



REQUEST FOR PROPOSALS

FOR

Training for the New Jersey Standards for Prevention Programs: Building Success through Family Support

Funding of \$75,000 Available

There will be no Bidders Conference for this RFP.

Questions are due by: May 27, 2015 at 12:00 PM

Bids are due: June 8, 2015 at 12:00 PM

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

Commissioner

May 8, 2015

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Funding Agency

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

Section I – General Information

A. Purpose:

The New Jersey Department of Children and Families' (DCF) Division of Family and Community Partnerships announces the availability of \$75,000 in Children's Trust Funds for the purpose of promoting the "New Jersey Standards for Prevention Programs: Building Success through Family Support" throughout the State of New Jersey with priority for DCF funded programs that are contractually required to implement these Standards. The goal of the "New Jersey Standards for Prevention Programs: Building Success through Family Support" is to advance the consistency, quality and accountability of programs used in New Jersey for the purpose of promoting child well-being and preventing child maltreatment, while building the capacity of the community and stakeholders to strengthen families and support caregivers. This will be accomplished through a training initiative that builds on strengths in the State and addresses areas of need as identified by the "Prevention Standards Self-Assessment Program Improvement Tool" that was developed in conjunction with the Standards. The NJ Standards for Prevention Programs and Self-Assessment Tool can be found at: <http://www.state.nj.us/dcf/news/reportsnewsletters/taskforce/Standards.for.Prevention.Programs.pdf>

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. Toward that end, the Department collaborates with a wide range of community partners, including the New Jersey Task Force on Child Abuse and Neglect (NJTFCAN).

New Jersey Task Force on Child Abuse and Neglect

The NJTFCAN consist of twenty nine members: the Commissioners of the Departments of Children and Families, Human Services, Education, Community Affairs, Corrections, Health and Senior Services, the Attorney General, the Chief Justice of the Supreme Court, the Public Defender, the Child Advocate, the Superintendent of State Police, or their designees, a county prosecutor, two members of the Senate and the General Assembly, representing both political parties; and 13 public members appointed by the Governor. The purpose of the NJTFCAN is to study and develop recommendations regarding the most effective means of improving the quality and scope of child protective and preventative services provided or supported by State government.

In the area of prevention, the NJTFCAN is responsible for three important areas. These include developing and providing oversight for the:

- Standards for Prevention Programs
<http://www.state.nj.us/dcf/news/reportsnewsletters/taskforce/Standards.for.Prevention.Programs.pdf>
- Statewide Prevention Plan
<http://nj.gov/dcf/news/reportsnewsletters/taskforce/SupportingStrongFamiliesandCommunitiesinNew%20Jersey.pdf>
- Children's Trust Fund
<http://www.dcf.state.nj.us/fcp/ecs/Pages/default.aspx>

In 2014, the NJTFCAN updated and approved the Statewide Prevention Plan and the Standards for Prevention Programs.

New Jersey Standards for Prevention Programs

Recognizing the importance of preventing child maltreatment and the need for evidence based prevention programs and strategies, the Prevention Subcommittee of the New Jersey Task Force on Child Abuse was charged with developing Standards for Prevention Programs. The Prevention Program Standards Work Group was created in 2001. The Work Group reviewed the existing literature on effective prevention programs from multiple fields including child welfare, public health, juvenile justice, substance abuse, and mental health. The Standards were meant to provide a broad overview of the critical components of any prevention program, and not a critique of individual programs. The original Standards for Prevention Programs were copyrighted by the State of New Jersey, Department of Human Services in 2003.

Over the past decade there has been much progress made in our knowledge of how to support and strengthen families, promote well-being and ensure healthy childhoods. Advancements in the prevention field in the last ten years necessitated a thorough evaluation of New Jersey's Standards for Prevention Programs. We now understand more about the nature of child abuse and neglect, the long term impact of child maltreatment, the risk factors that contribute to its occurrence and the protective factors that can prevent it from ever occurring. Research has informed and changed how we implement prevention efforts.

