



REQUEST FOR PROPOSALS
FOR
2016 NJ School Based Youth Services Program
Middle School
Essex County

Funding of \$180,000 Available

Bidders Conference: June 30, 2016

Time: 10:00AM

Place: 30 Van Dyke Ave., New Brunswick, NJ 08625

Bids are due: July 22, 2016

Allison Blake, PhD., L.S.W.

Commissioner

June 6, 2016

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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 on June 30, 2016 at 10:00 AM at 30 Van Dyke Street, New Brunswick, NJ 08901. Questions will be accepted in advance of the Bidder's Conference by providing them via email to DCFASKRFP@dcf.state.nj.us by June 29, 2016 at 12:00 PM.*

Section I – General Information

A. Purpose:

The New Jersey Department of Children and Families' (DCF) Family and Community Partnerships' (FCP), Office of School Linked Services (OSLS) announces the availability of \$180,000 in state funds to develop and implement the NJ DCF School Based Youth Services Program (SBYSP) for middle school students enrolled in one (1) of Essex county's traditional or public charter schools.

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 have to focus on **building upon a youth'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.

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 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 91 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 2016, the OSLS will begin 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 to a qualifying applicant that will initiate and coordinate the SBYSP to support 6th, 7th and 8th grade middle school students enrolled in one (1) traditional public or public charter school in Essex 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 implementing all the following aspects of the DCF SBYSP model. Applicants are expected to clearly integrate these below program aspects 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: <http://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 above 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; implementing developmentally and contextually appropriate best practices will set youth on a path toward healthy outcomes in adulthood.

3. Required Hours of Operation for Student Access

The required SBYSP hours of operation to ensure student access is the first day of school through the last day (typically September-June 30th). Minimum requirements include:

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

SBYSP MS is *not required to fully operate* during the summer months (July-August). However, *at a minimum* all SBYSP middle schools are required to operate a summer transition program for rising middle

school students. The summer months may also be an opportunity for the middle school SBYSP staff to train and plan for the new school year.

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

- February: Teen Dating Violence Prevention
- 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 of the 3 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 expected 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.

<p>Service Theme: These are resources, knowledge and goods made available for youth.</p>
<p>Youth Thrive Protective and Promotive Factors: Youth Resilience and Cognitive and Social-Emotional Competence</p> <p><i>Youth Resilience</i> allows a youth to manage stress and functioning when faced with stressors, challenges, or adversity; the outcome is personal growth and positive change.</p> <p><i>Cognitive and Social-Emotional Competence</i> 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.</p>
<p>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.</p> <ul style="list-style-type: none"> • 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 expected to assess service delivery and outcomes through the administration of OSLS' required Resiliency Tool and Impact Evaluation [Exhibit D]. In addition, the grantee will be expected to 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 are expected to submit an attestation statement that delineates operation in accordance to the following reporting requirements and communication expectations.

- 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 available by the fifteenth 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 Division.

b. Quarterly Service Reports

NJ SBYSP Quarterly Reports are completed in the format prescribed by the DCF's Division of Family and Community Partnerships (FCP) and submitted to the Office of School-Linked Services and Contract Administrator 15 days after the close of each quarter.

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.

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 statement 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;
- 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”*

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:

These positions are required to allot 100% of the grant required hours to the SBYSP and that portion of their salary must be paid with grant funds:

Middle School Coordinator

- Full-time (minimum of 35 hours/week)
- 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)
- Qualifications: Bachelor's Degree in a related field preferred. Associate's 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)
 - 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 counseling
- The following best practice approaches:
 - Services that identify and build on strengths of the student, and as applicable, the family
 - Services that support students in their development of skills to manage situational change
 - Services that help 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 related to the physical development of youth

Volunteers/Interns

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

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.

D. Funding Information:

For the purpose of this initiative, the Department will make available pro-rated funds \$120,000 in federal and state funds October 1, 2016-June 30, 2017. Information regarding TANF funding can be found at <http://www.acf.hhs.gov/programs/ofa/programs/tanf>. It is anticipated that the resulting contract will contain approximately \$ 180,000 on an annual basis. Continuation funding is contingent upon the availability of funds in future fiscal years.

One (1) proposal will be funded under this program.

The funding period for this program is October 1, 2016-June 30, 2017.

Matching funds are required.

- A required 25% match of the total amount of the award in cash and/or in-kind funds. Exhibit C is the Budget document should delineate these costs. 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 15% of funding for General and Administrative is allowable.

Operational start-up costs of no more than \$60,000 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 in order 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.

