



REQUEST FOR PROPOSALS
FOR
2018 NJ School Based Youth Services Program
Middle School

Camden County and Camden City

Funding of \$360,000 Available for 2 programs (\$180,000 each)

CFDA # 93.558 1630-033

Bidders Conference: December 19, 2018

Place: Camden County College
200 College Drive
Blackwood, NJ 08012

Time: 11:00AM

Questions will be accepted in advance of the Bidders Conference
until December 18, 2018 at 12:00PM

Bids are due: February 13, 2019 at 12:00PM

Christine Norbut Beyer, MSW

Commissioner

December 6, 2018

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Funding Agency

State of New Jersey
Department of Children and Families
50 East State Street,
Trenton, New Jersey 08625

Special Notice:

Potential Bidders must attend a Mandatory Bidder's Conference at **Camden County College, Blackwood, NJ on December 19, 2018 at 11:00AM**. Questions will be accepted in advance of the Bidder's Conference until **December 18, 2018 at 12PM** by providing them via email to DCF.ASKRFP@dcf.nj.gov. Technical inquiries about forms and other documents may be requested anytime.

Section I – General Information

A. Purpose:

The New Jersey Department of Children and Families' (DCF), Division of Family and Community Partnerships' (FCP), Office of School Linked Services (OSLS) announces the availability of \$360,000 in Temporary Assistance for Needy Families (TANF) and state funds to develop and implement (2) NJ DCF School Based Youth Services Program (SBYSP) for middle school students enrolled in a traditional or public charter school for one located in Camden City and another located outside of Camden City but in Camden County. The Temporary Assistance for Needy Families (TANF) program is designed to help needy families achieve self-sufficiency. States receive block grants to design and operate programs that accomplish one of the purposes of the TANF program.

Feedback from currently funded programs, indicators from New Jersey's 2011 Student Health and 2010 New Jersey Middle School Risk and Protective Factor surveys have all indicated that prevention work must begin with middle school students. In order for youth serving programs to have a meaningful impact on the lives of youth, research indicates that youth-serving professionals need to move beyond simply preventing negative outcomes. Youth-serving professionals continue to focus on **building upon the young person's existing assets, strengths, and skills that can result in the youth becoming a successful adult**. The historic focus on preventing negative outcomes does not work because:

- **High-risk does not mean poor outcomes are inevitable.** Research indicates with the right supports, many youth with high-risk attributes and circumstances can beat the odds and thrive.
- **Some risk factors are difficult to change or cannot be changed at all.** Factors such as family history, community context, and/or socioeconomic status cannot be changed and/or may take an extraordinary amount of time to shift. Research indicates youth programs focusing on protective factors can have more impact.
- **Focusing on strengths minimizes negative stigmas.** Research indicates that youth and families do and feel better when programs focus on assisting youth with healthy development and preparing for the future.

Eligibility:

The funding is available to a community-based agency, hospital, school district, college and/or university that either:

- Currently operates a NJ DCF funded School Based Youth Service Program (SBYSP) OR;
- Does not currently operate a NJ DCF funded SBYSP but can demonstrate a similar SBYSP support system is in place at the high school level; the related program could potentially be adopted to support middle school students transition into high school. Such a qualifying entity must submit a description in the narrative portion of the response to this RFP of how the high school can provide this level of support to its incoming students.

B. Background:

The Department is charged with serving and safeguarding the most vulnerable children and families in the State and ensuring that service delivery is directed towards their safety, protection, permanency and well-being.

The NJ DCF School Based Youth Services Program (SBYSP) operates under the auspices of the DCF's Division of Family and Community Partnership's (FCP), Office of School Based Youth Services (OSLS). The goal of all programs within the OSLS is to *implement prevention and intervention programs that are comprehensive, multifaceted, and build on the strengths of young people and assist them in achieving their educational and life goals.*

The NJ DCF SBYSP was initiated by the New Jersey Department of Human Services (DHS) in 1987 to help young people navigate the

adolescent years, obtain skills that lead to employment and/or continuing education, and graduate healthy and drug free. The SBYSP was the first state-wide initiative in the country to integrate a range of services for youth on site in their schools. The SBYSP is now available in 90 public schools across the state of NJ and one can be found in all 21 counties.

The current SBYSP model utilizes a healthy youth development and mental health approach to strengthen youth as they move towards adulthood. In July 2017, the OSLS began working with currently funded middle school programs to align their program design and practice with the research-based Youth Thrive Protective and Promotive Factors Framework (Youth Thrive) created by the Center of the Study of Social Policy (CSSP). This framework strives to prepare youth to be successful as a “whole person” beyond his/her perceived risk factors. As a result, the applicant for this funding is expected to align with the Youth Thrive framework.

A deep understanding of adolescent development (including brain development and the impact of trauma) will inform the SBYSP design resulting in effective youth engagement. As a result, youth in the SBYSP will remain in school and graduate with an increased sense of personal resilience, social connections, social, emotional and cognitive competencies and have the knowledge and ability to access concrete support in times of need.

The DCF SBYSP model requires **true partnership** between the school district and the applicant. A memorandum of understanding (MOU) and/or letter of commitment is required with all proposals, except where the school district is the applicant. The MOU/letter of commitment will specifically define the terms of agreement for the operation of the SBYSP within the school.

The grantee is expected to operate the SBYSP in one congruent location within the school building or in an annex building on school grounds adjacent to the main building.

The grantee is expected to provide administrative and programmatic oversight of the SBYSP to ensure all expectations and deliverables are met. At minimum, this includes fiscal management, timely reporting, and personnel management (recruitment, performance review, professional development, and retention).

C. Services to be Funded:

Funding is available for two (2) SBYSPs; each will receive \$180,000 annually. The qualifying applicant will initiate and coordinate the SBYSP

to support middle school students (6th, 7th and 8th graders based on the middle school organization) enrolled in one (1) traditional public or public charter school in Camden City and one (1) traditional public or public charter school outside of Camden City but within Camden County.