In 2014, The New Jersey Task Force on Child Abuse and Neglect, in collaboration with the DCF, approved a revision of the Standards for Prevention Programs. The Standards reflect the most current research, best available clinical practice information and also incorporate elements of the prior Standards that are still relevant. They are founded on strength based family support principles which are consistent with family and individual values. The Standards reflect the emphasis the Division of Family and Community Partnerships places on Protective Factors and incorporate the Center for Diseases Control Essentials for Childhood which promote Safe and Stable Nurturing Relationships and Environments for Children and Families. Together with parents, caregivers, public and private organizations and communities, they can ensure an effective network of proven family support services, public education and local neighborhood involvement to promote healthy children, youth and families.

In 2014, the NJTFCAN also granted responsibility for administering the Children's Trust Fund to the New Jersey Department of Children and Families (DCF). A stipulation was made that Children's Trust Fund dollars support the Statewide Prevention Plan and the Standards for Prevention Programs. This proposal reflects that directive, promoting the Standards for Prevention Programs and quality implementation through training for DCF funded prevention programs.

C. Services to be Funded:

The grantee for this program is expected to provide, initiate and/or coordinate an array of services, including:

- To obtain baseline information, survey DCF funded programs that are contractually required to implement the "Standards for Prevention Programs: Building Success through Family Support" using the "Prevention Standards Self-Assessment Program Improvement Tool" found on page 30 on the following link: <http://www.state.nj.us/dcf/news/reportsnewsletters/taskforce/Standards.for.Prevention.Programs.pdf>

Family Community Partnerships funds the following approximate number of programs that will be impacted by this initiative:

- 66 Home Visiting
- 21 County Councils for Young Children
- 52 Family Success Centers
- 4 Kinship Navigator Programs
- 92 School Based Youth Services

Analyze the results of the “Self-Assessment” survey, identifying strengths and needs for each region of the State, and provide a report of findings to DCF. Standards that are rated as Established (3) or Best Practice (4) indicate strengths. Standards that are rated as Foundational (1) or Emerging (2) are considered needs.

- Revise the training curriculum (Exhibit D) that was developed by Prevent Child Abuse New Jersey (PCANJ) in 2010 and owned by DCF, and:
 - Build on strengths in the State. Identify examples where respondents rated Standards as Best Practice (4), and assess and document the critical factors (leadership, staff development, supervision, etc.) and developmental process associated with the program attaining the Best Practice Standard. This process should yield a concrete and practical guide for other practitioners seeking to further develop the Standards in their own programs.
 - Address priority areas of need as evidenced by Standards rated as Foundational (1) or Emerging (2).
- Obtain final approval of the revised curriculum from DCF. Final curriculum will be the property of DCF.
- Develop and implement a communications strategy to ensure that all DCF funded programs that are contractually required to implement the “Standards for Prevention Programs”, as well as other programs and groups serving children and families, are aware of training opportunities.
- Develop and implement an accessible registration process for training events that captures the following information:
 - Name
 - Agency / Affiliation
 - Work or Home Address
 - Phone Number
 - Email Address
 - Completed any prior training on Standards for Prevention Programs (Yes/No)
- Unfilled/vacant training slots should be offered to other programs and groups serving children and families in the community and their parent/caregiver partners.

- Identify and organize training delivery sites/venues. Use of DCF conference rooms, where available, is allowed and encouraged.
- Provide training at convenient times and locations for programs as well as parents and caregivers.
- Provide incentives (child care, transportation assistance, and/or stipend) for at least at least 110 parent and caregiver partners (average 5 per county).
- Provide regularly scheduled face-to-face training opportunities that are accessible in all regions of the State for a period of 9 months, October 1, 2015 – June 30, 2016. At the end of the training period, it is expected that at least 600 individuals will have been trained.
- Assess the effectiveness of each training event; changes in participant’s understanding of the “Standards for Prevention Programs: Building Success through Family Support” and their awareness of strategies for successfully implementing the Standards.
- Each quarter, provide a report to DCF that includes 1) copies of training agendas with dates, times and locations of events held, 2) copies of attendance records, and 3) assessment of effectiveness of training for each event. At the end of the year, provide a summary report to DCF that includes these components and recommendations for next steps in promoting the Standards for Prevention Programs throughout the State.

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

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

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

D. Funding Information:

For the purpose of this initiative, the Department will make available \$75,000 in Children Trust Funds over a 1 year period, July 1, 2015 through June 30, 2016.

