

REQUEST FOR PROPOSAL APPLICATION PACKAGE

FOR

PROGRAM YEAR 2014

NYS OFFICE OF CHILDREN & FAMILY SERVICES

YOUTH DEVELOPMENT PROGRAM

FUNDS

**PROGRAM YEAR 2014
REQUEST FOR PROPOSALS
YOUTH DEVELOPMENT PROGRAM FUNDS**

INTRODUCTION

The Madison County Youth Bureau is requesting proposals for funding to support programs for Madison County youth under the age of 21 that provide services, opportunities and supports designed to improve youth outcomes in the Life Areas outlined by the Touchstone framework. Developed by the New York State Council on Children and Families, the Touchstone framework is organized by major life areas: Economic Security; Physical & Emotional Health; Education; Citizenship; Family; and Community. Each life area has a set of goals and objectives that cut across all service systems and allows organizations with diverse missions to come together to improve conditions for children and families. Outlined in Appendix A of this RFP are the Touchstone Goals & Objectives that have been prioritized in the Madison County Child & Family Services Plan for funding and the Services, Opportunities and Supports associated with them.

I. ELIGIBLE APPLICANTS

Applicants eligible to apply for funding through this RFP are:

- community-based organizations which are incorporated as a not-for-profit entity and are classified as a tax exempt entity under Section 501(c)(3) of the Internal Revenue Code;
- public agencies - where it is documented that private not-for-profit corporations are not available to provide the needed services;
- Madison County municipalities

II. ELIGIBLE PROGRAMS

Eligible programs must provide community-level services designed to promote positive youth development and which respond to locally identified youth needs in Madison County. Eligible programs must provide a Service, Opportunity or Support related to at least one of the Touchstone Goals & Objectives prioritized in the Madison County Child & Family Services Plan (See Appendix A.) Eligible programs must be **Outcome Based** and provide **quantifiable and verifiable indicators by which program performance will be measured.**

III. FUNDING PERIOD

Services must be delivered between January 1, 2014 and December 31, 2014 to be eligible to receive funds offered in this Request for Proposals. Programs must apply for funds each year. **Funding is not automatic or guaranteed.**

IV. REIMBURSEMENT PROCESS

Funding is reimbursement based. Agencies submit claims on forms provided by the Madison County Youth Bureau to the Youth Bureau Office **quarterly** for approved program expenses that were incurred during that quarter. Claims should be received in the Youth Bureau Office by the 15th of the month following the end of each quarter.

V. AVAILABLE FUNDING

The amount of funding will be subject to the availability of annual NYS Office of Children & Family Services appropriations. In awarding funds, all 2014 program proposals are considered new and competitive. Formerly 'automatically eligible' municipal applicants will be applying competitively for the first time, for the same pool of funds. Matching funds are not required, though the strongest proposals will demonstrate support from other sources in addition to the Youth Bureau. During the 2014 transition year for Youth Development Program funding it is suggested that program requests not exceed \$15,000. Madison County reserves the right to cap the amount given to any program based on the total amount requested by all applicants and the amount of funds available.

VI. USE OF FUNDS

Funds may be used to help agencies pay for: staff, program supplies, space rentals, and other program operating costs needed to provide the proposed services to the youth of Madison County. No more than 15% of the total budget can be used to fund administrative costs. The 15% Administrative Cap includes costs related to supervision, budgeting/fiscal management, rent and all other costs not directly related to or having direct contact with youth. All budget costs will require itemization. The 15% administrative cap is intended to ensure that the majority of allocated funds are used for the direct provision of services to youth.

VII. REPORTING REQUIREMENTS

Programs will be required to maintain adequate program records to report on program activities and participant outcome attainment on a quarterly and annual basis using forms provided by the Madison County Youth Bureau. Failure to adequately document the provision of services could result in the loss of funding.

VIII. APPLICATION DEADLINE

All proposals must be submitted electronically and must be received in the Madison County Youth Bureau Office **by 4:00 p.m. on Thursday, January 9, 2014 to be considered for funding. No proposals received after this date will be considered.** Proposals must include a complete narrative that addresses **all** sections of the attached PROGRAM NARRATIVE OUTLINE and a complete PROGRAM TOTAL BUDGET (Appendix D) that includes the itemized total program costs and the amount of Youth Development Program funding requested. Matching funds are not required but are encouraged.