The definition of public charter school is provided below:

The choices under *No Child Left Behind* and other federal legislation explain the range of choices available to parents. However, specific definitions of terms vary from state to state, so the state department of education is used to provide official definitions. As such, according to the US Department of Education, *charter schools are public schools that operate with freedom from many of the local and state regulations that apply to traditional public schools. Charter schools allow parents, community leaders, educational entrepreneurs, and others the flexibility to innovate and provide students with increased educational options within the public-school system. Charter schools are sponsored by local, state, or other organizations that monitor their quality while holding them accountable for academic results and responsible fiscal practices.*

(<http://www2.ed.gov/parents/schools/choice/definitions.html>)

The grantee awarded will be responsible for implementing all the following aspects of the DCF SBYSP model. Applicants are expected to clearly integrate these below program standards into the proposal.

1. SBYSPs are designed and implemented in a non-stigmatizing manner through partnership with youth, school administration, parents/caregivers and relevant community service agencies.
2. SBYSP activities may vary based on the unique needs of the school community; however, all SBYSPs are grounded in each of the following areas.
 - NJ Standards for Prevention Programs: *Building Success through Family Support*;
 - The Center for the Study of Social Policy's Youth Thrive Promotive and Protective Factors Framework (Youth Thrive) and;
 - Clustered into the themes (service, supports and opportunities) recommended by the Academy for Educational Development (AED) Center for Youth Development & Policy Research.

The New Jersey Standards for Prevention Programs articulate the NJ DCF's approach to child abuse prevention and intervention. To learn more visit:

<http://www.nj.gov/dcf/news/reportsnewsletters/taskforce/Standards.for.Prevention.Programs.pdf>

Standards for Prevention Programs: Building Success through Family Support		
Conceptual Standards	Practice Standards	Administrative Standards
Family centered	Flexible and responsive	Sound program structure & practices
Community based	Partnership approach	Committed caring staff
Culturally sensitive & competent	Links with informal and formal supports	Data collection & documentation
Early Start	Universally available and voluntary	Measurable outcomes & program evaluations
Developmentally appropriate	Easy accessible	Adequate funding and long range plans
Participate as partners	Long term and adequate intensity	Participant and community collaboration.

The Youth Thrive Framework articulates the NJ DCF's approach to support the healthy development and well-being of youth. To learn more visit: <https://www.cssp.org/reform/child-welfare/youththrive>

Youth Thrive
Youth Resilience allows a youth to manage stress and functioning when faced with stressors, challenges, or adversity; the outcome is personal growth and positive change.
Social Connections provides youth with the opportunity to have 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 (including brain development and the impact of trauma) the understanding of the unique aspects of adolescent development; implementation of developmentally and contextually appropriate best practices will set youth on a path toward healthy outcomes in adulthood.
Concrete Support in Times focuses on two interactive components, youths' positive help-seeking behavior and high-quality service delivery. This is important because 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 over those faced by young people generally.
Cognitive and Social-Emotional Competence is the awareness that adolescence is a period marked by significant neurological, physical, psychological, cognitive, social and emotional developmental transitions. During this time, youth need nurturing adult support, positive peer relationships, and wholesome experiences to acquire skills and attitudes to form an independent identity. The outcome will help youth navigate transitions and have a productive, responsible, and satisfying adulthood.

When available, SBYSPs are expected to utilize evidence based/informed curricula, assessments and/or best practice strategies when implementing services.

SBYSP staff training, recruitment and program design is grounded in the understanding of adolescent development, including brain development and the impact of trauma. According to the Center for the Study of Social Policy, understanding the unique aspects of adolescent development, and implementing developmentally and contextually appropriate best practices will set youth on a path toward healthy outcomes in adulthood.

3. Required Days and Hours of Operation

SBYSPs are required to provide direct services to the school community September 1st through June 30th and maintain indirect program operations in July and August. During July and August, operating hours and staffing may be amended. The following indirect program operations are expected 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.).

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 July and August.

In addition, minimum hours of operation include:

- 2 days/week availability before school hours
- 5 days/week availability during school hours and
- 3 days/week availability after school hours

SBYSP Middle School is required to host and/or participate annually in the following national awareness events:

- February: Teen Dating Violence Prevention (including the provision of information and resources related to statutory rape laws)
- April: Child Abuse Prevention
- May: Teen Pregnancy Prevention
- October: Youth Violence Prevention (emphasis on bullying prevention)
- November: Suicide Prevention

4. Level of Service (LOS)

Programs are expected to achieve the minimum level of service in all three level of service areas below. This information will be entered and tracked on the web-based data system supplied by DCF.

- *Mentor and Leadership Group*
Enroll 30 unduplicated students, resulting in a consistent group of individuals, to be mentored and developed for the entire school year. Students are expected to participate in bi-weekly activities in each of the 3 SBYSP middle school themes (service, supports and opportunities). *Applicants are expected to engage in and explain the non-stigmatizing process used to identify and select students.*
- *General Student Support*
The SBYSP is available to the entire student body (not only the 30 Mentor and Leadership Group participants). All students may participate, at any time, in one or more school based activities available. *Applicants are expected to submit a targeted level of service for the broader student population. The grantee will work with the DCF during year one of this funding to establish a baseline LOS.*
- *Parent/Caregiver Engagement*
Middle school is an essential time for youth to begin transitioning to independence with the support of their parents/caregivers. By partnering with SBYSPs, middle school students, parents/caregivers and other trusted adults can learn to become supportive resources for each other through relationship building. SBYSPs for middle school students are expected to plan a minimum of 4 activities/events each school year to engage parents/caregivers. Required activities/events include:
 - An event to promote father engagement (i.e. September--Dads Take Your Child to School Day)
 - Three additional events/activities such as: dinner and movie night; family game night; talent show; poetry afternoon; bowling night; volunteer appreciation; spring

cleaning; parent and social media workshop; parent trip chaperone opportunity; etc. Applicants can certainly develop events/activities not listed.

Applicants are required to submit a description of the parent/caregiver events and the anticipated timeframe.

