate (ST-5) -or- IRS Determination Letter 501(c)(3)**

Website: <https://www.nj.gov/treasury/taxation/exemptintro.shtml>

- 24) **Tax Forms:** Submit a copy of the most recent full tax return.

- **Non-Profit:** Form 990 Return of Organization Exempt from Income Tax - or-
- **For Profit:** Form 1120 US Corporation Income Tax Return -or-
- **LLCs:** Applicable Tax Form and must delete/redact any SSN or personal identifying information

Note: Store subsequent tax returns on site for submission to DCF upon request.

- 25) **Trauma Informed Practices** - Submit written policies describing the incorporation of these practices into your provision of services.

B. Additional Documents Requested to be Submitted in Support of This Response

Submit all the documents described in this Section III – Subsection B. (*Additional Documents Requested To Be Submitted In Support Of This Response*). This will be the third PDF submission in your response and is to be labeled as: PDF 3-Additional Documents.

- 1) Two (2) completed **Proposed Budget Forms** documenting all costs associated with operating the program. If DCF is allowing funding requests for **start-up costs**, document these separately in the appropriate column of the Proposed Budget Form. The form is found at:
<https://www.nj.gov/dcf/providers/contracting/forms/>
- 2) Two (2) completed **Budget Narratives** required for the proposed program that:
a) clearly articulates budget items, including a description of miscellaneous expenses or “other” items; b) describes how funding will be used to meet the project goals, responsibilities, and requirements; and c) references the costs associated with the completion of the project as entered in the Proposed Budget Form. When DCF allows funding requests for start-up costs, include in the Budget Narrative a detailed summary of, and justification for, any one-time program implementation costs documented in the final column of the Proposed Budget Form.
- 3) An **Implementation Plan** for the program that includes a detailed timeline for implementing the proposed services, or some other detailed weekly description of your action steps in preparing to provide the services and to become fully operational.
- 4) Two to three (2-3) **Letter(s) of Collaboration** disclosing informal partnerships or cooperative agreements relevant to your provision of contract services.
- 5) Two to three (2-3) **Letter(s) of Support** from community organizations with which you already partner. Letters from any New Jersey State employees are prohibited.
- 6) **Private/Public Donor Match** Agreement or Match Responsibilities
- 7) **Price Quotes** for specially required equipment or software, if applicable
- 8) **Proposed Respondent Organizational Chart** for the program services required by this response that includes the respondent’s name and the date created.
- 9) **Proposed Subcontracts/ Consultant Agreements/ Memorandum of Understanding**, or a **Letter of Commitment** to demonstrate the intent to enter into a Subcontract/ Consultant Agreement/ Memorandum of Understanding upon award, for the provision of contract services.

Section IV - Respondent’s Narrative Responses

Respondents who sign the above Statement of Acceptance to provide services in accordance with the *Required Performance and Staffing Deliverables* additionally must submit a narrative response **to every question** below. A response will be evaluated and

scored as indicated on each of the following three Narrative Sections: A. Community and Organizational Fit; B. Organizational Capacity; and C. Organizational Supports. Respondents must organize the Narrative Response sections submitted in the same order as presented below and under each of the three corresponding title headings.

Page limit: There is a maximum of twelve (12) pages for the entire narrative, with a minimum of three (3) pages for each of the three separate sections.

Format: The narrative should be double-spaced with margins of one (1) inch on the top and bottom and one (1) inch on the left and right. Narrative Sections of the responses should be double-spaced with margins of one (1) inch on the top and bottom and one (1) inch on the left and right. The font shall be no smaller than twelve (12) points in Arial or Times New Roman.

Submit responses to all the questions described in this Section IV – Subsections A., B., and C. (Respondent’s Narrative Responses: Community and Organizational Fit, Organizational Capacity, and Organizational Supports) as a single PDF, within the prescribed page limit. This will be the fourth PDF submission in your response and is to be labeled as: PDF 4-Narrative Response.

A. Community and Organizational Fit (40 Points)

Community and Organizational fit refers to respondent’s alignment with the specified community and state priorities, family and community values, social norms and history, and other interventions and initiatives.