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

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

E. Applicant Eligibility Requirements:

1. Applicants must be a public school district, for profit/non-profit agency, hospital, 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 SBYSP in or on the school grounds of an Essex County middle school. 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.
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:

June 6, 2016	Notice of Availability of Funds/RFP publication
June 29, 2016 by 12:00PM	Deadline for Email Questions sent to DCFASKRFP@dcf.state.nj.us
June 30, 2016 10:00AM	Mandatory Bidders Conference
July 22, 2016	Deadline for Receipt of Proposals by 12:00PM

All proposals must be received by 12:00 PM on or before July 22, 2016. Proposals received after 12:00 PM on July 22, 2016 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.**

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.state.nj.us

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

J. Post Award Requirements:

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

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. Bonding Certificate
3. Notification of Licensed Public Accountant (NLPA) with a copy of Accountant's Certification
4. 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 1½ inches 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:

1) Applicant Organization (10 Points)

Describe the agency's history, mission and goals, and where appropriate, a record of accomplishments in working in collaboration with the Department of Children and Families and/or relevant projects with other State governmental entities.

Describe the agency's background and experience in implementing the types of services described in the RFP.

Provide an indication of the organization's demonstrated commitment to cultural competency and diversity (includes socio-economic, racial, ethnic and sexual orientation). The provider shall identify and develop, as needed, accessible culturally responsive services and supports. These shall include, but are not limited to, affiliations with informal or natural helping networks such as language services, neighborhood and civic associations, faith based organizations, and recreational programs determined to be appropriate. Supervisors must be culturally competent and responsive, with training and experience necessary to manage complex cases in the community across child and youth serving systems. Explain how the provider is working toward a cultural competency plan

that describes actions your agency will take to insure that policies, materials, environment, recruitment, hiring, promotion, training and Board membership reflect the community or the intended recipients of the services you provide and promote the cultural competency of the organization and that resources and services will be provided in a way that is culturally sensitive and relevant.

Describe the agency's governance structure and its administrative, management and organizational capacity to enter into a third party direct State services contract with the Department of Children and Families. Note the existence (if any) of professional advisory boards that support the operations. If applicable, indicate the relationship of the staff to the governing body. Attach a current organizational chart.

Provide an indication of the agency's demonstrated capability to provide services that are consistent with the Department's goals and objectives for the program to be funded. Include information on current programs managed by the agency, the funding sources and if available, any evaluation or outcome data.

2) Need Justification

(5 Points)

Provide documentation describing the local need for the proposed services, including:

- Statements that demonstrate an understanding of the problem and the needs of the target population;
- A summary of existing services, including identified gaps in the current provision and availability of those services; and
- Citations of relevant statistics and discussions of studies that reflect the prevalence of the problem and the unmet needs of the target population

3) Program Approach

(40 Points)

Specify a program approach that includes an overview of the proposed services and their anticipated impact on the target population, including:

Program Services/Activities

(10 Points)

- Describe the SBYSP services/activities to be provided, including the specific goals and objectives of each;
- Describe the activities or methods that program personnel will employ to achieve the service objectives;
- Describe student eligibility requirements, referral processes and student rejection/termination policies;

- Describe the parent/caregiver events/activities and the anticipated schedule of events.
- Describe any service coordination, collaborative efforts or processes that will be used to provide the proposed services (attach any affiliation agreements or Memoranda of Understanding);
- Describe school based accessibility including the hours and days that school based will be available to students, and the geographic location(s) where services will be provided;
- Describe how the proposed program will meet the needs of various and diverse cultures within the target community based on the Law Against Discrimination (N.J.S.A. 10:51 et seq.).
- Description of program space (additional photos and/or floor plans are also welcomed).

Level of Service

(15 Points)

- Describe the non-stigmatizing process that will be used to identify and select the 30 students to be supported through the Mentor Leadership Group.
- Describe the process that will be used to identify and targeted level of service for this general student support population. Include the anticipated number of students that will be supported throughout the contract period.

Program Implementation Schedule

(5 Points)

- Provide a feasible timeline for implementing the proposed services. Attach a separate Program Implementation Schedule as part of the Appendix.

Staffing, Management, Supervision

(10 Points)

- Indicate the number, qualifications and skills of all staff, consultants, sub-grantees and/or volunteers who will perform the proposed service activities. Attach, in the Appendices section of the application, an organizational chart for the proposed program operation; job descriptions that include all educational and experiential requirements; and resumes of any existing staff who will perform the proposed services.
- Describe the management and supervision methods that will be utilized.

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

The Standards are available at:
<http://www.state.nj.us/dcf/SafeChildStandards.pdf>

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

4) Outcome Evaluation (15 Points)

Submit an attestation statement that delineates operation in accordance to the Reporting, Communication Expectations and SBYSP Operational Procedures. Provide a clear statement that acknowledges the understanding that all grantees are expected to incorporate the OSLs' Resiliency and Impact Evaluation tools in its overall outcome evaluation plan.

If there are any other tools that will be incorporated to measure outcomes, feel free to describe them and attach copies as you deem necessary.