5. Program Activities

The Academy for Educational Development (AED) Center for Youth Policy Development & Research identified three (3) common elements of successful youth development programs that meet the basic needs of youth. The DCF SBYSP middle school model is designed within AED's recommended themes of service, opportunities and supports for youth.

Service Theme: These are resources, knowledge and goods made available for youth.

Youth Thrive Protective and Promotive Factors: Youth Resilience and Cognitive and Social-Emotional Competence

Youth Resilience allows a youth to manage stress and functioning when faced with stressors, challenges, or adversity; the outcome is personal growth and positive change.

Cognitive and Social-Emotional Competence is the awareness that adolescence is a period marked by significant neurological, physical, psychological, cognitive, social and emotional developmental transitions. During this time, youth need nurturing adult support, positive peer relationships, and wholesome experiences to acquire skills and attitudes to form an independent identity. The outcome will help youth navigate transitions and have a productive, responsible, and satisfying adulthood.

Program Activities: Customized programming to support youth development in the Youth Thrive factors above may vary. The recommended list of program activities below may be considered and can also be used to generate other creative program approaches to be offered via individual, group and/or community events.

- Short-Term Individual/Group Counseling
- Educational workshops/trainings
- Supportive Counseling in making healthy choices to prevent pregnancy, substance use
- Supportive Counseling in choosing pro-social friends and activities to prevent gang involvement, alcohol use, sexually transmitted infections
- Supportive Counseling related to Sexual Orientation and Gender Identity (SOGI)

Supports Theme: These are opportunities made available to youth that will allow them to develop and explore interpersonal relationships by taking advantage of existing services and opportunities.

Youth Thrive Protective and Promotive Factors: Social Connections and Concrete Support in Times of Need

Social Connections provides youth with the opportunity to have 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.

Concrete Support in Times of Need focuses on two interactive components, youths' positive help-seeking behavior and high-quality service delivery. This is important because 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.

Program Activities: Customized programming to support youth development in the Youth Thrive factors above may vary. The recommended list of program activities below may be considered and can also be used to generate other creative program approaches to be offered via individual, group and/or community events.

- Short-Term Individual/Group Counseling
- Parental/Family Engagement
- Recreation Activities and Field Trips
- School/Community Service projects to promote peer leadership and community belonging.
- Learning support (homework assistance, Study Support, computer access etc.)
- Community Service Events
- Cultural Diversity and Awareness Activities
- Exposure to spiritual activities or personal beliefs
- Peer to Peer Mentoring
 - Using older peers to tutor or mentor younger participants, especially in the areas of academics and health behaviors, has been shown to have a positive impact on the older and the younger youth.

Opportunities Theme: These are opportunities made available for youth to explore new ideas, practice new skills, create and express themselves.

Youth Thrive Protective and Promotive Factor: Cognitive and Social-Emotional Competence

The awareness that adolescence is a period marked by significant neurological, physical, psychological, cognitive, social and emotional developmental transitions. During this time, youth need nurturing adult support, positive peer relationships, and wholesome experiences to acquire skills and attitudes to form an independent identity. The outcome will help youth navigate transitions and have a productive, responsible, and satisfying adulthood.

Program Activities: Customized programming to support youth development in the Youth Thrive factors above may vary. The recommended list of program activities below may be considered and can also be used to generate other creative program approaches to be offered via individual, group and/or community events.

- Short-Term Individual/Group Counseling
- School/Community Service projects to promote peer leadership and community belonging
- Community Service Events
- Art, Music, Cultural Expression Activities
- Exposure to spiritual activities or personal beliefs
- Health and Nutrition Awareness
- Holistic Expression
- Life Planning using vision boards/story boards
- Social Media Use: Personal Branding and Responsible Use

6. Program Outcomes

The grantee is required to assess service delivery and outcomes through the administration of OSLS' required Resiliency Tool and Impact Evaluation [Exhibit D]. In addition, the grantee will partner with the OSLS as it identifies and implements additional tools to measure outcomes related to a youth's ability to remain in school and graduate with an increase sense of personal resilience, social connections, knowledge of adolescent (including brain development

and the impact of trauma), concrete support in times of need and social, emotional and cognitive competencies.

7. Reporting and Communication Requirements

Applicants shall submit and sign an attestation statement (attached as Exhibit E) demonstrating its agreement to operate in accordance to the following reporting requirements and communication requirements.

- All reports are submitted electronically by the Chief Program Administrator or other authorized personnel in accordance with the guidelines specified below:

a. *Monthly Service Reports*

Monthly service reports are to be submitted to DCF by the *tenth* day of each month for the preceding month in which services were provided. All data is entered on a web-based management information system and submitted in the specific format prescribed by the Department.

b. *Biannual Program Reports*

Grantees are expected to submit the following two reports to DCF each state fiscal year:

- Report One: Due January 10th. In this report grantee will report on:
 - service activities for the period of July 1st-December 31st.
 - program outcomes for the last state fiscal year (July 1st-June 30th).
- Report Two: Due July 10th. In this report grantee will provide service activities for the period of January 1st-June 30th of the state fiscal year ending 6/30.

c. *Communication*

All programs must maintain open lines of communication with the DCF Office of School-Linked Services, the student population and the community. All programs must have a multi-function voicemail system, email address, internet connection with the capability to access emergency phone numbers and provide information in all languages as appropriate.

SBYSP Coordinators are also required to attend periodic meetings scheduled by the Department.

8. Program Space

A SBYSP has a specific location within the school in which it operates. There must be a clear defined SBYSP identity within the school building, e.g. The Hub SBYSP, Making Visions Possible SBYSP, etc.

SBYSP signs in or around the host school must be readily visible to assist students in locating and accessing the SBYSP.

The SBYSP space is NOT a traditional looking classroom or office. The space is designed and organized with the input of school, youth and families. The space should reflect the racial, cultural and linguistic diversity of the student population. The décor is professional, youth appropriate, fun, welcoming and non-stigmatizing. All sites provide sufficient space to accommodate the provision of SBYSP services. Such accommodations minimally include:

- Reception area
- Designated area for confidential or private counseling
- Recreational/Group meeting space
- Work stations for program staff
- Drop in Center

Applicants are expected to submit a description/floor plan of program space (photos are also welcomed).