- 1) Describe how this initiative is consistent with your organization’s mission, vision, and priorities.
- 2) Describe how this initiative fits with existing initiatives/programming in your organization.
- 3) Describe any existing or proposed evidence-based services and programs (EBPs) that will be implemented for this initiative. (See California Evidence-Based Clearinghouse for Child Welfare definition(s) (CEBC). <https://www.cebc4cw.org/>)
- 4) Describe how this initiative is consistent with your organization’s experience working with the target (or similar) populations required to be served by this initiative.
- 5) Describe how you will meet the geographic area requirements of this program initiative.

B. Organizational Capacity (30 Points)

Organizational Capacity refers to the respondent's ability to meet and sustain the specified minimum requirements financially and structurally.

- 1) Describe how the organization's leadership is knowledgeable about and in support of this initiative. Include how the requirements of this initiative will be met through your governance and management structure, including the roles of senior executives and governing body (Board of Directors, Managing Partners, or the members of the responsible governing body of a county or municipality). Do leaders have the multifaceted skills and perspectives representative of the community being served?
- 2) Does the organization currently employ or have access to staff that meet the staffing requirements for this initiative as described and certified to in the Resources/Staff Requirements section of the *Required Performance and Staffing Deliverables* of this RFP. If so, describe.
- 3) Does staff have a language match with the population they serve, as well as relationships in the community? If so, describe.
- 4) Describe how your Agency plans to fulfill staffing requirements not currently in place by hiring staff, consultants, sub-grantees and/or volunteers who will perform the proposed service activities.
- 5) Are there designated staff with capacity to collect and use data to inform ongoing monitoring and improvement of the program or practice? If so, describe.
- 6) What administrative practices must be developed and/or refined to support the initiative/program/practice? What administrative policies and procedures must be adjusted to support the work of the staff and others to implement the program or practice?
- 7) Describe how the requirements of this initiative will be met through your existing collaborations, partnerships and collaborative efforts with other communities and systems.
- 8) Describe how the requirements of this initiative will be met through your membership in professional advisory boards.
- 9) Describe how the requirements of this initiative will be implemented through the existing or anticipated community partners listed and certified to in the resources section and the collaborative activities listed and certified to in the activities section of the *Required Performance and Staffing Deliverables* of this RFP.

- 10) Describe how the requirements of this initiative will be met through your plans for program accessibility that include, at a minimum, the following details: site description, safety considerations, and transportation options for those served.
- 11) Describe how the requirements of this initiative will be met through your strategies for identifying and engaging the target population and for maintaining their participation in services in accordance with service recipients' need(s).

C. Organizational Supports (30 Points)

Organizational Supports refers to the respondent's access to Expert Assistance, Staffing, Training, Coaching & Supervision.

- 1) Describe how your organization will support this initiative with required/ necessary training, coaching, supervision. Describe your organization's process to evaluate staff performance.
- 2) Describe how your organization will support the staff implementing this initiative by leveraging the resources of providers; communities; and other stake holders.
- 3) Describe how your organization will support the requirements of this initiative for collection, maintenance, and analysis of data. Will this require use of or changes to existing monitoring and reporting systems?
- 4) Describe how this initiative will be supported by your use of the data after it is analyzed and reported to evaluate program performance.
- 5) Describe how this initiative will be supported by your quality assurance and performance improvement processes, including the meaningful role of those to be served.
- 6) Describe how this initiative will be supported by your willingness to engage in participatory, collaborative evaluation planning with DCF to improve and finalize outcome indicators.

Section V - Response Screening and Review Process

A. Response Screening for Eligibility, Conformity, and Completeness:

DCF will conduct a preliminary review of each response to determine whether it is eligible for evaluation or immediate rejection in accordance with the following criteria:

- 1) The response was received prior to the stated deadline.

- 2) The Statement of Acceptance is signed by the person with the necessary authority to execute the agreement.
- 3) The response is complete in its entirety, including all documents requested to be submitted in support of the response listed in Section III. A. and the organizational documents prerequisite to a contract award listed in Section III. B. If any of these documents are missing from the response, DCF may provide an email notice to the respondent after the response is submitted. Respondents will have up to five (5) business days after notice from DCF to provide the missing documentation, except those documents, such as the Ownership Disclosure Form, required by the applicable law to be submitted with the response. If the documents are not then timely submitted in response to that notice, the response may be rejected as non-responsive.
- 4) The response conforms to the specifications set forth in the RFP.