One proposal will be funded under this program.

The funding period for this program is July 1, 2015 through June 30, 2016.

Matching funds are not required. Proposals that demonstrate the leveraging of other financial resources will receive additional consideration in the proposal review process.

Operational start-up costs are not permitted. The grantee is expected to have an established infrastructure as well as demonstrated effective experience in providing training services.

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.

E. Applicant Eligibility Requirements:

1. Applicants must be for profit or not for profit corporations that are duly registered to conduct business within the State of New Jersey.
2. Applicants must be in good standing with all State and Federal agencies with which they have an existing grant or contractual relationship.
3. If Applicant is under a corrective action plan with DCF, or any other New Jersey State agency or authority, the Applicant may not submit a proposal for this RFP. Responses shall not be reviewed and considered by DCF until all deficiencies listed in the corrective action plan have been eliminated to the satisfaction of DCF for a period of 6 months
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. 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

10. 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.

F. RFP Schedule:

May 8, 2015	Notice of Availability of Funds/RFP publication
May 27, 2015	Deadline for Email Questions sent to DCFASKRFP@dcf.state.nj.us by 12:00PM
June 8, 2015	Deadline for Receipt of Proposals by 12:00PM

All proposals must be received by 12:00 PM on or before **June 8, 2015**. Proposals received after 12:00 PM on **June 8, 2015** will **not** be considered. Applicants should submit **one (1) signed original** and **one CD ROM** as indicated below.

Proposals must be delivered either:

1) In person to:

Catherine Schafer, Director of Grants Management, Auditing and Records
Department of Children and Families
50 East State Street, 3rd floor
Trenton, New Jersey 08625-0717

Please allow time for the elevator and access through the security guard. Applicants submitting proposals in person or by commercial carrier should submit **one (1) signed original** and **one CD ROM** with all documents.

2) Commercial Carrier (hand delivery, federal express or UPS) to:

Catherine Schafer, Director of Grants Management, Auditing and Records
Department of Children and Families
50 East State Street, 3rd floor
Trenton, New Jersey 08625-0717

Applicants submitting proposals in person or by commercial carrier should submit **one (1) signed original** and **one CD ROM** with all documents.

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

DCF offers the alternative for our bidders to submit proposals electronically to the web address above. on our website at: www.nj.gov/dcf/providers/notices/

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

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.

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. DCF Third Party Contract Reforms Attestation
3. Proof of Insurance naming DCF as additionally insured from agencies and camps qualified to provide their services.
4. Proof of Insurance naming the camp where their aid will work as additionally insured from agencies qualified to provide their services to camps
5. Bonding Certificate
6. Notification of Licensed Public Accountant (NLPA) with a copy of Accountant's Certification
7. 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 shall 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-Budget Spreadsheet (12-month operational budget) does not count towards the narrative page limit.

Proposals may be fastened by a heavy-duty binder clip. Do not submit proposals in staples, loose-leaf binders, plastic sleeves or folders.

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

1) Applicant Organization (20 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 training described in the RFP.

Provide an indication of the organization's demonstrated commitment to cultural competency and diversity. The provider shall identify and develop, as needed, accessible culturally responsive training and supports.

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 training that is 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.

As an attachment, include a sample curriculum (no more than 20 pages) developed and implemented by your organization. Include any information on how the agency has achieved desired training outcomes in the past.

2) Program Approach (35 Points)

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

- A description of the services to be provided, including the specific goals and objectives for each Standard;
- A description of the activities or methods that program personnel will employ to achieve the service objectives including description of:
 - Roles of parent/caregivers, if any
 - Cultural competency and how concepts of strengthening cultural identity and diversity are incorporated
 - Incorporation of adult learning principles
 - Proposed class size, make-up, and procedure
- A description of any service coordination, collaborative efforts or processes that will be used to provide the proposed services (attach any affiliation agreements or Memoranda of Understanding);
- Information on the accessibility of services, including the hours and days that services will be available to clients, and the geographic location(s) where services will be provided;
- A description of participant data to be recorded;
- Information on the level of service (LOS), including a definition of each unit of service and an indication of the level of service anticipated throughout the contract period.

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.

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.).

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 Prevent Child Abuse New Jersey's (PCA-NJ) Safe-Child Standards are available at:

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

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

3) Outcome Evaluation (20 Points)

Describe the outcome measures that will be used to determine that the service goals and objectives of the program have been met. Provide a brief narrative and attach copies of any evaluation tools that will be used to determine the effectiveness of the program services.

4) 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 Exhibit C-Budget Spreadsheet is 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 itemize and articulate budget items, including a description of miscellaneous expenses or “other” items. Please complete Exhibit C-Budget Spreadsheet (12-month operational budget)

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

5) Description of Survey /Timeliness of Plan (5 Points)

Describe how your organization shall obtain baseline information, survey DCF funded programs that are contractually required to implement the “Standards for Prevention Programs: Building Success through Family Support” using the “Prevention Standards Self-Assessment Program Improvement Tool” found on page 30 on the following link: <http://www.state.nj.us/dcf/news/reportsnewsletters/taskforce/Standards.for.Prevention.Programs.pdf>

Describe how you will analyze the results of the “Self-Assessment” survey, identifying strengths and needs for each region of the State, and provide a report of findings to DCF. Standards that are rated as Established (3) or Best Practice (4) indicate strengths.

6) Implementation (5 Points)

Describe how you intend to implement the responsibilities and program objectives. Provide a feasible timeline for implementing the proposed services. Attach a separate Program Implementation Schedule as part of the Appendix.

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 listed as per Part II Appendices
3. Proposal Narrative (in following order)
 - a. Applicant Organization
 - b. Program Approach
 - c. Outcome Evaluation
 - d. Budget Narrative
 - e. Description of Survey /Timeliness of Plan
 - f. Implementation

Part II: Appendices

1. Job descriptions of key personnel that include all educational and experiential requirements
2. Resumes of any existing staff that will perform the proposed services (please do not provide home addresses or personal phone numbers)
3. Proposed Program Implementation Schedule - Timeline
4. Exhibit C-Budget Spreadsheet (12-month operational budget)
5. Sample curriculum-no more than 20 pages
6. Safe-Child Standards Description of your agency's implementation of the standards (no more than 2 pages)
7. Copy of agency's Conflict of Interest policy
8. Current Organizational Chart
9. Proposed Agency Organization Chart
10. Copies of any audits or reviews completed or in process by DCF or other State entities from 2013 to the present. If available, a corrective action plan should be provided and any other pertinent information that will explain or clarify the applicant's position or
11. Dated List of Names, Titles, Address and Terms of Board of Directors
12. Signed DCF Standard Language Document
<http://www.nj.gov/dcf/documents/contract/forms/StandardLanguage.doc>
13. Documentation Demonstrating Compliance with Obtaining a DUNS Number. All applicants must have a Data Universal Numbering System (DUNS) number. To acquire a DUNS number, contact the dedicated toll-free DUNS number request line at 1-866-705-5711 or inquire on-line at: <http://www.dnb.com>
14. Renewal Printout from the System for Award Management (SAM) website: <https://www.sam.gov/portal/public/SAM/>
15. Applicable Consulting Contracts, Affiliation Agreements/Memoranda of Understanding
16. Signed HIPAA Business Associate Agreement
<http://www.nj.gov/dcf/providers/contracting/forms/HIPAA.doc>
17. Copies of Applicable Licenses-Licenses are not required but if you have licensed individuals you may provide them

18. Current Affirmative Action Certificate or Copy of Renewal Application Sent to Treasury
19. Certificate of Incorporation
20. New Jersey Business Registration Certificate with the Division of Revenue
21. Agency By-laws
22. Tax Exempt Certification-IRS Determination Letter regarding applicant's charitable contribution or non-profit status (if applicable)
23. Source Disclosure Certification**
24. Ownership Disclosure-Certification and Disclosure Forms
Note: Non-profit entities are required to file all information on pages 3 to end**
25. Two-Year Chapter 51/Executive Order 117 Vendor Certification and Disclosure of Political Contributions (For-Profit only)
26. Annual Report to the Secretary of State
https://www1.state.nj.us/TYTR_COARS/JSP/page1.jsp
27. Annual Report-Charitable Organizations (If applicable)
<http://www.njconsumeraffairs.gov/charity/charfrm.htm>
28. W-9 form (new agencies only)
<http://www.state.nj.us/treasury/omb/forms/pdf/W9.pdf>
29. Certification regarding Debarment*
<http://www.state.nj.us/dcf/providers/notices/Cert.Debarment.pdf>
30. Statement of Assurances*
http://www.state.nj.us/treasury/purchase/forms/eo134/c51_eo117_cd_02_10_09.pdf
31. Form 990 for Non-Profits , Form 1120 intended for For-Profit entities or other tax form as applicable to your organization
32. Copy of Most Recent Audit or financial statement certified by the accountant