9. Program Procedures

Applicants are expected to submit an attestation state (Exhibit E) that delineates operation in accordance with the following procedures:

- The SBYSP provides and promotes services that are safe, non-stigmatizing, culturally sensitive, supportive, and appropriate;
- Student feedback and input are incorporated into the overall program design and service delivery;
- Utilization of evidence based/informed curricula, assessments and best practice strategies will be incorporated in programming wherever possible.
 - In accordance with [NJ A3435, Boys and Girls Clubs Keystone Law](#) signed January 19, 2016, minors 16 years and older will be permitted to give consent for behavioral health care services. Students under age 16 require parental consent to participate in the program. Regardless

of consent requirement, all programs are expected to engage parents/guardians in programming.

- Signed release of information consent forms are valid for one (1) year and must be renewed upon expiration. All forms are retained in each student's SBYSP record;
- All programs adhere to strict guidelines regarding confidentiality. Students and families are informed verbally and in writing prior to the disclosure of confidential information, about legal and ethical circumstances that will permit or require the release of such information without consent, including N.J.S.A. 9:6-8.40 which states that every citizen is mandated to report any suspected or actual incidence of child abuse or neglect. All such forms are valid for one year and retained in the student's SBYSP record;
- Individual student records are confidential and maintained in a secure location within the SBYSP space. Progress notes and attendance logs are maintained to document student development and participation throughout the program;
- Only students who are currently enrolled in the host school may participate in SBYSP. Participation is voluntary, and students may withdraw at any time. However, every effort is made to engage youth and maintain their involvement in the program;
- Referrals may be received from parents/guardians, peers, or school staff and students may self-refer. Families may participate in counseling sessions when appropriate or at the student's request. DCF also promotes the engagement of fathers in the lives of their children;
- Middle School students may be seen once without parental consent if they are in crisis. Signed authorization from a parent/guardian is required to continue services;
- The SBYSP supports and upholds the code of conduct and behavioral expectations of the host school. Students who are suspended or expelled from school may not participate in program activities without the consent of school administrators;
- Emergency procedures for all sites are aligned 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;

- SBYSP utilize an array of outreach, program marketing and resource connection strategies to inform and educate the school community about SBYSP services such as:
 - coordinate and integrate services with host school activities whenever possible
 - develop sustainable collaborative relationships with diverse community groups, organizations and government agencies that promote positive youth development and provide relevant services to youth and families

All promotional materials, including brochures, posters and advertisements, are labeled “*New Jersey Department of Children and Families Funded Program*”.

10. Staff Requirements

SBYSP services are delivered by qualified staff, volunteers and interns. Staffing patterns may vary however, some positions are REQUIRED, and others are recommended:

Grant Required Positions:

Staff in the grant required positions below are required to allocate the following minimum number of hours to the SBYSP; therefore, the identified minimum number of hours must be funded with grant funds:

Middle School Coordinator - Full-time (minimum of 35 hours/week) 12 month employee

- Qualifications: Master’s in human services with 2 years supervisory experience and previous experience working in collaboration with the community and youth.
- 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

Youth Development Specialist- Full-time (minimum of 35 hours/week) 12 month employee

- Qualifications: Bachelor's Degree in a related field preferred. Associate Degree with documentation of at least 3 years of full-time experience working with youth *allowed*
- Responsibilities:
 - Collaborate with the Middle School Coordinator to develop and implement programming for the Mentor and Leadership Group, general student support and parent engagement

Mental Health Counselor -Part-time (minimum 20 hours/week) 12 month employee

- Hours must be consistent each week (e.g. Monday, Wednesday, Friday, 9:00 am to 2:00 pm and when emergencies arise)
- Qualifications: MSW, LCSW; MS, MA in a related field (e.g. counseling, psychology, etc.); and experience with youth and families. **Note:** Mental health service providers that are not licensed are required to be supervised by a licensed Clinician.
- Responsibilities:
 - 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, as indicated
 - Best practice approaches:
 - identifying and building on strengths of the student, and as applicable, the family
 - supporting students in their development of skills to manage situational change

- helping students improve their daily functioning at school, home, work, and in the community
- linking and assisting students with/to appropriate community resources for support

Grant Recommended Positions:

The below positions may utilize in-kind support, SBYSP funding or any other source of funding:

Administrative Assistant

- Part-time position, minimum of 20 hours/week
- Qualifications: HS Diploma, Customer Service and data entry skills
- Responsibilities:
 - Greet students/visitors as they enter the SBYSP
 - Sign students in and out
 - Complete required MIS data entry
 - Prepare marketing and advertisement of programs and activities.

Nurse Practitioner/Health Educator

- Part-time position, minimum of 15 hours/week
- Qualifications: Bachelor's degree in registered nursing
- Responsibilities:
 - Educate students about preventative care, prescribed treatments to support the physical development of youth

Volunteers/Interns

- Part-time or full-time to support a variety of aspects of the DCF SBYSP model

D. Funding Information:

For the purpose of this initiative, the Department anticipates issuing awards of \$180,000 each from a combination of federal TANF funds and state funds. Information regarding TANF funding can be found at <http://www.acf.hhs.gov/programs/ofa/programs/tanf>. Respondents may request to use up to \$30,000 in anticipated accruals from the \$180,000 ceiling towards one-time expenses. Continuation funding is contingent upon the availability of funds in future fiscal years.

Two (2) proposals will be funded under this program.

The funding period for this program is July 1, 2019-June 30, 2020.

Matching funds are required.

- A required 25% match, \$45,000, of the total amount of the award (\$180,000) in cash and/or in-kind funds. Exhibit C is the Budget document and the use of the matching funds are to be described in this section. Your budget narrative shall describe in detail the prospective use and need for these funds.
- Applicants must identify the source of their matching funds as well as the amount.
- Private entities (corporations or Limited Liability companies) are limited to cash donations only (in-kind match is not permitted).
- All such funds must be clearly reflected in the agency budget. The leveraging of funds is also encouraged as a means of maximizing available resources.
- The matching share may not include any other Federal funds.
- Maximum 10% of funding for General and Administrative is allowable.