Failure to meet the criteria outlined above, constitutes grounds for rejection of the response.

Responses meeting the initial screening requirements of the RFP will be distributed to the Evaluation Committee for its review and recommendations.

B. Response Review Process

DCF convenes an Evaluation Committee in accordance with existing policy to review all responses. All voting and advisory reviewers complete a conflict-of-interest form. Those individuals with conflicts or with the appearance of a conflict are disqualified from participation in the review process. The voting members of the Evaluation Committee will review responses, deliberate as a group, and recommend final funding decisions.

DCF reserves the right to reject any response when circumstances indicate that it is in its best interest to do so. DCF's best interests in this context include, but are not limited to, the State's loss of funding, inability of the respondent to provide adequate services, applicant's lack of good standing with a State Department, and an indication or allegation of misrepresentation of information or non-compliance with any State contracts, policies and procedures, or State or Federal laws and regulations.

A response to an RFP may result in a contract award if the Evaluation Committee concludes the respondent will comply with all requirements as demonstrated by submitting the specified documentation and signing the Statement of Acceptance. All respondents are required to provide all the requested documentation, to confirm their ability to meet or exceed all the compulsory requirements, to provide services

consistent with the scope of services delineated, and to comply with the service implementation and payment processes described. In addition, a response to an RFP will be evaluated and scored by the Evaluation Committee based on the quality, completeness, and accuracy of each of the three Narrative Sections: A. Community and Organizational Fit; B. Organizational Capacity; and C. Organizational Supports. A response earning the highest score may result in a contract award. The narrative must be organized appropriately and address the key concepts outlined in the RFP. The quality and completeness of the required documents may impact the score of the Narrative Sections to which they relate.

All respondents will be notified in writing of DCF's intent to award a contract.

C. Appeals

An appeal of a determination to reject a response as incomplete or unresponsive may be considered only to dispute whether the facts of a particular case are sufficient to meet the requirements for rejection and not to dispute the existence of any of the requirements.

An appeal of a determination not to award contract funding may be considered only if it is alleged that DCF has violated a statutory or regulatory provision in its review and evaluation process.

Pursuant to DCF policy P1.08, such appeals must be submitted in writing within ten (10) business days following the date on the Notice of Disqualification or Notice of Regret letter by emailing it to DCF.AHUAppeals@dcf.nj.gov and/or mailing it to:

Department of Children and Families
Office of Legal Affairs
Contract Appeals
50 East State Street 4th Floor
Trenton NJ 08625

Section VI - Post Award Requirements

A. General Conditions of Contract Execution:

Respondents who receive notice of DCF's intent to award them a contract will be referred to the DCF Office of Contract Administration (OCA). As a condition of executing a contract, awarded respondents must resolve with OCA any issues raised in the award letter or otherwise found to be need of clarification. If DCF finds after sending a notice of intent to award that the awarded respondent is incapable of providing the services or has misrepresented any material fact or its ability to manage

the program, the award may not proceed to contract execution. DCF determines the effective date of any contract, which is the date compensable services may begin.

An awarded respondent shall be required to comply with the terms and conditions of DCFs' contracting rules, regulations, and policies as set forth in the Standard Language Document, the Notice of Standard DCF Contract Requirements, the Contract Reimbursement Manual, and the Contract Policy and Information Manual.

Awarded respondents may review these items via the Internet at:

www.nj.gov/dcf/providers/contracting/manuals

<https://www.state.nj.us/dcf/providers/contracting/forms/>.

Awarded respondents also shall comply with all applicable State and Federal laws and statutes, assurances, certifications, and regulations regarding funding.

B. Organizational Documents Prerequisite to Contract Execution to be Submitted After Notice of Award:

The contract administrator assigned to initiate and administer an awarded respondent's contract will require the awarded respondent to submit the following documents prior to finalizing the contract for funding:

Post-Award Documents Prerequisite to the Execution of All Contracts

- 1) **Acknowledgement of Receipt** of NJ State Policy and Procedures: Return the receipt to DCF Office of EEO/AA.