ANY QUESTIONS OR REQUESTS FOR ADDITIONAL INFORMATION SHOULD BE DIRECTED TO:

Joanne Eddy, Director
Madison County Youth Bureau
P.O. Box 635
Wampsville, NY 13163
(315) 366-2574
joanne.eddy@madisoncounty.ny.gov

PROGRAM NARRATIVE OUTLINE

The following outline **MUST** be followed, and every subsection included in the narrative, in the order listed below. Please include headings for each section. **Proposals will be read and evaluated by the youth and adult community members of the Madison County Youth Board, so please make them as clear and concise as possible.** More is not always better! Please do not attach newspaper articles, brochures, etc. to your proposal. These will not be copied for distribution to the Youth Board members. Exclusive of required attachments, please limit the narrative to no more than 5 pages. The maximum number of points proposals can receive is 30 (narrative = 26 and budget = 4). The maximum number of points for each item is shown next to the item number.

At the top of the narrative, please include:

- **Agency Name**
- **Agency Address**
- **Program Name**

Program Summary

Provide a 100-word maximum summary of your proposed program.

1. Need Statement (1 points)

Describe the specific local youth need(s) or problem(s) that the proposed program is intended to address.

2. Target Population (2 points)

Describe the characteristics of the youth to be served by this program.

Include:

- number of youth to be served
- demographics of target population (age, gender, ethnicity, etc.)
- geographic area from which youth will be recruited

3. Program Design (7 points)

Indicate which Service, Opportunity and Support(s) your program is providing and which of the prioritized Touchstone Goal & Objectives it relates to (see Appendix A).

Also, include:

- Location of the program. Where will participant activities take place?
- Days and hours of operation (per activity)
- Months during which the program will operate (year-round, school calendar, summer, etc.)
- Length of time youth will participate. Is it open ended or do participants leave program once the desired participant outcome has been attained.
- Does this program coordinate or collaborate with other community-based services to accomplish its mission.
- How does this program differ from other similar programs/services available to the target population.

- **Features of Positive Developmental Settings** (4 points) – Describe how the 8 Features of Positive Developmental Settings, which according to research conducted by the National Research Council are essential elements of quality Youth Development programs, are integrated into your program design (see Appendix B for a description of each of the 8 features).

4. **Participant Outcomes** (7 points)

Participant outcomes are the expected change in knowledge, skills, attributes or behaviors a participant will experience as a result of participating in your program. (Examples: Youth will increase leadership skills. Youth will learn to swim.)

- Identify one or more participant outcomes that youth will experience as a result of participating in the program that can be accomplished and measured at the end of the funding period. See Appendix C for minimum participant outcome measures being required for selected programs (After-school, mentoring and RHY Interim Family Home programs).
- List the specific activities that youth will participate in that will help them achieve the participant outcomes listed above (Examples: community service activities, skill building sessions, etc.) and who will be responsible for conducting these activities.
- Project the number and percentage of program participants who will achieve expected outcomes. (Example: 15 youth or 75% of youth will increase leadership skills. 45 youth or 80% of youth will learn to swim.)
- Describe the instrument(s) that will be used to measure your outcomes. These tools collect information and may include behavior checklists, satisfaction surveys, attitude questionnaires, pre-/post-tests, etc.
 - Indicate the source of these tools (validated instruments, self-developed, etc.).
 - How often will these tools be used to track participant progress (beginning and end of program, every 3 months, 6 months, etc.)?
 - Who will be responsible for making sure that participant progress is tracked and documented as described?

5. **Monitoring** (2 points)

Describe your process to be used to monitor on a regular basis that proposed program activities have been implemented as described and adequate program records are being maintained.

Include:

- Who will be responsible for monitoring
- How often monitoring will take place
- How monitoring activities will be documented

6. **Personnel/Volunteers** (1 point)

- List qualifications, or attach job descriptions for positions being funded through this proposal, as well as other key positions that have an effect on program design. Have funded positions received training in youth development topics such as: conflict resolution, social/emotional development, focus on youth strengths, resiliency, etc.?
- Indicate which staff is being paid with OCFS funds, and the amount of time assigned to the program.

- If applicable, provide information on any volunteers who will be directly involved in the program.

Include:

- How they will be screened and trained
- What duties they will perform
- How their work will be supervised

7. Board of Directors (1 point)

- Provide a list of your Board of Directors including Name, Board Position, Home Address, Employer's Name, any relevant Professional or Community Affiliations.
- Identify any Youth Members (under age 21).