Operational start-up costs of no more than \$30,000 in anticipated accrued funds for each funded program is permitted for the first year of the contract ONLY. Applicants must provide a justification and detailed summary of all expenses that must be met to begin program operations and will be applied to the start-up expenses. This is to be included in the Budget Narrative.

Grant Funds May Be Used To:

- Support the costs of staff, materials, supplies and equipment;
- Renovate space within a school building;
- Purchase equipment and supplies for the site;
- Sub-contract with other community-based organizations for the provision of needed services;
- Cover administrative costs (up to a maximum of 10% of the grant funding);
- 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 the proposal is submitted; and
- Purchase evidence based/evidence informed curricula/assessment tools.

Grant Funds May Not Be Used To:

- Construct a new facility;

- Renovate and/or purchase a modular unit;
- Purchase a vehicle, contraceptives or abortion services;
- Supplant or duplicate currently existing services or programs; and/or
- Pay for costs associated with the planning or preparation of a proposal submitted in response to this RFP.

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

E. Applicant Eligibility Requirements:

1. Applicants must be a public-school district, for profit/non-profit agency, hospital, New Jersey college or university duly registered to conduct business within the State of New Jersey.
2. Applicants must have the capability to implement and operate the SBYS in or on the school grounds.
3. Applicants must be in good standing with all State and Federal agencies with which they have an existing grant or contractual relationship.
4. 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.
5. Applicants that are presently under contract with DCF must be in compliance with the terms and conditions of their contract.
6. Where required, all applicants must hold current State licenses.
7. Applicants that are not governmental entities must have a governing body that provides oversight as is legally required.
8. Applicants must have the capability to uphold all administrative and operating standards as outlined in this document.
9. Applicants must have the ability to achieve full operational census within 120 days of contract execution. Further, where appropriate, applicants must execute sub-contracts with partnering entities within 30 days of contract execution.
10. 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 www.dnb.com
11. 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.

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

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

F. RFP Schedule:

December 18, 2018 by 12:00PM	Deadline for Email Questions sent to DCFASKRFP@dcf.nj.gov
December 19, 2018 11:00AM	Mandatory Bidders Conference
February 13, 2019	Deadline for Receipt of Proposals by 12:00PM

Proposals received after 12:00 PM on **February 13, 2019** will **not** be considered.

Proposals must be delivered ONLINE:

Bidders are expected to submit proposals electronically. Only a registered Authorized Organization Representative (AOR) or the designated alternate is eligible to send in a submission by submitting an AOR form.

AOR Registration forms and online training are available on our website at: www.nj.gov/dcf/providers/notices/

Forms are directly under the Notices section-See Standard Documents for RFPs

- [Submitting Requests for Proposal Electronically PowerPoint \(pdf\)](#)
- [Registration for the Authorized Organization Representative \(AOR\) Form](#)

We recommend that you do not wait until the date of delivery in case there are technical difficulties during your submission. Registered AOR forms may be received 5 business days prior to the date the bid is due.

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 applicant attended the Bidders Conference (if required)
- d. The application is complete in its entirety, including all required attachments and appendices
- e. 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.

In order for a bid to be considered for award, at least one representative of the Bidder must have been present at the Bidders Conference commencing at the time and in the place specified below. Failure to attend the Bidders Conference will result in automatic bid rejection.

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.**

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

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.

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.

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 to

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

no later than five (5) calendar days following receipt of the notification or by the deadline posted in this announcement.

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.nj.gov

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

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 shall 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. Exhibit C- DCF budget form and attachments do not count towards the narrative page limit.

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

I. ORGANIZATIONAL FIT (10 Points)

Describe how this current initiative is consistent with your:

- mission and vision
- past experience implementing similar initiatives
- past experience working with youth and families involved with DCF
- current programming

II. ORGANIZATIONAL CAPACITY (45 Points)

1) Describe how the requirements of this initiative will be met through your governance and management structure, including the roles of senior executives and Board officers.

Include Board of Directors list as part of the appendix.

Include a current organizational chart as part of the appendix.

2) Describe how the requirements of this initiative will be met through your existing collaborations, partnerships and collaborative efforts with other community and systems partners.

Include letter of commitment or MOU from a school where the SBYSP will operate (not required from school district applicants) in the appendix.

Include no more than (10) letters of support from students, school administration (including superintendent, teachers, Guidance etc.) and parents) in the appendix.

3) Describe how the requirements of this initiative will be met through your membership in professional advisory boards.

4) Describe how the requirements of this initiative will be met through your policies implementing trauma informed practices.

5) Describe how the requirements of this initiative will be met in light of your current provision of services and programs that are categorized as well supported, supported, promising as per the California Evidence-Based Clearinghouse for Child Welfare definition (CEBC).

<http://www.cebc4cw.org/>

6) Describe how the requirements of this initiative will be met through your policies implementing Prevent Child Abuse New Jersey's Safe Child standards (The Standards are available at:

<http://www.nj.gov/dcf/SafeChildStandards.pdf>

Include a brief (no more than 2 pages double spaced) Safe-Child Standards Description demonstrating ways in which your agency's operations mirror the Standards as part of the appendix).

7) Describe how the requirements of this initiative will be met through your commitment to cultural competency and diversity and plans to ensure needs of various and diverse cultures within the target community will be met in a manner consistent with the Law Against Discrimination (NJSA 10:51 seq.).

8) Describe how the requirements of this initiative will be met through your plans for program accessibility that encompass site description, safety considerations, and transportation options.

Also, provide description of program space.

Submit a description/floor plan of program space as part of the appendix.

Additional photos and/or floor plans are also welcomed-attach as part of the appendix.

9) 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 need.