Form: <https://www.nj.gov/dcf/documents/contract/forms/DiscriminationAcknowReceipt.pdf>

Policy: <https://www.nj.gov/dcf/documents/contract/forms/AntiDiscriminationPolicy.pdf>

- 2) **Annual Report to Secretary of State** proof of filing.

Website: <https://www.njportal.com/dor/annualreports>

- 3) **Attestation Form for N.J.S.A. 30:1-1.2b** - Complete, sign and date as the provider.

Form: <https://www.nj.gov/dcf/providers/contracting/forms/Attestation-of-DCF-Contractors-Required-by-N.J.S.A.-301-1.2b.pdf>

Note: Read each statement carefully and do not check all options. Pay attention to the 'or-either-and' statements. A signature and date are required.

- 4) **Employee Fidelity Bond Certificate** (commercial blanket bond - crime/theft/dishonest acts)

Bond must be at least 15% of the full dollar amount of all NJ State contracts for the current year when the combined dollar amount exceeds \$50,000. The \$50,000 threshold includes fee-for-service reimbursements made via NJ

FamilyCare/Medicaid If not applicable, respondent must submit a signed/dated written statement on agency letterhead stating they will not exceed \$50,000 in combined NJ State contracts for the current year.

Email To: OfficeOfContractAdministration@dcf.nj.gov and copy your contract administrator

Policy: https://www.nj.gov/dcf/documents/contract/manuals/CPIM_p8_insurance.pdf

5) **Liability Insurance** (Declaration Page/Malpractice Insurance/Automobile Liability Insurance)

Important: Policy must show:

- a. DCF as the certificate holder – NJDCF 50 E State Street, Floor 3, P.O. Box 717, Trenton, NJ 08625
- b. Language Stating DCF is “an additional insured”
- c. Commercial Liability Minimum Limits of \$1,000,000 an occurrence, \$3,000,000 aggregate
- d. Commercial Automobile Liability Insurance written to cover cars, vans or trucks, limits of liability for bodily injury and property damage should not be less than \$2,000,000/occurrence.

Email To: OfficeOfContractAdministration@dcf.nj.gov and copy your contract administrator

Policy: https://www.nj.gov/dcf/documents/contract/manuals/CPIM_p8_insurance.pdf

6) Document showing **NJSTART Vendor ID Number** (NJ's eProcurement System) Website: <https://www.njstart.gov/> Helpline: 609-341-3500 or - njstart@treas.nj.gov

7) **Standardized Board Resolution Form**

Form: https://www.nj.gov/dcf/documents/contract/manuals/CPIM_p1_board.pdf

8) **Program Organizational Chart**

Should include agency name & current date

Post-Award Documents Prerequisite to the Execution of This Specific Contract

1) **Annex A** – Sections 1.1, 1.3 (& 2.4 if not a CSOC OOH Contract).

Note: Contract Administrators will provide any Annex A forms customized for programs when they are not available on the DCF public website. Website: <https://www.nj.gov/dcf/providers/contracting/forms>

2) **Annex B Budget Form** – Include Signed Cover Sheet

Form: <https://www.nj.gov/dcf/documents/contract/forms/AnnexB.xls>

Note: The Annex B Expense Summary Form is auto populated. Begin data input on Personnel Detail Tab.

Website: <https://www.nj.gov/dcf/providers/contracting/forms>

3) **Certification Regarding Exemptions**

Website: <https://www.nj.gov/dcf/providers/contracting/forms>

4) **Certification Regarding Reporting**

Website: <https://www.nj.gov/dcf/providers/contracting/forms>

5) **Equipment Inventory** (of items purchased with DCF funds) Policy:

https://www.nj.gov/dcf/documents/contract/manuals/CPIM_p4_equipment.pdf

6) **Schedule of Estimated Claims (SEC)** - signed

Form: Provided by contract administrator when applicable.

7) **Professional Licenses and/or Certificates** currently effective related to job responsibilities.

8) **Subcontracts/Consultant Agreements/ Memorandum of Understanding** related to this contract for DCF review and approval.

C. Reporting Requirements for Awarded Respondents

Awarded respondents are required to produce the following reports in accordance with the criteria set forth below, in addition to the reporting requirements specified above in this RFP related to the delivery and success of the program services.

- 1) **Audit or Financial Statement** (Certified by accountant or accounting firm.)
A copy of the Audit must be submitted to DCF by all agencies expending over \$100,000 in combined federal/state awards/contracts if cognizant with any department of the State of NJ. As noted in the Audit DCF Policy CON -I-A-7-7.6.2007 Audit Requirements, section 3.13 of the Standard Language Document, DCF also may request at any time in its sole discretion an audit/financial statement from agencies expending under \$100,000 that are not cognizant with any department of the State of NJ. Note: Document should include copies of worksheets used to reconcile the department's Report of Expenditures (ROE) to the audited financial statements. (DCF Policy CON -I-A-7-7.6.2007 Audit Requirements)

Awarded respondents are to submit the most recent audit or financial statement with the initial contract and then each subsequent one within 9 months of the end of each fiscal year.

Policy:

https://www.nj.gov/dcf/documents/contract/manuals/CPIM_p7_audit.pdf

2) Reports of Expenditures (ROE):

A. Scheduled Payments Contract Component: A quarterly ROE is to be submitted during the contract year 15 calendar days after the end of each fiscal quarter, and a Final ROE is to be submitted 120 calendar days after the end of the fiscal year. Alternatively, an ROE is to be submitted in accordance with any separate DCF directive to file ROEs at other intervals for specific contracted programs.

The format for the ROE must match that of the Annex B budget form.

Form: <https://nj.gov/dcf/providers/contracting/forms/>

Note: An ROE must be prepared in accordance with the governing cost principles set forth in the DCF Contract Reimbursement Manual (CRM Section 6). [Microsoft Word - SECTION 6 - Expenditure Reporting.doc \(nj.gov\)](#)

B. Fee for Service Contract Component: Not Required.

3) Level of Service (LOS) Reports

Enter the cited DCF Standard Template Form for each month the number of youth, adults, and families served and ages of those receiving services, and the hours/days, county locations, etc. of those services, or record this data into another form, survey, or database that DCF agrees can serve to track LOS for the contracted program.

Website: <https://www.nj.gov/dcf/providers/contracting/forms/>

4) Significant Events Reporting:

Timely reports as events occur to include, but not be limited to, changes to: (1) Organizational Structure or Name [DCF.P1.09-2007]; (2) Executive and/or Program Leadership; (3) Names, titles, terms and addresses, of the Board of Directors; (4) Clinical Staff; (5) Subcontract/consultant agreements and the development or execution of new ones; (6) a FEIN; (7) Corporate Address; (8) Program Closures; (9) Program Site locations; (10) Site Accreditations (TJC,COA,CARF); (11) the contents of the submitted Standard Board Resolution Form; (12) Debarment and SAM status; and (13) the existence and status of Corrective Action Plans, Audits or Reviews by DCF (inclusive of DCF Licensing, Divisions and Offices) or other State entities.

Note: Awarded respondents are under a continuing obligation, through the completion of any contract with the State of NJ, to renew expired forms filed with the NJ Department of the Treasury and to notify Treasury in writing of any changes to the information initially entered on these forms regarding: Investment Activities in Iran as per P.L. 2012, C.25; Investment Activities in Russia or Belarus as per P.L. P.L.2022, c.3; Disclosures of Investigations of the Vendor; Ownership Disclosure if for profit; Service Location Source Disclosure as per P.

L. 2005, C.92; Political Contribution Disclosure as per P.L. 2005, C.271; and Report of Charitable Organizations.

Policy:

https://nj.gov/dcf/documents/contract/manuals/CPIM_p1_events.pdf

Website:

<https://www.state.nj.us/treasury/purchase/forms.shtml>

D. Requirements for Awarded Respondents to Store Their Own Organizational Documents on Site to be Submitted to DCF Only Upon Request

- 1) Affirmative Action Policy/Plan
- 2) Copy of Most Recently Approved Board Minutes
- 3) Books, documents, papers, and records which are directly pertinent to this contract for the purposes of making audits, examinations, excerpts, and transcriptions, and to be produced for DCF upon request.
- 4) Personnel Manual & Employee Handbook (include staff job descriptions)
- 5) Awarded Respondent's Procurement Policy