8. Agency Mission, Qualifications and Past Accomplishments (1 point)

- Briefly describe the agency's mission and past accomplishments in providing services to the target population or a similar program to another population.
- Discuss the agency's unique organizational strengths (fiscal, administrative, staffing, networking, collaborative efforts, etc.) that qualify it to deliver the services described and to achieve the desired participant and program outcomes.
- Describe the source and amount of any additional funding used to support this program and the agency's attempts at securing other sources of funding.

APPENDIX

MADISON COUNTY CHILD & FAMILY SERVICES PLAN

NYS TOUCHSTONES GOALS AND OBJECTIVES

Life Area: ECONOMIC SECURITY

Goal: Youth will be prepared for their eventual economic self-sufficiency.

Objectives:

- Youth will have skills, attitudes and competencies to enter college, the work force or other meaningful activities.
- Young adults who can work will have opportunities for employment.

Services, Opportunities & Supports

- ◆ Career Counseling
- ◆ Career Exploration & Work Readiness Skills Development
- ◆ Independent Living Skills Development
- ◆ Job Shadowing
- ◆ Job Training/Employment Skills Development
- ◆ Self-sufficiency Skills Development

Life Area: PHYSICAL & EMOTIONAL HEALTH

Goal: Children and youth will have optimal physical and emotional health.

Objectives:

- Children and youth will be physically fit.
- Children and youth will be emotionally healthy.
- Children and youth will be free from health risk behaviors (e.g., smoking, drinking, substance abuse, unsafe sexual activity).
- Children and youth with service needs due to mental illness, developmental disabilities and/or substance abuse problems will have access to timely and appropriate services.

Services, Opportunities & Supports

- ◆ Adolescent Sexuality Education
- ◆ Alcohol/Substance Abuse Counseling
- ◆ Alcohol/Substance Abuse Prevention Activities
- ◆ Alcohol/Substance Abuse Treatment
- ◆ Athletic Activities

- ◆ Case Management/Referrals
- ◆ Individual Counseling
- ◆ Smoking Prevention/Cessation Activities
- ◆ Group Counseling
- ◆ Crisis Intervention
- ◆ Crisis Intervention Counseling
- ◆ Nutrition-Obesity Prevention
- ◆ Pregnancy Prevention
- ◆ Recreational Activities (Summer)
- ◆ Recreational Activities (Year Round)

Life Area: EDUCATION

Goal: Children will leave school prepared to live, learn and work in a community as contributing members of society.

Objective:

- Students will meet or exceed high standards for academic performance and demonstrate knowledge and skills required for lifelong learning and self-sufficiency in a dynamic world.

Services, Opportunities & Supports

- ◆ Basic Literacy Support
- ◆ Academic Services/Education Related Services
- ◆ Dropout Prevention

Life Area: CITIZENSHIP/CIVIC ENGAGEMENT

Goal: Children and youth will demonstrate good citizenship as law-abiding, contributing members of their families, schools and communities.

Objectives:

- Children and youth will assume personal responsibility for their behavior.
- Youth will demonstrate ethical behavior and civic values.
- Children and youth will understand and respect people who are different from themselves.
- Children and youth will participate in family and community activities.
- Children and youth will have positive peer interactions.
- Children and youth will make constructive use of leisure time.
- Youth will delay becoming parents until adulthood.
- Children and youth will refrain from violence and other illegal behaviors.

Services, Opportunities & Supports

- ◆ After School Programs
- ◆ Civic/Political Activities
- ◆ Community Service/Youth Activism Projects
- ◆ Cultural Enrichment/Awareness
- ◆ Leadership Skills Development

Life Area: FAMILY

Goal: Families will provide children with safe, stable and nurturing environments.

Objectives:

- Parent/caregivers will possess and practice adequate child rearing skills.
- Parent/caregivers will have the knowledge and ability to access support services for their children
- Parent/caregivers will provide their children with households free from physical and emotional abuse.
- Parent/caregivers will provide their children with households free from alcohol and other substance abuse.

Services, Opportunities & Supports

- ◆ Services for Pregnant & Parenting Youth

Life Area: COMMUNITY

Goal: Communities will provide children, youth and their families with healthy, safe and thriving environments and opportunities to help them meet their needs for physical, social, moral and emotional growth.