- Describe student eligibility requirements, referral processes and student rejection/termination policies.
- Describe the parent/caregiver events/activities and the anticipated schedule of events.
- Describe the non-stigmatizing process that will be used to identify and select the 30 students to be supported through the Mentor Leadership Group.

10) Indicate the number, qualifications and skills of all staff, consultants, sub-grantees and/or volunteers who will perform the proposed service activities.

Include an organizational chart for the proposed program operation as part of the appendix.

Include job descriptions that include all educational and experiential requirements as part of the appendix; and

Professional Licenses related to job responsibilities if applicable.

Include resumes of any existing staff who will perform the proposed services as part of the appendix.

Include staff patterns as part of the appendix.

11) Provide a feasible timeline for implementing the proposed services.

Include a Program Implementation Schedule attached as an appendix.

III. ORGANIZATIONAL SUPPORTS

(30 Points)

- 1) Describe how this initiative will be supported by your management, supervision, coaching and evaluation of staff performance.
- 2) Describe how this initiative will be supported by your leveraging of the resources of providers; communities; and other stake holders.

3) Describe how this initiative will be supported by your collection, maintenance and analysis of data, either through an identified database system or specified alternative methods (i.e. excel spreadsheets).

4) Describe how this initiative will be supported by your use of the data after it is analyzed and reported to evaluate program performance (provide the name(s) of any assessment tools used).

5) Describe procedures that will be used for data collection, management and timely reporting. Provide a description of student data to be recorded, the intended use of that data and the means of maintaining confidentiality of student records.

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

7) Submit a signed Attestation **as an appendix.**

8) Describe how this initiative will be supported by your quality assurance and performance improvement processes, including the meaningful role of those to be served.

9) 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.

10) Describe how this initiative will be supported by your training offerings to program staff who will be in contact with youth, including transportation staff.

Include a Table of Contents of current and proposed training as part of the appendix.

IV. Budget

(15 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 also 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. 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 completed budget proposal must also include a detailed summary of and justification for any one-time operational start-up costs based on anticipated year 1 accruals. These costs should also be reflected on a separate schedule. [Exhibit C]

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

B. Supporting Documents:

Applicants must submit a complete proposal signed and dated by the Chief Executive Officer. 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) Organizational Fit
 - b) Organizational Capacity
 - c) Organizational Support
 - d) Budget

Part II: Appendices		
4	<input type="checkbox"/>	Job descriptions of key personnel- required. If available to support your application Resumes for key personnel (please do not provide home addresses or personal phone numbers. Professional Licenses related to job responsibilities if applicable.
5	<input type="checkbox"/>	Staffing patterns
6	<input type="checkbox"/>	Current Agency Organization Chart
7	<input type="checkbox"/>	Proposed Organization Chart for program operations

8	<input type="checkbox"/>	Proposed Program Implementation Schedule
9	<input type="checkbox"/>	Safe-Child Standards Description of your agency's implementation of the standards (no more than 2 pages)
10	<input type="checkbox"/>	A description/floor plan of program space
11	<input type="checkbox"/>	Additional photos and/or floor plans if available
12	<input type="checkbox"/>	Exhibit C –DCF Budget Form
13	<input type="checkbox"/>	Exhibit D –Resiliency Tool and Impact Evaluation
14	<input type="checkbox"/>	Exhibit E –Attestation Statement.
15	<input type="checkbox"/>	Copies of any audits (not financial audit) or reviews (including corrective action plans) completed or in process by DCF (inclusive of DCF Licensing, Divisions and Offices) or other State entities from 2016 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. If not applicable, include a written statement. Applicants are on notice that DCF may consider all materials in our records concerning audits, reviews or corrective active plans as part of the review process.
16	<input type="checkbox"/>	Letter of commitment or MOU from a school where the SBYSF will operate (not required from school district applicants).
17	<input type="checkbox"/>	No more than (10) letters of support from students, school administration (including superintendent, teachers, Guidance etc.) and parents
18	<input type="checkbox"/>	Copy of agency's Conflict of Interest policy
19	<input type="checkbox"/>	Dated List of Names of Board of Directors a. Titles, b. Address and c. Terms -or- Managing Partners , if an LLC or Partnership
20	<input type="checkbox"/>	Signed Standard Language Document (SLD) [Version: Rev. June 6, 2014] Form: http://www.nj.gov/dcf/documents/contract/forms/StandardLanguage.doc
21	<input type="checkbox"/>	Document showing Data Universal Numbering System (DUNS) Number [2006 Federal Accountability & Transparency Act (FFATA)] Website: http://www.dnb.com Helpline: 1-866-705-5711
22	<input type="checkbox"/>	System for Award Management (SAM) printout (or Renewal) showing "active" status (free of charge). Website: https://www.sam.gov/portal/public/SAM Helpline: 1-866-606-8220
23	<input type="checkbox"/>	Applicable Consulting Contracts , Affiliation Agreements/Memoranda of Understanding related to this RFP. If not applicable, include a written statement

24	<input type="checkbox"/>	Business Associate Agreement/HIPAA , with signature under Business Associate [Version: Rev. 9-2013] Form: http://www.nj.gov/dcf/providers/contracting/forms/HIPAA.doc
25	<input type="checkbox"/>	Professional Licenses related to job responsibilities for this RFP. If not applicable, include a written statement
26	<input type="checkbox"/>	Affirmative Action Certificate -or- Renewal Application [AA302] sent to Treasury Website: http://www.state.nj.us/treasury/purchase/forms.shtml Form: http://www.state.nj.us/treasury/purchase/forms/AA_%20Supplement.pdf
27	<input type="checkbox"/>	Certificate of Incorporation Website: http://www.nj.gov/treasury/revenue/filecerts.shtml
28	<input type="checkbox"/>	<u>For Profit</u> : NJ Business Registration Certificate with the Division of Revenue. See instructions for applicability to your organization. Website: http://www.nj.gov/njbusiness/registration/ If not applicable, include a written statement.
29	<input type="checkbox"/>	Agency By-laws or Management Operating Agreement if an LLC
30	<input type="checkbox"/>	Tax Exempt Certification Website: http://www.state.nj.us/treasury/taxation/exemption.shtml
31	<input type="checkbox"/>	Disclosure of Investigations & Other Actions Involving Bidder Form (PDF) (signed and dated) Form: http://www.state.nj.us/treasury/purchase/forms/DisclosureofInvestigations.pdf
32	<input type="checkbox"/>	Disclosure of Investment Activities in Iran (PDF) (signed and dated) Form: http://www.state.nj.us/treasury/purchase/forms/DisclosureofInvestmentActivitiesinIran.pdf
33	<input type="checkbox"/>	<u>For Profit</u> : Statement of Bidder/Vendor Ownership Form (PDF) (signed and dated) See instructions for applicability to your organization. Form: http://www.state.nj.us/treasury/purchase/forms/OwnershipFinal12-14.pdf If not applicable, include a written statement
34	<input type="checkbox"/>	Source Disclosure Certification Form [P.L. 2005, c 92-formerly Executive Order 129] (signed and dated) Website: http://www.state.nj.us/treasury/purchase/forms.shtml Form: http://www.state.nj.us/treasury/purchase/forms/SourceDisclosureCertification.pdf