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; and

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

5) 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.

6) Leveraging and Sustainability (5 Points)

Identify the total amount and source of any additional financial resources that will be committed to the proposed project as a leveraging mechanism.

Utilize the “Build Sustainable Programs: the Resource Guide” available through the Office of Adolescent Health at http://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/training/sustainability.html to describe a sustainable plan for this program beyond DCF funding.

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

B. Supporting Documents:

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

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

Part I: Proposal

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

Part II: Appendices – In the following order

1. Job descriptions of key personnel, resumes if available for key personnel (please do not provide home addresses or personal phone numbers)
2. Staffing patterns
3. Current or Proposed Agency Organization Chart
4. Proposed Program Implementation Schedule
5. Other Outcome Evaluation Tools if available (not required)
6. Safe-Child Standards Description of your agency's implementation of the standards (no more than 2 pages)
7. Exhibit C–DCF Budget Form
8. Exhibit D–Resiliency Tool and Impact Evaluation
9. Copy of agency's Conflict of Interest policy
10. Copies of any audits or reviews completed or in process by DCF or other State entities from 2014 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
11. Letter of commitment or MOU from a school where the SBYSP will operate (not required from school district applicants).
12. No more than (10) letters of support from students, school administration (including superintendent, teachers, Guidance etc.) and parents
13. Dated List of Names of Board of Directors-Titles, Address and Terms **or** Dated List of Names of School Board Members if a school district is applying
14. Signed DCF Standard Language Document
[Version: Rev. June 6, 2014]
<http://www.nj.gov/dcf/documents/contract/forms/StandardLanguage.doc>

15. Documentation Demonstrating Compliance with Obtaining a DUNS Number. All applicants must have a Data Universal Numbering System (DUNS) number. To acquire a DUNS number, contact the dedicated toll-free DUNS number request line at 1-866-705-5711 or inquire on-line at: <http://www.dnb.com>
16. System for Award Management (SAM) printout (or Renewal) showing "active" status (free of charge).
17. Applicable Consulting Contracts, Affiliation Agreements/Memoranda of Understanding
18. Signed HIPAA Business Associate Agreement
(<http://www.nj.gov/dcf/providers/contracting/forms/HIPAA.doc>)
19. Professional Licenses related to job responsibilities for this RFP
20. Current Affirmative Action Certificate or Copy of Renewal Application Sent to Treasury
21. Certificate of Incorporation
22. For Profit: NJ Business Registration Certificate with the Division of Revenue. See instructions for applicability to your organization. Website: <http://www.nj.gov/njbusiness/registration/>
23. Agency By-laws or Management Operating Agreement if an LLC
24. Tax Exempt Certification-IRS Determination Letter regarding applicant's charitable contribution or non-profit status, if a non-profit
25. Disclosure of Investigations & Other Actions Involving Bidder Form (PDF) Form** Signed and dated
<http://www.state.nj.us/treasury/purchase/forms/DisclosureofInvestigations.pdf>
26. Disclosure of Investment Activities in Iran** Signed and dated Form: <http://www.state.nj.us/treasury/purchase/forms/DisclosureofInvestmentActivitiesinIran.pdf> MacBride Principles** Signed and dated
27. Chapter 271** Signed and dated
<http://www.state.nj.us/treasury/purchase/forms/CertandDisc2706.pdf>
28. Source Disclosure Certification Form** Signed and dated [P.L. 2005, c 92-formerly Executive Order 129]
Website: <http://www.state.nj.us/treasury/purchase/forms.shtml>
Form:
<http://www.state.nj.us/treasury/purchase/forms/SourceDisclosureCertification.pdf>
29. (For-Profit only) Two-Year Chapter 51/Executive Order 117 Vendor Certification and Disclosure of Political Contributions **Signed and dated
30. Annual Report to the Secretary of State
(https://www1.state.nj.us/TYTR_COARS/JSP/page1.jsp)
31. Non Profit: Annual Report - Charitable Organizations Website: <http://www.njpublicsafety.org/ca/charity/charfrm.htm>

32. W-9 form (new agencies only)
(<http://www.state.nj.us/treasury/omb/forms/pdf/W9.pdf>)
33. Certification regarding Debarment*
<http://www.state.nj.us/dcf/providers/notices/Cert.Debarment.pdf>
34. Statement of Assurances*
35. Form 990 for Non-Profits or Form 1120 intended for For-Profit entities.
LLC's shall provide an applicable tax form and may delete or redact any SSN or personal information
36. Copy of Most Recent Audit or financial statement certified by an accountant or accounting firm

* 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.state.nj.us. Applicants may also request information and/or assistance from DCFASKRFP@dcf.state.nj.us 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.state.nj.us 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: <http://www.state.nj.us/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.