Objectives:

- Adequate, safe housing options will be available for housing vulnerable youth
- Adults in the community will provide youth with good role models and opportunities for positive adult interactions.
- Communities will provide opportunities for youth to make positive contributions to community life and to practice skill development.

Services, Opportunities & Supports

- ◆ Mentoring Long Term (More than 12-Month Relationships)
- ◆ RHYA Part 1 Non Residential Case Management Services
- ◆ RHYA Part 1 Interim Family Home Program

Features of Positive Youth Developmental Settings

Physical Safety

Safe and health-promoting facilities; practice that increases safe peer group interaction and decreases unsafe or confrontational peer interactions. Examples:

- The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and an absence of negative behaviors).
- The program space is free of health and safety hazards.
- Written emergency procedures and exits are posted in plain view.
- Access to indoor and outdoor program space is supervised during program hours.

Appropriate Structure

Limit setting; clear and consistent rules and expectations; firm enough control; continuity and predictability; clear boundaries, and age appropriate monitoring. Examples:

- Staff explains all activities clearly (e.g., youth appear to understand directions; sequence of events and purpose are clear).
- There is an appropriate amount of time for all of the activities (e.g., youth do not appear rushed; most youth who are generally on task finish activities; most youth do not finish significantly early with nothing planned to do).
- Staff shares control of most activities with youth, providing guidance and facilitation while retaining overall responsibility (e.g., staff uses youth leaders, semiautonomous small groups, or individually guided activities).
- Staff provides an explanation or reason for every behavioral expectation, guideline or direction given to youth.
- Guidelines for behavior (e.g., attire and standards of respect and cultural awareness) are developed by youth and staff together.
- Rules and behavioral expectations are readily available and the staff reviews them with participants over the course of the program offering (e.g. at the beginning of every session or whenever infractions are likely to occur).

Supportive Relationship

Warmth; closeness; connectedness; good communication; caring; support; guidance; secure attachment, and responsiveness. Examples:

- Staff uses a warm tone of voice and respectful language.
- Staff is actively involved with youth (e.g., they provide directions, answer questions, work as partners or team members, check-in with individuals or small groups).
- Staff provides youth a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others
- New staff participates in pre-service orientation activities AND pre-service orientation activities include elements of youth development.

Opportunities to Belong

Opportunities for meaningful inclusion regardless of one's gender, ethnicity, sexual orientation, or disabilities; social inclusion, social engagement, and integration; opportunities for socio-cultural identity formation; and support for cultural and bicultural competence. Examples:

- There is no evidence of bias, but rather there is mutual respect for and inclusion of others of a different religion, ethnicity, class, gender, ability, appearance or sexual orientation.
- Youth have structured opportunities to get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers, and a variety of groupings for activities).
- Activities include opportunities for all youth to work cooperatively together.

Positive Social Norms

Rules of behavior, expectations, injunctions, ways of doing things, values and morals, and obligations for service. Examples:

- Youth do not exhibit any exclusion or staff successfully intervenes if exclusive behavior occurs (e.g., staff introduces newcomer to other youth and they then include her, staff successfully suggests including a lone youth in a game).
- Youth strongly identify with the program offering (e.g., hold one another to established guidelines, use ownership language, such as “our program,” engage in shared traditions such as shared jokes, songs, gestures).
- Activities include structured opportunities (e.g., group presentations, sharing times, recognition celebrations, exhibitions, performances) to publicly acknowledge the achievements, work, or contributions of at least some youth
- The organization has explicit conflict resolution policy or procedure that consists of several steps that staff uses when addressing conflict including: (1) approaches youth conflicts in a, non-threatening manner (i.e. approaches calmly, stops hurtful actions, and acknowledges youth feelings); (2) seeks input from youth to determine cause and solution of conflict; (3) examines relationship between actions and consequences; (4) follows up with those involved afterward.

Support for Efficacy & Mattering

Youth-based; empowerment practices that support autonomy; making a real difference in one's community, and being taken seriously. Practices that include enabling, responsibility granting, and meaningful challenge. Practices that focus on improvement rather than on relative current performance levels. Examples:

- Program activities lead (or will lead in future sessions) to tangible products or performances that reflect ideas or designs of youth
- Staff provides all youth one or more opportunities to lead a group
- Staff provides multiple opportunities for youth (individual or group) to make plans for projects and activities,
- Staff provides opportunities for all youth to make at least one open-ended choice (content or process) within the content framework of the activities (e.g., youth decide topics within

a given subject area, subtopics, or aspects of a given topic; youth decide roles, order of activities, tools or materials, or how to present results).