35	<input type="checkbox"/>	For Profit: Two-Year Chapter 51/Executive Order 117 Vendor Certification -and- Disclosure of Political Contributions (signed and dated) [Version: Rev 4/17/15]. See instructions for applicability to your organization. Website: http://www.state.nj.us/treasury/purchase/forms.shtml If not applicable, include a written statement.
36	<input type="checkbox"/>	Certification Regarding Debarment-(Signed and dated) Form: http://www.state.nj.us/dcf/providers/notices/Cert.Debarment.pdf
37	<input type="checkbox"/>	Statement of Assurances – (Signed and dated) Use the RFP forms found directly under the Notices section: Website: www.nj.gov/dcf/providers/notices/ Form: http://www.nj.gov/dcf/providers/notices/Statement.of.Assurance.doc
38	<input type="checkbox"/>	Tax Forms- Most recent: <u>Non Profit Form 990 Return of Organization Exempt from Income Tax - or- For Profit Form 1120 US Corporation Income Tax Return -or- LLC Applicable Tax Form and may delete or redact any SSN or personal information</u>
39	<input type="checkbox"/>	Table of Contents of current and proposed training

* Standard forms for RFP's are available at:
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

C. Requests for Information and Clarification

DCF will provide eligible applicants additional and/or clarifying information about this initiative and application procedures at the technical assistance meeting indicated in this RFP. All prospective applicants must attend a Bidders Conference and participate in an onsite registration process in order to have their applications reviewed. Failure to attend the Bidders Conference will disqualify individuals, agencies, or organizations from the RFP process.

Questions may be emailed in advance of the Bidders Conference to DCFASKRFP@dcf.nj.gov. Applicants may also request information and/or assistance from DCFASKRFP@dcf.nj.gov until the Bidders Conference. Inquiries will not be accepted after the closing date of the Bidders Conference.

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. All inquiries submitted to DCFASKRFP@dcf.nj.gov must identify, in the Subject heading, the specific RFP for which the question/clarification is being sought. Each question should begin by referencing the RFP page number and section number to which it relates.

Written inquiries will be answered and posted on the DCF website as a written addendum to the RFP at: www.nj.gov/dcf/providers/notices/ Technical inquiries about forms and other documents may be requested anytime.

All other types of inquiries will not be accepted. **Applicants may not contact the Department directly, in person, or by telephone, concerning this RFP.**

Inclement weather will not result in the cancellation of the Bidders Conference unless it is of a severity sufficient to cause the official closing or delayed opening of State offices on the above date.

In the event of the closure or delayed opening of State offices, the Bidders Conference will be cancelled and then held on an alternate date.

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 available at www.state.nj.us/treasury/contract_compliance).

The contractor and its subcontractors shall furnish such reports or other documents to the Department of Children and Families, 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 Department of Children and Families, 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

TITLE 10. CIVIL RIGHTS CHAPTER 2. DISCRIMINATION IN EMPLOYMENT ON PUBLIC WORKS

N.J. Stat. § 10:2-1 (2012)

§ 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 C-DCF Budget Form

BUDGET CATEGORIES 12-Month Budget	TOTAL COSTS	DCF Funding request	Other Cash or In-Kind Funding Sources*	START- UP FUNDING REQUEST
A. Personnel - Salary (FTEs/hours/week)				
Fringe (% rate)				
B. Consultants & Professional Fees				
C. Materials & Supplies				
D. Facility Costs				
E. Specific Assistance to Clients				
F. Other				
G. Gen. & Adm. (G&A) Cost Allocation				
H. Total Operating Costs				
I. Equipment				
J. Total Cost				
K. Revenue (deduct)*	()	n/a	n/a	
L. Funding Request		n/a	n/a	
The budget request shall indicate the Agency's total proposed budget for delivery of the service(s) reduced by the other sources of funding (Line K). If applicable, indicate the sources of leveraged funding and the dollar amounts for each below:				
Other Sources of Funding for this Program: (Specify These)				
Other Funding Amounts:	0	0	0	

Exhibit D

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OPTION 3: SECTION C

To what extent do the sentences below describe you? Circle one answer for each statement.

	Not at All	A Little	Somewhat	Quite a Bit	A Lot
1. I have people I look up to	1	2	3	4	5
2. Getting an education is important to me	1	2	3	4	5
3. My parent(s)/caregiver(s) know a lot about me	1	2	3	4	5
4. I try to finish what I start	1	2	3	4	5
5. I am able to solve problems without harming myself or others (for example by using drugs and/or being violent)	1	2	3	4	5
6. I know where to go in my community to get help	1	2	3	4	5
7. I feel I belong at my school	1	2	3	4	5
8. My family stands by me during difficult times	1	2	3	4	5
9. My friends stand by me during difficult times	1	2	3	4	5
10. I am treated fairly in my community	1	2	3	4	5
11. I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others)	1	2	3	4	5
12. I enjoy my community's traditions	1	2	3	4	5

Liebenberg, L., Ungar, M., and LeBlanc, J. C. (2013). The CYRM-12: A brief measure of resilience. *Canadian Journal of Public Health*, 104(2), 131-135.



Exhibit E

Attestation

Applicants attest that each program shall operate in accordance with the following procedures for School Based Youth Services Program (SBYSP)

- The SBYSP shall provide and promote services that are safe, non-stigmatizing, culturally sensitive, supportive, and appropriate;
- Student feedback and input shall be incorporated into the overall program design and service delivery;
- Parental consent is required for student participation in the program. Signed release of information consent forms are valid for one (1) year and must be renewed upon expiration. All forms are retained in each student's SBYSP record;
- All programs adhere to strict guidelines regarding confidentiality. Students and families are informed verbally and in writing prior to the disclosure of confidential information, about legal and ethical circumstances that will permit or require the release of such information without consent, including N.J.S.A. 9:6-8.40 which states that every citizen is mandated to report any suspected or actual incidence of child abuse or neglect. All such forms are valid for one year and retained in the student's SBYSP record;
- Individual student records are confidential and maintained in a secure location within the SBYSP space. Progress notes and attendance logs are maintained to document student development and participation throughout the program;
- Only students who are currently enrolled in the host school may participate in SBYSP. Participation is voluntary and students may withdraw at any time. However, every effort is made to engage youth and maintain their involvement in the program;
- Referrals may be received from parents/guardians, peers, or school staff and students may self-refer. Families may participate in counseling sessions when appropriate or at the student's request. DCF also promotes the engagement of fathers in the lives of their children;

- Middle School students may be seen once without parental consent if they are in crisis. Signed authorization from a parent/guardian is required in order to continue services;
- The SBYSP supports and upholds the code of conduct and behavioral expectations of the host school. Students who are suspended or expelled from school may not participate in program activities without the consent of school administrators;
- Emergency procedures for all sites are aligned 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;
- SBYSP utilize an array of outreach, program marketing and resource connection strategies to inform and educate the school community about SBYSP services such as:
 - coordinate and integrate services with host school activities whenever possible
 - develop sustainable collaborative relationships with diverse community groups, organizations and government agencies that promote positive youth development and provide relevant services to youth and families

All promotional materials, including brochures, posters and advertisements, are labeled *“New Jersey Department of Children and Families Funded Program”*

The SBYSP attests that the following staff requirements shall be followed:

Staff Requirements

SBYSP services are delivered by qualified staff, volunteers and interns. Staffing patterns may vary however, some positions are REQUIRED, and others are recommended:

Grant Required Positions:

Staff in the grant required positions below are required to allocate the following minimum number of hours to the SBYSP; therefore, the identified minimum number of hours must be funded with grant funds:

Middle School Coordinator - Full-time (minimum of 35 hours/week) 12 month employee

- Qualifications: Master's in human services with 2 years supervisory experience and previous experience working in collaboration with the community and youth.
- 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

Youth Development Specialist- Full-time (minimum of 35 hours/week) 12 month employee

- Qualifications: Bachelor's Degree in a related field preferred. Associate Degree with documentation of at least 3 years of full-time experience working with youth *allowed*
- Responsibilities:
 - Collaborate with the Middle School Coordinator to develop and implement programming for the Mentor and Leadership Group, general student support and parent engagement

Mental Health Counselor -Part-time (minimum 20 hours/week) 12 month employee

- Hours must be consistent each week (e.g. Monday, Wednesday, Friday, 9:00 am to 2:00 pm and when emergencies arise)
- Qualifications: MSW, LCSW; MS, MA in a related field (e.g. counseling, psychology, etc.); and experience with youth and families. **Note:** Mental health service providers that are not licensed are required to be supervised by a licensed Clinician.
- Responsibilities:
 - 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, as indicated
- Best practice approaches:
 - identifying and building on strengths of the student, and as applicable, the family
 - supporting students in their development of skills to manage situational change
 - helping students improve their daily functioning at school, home, work, and in the community
 - linking and assisting students with/to appropriate community resources for support

Grant Recommended Positions:

The below positions may utilize in-kind support, SBYSP funding or any other source of funding:

Administrative Assistant

- Part-time position, minimum of 20 hours/week
- Qualifications: HS Diploma, Customer Service and data entry skills
- Responsibilities:
 - Greet students/visitors as they enter the SBYSP
 - Sign students in and out
 - Complete required MIS data entry
 - Prepare marketing and advertisement of programs and activities.

Nurse Practitioner/Health Educator

- Part-time position, minimum of 15 hours/week
- Qualifications: Bachelor's degree in registered nursing
- Responsibilities:
 - Educate students about preventative care, prescribed treatments to support the physical development of youth

Volunteers/Interns

- Part-time or full-time to support a variety of aspects of the DCF SBYSP model

Additional attestations:

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

Reporting Requirements:

- All reports are submitted electronically by the Chief Program Administrator or other authorized personnel in accordance with the guidelines specified below:
 - a. *Monthly Service Reports*
Monthly service reports are to be submitted by the *tenth* day of each month for the preceding month in which services were provided. All data is entered on a web-based management information system and submitted in the specific format prescribed by the Department.
 - b. *Biannual Program Reports*
Grantees are expected to submit the following two reports to DCF each state fiscal year:
 - Report One: Due January 10th. In this report grantee will report on:
 - service activities for the period of July 1st-December 31st.
 - program outcomes for the last state fiscal year (July 1st-June 30th).
 - Report Two: Due July 10th. In this report grantee will provide service activities for the period of January 1st-June 30th of the state fiscal year ending 6/30.
 - c. *Communication*
All programs must maintain open lines of communication with the DCF Office of School-Linked Services, the student population and the community. All programs must have a multi-function voicemail system, email address, internet connection with the capability to access emergency phone numbers and provide information in all languages as appropriate.

SBYSP Coordinators are also required to attend periodic meetings scheduled by the Department.

Attestation Signature Page

Print Agency Representative Name and Title

Signature Agency Representative