* 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

Question and Answer:

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

Questions must be submitted in writing via email to: DCFASKRFP@dcf.state.nj.us.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Letter of Federal Affirmative Action Plan Approval

Certificate of Employee Information Report

Employee Information Report Form AA302 (electronically 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 – Budget Spreadsheet (12-month operational budget budget)

BUDGET CATEGORIES 12-Month Budget	TOTAL COSTS	DCF Funding request	Cash or In-Kind Funds <small>note sources below*</small>	
A. Personnel - Salary (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) Costs				
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-Course Title: Standards for Prevention Programs: Building Success through Family Support

Course Objectives:

Webinars: Upon completion of the webinars, participants will be able to:

1. Define the three types of prevention.
2. List five risk factors that influence the occurrence of child abuse and neglect.
3. List two stressors that make it difficult for parents to parent effectively.
4. Recall at least 12 standards.
5. List five components of a model prevention program.
6. List three ways the standards can strengthen programming.

In-Person - Direct Service staff who take the full day training will be able to:

1. List at least 10 concepts/practices used in prevention programs.
2. Describe three ways to use the standards to strengthen services.
3. List five strategies to overcome barriers to parental participation.
4. List five strategies for creating linkages to formal and informal support systems.
5. List three ways personal and cultural beliefs can impact on service provision
6. Give five examples of a strength-based approach.
7. List the five Protective Factors and give an example of how their agency encourages those factors in working with families.

In-Person - Mid-Level Supervisors who take the one day training will be able to:

1. List five core competencies needed of staff.
2. Describe how reflective supervision supports program staff.
3. List five strategies to engage consumers/community in program design and oversight.
4. Identify critical data to be collected.
5. Identify three ways to evaluate a prevention program.
6. Describe three strategies for infusing the Protective Factors in staff training and development.

Course Agenda:

Workshop for Direct Service Providers

9:00 a.m. – 4:00 p.m. with a 1-hour break for lunch and two 15-minute breaks

This workshop is designed for 25-30 people who provide direct service to clients. It is highly interactive, with minimal use of the lecture method. Input from the participants will constitute 80% of the training time. The remaining 20% will be lecture/discussion which will emphasize how the activities address cultural diversity, the value of strength-based approaches and the importance of including parents in program decisions and program leadership.

- 9:00 a.m. – 10:00 a.m.: Registration/Welcome/Introduction/Ice Breaker Activity – As a “pop-quiz” to review information presented in Modules 1 & 2 of the webinar series, participants will be asked to answer a 10 question quiz. They will answer using the “i-clicker” response system. “i-clicker” remotes are given to each participant. This system allows each person to then give feedback to a series of questions posed during a PowerPoint presentation and their responses are automatically tabulated and displayed to the class. It is a fun and educational way to evaluate their knowledge of materials presented earlier.

- 10:00 a.m. – 11:00 a.m.: Activity #1 – Review by the presenter of the webinar – Modules 1 & 2. This will consist of expounding on the types of prevention as well as the three categories of Standards for Prevention programs. PowerPoint slides may be used if it is easier for the instructor to cover this introductory material.

- 11:00 a.m. – 11:15 a.m.: Activity #2 – Participants will be given a questionnaire as well as a small piece of Post-It paper. They must take five minutes, by themselves, to complete the questionnaire below:
 1. List two Conceptual Standards and two Administrative Standards that your agency meets and give a brief example of why you feel they meet that standard.

 2. Choose one Practice Standard that you or your agency/organization might work to improve upon.

When they complete it, they will hand it in to the instructor. The instructor will then put a number on it and ask each participant to put the corresponding number on his or her Post-It. They return to their seats, keeping the Post-It paper with the number on it. During a break or at lunch time, the instructor will tabulate the answers to Question #2 and determine which Practice Standard appears most frequently. Activity #4 will be designed based on the answers given by the group. Participants will be able to extrapolate upon the standards presented in the webinars by outlining three ways in which they are applicable in their work with children and families.

- 11:15 a.m. – 11:30 a.m.: 15-minute break

- 11:30 a.m. – 1:00 p.m.: Activity #3 – This activity focuses on all three standards – Conceptual, Practice & Administrative. Although most of the participants have less

influence on the conceptual or administrative standards, they should still understand them and see how they apply to their work with families. The combination of all three results in an effective, efficient, comprehensive prevention program. The standards are displayed in front of the room on static or easel paper so that participants can use them for review when necessary. Also, each corner of the room has a static or easel sheet. Written on those sheets is a description of four different situations involving prevention programs and those who might use them.

- Corner #1 is an immigrant family that has just moved here from Peru. They have three children and are looking for child care, community resources and a way to begin integrating into the community.
- Corner #2 is a state affiliate of a national organization focusing on child abuse prevention. They are looking to endorse and support a prevention program in the local schools and are choosing among Programs A, B and C.
- Corner #3 is a funder from a foundation who is looking to support a substance abuse prevention program in a community.
- Corner #4 is a person looking for a job in a child abuse prevention agency/organization who would like to find one that works primarily with people who have disabilities.

Participants are asked to choose one of the agencies/individuals identified in a corner. Usually, they choose a corner because they feel like they identify with that person or agency. Once there, they will discuss among themselves the details of the person/agency they have chosen. Then, using the standards displayed in the front of the room, they will choose two from each category that would be the most important to them as they decide on a program or agency to work with, to enroll in or to support. For example, if one corner is a single mother who does not speak English and has a child who is developmentally delayed, she might look for programs that ensure Conceptual Standards #3 and #5, Practice Standards #3 and #6 and Administrative Standards #1 and #2. After 15 minutes of discussion in their small groups, the trainer will reconvene the entire class (people stay in their selected corners), and begin to ask each small group the following questions:

1. Which two standards did you pick from each category?
2. Why did you select those?
3. Was it difficult to decide which ones were most important?
4. Did you find that there were actually others that were critical? What does that tell you?

Other class members who are not in the corner reporting out can join in with the overall discussion, agreeing or disagreeing with the choices the smaller group has made.

- 1:00 p.m. – 2:00 p.m.: Lunch

- 2:00 p.m. – 3:00 p.m.: Activity #4 – “Why are we here?” “Why are we doing this workshop?” People should be able to answer these critical questions by the time the afternoon rolls around. In case they can't, the instructor will spend a few minutes explaining the theory of manageability. The theory of manageability comes from several sources. One of the most well-recognized organizations to put this theory forward is the American Humane Association. In its document “What Makes People Care,” the AHA states that one of the criteria that influences whether or not people become engaged in activities/projects etc. is determined by whether or not that commitment is “manageable” when they look at everything else they have to do. Can they do this particular thing and still get everything else done? Will participating in this cause too much of a disruption in their lives – personally or professionally? If they do things in incremental steps – rather than throwing themselves at a problem and trying to solve every facet of it, they seem to be more successful. Transferring that philosophy to the standards training means, we realize, that not all 20 standards will be met by every agency. But perhaps, with the knowledge they have gained in this seminar, they can pinpoint one area – one Practice Standard – that is manageable for them – one area where they might be able to initiate some change or some movement. Using the questionnaire they completed in Activity #2, participants will be grouped in pairs for this 20 minute exercise. Together, the partners should discuss the Practice Standard they have chosen. (If they have chosen different ones, that is actually a good thing, because they will be able to help each other strategize solutions). They will address the following:

1. Based on what you learned today, what changes can you make in your approach to you work?
2. Who has to be on board in order for you to make those changes?
3. How do you get these alliances to occur?

A general group discussion occurs at the end of this activity.

- 3:00 p.m. – 3:15 p.m.: 15-minute break
- 3:15 p.m. – 3:45 p.m.: Activity #5: Introduction to the CSSP Protective Factors – This activity will include information and material on the five Protective Factors promoted by CSSP and how they relate to strengthening families.

Using Protective Factors:

- Parental Resilience: Maya Angelou, the world renowned poet, speaks of pressure and how it can take the ugliest mineral – coal – and after years and years of the earth's pressure, can turn it into a beautiful gem – a diamond.
 - a. In your experience, who or what has helped you handle pressure?
 - b. How important were trusting relationships?
- Knowledge of Parenting and Child Development: Knowledge of ways to parent, or what to expect at different developmental levels of children, lessens stress for parents.

- a. Why is it so hard to ask for advice about parenting?
 - b. How does the way you were parented fit into the picture?
 - Concrete Support in Times of Need: Parents who know what's available to them – should they ever need it – are less stressed when those times happen. All families need help sometimes.
 - a. Do most families know where to get help?
 - b. Why does it feel so stigmatizing to ask for it?
 - Social Connections: Helping parents build a “social network” goes a long way toward decreasing their isolation – a major factor in child abuse and neglect.
 - a. Is it easy to make these connections?
 - b. How significant a role does culture play in connecting folks?
 - Social & Emotional Competence of Children: Social and emotional development are highly dependent on the quality of a child's primary relationships. How caregivers respond to children's emotional and social expressions profoundly influences how they learn, process and understand.
 - a. How do most people react to challenging behavior?
 - b. How does the way they react impact on a child's behavior later in life?
- 3:45 p.m. – 4:00 p.m.: Activity #6 – Homework! This is the part of the workshop that holds the most promise for us as trainers. So often, after people leave trainings, the desire to change things – or to put some of the teachings into action – fades. This is an effort to have some continuity and some realistic change as the results of the webinars and hands-on training. Participants will be asked to take the questionnaire they completed in Activity #2, and worked on again with a partner in Activity #4, and take them back to their agencies. Over the next 90 days, we are to examine the one Practice Standard they felt they would like to work on and develop it by themselves or – preferably – with fellow staff members. They will be asked to set some simple goals and to chart their progress toward achieving those goals. At the end of the 90 day period, they will e-mail their summaries to Prevent Child Abuse – New Jersey's contact person who will collate the information and summarize the findings for the Division of Prevention and Community Partnerships. The Post test will be administered via e-mail from Prevent Child Abuse – New Jersey following the full day training.
- Alternative Activity #1 (1 hour) – Can be substituted for another activity above or, if the group is small, can be added to the existing agenda. This is a panel discussion made up of those who have expressed an interest in participating. The focus will be on the Conceptual and Administrative Standards. Discussion will center around how the participants impact on policies and procedures addressing these two areas. Suggested questions for this activity include:
 1. How much of a role should they (direct service providers play) – or do they want to play – in the implementation of Conceptual and Administrative Standards? What can they do to expand that role when they return to their agencies?
 2. There is a similar training to this one scheduled for administrators/supervisors. What would they like to see result from that training which might possibly

change the work they are all doing? Suggest three things a supervisor could do that would encourage staff to meet these Standards.

3. How do you get supervisors or administrators to value these Standards and make them an integral part of the agencies commitment to children and families?
 4. Can a program that shines in Conceptual and Practice Standards fail because the Administrative Standards are not met? How do you prevent that from happening?
- **Alternative Activity #2 (1.5 hours)** – This session will highlight the Practice Standards. They are the ones direct service personnel will be working with most often and have, perhaps, the greatest opportunity to change. This is a small group activity. The seven Practice Standards are displayed on static cling sheets around the room. The class is divided into 7 groups with 3 – 4 people per group. Each group is randomly assigned a Practice Standard. [If attendance numbers do not make that feasible, groups may be assigned two Practice Standards to report out on]. Their task is to answer the following questions in a 15-minute time period.
 1. Why is this standard critical to the work you do?
 2. Is it a challenge to meet this standard?
 3. If yes, what has your agency done to overcome that challenge? List at least three things your agency does that indicate you “get” this standard.
 4. What partners have you brought in to help you meet this standard?

Groups report out at the end of the time period and their comments are recorded on the static sheets. Discussion accompanies each entry.

- **Alternative Activity #3 (30 minutes)** – This is an overall review of the material covered thus far. A special focus is on the Standards as they relate to effective and well-run programs. Participants will be asked to give concrete examples of prevention programs they know that implement these standards well. Also, the importance of these standards as they relate to DPCP programs and grants will be discussed. This is a question/answer period for participants and a time to share ideas for implementing some of the ideas mentioned during the course of the training. This is a highly useful time for the trainer to evaluate comprehension and for the participants to express their plans for using the material.

Workshop for Administrators/Supervisors

9:00 a.m. – 4:00 p.m. with a 1-hour break for lunch and two 15-minute breaks

This workshop is designed for 25-30 people who are supervisors or administrators of community programs funded through the Department of Children & Families, Division of Prevention and Community Partnerships. Although many of the activities are similar to the ones conducted with direct service providers, the responses to those activities and the subsequent discussions will vary greatly. It is a highly interactive workshop, with minimal

use of the lecture method. Input from the participations will constitute 80% of the training time. The remaining 20% will be lecture/discussion which will emphasize how all activities address cultural diversity, the value of strength-based approaches and the importance of including parents in program decisions and program leadership.

- 9:00 a.m. – 10:00 a.m.: Registration/Welcome/Introduction/Ice Breaker Activity – *Same as above.*
- 10:00 a.m. – 11:00 a.m.: Activity #1 – *Same as above.*
- 11:00 a.m. – 11:15 a.m.: Activity #2 – Participants will be given a questionnaire as well as a small piece of Post-it paper. They must take five minutes, by themselves, to complete two questions below:
 1. List two Conceptual Standards and two Practice Standards that your agency meets and give a brief example of why you feel they meet that standard.
 2. Choose one Administrative Standard you or your agency might work to improve upon.

When they complete it, they will hand it to the instructor. The instructor will then put a number on it and ask each participant to put the corresponding number on his or her Post-it. They return to their seats, keeping the Post-it paper with the number on it. During a break or at lunch time, the instructor will tabulate the answers to Question #2 and determine which Administrative Standard appears most frequently. Activity #4 will be designed based on the answers given by the group.

- 11:15 a.m. – 11:30 a.m.: Break
- 11:30 a.m. – 1:00 p.m.: Activity #3 – *Same as above.*
- 1:00 p.m. – 2:00 p.m.: Lunch
- 2:00 p.m. – 3:00 p.m.: Activity #4 – *Same as above.*
- 3:00 p.m. – 3:15 p.m.: Break
- 3:15 p.m. – 3:45 p.m.: Activity #5: Introduction to the CSSP Protective Factors – *Same as above.*
- 3:45 p.m. – 4:00 p.m.: Activity #6 – *Same as above.*

- Alternative Activity #1 (1 hour) – Can be substituted for another activity above or – if the group is small – can be added to the existing agenda. This is a panel discussion made up of those who have expressed an interest in participating. It will focus on the Conceptual and Practice Standards. Discussion will center around how these participants impact on policies and procedures addressing these two areas. Suggested questions for this activity include:
 1. How much of a role should they, as supervisors, play – or do they want to play – in the implementation of Conceptual and Practice Standards? What can they do to expand that role when they return to their agencies?

2. There is a similar training to this one scheduled for direct service providers. What would they like to see result from that training which might possibly change the work they are all doing? Suggest three things a supervisor could do that would encourage staff to meet these Standards.
 3. How do you get direct service staff to value these standards and make them an integral part of the agencies commitment to children and families?
 4. Can a program that shines in Administrative and Conceptual Standards fail because the Practice Standards are not met? How do you prevent that from happening?
- Alternative Activity #2 (1.5 hours) – *Same as above.*
 - Alternative Activity #3 (30 minutes) – *Same as above.*

Conclusion

Post-training surveys will be emailed to each participant following completion of the full day training. Certificates will be given to all participants who complete the five webinars, the full day training and all of the evaluation materials. Handouts for this course are primarily electronic. Participants are asked to download the Standards Guide from the Prevent Child Abuse – New Jersey website and print a copy for use in Session #2.

Course Length: 6 hours face to face and 1.5 hours of webinars

Continuing Education Credits: 7.5