- Staff engages all youth in an intentional process of reflecting on what they are doing or have done (e.g., writing in journals; reviewing minutes; sharing progress or feelings about the experience).

Opportunities for Skill Building

Opportunities to learn physical, intellectual, psychological, emotional, and social skills; exposure to intentional learning experiences, opportunities to learn cultural literacy, media literacy, communication skills and good habits of mind; preparation for adult employment, and opportunities to develop social and cultural capital. Examples:

- Activities involve youth in engaging with (creating, combining, reforming) materials **or** ideas or improving a skill through guided practice
- Youth are encouraged to try out skills or attempt higher levels of performance.
- When youth struggle (with errors, imperfect results or failure), staff provides learning supports or encouragement

Integration of Family, School, and Community Efforts

Coordination, communication and links between family, school and broader community. Examples:

- Family members are formally welcomed as part of the program (e.g., there is an open door policy, families are given opportunities to volunteer or participate, there is an orientation on program enrollment)
- Staff has intentional or established ways of communicating with families (e.g., conferences, communicate about youth academic and social or emotional goals, newsletters and phone calls).
- Communication with schools occurs to better coordinate supports and opportunities for youth.
- Communication with other youth organizations occurs to better coordinate supports and opportunities for youth.

COMMON PERFORMANCE MEASURES
(Minimum that needs to be tracked for these programs)

After School Program Common Performance Measure
How Much: # of youth participating in program
How Well: % of youth satisfied with the program (Satisfaction Survey)
Better off: #/% of youth with improvement in positive youth development outcomes: <ul style="list-style-type: none"> ▪ #/% of youth with improved outcomes in academics/education ▪ #/% of youth with improved outcomes in physical and/or emotional health ▪ #/% of youth with improved outcomes in civic engagement

Mentoring Common Performance Measure
How much: # of youth matched with a mentor
How well: % of youth who are matched with the same mentor for more than one year
Better off: #/% of youth with improvement in positive youth development outcomes: <ul style="list-style-type: none"> ▪ #/% of youth with improved outcomes in academics/education ▪ #/% of youth with improved outcomes in physical and/or emotional health ▪ #/% of youth with improved outcomes in civic engagement

RHY- Interim Family Program Common Performance Measures
How much: # of youth participating in the Interim Family Program
How much: # of youth completing their case plan
How well: % of youth satisfied with the program (Satisfaction Survey)
Better off: #/% of youth achieving stable housing: <ul style="list-style-type: none"> ▪ #/% of youth reunited with families ▪ #/% of youth obtaining other suitable safe housing ▪ #/% of youth remaining at home (crisis averted)
Better off: #/% of youth who achieve short-term case plan goals

PROGRAM TOTAL BUDGET

AGENCY NAME:

PROGRAM TITLE:

PERSONAL SERVICES (Salaries and Wages)

Position Title	Rate	Salary Basis	No. of Positions	Total Program Amount	Funds Requested
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
				\$	\$
Total Salaries and Wages:				\$	\$

FRINGE BENEFITS (Not to Exceed 25%)

Fringe Benefit Rate _____ %

Total Fringe: \$ _____ \$ _____

1. TOTAL PERSONAL SERVICES: \$ _____ \$ _____

CONSULTANTS, CONTRACTED SERVICES

Type of Service	Rate	Payment Basis	No. of Positions	Total Program Amount	Funds Requested
				\$	\$
				\$	\$
				\$	\$
2. TOTAL SERVICES:				\$	\$

MAINTENANCE AND OPERATION

Consumable Supplies				\$	\$
Maintenance/Equipment Repairs				\$	\$
Equipment Rentals (List in space at right)				\$	\$
Equipment Purchases (List in space at right)				\$	\$
Space Rentals (Indicate rate/basis/type at right)				\$	\$
Travel (Included mileage rate @ \$0. _____ per mile)				\$	\$
Insurance (List type in space at right)				\$	\$
Utilities and Telephones				\$	\$
Other Costs (List in space at right)				\$	\$
3. TOTAL MAINTENANCE AND OPERATION:				\$	\$

FACILITY REPAIRS

Repairs				\$	\$
4. TOTAL REPAIRS:				\$	\$

Total Program Budget	Total Funds Requested
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GRAND TOTAL:	\$	\$
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List all other sources of funding used to support this program: