



Texas Department of Family and Protective Services

Commissioner
Jaime Masters

Texas Department of Family and Protective Services

Jaime Masters, Commissioner

**Request for Applications
For
Community Youth Development Program
RFA No. HHS0008417**

**Date of Release: September 21, 2020
Applications Due: December 14, 2020 by 2:00 PM Central Time**

**Class/Item Code:
952/17-Child Abuse: Identification, Treatment and Prevention,
Including Sexual Abuse
952/83 -Youth Program Services**

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ARTICLE I. EXECUTIVE SUMMARY, DEFINITIONS, AND AUTHORITY

1.1 EXECUTIVE SUMMARY

The State of Texas, by and through the Texas Health and Human Services (HHS) on behalf of the Texas Department of Family and Protective Services (DFPS) and pursuant to its Community Youth Development (CYD) Program seeks Applications to provide services in eligible service areas to promote Positive Youth Development by funding local programs to increase protective factors in participating Youth.

This Request for Application (“RFA”) contains standardized requirements that all Applicants must meet to be considered for a Grant Award under this RFA. Failure to comply with these requirements may result in disqualification of the Applicant without further consideration. Each Applicant is solely responsible for the preparation and submission of an Application in accordance with instructions contained in this RFA.

Information regarding DFPS and Prevention and Early Intervention (PEI) Division is available online and can be accessed:

https://www.dfps.state.tx.us/prevention_and_early_intervention/.

To be considered for Award, Applicants must execute **Exhibit A, Affirmations and Grant Opportunity Acceptance**, of this RFA and provide all other required information and documentation as set forth in this RFA.

1.2 DEFINITIONS

Unless the context clearly indicates otherwise, the following terms and conditions used in this RFA have the meanings assigned below:

“**Addendum**” is a written clarification or revision to this RFA issued by DFPS.

“**Amendment**” is a formal revision or addition to a Grant Agreement.

“**Ancillary Programming**” is optional Program Components selected by the Applicant to complement the CYD program.

“**Application**” is a document submitted by an Applicant in response to this RFA. Used interchangeably with the term “Response” and “Grant Application.”

“**Applicant**” is the entity applying in response to this RFA.

“**Award**” is the act of communicating acceptance of an Application to the Applicant, thereby forming a Grant Agreement.

“Best Value” is the optimum combination of economy and quality that is the result of fair, efficient, and practical grant award decision-making and achieves grant objectives.

“Business Day” is any day other than a Saturday, Sunday, or day in which Texas State offices are authorized or obligated by law or executive order to be closed.

“Caregiver” is an individual who attends to the needs of a Child or Youth.

“Case Record” is any documentation and materials in both the electronic file and external file associated with a specific case.

“Catalog of Federal Domestic Assistance (CFDA)” is a compendium of assistance programs offered by various U.S. government agencies to the American public.

“Child(ren)” or “Youth” is a person under 18 years of age who is not and has not been married or who has not had the disabilities of minority removed for general purposes.

“Community Strengths and Needs Assessment (CSNA)” is an evaluation developed and utilized by the Applicant to identify community strengths, needs, assets, and gaps in available Youth opportunities to determine the most appropriate priorities and opportunities for the local CYD program.

“Community Youth Development Program (CYD)” is a program funded through Prevention and Early Intervention (PEI) to assist communities in alleviating conditions in the family and community that lead to juvenile crime.

“Confidential Information” is any communication or record (whether oral, written, electronically stored or transmitted, or in any other form) that consists of:

1. Confidential Participant information, including Protected Health Information;
2. All non-public budget, expense, payment, and other financial information;
3. All privileged Work Product;
4. All information designated by HHS or any other State Agency as confidential, including all information designated as confidential under the Texas Public Information Act, Texas Government Code, Chapter 552;
5. Unless publicly disclosed by HHS or the State, the pricing, payments, and terms and conditions of the Agreement;
6. Information that is utilized, developed, received, or maintained by HHS, the Grantee, or DFPS to fulfill a duty or obligation under this Grant Agreement and that has not been publicly disclosed; and
7. Any other information deemed confidential under State or federal confidentiality laws.

“Contact” is to get in touch with or communicate with via face-to-face, electronic communication (telephone, text, Email, computer or webcam), or letter.

“Contract” is a promise or a set of promises, for breach of which the law gives a remedy, or the performance of which the law in some way recognizes as a duty. It is an agreement between two or more parties creating obligations that are enforceable or otherwise

recognizable at law. The term also encompasses the written document that describes the terms of the agreement. Used interchangeably with “Grant Agreement” in this RFA.

“[Contract Performance Measures Report](#)” is a reporting tool developed and prepared by DFPS to compare an individual Grantee’s performance to the metric established for the Output or Outcome.

“[Contractor](#)” is traditionally the entity awarded a Contract. To distinguish between Grants and Contracts, DFPS further clarifies that although “Contractor” may be used to describe the entity receiving a Grant pursuant to this RFA, “Grantee” is the appropriate and more frequently used term for any entity receiving a Grant.

“[Child Protective Services \(CPS\)](#)” is Child Protective Services, the child welfare division of Texas Department of Family and Protective Services.

“[Cultural Humility](#)” is the ability of individuals and systems to maintain an openness to on-going learning and self-reflection around culture; recognizing that people are multi-dimensional and have their own experiences of their respective culture or cultures; and addressing any related power dynamics to build healthy partnerships among people, organizations, and systems. Used interchangeably with the term “Cultural Competency.”

“[CYD Youth Summit](#)” is an annual youth leadership skill building event funded by the Texas Department of Family and Protective Services for selected Youth Advisory Committee members from all CYD Grantees.

“[Data Source](#)” is the system or process from which information about a Performance Measure will be gathered.

“[Deliverable](#)” is a written, recorded, or otherwise tangible work product prepared, developed, or procured by the Grantee that is to be provided as part of the Grantee’s obligations under the Grant Agreement. A discrete type or increment of work. The work may involve the delivery of goods or services.

“[Developmental Assets](#)” are positive experiences and qualities that influence young people’s development, helping them become caring, responsible, and productive adults. They serve as Protective Factors that have been shown by research to buffer Youth from risk.

“[DFPS](#)” is the Texas Department of Family and Protective Services, its officers, employees, or authorized agents.

“[Effective Date](#)” is the date upon which the parties agree the Grant Agreement shall take effect.

“[Evidence-Based Program](#)” is a program that:

1. Is research-based and grounded in relevant, empirically based knowledge and program-determined Outcomes;
2. Has comprehensive standards ensuring the highest quality service delivery with continuous improvement in the quality of service delivery;

3. Has demonstrated significant positive short-term and long-term Outcomes;
4. Has been evaluated by at least one rigorous, randomized, controlled research trial across heterogeneous populations or communities, the results of at least one of which has been published in a peer-reviewed journal. For Youth-serving curricula, a rigorous quasi-experiment may be substituted for a randomized control trial, at PEI's discretion;
5. Substantially complies with a program manual or design that specifies the purpose, Outcomes, duration, and frequency of the program; and
6. Employs well-trained and competent staff and provides continual relevant professional development opportunities to the staff.

“Evidence-Informed Practices” are practices that use the best available research and practice knowledge to guide program design and implementation. An allowable solution that allows for performance and success in all conditions. Components of Evidence-Informed programs have been tested using a randomized control trial or rigorous quasi-experimental design.

“Family (Families)” is a specific group of people that may be made up of Caregivers, partners, children, parents, aunts, uncles, cousins and grandparents served through this RFA.

“Grant” is an Award from DFPS to an entity through this RFA for CYD.

“Grant Agreement” is a promise or a set of promises, for breach of which the law gives a remedy, or the performance of which the law in some way recognizes as a duty. It is an agreement between two or more parties creating obligations that are enforceable or otherwise recognizable by law. The term also encompasses the written document that describes the terms of the agreement. For State contracting purposes, it describes the terms of a purchase of services from a Grantee. Grant Agreement may be used interchangeably with “Contract.”

“Grant Opportunity” is this Request for Applications and includes any Exhibits and Addenda, if any.

“Grantee” is an entity awarded a Grant Agreement pursuant to this RFA to provide services. Used interchangeably with the term “Sub-Recipient” for this RFA.

“Health and Human Services (HHS)” is the administrative agency established under Chapter 531, Texas Government Code or its designee.

“Health and Human Services Field” is a professional field or field of study which has a focus on the safety and welfare of individuals and Families. Example fields include, but are not limited to: sociology, social work, nursing, psychology, public health, and counseling.

“Index Child” or **“Index Youth”** is the Child or Youth for whom a Family's eligibility for PEI services are based. This RFA refers to “Index Youth” to indicate Youth served.

“Intake” is the act of receiving, logging, and creating an individual Family record at the Grantee's site and indicates acceptance of the Service Authorization.

“**Invoice**” is a Grantee’s bill or written request for payment under the Grant Agreement for services performed.

“**Key Personnel**” are those staff having authority and responsibility for planning, directing, and supervising aspects of this project.

“**Local Coalition**” is a community-based collaborative, coalition, committee or group.

“**Logic Model**” is a program map. It is a simple, logical illustration of what the program does, why, and how the Applicant will know if the program is successful. There are a wide variety of Logic Model formats, but most have the same key components including resources or inputs, activities, Outputs, Outcomes, and impact.

“**Mentoring**” is an interaction that takes place between young persons (i.e., mentees) and older or more experienced persons (i.e., mentors) who are acting in a non-professional helping capacity to provide support that benefits one or more areas of the mentee’s development.

“**Memorandum of Understanding (MOU)**” is a non-financial agreement between two or more parties to memorialize an agreement to cooperate or coordinate with each other for a specific purpose.

“**Non-Responsive**” is when the Application’s noncompliance with a material aspect of the RFA results in the Application’s exclusion from Grant Award consideration.

“**Outcome**” is a measure that demonstrates the effect a service has on Participants, typically related to improvements in the lives of Participants regarding safety, permanency, and well-being.

“**Out-of-School Time**” is the timeframe in which programming takes place including before school, afterschool, evenings, and weekends.

“**Out-of-School Time Programming**” is a supervised program that young people regularly attend when school is not in session. This can include programming before and after school, during weekends, or other school breaks. Programs may take place on a school campus or in other community locations.

“**Output**” is an indicator referring to activities, methods, or approaches and the immediate results generated because of program efforts (e.g. number of Families served).

“**Participant**” is a member of the population to be served by the Applicant’s organization. For the purposes of this Grant, a Participant is a member of a Family or household eligible to receive PEI services and who is receiving services under this Grant. Used interchangeably with the term “Client” for this RFA.

“**PEI**” is the Prevention and Early Intervention Division of DFPS.

“**PEI Program Staff**” are employees who work for the Department of Family and Protective Services, Prevention and Early Intervention (PEI) Division.

“**Performance Measure**” is a service Output, Outcome, or Deliverable used to assess the performance of the Grantee.

“**Period of Performance**” is the period beginning with the commencement date or Effective Date of a Grant Agreement and ending when the Grant Agreement expires in accordance with its terms, or when it has been terminated. Period of Performance may be used interchangeably with “Grant Term.”

“**Positive Youth Development**” is an intentional, pro-social approach that engages Youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people’s strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strength.

“**Post-High School Readiness**” or “**PHSR**” is the CYD program component whereby Grantee prepares young people for their transition from high school to the multiple pathways after graduation, equipping Youth with the experiences and skills necessary to successfully manage the responsibilities required upon entering college, career, and workplace environments.

“**Prevention and Early Intervention Reporting System (PEIRS)**” is the data reporting system used by PEI Grantees and PEI Program Staff to capture and report program and Grant-related information.

“**Primary Caregiver**” is the parent or Caregiver of the Index Youth and is the person who is the primarily involved in CYD engagement activities

“**Priority Characteristics**” are traits that identify the Youth, Caregivers or families who may receive services.

“**Program Component**” is an opportunity funded by CYD for Participants which falls under either Required Programming or Ancillary Programming (i.e. Mentoring, sport and recreation etc.)

“**Program Model**” is the Evidence-Based Program, Promising Practice Program, or Evidence-Informed approach implemented by the Grantee.

“**Program Staff**” are employees working under the auspices of CYD Grantees, including Subawardees and volunteers who will be providing support and services to Youth or their Families.

“**Project Work Plan (PWP)**” is the documentation of how the Grantee will implement and operate the program to achieve the performance measures outlined in the Grant Agreement.

“**Promising Practice Program**” is a Program Model that:

1. Has an active impact evaluation program or demonstrates a schedule for implementing an active impact evaluation program;
2. Has been evaluated by at least one Outcome-based study demonstrating effectiveness or random, controlled trial in a homogeneous sample;
3. Substantially complies with a program manual or design that specifies the purpose, Outcomes, duration, and frequency of the program services;
4. Employs well-trained and competent Program Staff and provides continual relevant professional development opportunities;
5. Is research-based and grounded in relevant, empirical knowledge, and program-determined Outcomes.

“**Protective Factors**” are conditions or attributes in individuals, families, communities, or society that mitigate or eliminate risk in families and communities, thereby increasing the health and well-being of children and families.

“**Protected Health Information (PHI)**” is information protected by the HIPAA Privacy Rule providing federal protections for personal health information held by covered entities and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of personal health information needed for patient care and other important purposes.

“**Referral**” is the process whereby the Grantee provides Families with recommendations and support connecting with external services or resources that extend beyond the services the Grantee is required to provide through this RFA.

“**Reflective Supervision**” is the regular collaborative reflection between a Program Staff member (clinical or other) and supervisor that builds on the supervisee’s use of their thoughts, feelings, and values within a service encounter. It is a necessary, supportive process within the supervisor-staff relationship.

“**Region**” is the Texas DFPS Regions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11.

“**Required Programming**” is the Program Components which must be offered by CYD and includes Mentoring, Youth Advisory Committee (YAC), Youth Leadership Development (YLD), and Post-High School Readiness (PHSR).

“**Responsive**” is when an Application has been determined by DFPS to comply with all material aspects of the RFA, including submission of all required documents.

“**Safe**” is when the Index Youth is secure from maltreatment or the risk of danger or harm.

“**Scope and Sequence**” is a list of the areas of development, topics, and content that will be addressed within one multi-week YLD program.

“**Scope of Work**” is a description of what DFPS requires and what an Applicant must provide. The written statement or description and enumeration of services to be performed.

“**Service Authorization**” is the process whereby the Primary Caregiver consents to participation in services by completing an enrollment form and any other documentation required by PEI or the Grantee.

“**Service Delivery Area (SDA)**” is the Zip Code(s) proposed by the Applicant, within which Grant services are to be provided. May be used interchangeably with “Community” in this RFA.

“**State**” is the State of Texas and its instrumentalities, including HHS, DFPS and any other State Agency, its officers, employees, or authorized agents.

“**State Agency**” is an agency of the State of Texas as defined in Texas Government Code 2056.001.

“**Subaward**” is a written agreement that assigns portions of the obligations of a Grantee to a third party selected by the Grantee. The third party assumes some of the obligations of the Grantee while the Grantee remains completely responsible for all actions carried out by the Subawardee. Subaward may be used interchangeably with the term “Subcontract” or “Subgrant” for this RFA.

“**Subawardee**” is any entity that has entered into a Subaward with the Grantee to assume some of the obligations of the Grantee. Used interchangeably with the term “Subcontractor” or “Subgrantee.”

“**Theory of Change**” is a specific type of methodology for planning, participation, and evaluation that is used by Youth-serving organizations to define long-term program goals and intended Youth outcomes, and then maps backward to illustrate and identify necessary preconditions to achieve change. A theory of change:

1. Illustrates how the activities are designed to explicitly bring about change, as well as other external factors that influence program effectiveness.
2. Explicitly shows how activities achieve meaningful and measurable results.
3. Draws on relevant research and theory, illustrating the validity of the program design and how the activities align with local needs, contexts, and circumstances.

“**Uniform Terms and Conditions (UTCs)**” is the terms and conditions applicable to any Grant Agreement resulting from this RFA that governs the Application and any resulting Grant Agreement.

“**Youth Advisory Committee (YAC)**” is an advisory body of young leaders currently participating in the Community Youth Development program.

“**Youth Leadership Development (YLD)**” is of the Youth development process and supports young people in developing:

1. the ability to analyze their own strengths and weaknesses, set personal and vocational goals, and have the self-esteem, confidence, motivation, and abilities to carry them out (including the ability to establish support networks in order to fully participate in community life and effect positive social change); and

2. the ability to guide or direct others on a course of action, influence the opinions and behaviors of others, and serve as a role model. For CYD, the YLD program component encompasses the following three elements 1) leadership knowledge, 2) leadership skill building and 3) leadership in action.

“Youth Program Quality Assessment” is an evidence-based tool to assess the quality of the Grantee’s activities and program offerings for responsiveness to the needs of Youth and identify opportunities for continuous quality improvement.

1.3 AUTHORITY

The Texas Department of Family and Protective Services (DFPS) is requesting applications under its authority in [Texas Human Resources Code §§ 40.058 and 40.0561](#) and [Texas Family Code § 265.002](#).

ARTICLE II. SCOPE OF GRANT AWARD

2.1 PROGRAM BACKGROUND

- A. PEI partners with community-based programs and agencies across the state to provide a variety of opportunities to promote positive outcomes for Children, Youth, and Families. These programs are free of charge to the public and participation is voluntary. As part of its array of prevention programming, PEI funds community level CYD programming in communities throughout the state.
- B. The CYD Program was established in 1995 with funds authorized by the 74th Legislature to assist communities in alleviating conditions in the family and community that lead to juvenile crime. In 2015, the CYD statute moved to the Texas Family Code from the Texas Human Resources Code without any amendments and is as follows:
 - Sec. 265.057. COMMUNITY YOUTH DEVELOPMENT GRANTS. (a) Subject to available funding, the department shall award Community Youth Development grants to communities identified by incidence of crime. The department shall give priority in awarding grants under this section to areas of the state in which there is a high incidence of juvenile crime.
 - (b) The purpose of a grant under this section is to assist a community in alleviating conditions in the family and community that lead to juvenile crime.
- C. The program has expanded over the last 25 years and supports Youth by fostering safe spaces, positive relationships, and structured opportunities to build developmental assets and skills. These supports lead to strengthened connection, engagement, and contribution to their community. PEI has adopted a Positive Youth Development approach for CYD to meet the goal of assisting communities in alleviating conditions in the family and community that lead to juvenile crime. This approach encompasses more than solely providing early intervention or preventing risk behaviors that lead to juvenile crime; it also builds skills, attributes, and developmental assets that are needed to prepare young people to grow into thriving adults.

CYD is currently available in 25 ZIP Codes across the state. Currently funded counties and ZIP Codes are listed in Table 1 below:

Table 1	Current Services			
County	CYD Service Area - ZIP Codes			
Bexar	78207			
Cameron	78520			
Dallas	75210	75215	75216	75241
El Paso	79924			
Galveston	77550			
Harris	77081	77506		
Hidalgo	78501	78577		
Lubbock	79403	79404	79415	
McLennan	76705	76707		
Nueces	78415			
Potter	79107			
Tarrant	76106	76164		
Travis	79744			
Webb	78046			
Willacy	78569	78580		

2.2 GRANT OVERVIEW

2.2.1 Service Delivery Area (SDA)

- A. Under this RFA, Applicant may propose one or more ZIP Codes within the same county per Application. CYD is a community focused program, covering one or more ZIP Codes per SDA. The proposed SDA is based upon how the Applicant defines its Community. If Applicant proposes more than one ZIP Code within a county, the Applicant must justify need in each of the proposed ZIP Codes. If Applicant would like to propose services in more than one county, a separate Application must be submitted for each county. Applicant may also choose to submit separate Applications for each ZIP Code.
- B. Grantee should propose ZIP Code(s) identified as benefiting from CYD based on data from the [Community Maltreatment Risk Maps](#), as well as the Applicant’s Community Strengths and Needs Assessment. The Community Maltreatment Risk Maps are tools that use risk-mapping and geographically-based risk and resiliency models to illustrate the distribution of maltreatment rates in the state by ZIP Code. These maps were designed to identify and allocate resources in communities that may benefit from additional resources.

2.2.2 Available Funding

- A. The total amount of funding anticipated annually for the CYD Grant is \$8,400,000. DFPS anticipates making twelve (12) to twenty (20) awards. Annual awards per individual Grant may range between \$300,000 and \$600,000. The estimated minimum award for the five-year Period of Performance is \$1,500,000 and the estimated maximum award is \$3,000,000. To account for potential increases to available funding, this RFA is valued at up to \$52.5 million for the five-year period. DFPS may not fully fund Applications to ensure that funds are available for the broadest possible array of Communities. DFPS will award only one Applicant per ZIP Code(s) for this RFA.
- B. Grants awarded from this RFA are on a cost-reimbursement basis. Under the cost-reimbursement method of funding, Grantees are required to finance operations with their own funds. DFPS will reimburse Grantees for actual cash disbursements supported by adequate documentation. DFPS will only reimburse for those actual, allowable, and allocable expenses that occur within the Period of Performance.
- C. CYD services are funded with State general revenue and funds from the U.S Department of Health and Human Services, Promoting Safe and Stable Families, Title IV-B, Subpart 2 of the Social Security Act; CFDA 93.556. The exact amount of State or federal funding is determined at the end of each subsequent fiscal year. DFPS will provide the Grantee, in writing, the exact amount of federal or State dollars used to fund the Grant upon written request from the Grantee. DFPS reserves the right to fund this RFA with other state or federal sources during the lifecycle of the Grant. The Grantee will be considered a Sub-Recipient.
- D. DFPS reserves the right to increase funding for Grantees through supplemental amendments if PEI identifies additional funds at any time during the Period of Performance. Alternatively, DFPS may reduce awards or cancel a Grant Agreement if funding is decreased during the Period of Performance. Any increase or decrease in number of awards or funding amounts are at DFPS' sole discretion.

2.2.3 Period of Performance

- A. The Period of Performance for this Grant is five years and is expected to begin **September 1, 2021** and be effective through **August 31, 2026**.
- B. DFPS anticipates that the initial term of any Grant Agreement resulting from this RFA shall be for a period of five (5) years (base term). Following the base term, DFPS, at its sole option, may extend any resulting Grant Agreement for one additional 12-month term to complete a new RFA or transition to a new Grantee.

2.3 ELIGIBLE APPLICANTS

Applicant must be a nonprofit organization as defined by the Texas Business Organization Code, Chapter 22, or a governmental entity.

2.4 PROGRAM OBJECTIVES

- A. The goal of CYD is to support Youth by fostering safe spaces, positive relationships, and structured opportunities to build assets and skills. These supports lead to strengthened connections, engagement, and contribution to the community.
- B. CYD provides an array of Positive Youth Development program opportunities such as Mentoring, Youth Leadership Development, and Post-High School Readiness in select ZIP Codes. Supports offered under CYD should meet the DFPS goal to increase Protective Factors and Developmental Assets, thus increasing the likelihood of positive outcomes for Youth. Protective Factors in this context are a broad set of characteristics and environmental supports that increase an individual's ability to avoid risks and promote social and emotional competence to thrive in all aspects of life, now and in the future.

Protective Factors as defined by the [Office of Juvenile Justice and Delinquency Prevention \(OJJDP\)](#) are typically organized into the following domains:

1. Individual;
2. Family;
3. Peer;
4. School; and
5. Community.

- C. CYD uses a Positive Youth Development Framework
According to the [Interagency Working Group on Youth Programs](#), “Positive Youth Development is an intentional, pro-social approach that engages Youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people’s strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strength.” A Positive Youth Development (PYD) approach moves beyond solely preventing and removing risk behaviors to understanding the skills, attributes, and developmental assets that are needed to prepare young people to grow into thriving adults. PYD engages Youth as resources to be nurtured, rather than focusing on a problem to be changed.

Several frameworks have been developed that can help programs easily and effectively incorporate Positive Youth Development into their ongoing work with Youth. One such framework is the [Developmental Assets framework](#) from the [Search Institute](#). The framework, based in research in Youth development, resiliency, and prevention, identifies [40 internal and external assets](#) that have been shown to lead to thriving behaviors in Youth, reduce Youth engagement in risk-behaviors, and increase resiliency.

Programs under this RFA must be intentionally designed and built to promote the growth of these 40 Developmental Assets in Youth. Applicants should link each Program Component (Required Programming and Ancillary Programming) to one or more of the 40 Developmental Assets.

DFPS will award grants to Applicants who agree to utilize CYD to promote Positive Youth Development and build Developmental Assets and other Protective Factors in Youth.

2.5 SCOPE OF WORK

- A. The Grantee agrees to adhere to the requirements outlined in Article II Scope of Grant Award in the provision of services to Participants under this Grant.
- B. The Applicant should propose programming and collaborative efforts and activities to meet the objectives described in Section 2.4.

2.5.1 Community Strengths and Needs Assessment (CSNA)

The CSNA is an evaluation developed and utilized by the Applicant to identify community strengths, needs, assets, and gaps in available Youth programming to determine the most appropriate priorities and program array for the local CYD program.

- A. For the purposes of the CSNA, the term ‘Community’ refers foremost to the proposed CYD ZIP Code(s), but may also address a larger district, the city or the county.
- B. Applicant must complete and submit a CSNA to identify local community needs for strengthening Positive Youth Development.
- C. Applicant should develop a prioritized list of recommended programming based on the needs and gaps identified by the community through the CSNA.
- D. Applicant should use the list of recommendations provided below to design the CSNA and inform the overall CYD offerings.
- E. CSNA Guidelines:
 - 1. Preparing the CSNA:
 - a. The CSNA should be focused on supporting Positive Youth Development and promoting Protective Factors of Youth ages 6-17;
 - b. Applicant should describe the need for programming for Youth and their Caregivers within the community;
 - c. Applicant should recommend opportunities that do not duplicate activities or programming already provided in the proposed ZIP Code(s) through other funding sources;
 - d. Applicant should recommend programming and activities to fill gaps in opportunities or complement other programming offered in the proposed ZIP Code(s);
 - e. Applicant should articulate the proportion of total Index Youth served that will receive CYD Required Programming (Section 2.5.10.A);
 - f. All information gathered in the CSNA should relate to and be analyzed in terms of the issues in the Service Delivery Area that impact Positive Youth Development;

- g. The CSNA should include information about the Community’s attitudes and expectations of its Youth, typically gathered through Community data collection (e.g., focus groups, surveys, and interviews);
 - h. The CSNA should identify the local assets, strengths, and Protective Factors in place within the Community;
 - i. The CSNA should be a collaborative effort involving the Local Coalition supporting CYD;
 - j. The CSNA recommendations must be based on Community input and input from local Youth;
 - k. YAC Youth must be involved in the development and implementation of the CSNA; and
 - l. Applicants that do not have a YAC should include community Youth in the first submission of the CSNA and include YAC Youth thereafter;
2. The Grantee must make the CSNA publicly available to interested parties. Examples include: posting on organization’s website, presenting results in public forums or local workgroups, and distributing to community stakeholders.
 3. Texas Juvenile Justice Department (TJJD) data indicates African American and Hispanic Youth are disproportionately referred to the juvenile justice system. In 2015, African American Youth in Texas were three times more likely to be referred to the juvenile justice system, despite being a third of the population size of their white counterparts. Similarly, Hispanic Youth in Texas are 50% more likely than their white counterparts to be referred to the Juvenile Justice System ([2016 – TJJD](#)). Likewise, while the Texas Youth population is nearly split between males and females, nearly three quarters of juvenile justice referrals are for male Youth. ([2019 – TJJD](#)). The CSNA should identify which Youth in the proposed service area are disproportionately referred to the juvenile justice system and characteristics of Youth that have the potential to be underrepresented in the program. If an Applicant has previously served Youth in a proposed service area, the CSNA should identify characteristics of the population served (race, ethnicity, gender) relative to community Youth characteristics. Using this data, the Applicant should outline plans for Youth recruitment and outreach to reach potentially underrepresented groups and how it will align programming in the **Exhibit D, Project Work Plan**.
 4. The CSNA must be updated and submitted every two years per schedule outlined below, with specific dates to be determined or as otherwise determined by DFPS.

Table 2	CSNA Submission Schedule
Timeline	Action
With submission of RFA Application	Submit Initial CSNA as Attachment D-1 to Exhibit D, Project Work Plan
Fiscal Year 2022 (Sept. 2021 – August 2022)	Implementation of CSNA Action Plan
Fiscal Year 2023 (Sept. 2022 – August 2023)	CSNA due in Spring 2023
Fiscal Year 2024 (Sept. 2023 – August 2024)	Implementation of CSNA Action Plan
Fiscal Year 2025 (Sept. 2024 – August 2025)	CSNA due in Spring 2025

5. If the updated CSNA reveals that any programming or activities no longer meet needs or are redundant due to newly available programming, the Grantee must identify new programming or activities in the Conclusions, Recommendations, and CSNA Action Plan component of the CSNA. If programming continues to be a good match for the community's needs, the Grantee may continue to provide or Subaward for those program opportunities.

F. Essential CSNA Components

PEI requires all the following components to be included in the Applicant's CSNA, as outlined in **Exhibit E, CYD CSNA Tool Kit**:

1. **Title Page** provides the Applicant's name, date, and title.
2. **Introduction** provides background information as to the CSNA's purpose, history, area of focus, timeframe, and any sponsors, supporters, and partners.
3. **Community Description** provides a comprehensive overview of the Community's history, demographics, geographic boundaries, service area, map, and any other key Community data points.
4. **Data Collection Methods** describes how and where the data was collected, including from whom and a description of the instrument(s) or data collection tool questions.
5. **Data Analysis** provides an overview of how the data was analyzed. This overview should be appropriate for the CSNA's audience. For example, "Program Staff analyzed interview notes for common themes."
6. **Results** includes a discussion and illustration of findings and a comparison to county, regional, state, or national level data. This section should be the bulk of the CSNA and should address gaps in programming.
7. **Implications of Findings** includes a discussion of the identified needs, including the prioritization of those needs and how they impact the community.
8. **Conclusions, Recommendations and CSNA Action Plan** includes a recap of the CSNA's purpose, primary findings, and any limitations. This section describes how the results should shape the CYD program array to address issues or facilitate community collaborative efforts to improve the community. Conclusion must include recommendations and the associated CNSA Action Plan. The CSNA Action Plan is a narrative outlining next steps for implementing recommendations from the CSNA to better align future CYD activities and program opportunities with community needs.
9. **References** provides a complete list of references.
10. **Appendices** could include data collection instruments (not data), lists of community partners or sponsors, recruitment materials, maps, data tables, etc.

G. Data Collection methods and Data Sources

1. Applicant should use a variety of methods to collect data for the CSNA. These methods include focus groups, surveys (online, paper, mailed, or telephone), community forums, interviewing key informants, using additional existing data from schools, etc.
2. Applicant should gather information from the community and not just existing CYD Participants and stakeholders.

3. Applicant should use a variety of Data Sources to complete the CSNA. Suggested Data Sources include, but are not limited to:
 - a. PEI and UT Population Health Community Maltreatment Risk Maps, <https://utsys-pop-health.maps.arcgis.com/apps/Cascade/index.html?appid=265e988d96464d789c744a56dc79e0d0%20>;
 - b. Office of Juvenile Justice and Delinquency Prevention, www.ojjdp.gov;
 - c. Census information, <https://census.gov/>;
 - d. Bureau of Labor Statistics, <https://www.bls.gov>;
 - e. County Health Rankings, <https://www.countyhealthrankings.org>; and
 - f. Data from Texas State Agency Sources (Texas Juvenile Justice Department, Texas Department of State Health Services, Texas Education Agency, etc.)
 - g. **Exhibit E, CYD CSNA Tool Kit** for additional Data Sources.

2.5.2 Logic Model

A Logic Model is a program map. It is a simple, logical illustration of what the program does, why, and how the Applicant will know if the program is successful. There are a wide variety of Logic Model formats, but most have the same key components including: resources or inputs, activities, Outputs, Outcomes, and impact. A good Logic Model demonstrates the Applicant's program Theory of Change in a measurable format.

- A. Each Applicant should submit a Logic Model for CYD with the Application.
- B. Applicants should update the Logic Model if any component changes such as program activities or resources, or at least annually with annual submission of the **Exhibit D, Project Work Plan**.
- C. Applicant may use any Logic Model format. Suggested sources for development of a Logic Model include, but are not limited to:
 1. W.K. Kellogg Foundation, [Kellogg Foundation-Logic Model Development Guide](#)
 2. Family Resource Information, Education, and Network Development Service, <https://friendsnrc.org/evaluation/logic-models/>
 3. The University of Kansas, <https://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main>

2.5.3 Eligible Population

- A. The eligible population requirements are described below:
 1. Grantee will serve Youth ages 6-17 and their Families who live in or attend public school in the proposed ZIP Code(s) or attend school at a public middle or high school located outside of the proposed ZIP Code(s) that has at least 30% enrollment from the ZIP Code(s.)
 2. The target age range for Youth served is 10 - 17 years. Youth under age 6 are not eligible for CYD. Youth served from ages 6-9 cannot exceed 30% of the Performance Measure for annual unduplicated Index Youth served.

3. Youth who turn 18 years old during the school year will be permitted to participate in CYD until meeting program goals or the end of the current fiscal year, provided they were 6-17 years old when first enrolled in CYD.
 4. Family members of Index Youth are eligible if the goal of the activity or opportunity involves promoting Positive Youth Development or increasing Protective Factors of Youth.
 5. Youth who spend a significant amount of time in an SDA but do not meet the above eligibility criteria. For example, a Youth who spends regular time at a recreation center or with a relative in the Grantee's SDA. This flexible approach allows CYD to reach Youth who consider the Grantee's SDA part of their community and provide them with CYD opportunities. Grantee must provide justification on the PEI enrollment form that Index Youth is eligible under this flexible approach.
 6. Youth who are currently on probation are not eligible for the CYD program. A Youth is eligible 12 months post probation. Youth whose cases are pre-adjudicated, informally adjudicated, or whose adjudication has been deferred are eligible to participate in CYD. PEI reserves the right to alter eligibility criteria during the Period of Performance.
- B. To be eligible to participate in Grantee's CYD program, Youth must exhibit at least two of the following priority characteristics:
1. Behavioral concern
 2. Current or former military connection
 3. Current or past alcohol abuse – Caregiver
 4. Current or past alcohol abuse – Index Youth
 5. Current or past child maltreatment or child welfare involvement
 6. Current or past conflict at school
 7. Current or past criminal justice involvement – Index Youth
 8. Current or past domestic or interpersonal violence
 9. Current or past use or abuse of other substance – Index Youth
 10. Developmental delay or disability – Caregiver
 11. Developmental delay or disability – Index Youth
 12. Family dynamics or structure concern
 13. Family or household conflict
 14. High stress level
 15. Homeless or runaway
 16. Household has a child with developmental delays or disabilities
 17. Household has a history of alcohol abuse or a need for alcohol abuse treatment
 18. Household has a history of substance abuse or needs substance abuse treatment
 19. Low school attainment – Caregiver
 20. Low-income household

21. Mental health concern – Caregiver
22. Mental health concern – Index Youth
23. Parenting skills concern
24. School engagement concern
25. Social support concern
26. Household contains an enrollee who is pregnant and under 21

2.5.4 CYD Participant Requirements

The Awarded Grantee agrees to adhere to all the following conditions while providing opportunities funded by the CYD:

1. All Participants must enter the program voluntarily. Voluntarily means that the Family or Youth must not be coerced, court ordered, or mandated to participate in CYD.
2. Grantee cannot charge Participants a fee for participating in a program or for any program participation-related costs.
3. Grantee must provide programming to Families without regard to their economic status.
4. The average number of unduplicated Youth served monthly must meet the minimum established in the Grant Agreement. An unduplicated Youth is an Index Youth with a unique enrollment ID number who receives at least one service and is only counted one time during the Period of Performance, once per month for monthly output.
5. Grantee can serve Youth regardless of involvement with CPS.

2.5.5 Organizational Qualifications and Requirements

Applicant should meet the following qualifications:

1. Applicant should have at least five (5) years' experience providing programs to Youth and families;
2. Applicant should have at least five (5) years' experience managing budgets and grants or contracts for social services;
3. Applicant that has monitoring reports from any Texas State Agency, or federal funding entity, or audits performed on Applicant's organization in the past three years should be able to demonstrate the organization is competent in managing and budgeting its programs and operations; and
4. Subawardees must have at least two (2) years' experience providing programs to Youth and families.

2.5.6 Organizational Competence

- A. Applicant should propose and implement improvements to its organization to further the goals of competently supporting CYD Participants by promoting positive Youth Outcomes. Dimensions to address should include the following:

1. Strategically hire Program Staff. The most effective staffing structure for competently supporting CYD Participants incorporates intentional recruitment of staff with diverse backgrounds, demographics and experience supporting Positive Youth Development.
 2. Strategically hire organizational leadership. Organizational leadership should have diverse backgrounds, demographics, experiences and be reflective of the community served.
 3. Make support available to all Family members through accessible program sites, hours, and delivery schedules.
 4. Cultivate CYD Participants as mentors and leaders.
 5. Brand the program and recruitment materials in ways that resonate with Community Youth.
 6. Conduct strategic outreach to include engaging Participants in outreach strategies such as word-of-mouth and culturally relevant promotional campaigns.
 7. Involve program alumni in program activities and program development.
 8. Acknowledge and respect the diversity of Youth and Families, including their cultural traditions, languages, values, socio-economic status, family structures, sexuality, gender identification, religion, individual abilities, and other aspects.
 9. Promote diversity, equity and inclusion as an organizational priority. Examples could include an action plan for diversity, equity and inclusion; employee trainings; review and revision of policies and procedures or an annual equity assessment.
- B. Grantees are required to utilize the [Youth Program Quality Assessment \(YPQA\)](#) to assess the Grantee's activities and program offerings for responsiveness to the needs of CYD Youth and enhance their approach across the lifespan of the Grant. At a minimum, Grantees must complete the YPQA Basics Training within year one of the Grant. In-person training on the YPQA Basics is highly preferred but may be completed virtually if necessary and justification is provided in **Exhibit D, Project Work Plan**. The program assessment and improvement planning must be completed in each subsequent year of the Period of Performance.

2.5.7 Staffing Requirements and Qualifications

- A. The Applicant will develop and provide a staffing plan that includes, at least, minimum educational or experience requirements for direct service workers, administrative staff, Subaward staff, and volunteers.
- B. If the Grantee elects to Subaward any programming, the same minimum staffing qualifications would apply to Subawardee staff. The Grantee's employees, Subawardee employees, or DFPS pre-approved volunteers who are primarily responsible for delivering the direct service program and related components must be adults 18 years or older.
- C. The Applicant should develop, provide, and manage a staffing plan to ensure delivery of competent and robust programming and continuity of programs in the event of a vacancy. The plan should address the following:

1. Appropriate labor skill set;
 2. Minimum educational requirements;
 3. Detailed position descriptions;
 4. Comprehensive employee training plan; and
 5. Succession plan for key program positions.
- D. The Applicant should develop a staffing structure for their CYD program which encompasses the roles and duties outlined in Section 2.5.8. Separate positions are not required for each of these roles. Applicants may assign duties in a full-time or part-time capacity based on organization and program size and scope. PEI reserves the right to authorize each position funded under the grant. See **Exhibit F, Example Staff Positions** for examples of organizational staff position charts.

2.5.8 Staff Roles

A. Program Director Role

1. Applicant may decide to assign these duties to an existing role, or create a dedicated role, depending on the size and scope of the overall CYD program;
2. The program director role, or equivalent position, is the primary program contact and is be responsible for program oversight, all program activities and offerings, and supervision;
3. Any person holding the program director position or performing program director responsibilities must have at least a bachelor's degree in a relevant field, relevant work experience, and a minimum of five (5) years' relevant program management and supervisory experience or a master's degree in a relevant field, preferably a minimum of three years' program management and supervisory experience;
4. The program director must have experience with performance evaluation, data analysis, reporting, and social service programming; and
5. The following responsibilities and activities are required of the program director role or must be integrated into other appropriate manager roles where qualifications are met. A clear organizational structure is required, with program director responsibilities clearly delineated and assigned to the qualified full-time employee(s) (FTE(s)). The program director will:
 - a. Serve as primary program contact and liaison;
 - b. Provide program oversight, to include managing operations, supporting and monitoring performance related to the project, and planning for improvements where needed;
 - c. Ensure program operations and activities adhere to all applicable policies, procedures, and guidelines pertaining to Grant Agreement, organization, and selected Program Model(s);
 - d. Ensure program goals are met, especially related to Deliverables, Outputs, and processes;
 - e. Assist in budget planning, ensuring budget is aligned with program goals and operations;
 - f. Hire, train, and supervise project employees; and

- g. Provide for regular administrative and Reflective Supervision of direct service staff.

B. Financial Manager Role (if applicable)

1. Applicant may decide to assign these duties to an existing role, or create a dedicated role, depending on the size and scope of the overall CYD program;
2. The financial manager role, or equivalent position, will be a primary financial contact and will be responsible for program's financial oversight of the contract;
3. Any person holding the financial manager position or performing financial manager responsibilities should have an associate's applied science degree in a financial field such as Accounting or Finance with a minimum of five year's work experience in accounting and have proficient skill in automated accounting system(s) and Microsoft Excel; or
4. Any person holding the financial manager position or performing financial manager responsibilities should have at least a bachelor's degree in a relevant field, such as Accounting or Finance, with a minimum of two (2) years of work experience in accounting and have proficient skill in automated accounting system(s) and Microsoft Excel;
5. Experience may be substituted for education on a year-for-year basis if the person holding the Financial Manager position does not have either an associate's or a bachelor's degree in a financial field, in which case any person holding the financial manager position or performing financial manager responsibilities should have a minimum of seven years of accounting experience; and
6. This staff position must obtain a minimum of twenty-four hours of job-related training which can include the Cultural Humility and new employee orientation trainings.
7. The following responsibilities and activities are required of the financial manager role or must be integrated into other appropriate manager roles where qualifications are met. A clear organizational structure is required, with financial manager responsibilities clearly accounted for and assigned to the qualified FTE(s). The financial manager will:
 - a. Serve as a primary financial contact and liaison; and
 - b. Assist in budget planning, ensuring budget is aligned with program goals and operations.

C. Program Coordinator Role (if applicable)

1. Applicant may decide to assign these duties to an existing role, or create a dedicated role, depending on the size and scope of the overall CYD program;
2. The program coordinator role, or equivalent position, can be an additional program contact and will be responsible for program oversight, services, and supervision;
3. Any person holding the program coordinator position should have relevant work experience, and a minimum of two years' relevant program management and

supervisory experience. A bachelor's degree or associate degree in a relevant field, along with supervisory experience is preferred;

4. The program coordinator must have experience with performance evaluation, data analysis, reporting, and social service programming; and
5. The following responsibilities and activities are required of the program coordinator role or must be integrated into other appropriate manager roles where qualifications are met. Clear organizational structure is required, with program coordinator responsibilities clearly accounted for and assigned to the qualified FTE(s). The program coordinator will:
 - a. Report to program director;
 - b. Serve as an additional or the primary program contact and liaison;
 - c. Provide program oversight, to include managing operations, supporting and monitoring performance related to the project, and planning for improvements where needed;
 - d. Ensure program operations and activities adhere to all applicable policies, procedures, and guidelines pertaining to Grant Agreement, organization, and selected Program Model(s);
 - e. Ensure program goals are met, especially related to Deliverables, Outputs, and processes;
 - f. Assist in budget planning, ensuring budget is aligned with program goals and operations;
 - g. Hire, train and supervise project employees; and
 - h. Provide for regular administrative, and Reflective Supervision of direct service staff.

D. YAC Coordinator Role

1. Applicant may decide to assign these duties to an existing role, or create a dedicated role, depending on the size and scope of the overall CYD program;
2. The YAC coordinator role, or equivalent position, will be responsible for the Youth Advisory Committee oversight, services and activities;
3. Any person holding the YAC coordinator position or performing YAC coordinator responsibilities should have relevant experience, a bachelor's degree or associate degree is preferred; and
4. The following responsibilities and activities are required of the YAC coordinator role or must be integrated into other appropriate manager roles where qualifications are met. A clear organizational structure is required, with YAC coordinator responsibilities clearly accounted for and assigned to the qualified FTE(s). The YAC coordinator will perform all the following tasks:
 - a. Develop a communication plan in coordination with the program director or program coordinator;
 - b. Serve as a YAC coordinator contact and liaison during the CYD Youth Summit planning;

- c. Provide YAC oversight, to include developing and managing Youth activities, supporting and monitoring performance related to the projects, and planning for improvements where needed;
- d. Ensure program operations and activities adhere to all applicable policies, procedures, and guidelines pertaining to Grant Agreement, organization, and selected Program Model(s);
- e. Ensure YAC goals for Youth safety, engagement, participation, leadership skill and community building are met; and
- f. Attend as one of the chaperones at the Youth Summit and provide any needed support to the Youth while at the summit.

E. Data Support Role

- 1. The data entry support role, or equivalent position, will be responsible for timely and accurate data entry into the PEIRS Database;
- 2. Any person holding the data entry support position or performing data entry support responsibilities should have at least high school diploma, with relevant work experience, and a minimum of two (2) years' relevant data entry experience is preferred;
- 3. The data entry support staff may assist with performance evaluation, data analysis, reporting, and social service programming; and
- 4. The following responsibilities and activities are required of the data entry support role or must be integrated into other appropriate manager roles where qualifications are met. A clear organizational structure is required, with data entry responsibilities clearly accounted for and assigned to the qualified FTE(s). The data entry support staff will:
 - a. Report to program director;
 - b. Ensure accurate data entry into the PEIRS Database;
 - c. Enter all data for a specific month into the system no later than thirty calendar days following the close of the month in which a registration occurred, services were provided, or the file was closed; and
 - d. Enter data prior to the thirty calendar days following the close of the month to meet billing requirements.

F. YPQA Coordinator Role

- 1. Applicant may decide to assign these duties to an existing role, or create a dedicated role, depending on the size and scope of the overall CYD program;
- 2. The YPQA coordinator will oversee and manage the Youth Program Quality Assessment and subsequent improvement planning and implementation processes for the Grantee and all Subgrantees (if applicable);
- 3. The YPQA coordinator will manage the program self-assessment process, improvement planning, and support organization(s) with improvement efforts;

4. Any person holding the YPQA coordinator position or performing the YPQA coordinator responsibilities should have relevant experience, a bachelor's degree or associate degree is preferred.
5. The following responsibilities and activities are required of the YPQA coordinator role or must be integrated into other appropriate manager roles where qualifications are met. A clear organizational structure is required, with data entry responsibilities clearly accounted for and assigned to the qualified FTE(s). The YPQA coordinator will:
 - a. Schedule network trainings for staff and stakeholders;
 - b. Coordinate external assessments;
 - c. Build and activate a network of consultants, trainers, and coaches to support the organization's program quality work;
 - d. Attend the PQA basics training, Scores Reporter Webinar, Planning with Data training, Improvement Planning Webinar, and enter data and improvement plans into the Online Scores Reporter;
 - e. Train staff and lead the program team through the program self-assessment process;
 - f. Manage improvement planning; and
 - g. Support the enactment of improvement plans.

2.5.9 Organizational Training Requirements

Applicant's organization must implement the following training requirements:

1. Applicant should submit a training plan for all CYD workers; including volunteers, Subaward employees, and anyone else working on the Grant; that includes both initial and ongoing training. Staff training must include the following competencies:
 - a. New employee orientation;
 - b. Cultural Humility (required annually;)
 - c. Youth development (required annually;)
 - d. Evidence-Based or Promising Practice Program training (when appropriate);
 - e. 40 Developmental Assets Training; and
 - f. Youth Program Quality Assessment Training.
 - g. Additional training topics may include, but are not limited to:
 - i. Healthy relationships;
 - ii. Effective collaboration;
 - iii. Effective group or meeting facilitation;
 - iv. Ethics;
 - v. Mental Health First Aid Training;
 - vi. Referrals and service connections;
 - vii. Substance use;
 - viii. Internet safety for youth;
 - ix. Bullying; or

- x. Suicide prevention and postvention.
2. Grantee must develop and follow process to track all required training in personnel files. All training must be noted in the regular program quarterly reports.
3. The same training requirements must be met by any Subawardee performing services under this Grant.

2.5.10 Required Programming

A. Required CYD Program Components

Each Grantee must implement the following Youth-focused opportunities: Mentoring, Youth Advisory Committee (YAC), Youth Leadership Development (YLD), and Post-High School Readiness (PHSR).

1. Mentoring

Research affirms the significant positive effects that quality Mentoring relationships have on the developmental outcomes and opportunities for young people. Mentoring takes place between young persons (i.e., mentees) and older or more experienced persons (i.e., mentors) who are acting in a non-professional helping capacity to provide support that benefits one or more areas of the mentee's development. Mentoring must primarily focus on facilitating an ongoing positive relationship between the Youth and a caring adult role model who provides help to the younger person as he or she goes through life. Following the [Elements of Effective Practice for Mentoring research from the National Mentoring Partnership](#), each mentor program should have a Theory of Change that explains how the Mentoring, and the activities that mentors and mentees engage in, will result in the desired outcomes at the Participant and Community level.

The Applicant must have program guidelines for its Mentoring program. These guidelines should include requirements for:

- a. Recruitment (mentors and mentees): Description of eligibility requirements; expectations for Mentoring relationship and outcomes; target audience for recruitment, and; methods of recruitment.
- b. Screening: Description of application and interview process; criteria for accepting or disqualifying applicants; assessing safety and suitability for Youth; comprehensive background check; references check; written agreement with expectations for length of relationship and frequency of meeting.
- c. Training: Description of required number of training hours and mode of training to be used. Training content must include:
 - i. allowable contact between a mentor and mentee (e.g., only at school or in community);
 - ii. a definition of Mentoring;
 - iii. the role of a mentor and a mentee;
 - iv. guidelines for any financial transactions to include gifts;
 - v. sources of assistance available to support mentors;

- vi. initiation and termination or closure of mentoring relationship;
 - vii. warning signs and problem solving for certain mentee behaviors or crises (e.g., self-harm, suicidal ideation, aggression, etc.);
 - viii. risk management policies (appropriate physical contact, safety, transportation of mentees, mandatory reporting requirements, confidentiality and anonymity, money, photos and social media use, emergency procedures, etc.); and
 - ix. expectations for the frequency of connecting and length relationship for both the mentor and mentee.
- d. Matching and Initiating Mentor Relationship: Description of matching process should consider characteristics of mentor and mentee; Program staff member present for initial in-person meeting between the mentor and mentee to sign commitment agreement consenting to the Applicant's rules and requirements (e.g., frequency, intensity and duration of match meetings, roles of each person involved in the mentoring relationship, frequency of contact with program staff), and risk management policies; Parental notification and consent process.
 - e. Monitoring and Support: Description of supervision, support, and feedback provided to mentors; program staff follow up with mentor and mentee after meeting; regularly assess fitness of match; program staff provides mentors with access to relevant community resources for Youth and referral agencies.
 - f. Relationship closure: Description of procedure to manage, document, and notify Participants of anticipated and unanticipated closures; program conducts exit interview with mentors and mentees; program has a written policy and procedure for managing re-matching; review of program rules for post-closure contact.
 - g. Additional mentor program requirements and restrictions:
 - i. Peer mentoring and family mentoring programs do NOT satisfy this requirement.
 - ii. Mentoring must be conducted in individual or small group settings. The ratio of Mentoring for group settings should be no greater than four Youth to one mentor.
 - iii. Most Mentoring should be in person, Grantee must provide justification for any virtual programming.

2. Youth Advisory Committee (YAC):

The YAC is an advisory body of young leaders currently participating the CYD program.

- a. The goal of the YAC is to promote the voice and choice of a consistent group of young leaders through structured, monthly, Youth-led meetings.
- b. The YAC will provide input, give feedback, and participate in decision-making to help shape their local CYD program, as well as assess and address the needs of their Community by planning and implementing meaningful service learning projects.

- c. The YAC must include 10-20 Youth, comprised of both middle- and high-school Youth between the ages of 13 and 17.
- d. The YAC must meet monthly, at a minimum, and must have between 10 and 20 Youth in attendance at each meeting, with the expectation that Youth are consistently attending and participating in YAC meetings. Typically, at least an hour per monthly meeting is needed to accomplish the goals of the YAC.
- e. Applicant should indicate the types of locations where meetings will take place and how they will ensure the safety of Youth at the location, as well as ensure transportation to and from the meetings and address any barriers to recruitment or consistent participation and engagement.
- f. YAC Youth must be engaged in outreach and awareness efforts and involved in the development and implementation of the CSNA for CYD:
 - i. Outreach and Awareness – YAC Youth must be involved in promoting the CYD programming within their Communities to engage additional Youth into CYD. This could include, but is not limited to, engaging YAC members in planning and implementation of program recruitment strategy, conducting outreach and awareness activities, and developing marketing materials.
 - ii. Active Participation related to CSNA – YAC Youth must be involved in the development and implementation of the CSNA. Youth must be involved in collecting feedback from local Youth, including CYD Participants, about needs for CYD programs and activities, and the impact of CYD on Positive Youth Development.
- g. YAC Youth must receive Youth Leadership Development (YLD) in addition to participating on the YAC.
- h. To ensure YAC goals for Youth safety, engagement, participation, leadership skill and community building are met, each CYD program must have a dedicated staff member as the YAC Coordinator.
- i. The YAC is intended to be a singular advisory body. If grantee chooses to facilitate two or more independent YAC groups that meet separately, a monthly opportunity must be provided for all YAC members to meet as a singular advisory body.
- j. Selected YAC Youth must participate in the annual CYD Youth Summit. Pending available funding, typically 6 Youth (3 male, 3 female) will be chosen from each contract, with 1 chaperone per 3 Youth. YAC Coordinator must attend as one of the chaperones and provide any needed support to Youth while at Youth Summit or needed by the Youth Summit coordinating body. The Youth Summit is intended to strengthen local YAC and develop leadership skills, while

networking with other YAC Youth from across the state. YAC Youth participation will be at the discretion of the CYD Youth Summit grantee.

3. Youth Leadership Development (YLD)

Youth Leadership Development is part of the Youth development process and supports young people in developing: the ability to analyze their own strengths and weaknesses, set personal and vocational goals, and have the self-esteem, confidence, motivation, and abilities to carry them out (including the ability to establish support networks in order to fully participate in Community life and effect positive social change); and the ability to guide or direct others on a course of action, influence the opinions and behaviors of others, and serve as a role model. The YLD program component must view Youth as resources and build on their strengths and capabilities to develop within their own community

- a. The YLD program component should be intentionally designed as a multi-week experience that provides participants a comprehensive understanding of leadership history, philosophies, attitudes, and skills and that allows opportunities for hands-on application and practice.
- b. To meet the requirements of YLD, each program must contain all three of the following elements:

Table 3	YLD Elements
Element	Element Description
1. Leadership Knowledge	An examination of leadership history, leadership philosophies, key leadership characteristics, and leadership styles. This element may include self-assessments, activities focused on developing a personal leadership philosophy, leadership case studies, book clubs featuring specific leaders or leadership practices, etc.
2. Leadership Skill Building	The opportunity to learn about and practice key leadership skills in a safe, supportive environment. This element should include leadership skill activities, practice, and reflection. Leadership skills might include, but are not limited to: teambuilding, communication, conflict resolution, goal-setting, responsible decision making, problem solving, embracing diversity, time management, creative thinking, project planning.
3. Leadership in Action	Putting leadership skills into action through real-life application. This might include Youth-led projects, service learning opportunities, other project-based learning opportunities, etc.
(Adapted from <i>Designing Student Leadership Programs: Transforming the Leadership Potential of Youth</i> by Mariam G. MacGregor)	

- c. YLD programs should be created with a Scope and Sequence that provide opportunities for Youth to engage in all three of the above elements over the course of the program cycle, however that is defined by the Applicant (3 months, 6 months, 12 months, etc.) A general Scope and Sequence for a multi-week program must be mapped out before the YLD program begins that identifies which YLD elements are being addressed each week of the YLD program cycle. Please refer to **Exhibit G, YLD Scope and Sequence** for a template and example Scope and Sequence of a multi-week YLD program incorporating all three YLD elements. Applicant should include YLD Scope and Sequence in **Exhibit D, Project Work Plan**.
- d. If a program does not contain each of the elements listed above over the course of the program cycle, it does not meet the criteria of YLD and should be recorded in PEIRS as ‘Curriculum-Based Life Skills’ or ‘Life Skills Non-Curriculum.’
- e. Grantee must offer YLD to Youth at least one time per calendar month.
- f. The YAC group alone does not satisfy the requirement for a Youth Leadership Development program. While all YAC participants must participate in YLD, the Grantee must offer a YLD program that is separate and distinct from the YAC with the capacity to serve additional Youth.

4. Post-High School Readiness (PHSR)

- a. Post-High School Readiness refers broadly to preparing young people for their transition from school to the multiple pathways after high school graduation, equipping Youth with the experiences and skills necessary to successfully manage the responsibilities required upon entering college, career, and workplace environments. Readiness is achieved by acquiring the learning competencies, intellectual capacities and experiences essential for all students to become lifelong learners; positive contributors to their families, workplaces and communities, as well as to become successfully-engaged citizens of a global 21st century.
- b. Examples of Post-High School Readiness include, but are not limited, to:
 - i. Career exploration and workforce readiness:
Provide a realistic view of work along with necessary skills and workplace ethics to successfully maintain employment. Activities to promote career planning and acquisition of workplace skills, including vocational training and academic planning specific to career goals. Assessment and planning integrates school experiences (coursework, extracurricular activities and vocational or career assessments) with community experiences (volunteer work, regular employment, job shadowing, and job fairs) toward career objectives. Other activities include: job search assistance, interviewing skills training, assistance with disability-related accommodations, and job-finding training (including résumé preparation, information on non-traditional career opportunities, and job application completion.)
 - ii. College readiness:
Provides the level of preparation needed for young people to enroll and succeed in postsecondary education. Activities offered should promote college planning skills in young people, which may include awareness of and preparation for school applications, pre-requisite testing, scholarship application and financial planning, college campus culture, intellectual norms in the academic environment, decision-making and assessing risky behavior, and expectations for engagement. Other activities could include college campus visits, test preparation, discussing expectations with current college students, and scholarship search assistance.
 - iii. Curriculum-based life skills:
Provide Youth activities that are based upon a written curriculum for individual skills development including, but not limited to, communication, self-control, anger management, problem solving, adapting to change, choosing friends wisely, healthy relationships, and independent living. Activities offered should promote healthy decision-making, goal-setting, budget planning and financial literacy, healthy eating and nutrition, digital and civic literacy, healthy living and wellness, and self-advocacy.
 - iv. Life Skills Non-Curriculum:
Provide Youth with social, personal, and vocational skills and opportunities to help them achieve economic success, avoid involvement in criminal activity, and increase social competencies, e.g., conflict resolution, anger

management, healthy relationships, career exploration, and interviewing skills.

B. Ancillary CYD Program Components

Ancillary programming is optional and selected by the Applicant to complement the CYD program. CYD programming must promote Protective Factors in Youth and are based on the funding priorities identified in the CSNA.

Examples of ancillary CYD programming include:

1. Youth-based curriculum class: Activities provided to Youth that are based upon a written curriculum.
2. Family-Based Curriculum Class: Provided to the registered Index Youth or Caregiver along with their Family member(s.) These services are part of a specific written curriculum, e.g., family skills building, family effectiveness training, etc. These family programs encourage family unity, communication, improved decision-making skills and reduce family conflict.
3. Family focused activity: Activity based, involve the Youth and at least one other Family member, and are not part of a written curriculum or counseling.
4. Sports and Movement: Rewarding, challenging, and age-appropriate activities provided to Youth in a safe, structured, and positive environment, with the intent of promoting Positive Youth Development by way of a socializing effect through which Youth develop positive qualities. Examples may include organized sports or athletic activity, personal fitness, dance or movement. Boxing is not allowed.
5. Arts and Cultural Enrichment: Programming to increase awareness, explore skill building, as well as develop and express creativity through developmentally-appropriate activities involving visual or performance arts, culture, culinary arts, creative writing, digital arts, crafts or music.
6. Academic Support: Designed to increase Youth engagement in the learning process, improved academic performance, Science, Technology, Engineering and Math (STEM) skill development, and bonding to the school (e.g., cooperative learning techniques," experiential learning" strategies, tutoring and basic skill building).
7. Service Planning and Coordination: A strength-based approach that helps Youth assess their individual and developmental needs, identify available resources, and set goals to achieve specific desired outcomes leading to a healthy sense of self-reliance and interdependence with their community. Identifiable strengths and resources include family, cultural, spiritual, and other types of social and community-based assets and networks.

C. Family and Primary Caregiver Engagement Requirements:

1. Family engagement is associated with improved program outcomes. Parental involvement increases Youth participation in after-school programs, influences constructive Caregiver involvement in the home, and increases Protective Factors. Furthermore, father-figure involvement is linked to decreased drug use and decreased delinquent behavior.

2. Applicant must demonstrate a commitment to the meaningful involvement of Families and Primary Caregivers in CYD. There are several options to engage Families and Caregivers, with the intent to bring Youth and Families or Caregivers together in a meaningful way. The strategies that work best will depend on the dynamics of the Community served. Strategies may include Primary Caregiver leadership opportunities (volunteering at Youth-led events, participating alongside Youth on the local coalition, etc.), collaborative [Parent Café or Youth Café](#) events, family service learning, family nights, and many other strategies. Some ideas for Family or Primary Caregiver engagement can be found at:
https://cdn.ymaws.com/nafsce.org/resource/resmgr/Toolkits/Boston_Engaging_Families_Out.pdf.
3. Applicants must outline a plan for Family and Caregiver engagement in **Exhibit D, Project Work Plan**, outlining anticipated strategies and timelines for implementation.
4. At a minimum, one Family or Primary Caregiver event should be held each month of the fiscal year.
5. All Family or Primary Caregiver events will be recorded in PEIRS under ‘Events.’
6. Activities or workshops serving only the Primary Caregiver such as parenting training or parenting skills classes, counseling, or stand-alone Parent Cafés will not fulfill the Family and Primary Caregiver engagement requirement of this RFA. If these services are identified as a need in a specific community, the Applicant should work in conjunction with their local Family And Youth Success (FAYS) grantee as a resource and referral for these services.
7. Grantee may hold Family-inclusive opportunities that allow Index Youth and Caregivers to come together for a portion of the activity and split into Caregiver- and Youth-specific groups engage in deeper learning, if appropriate.

D. Additional Program Requirements

1. Focus on Out-of-School Time Programming
 - a. Under this grant, most of the programming during the school year should be offered during Out-of-School Time hours. This includes before school, afterschool, evenings and weekends. Programming that takes place while Youth are on summer break or other school breaks will vary by community and should align with programming gaps and Community needs.
 - b. There are greater opportunities for Youth to be left unsupervised during Out-of-School Time hours, which increase the opportunities for Youth to engage in risky behaviors such as substance abuse or juvenile crime (McCombs, Whitaker, & Yoo, 2017¹.) According to a [2019 report](#) released by the Council For A Strong America, the majority of juvenile crime in Texas occurs between the hours of 2:00PM and 6:00PM. It benefits both Youth and their Communities to ensure Youth have access to enriching programming, safe spaces, and caring adults during Out-of-School Time hours. Programming during Out-of-School Time not only reduces the likelihood Youth will engage in risky behaviors, but

¹ McCombs, J., Whitaker, A., & Yoo, P. (2017). *The value of out-of-school time programs*. (PE-267-WF). Santa Monica, CA: RAND Corporation. Retrieved from https://www.rand.org/content/dam/rand/pubs/perspectives/PE200/PE267/RAND_PE267.pdf.

also promotes increased academic performance, school connectedness, positive identity development, social-emotional skill development, physical and mental health, and civic development (Mahoney, Vandell, Simpkins, & Zarrett, 2009².)

2. Each CYD program should provide opportunities for Youth to increase developmental assets through participation. Each proposed program component (required and ancillary) should directly link to one or more of the Search Institute's identified [40 Developmental Assets](#):
 - a. External Assets
 - i. Support
 - a. Family support
 - b. Positive family communication
 - c. Other adult relationships
 - d. Caring neighborhood
 - e. Caring school climate
 - f. Parent involvement in schooling
 - ii. Empowerment
 - a. Community values Youth
 - b. Youth as resources
 - c. Service to others
 - d. Safety
 - iii. Boundaries and Expectations
 - a. Family boundaries
 - b. School boundaries
 - c. Neighborhood boundaries
 - d. Adult role models
 - e. Positive peer influence
 - f. High expectations
 - iv. Constructive Use of Time
 - a. Creative activities
 - b. Youth programs
 - c. Religious community
 - d. Time at home

² Mahoney, J., Vandell, D., Simpkins, S., & Zarrett, N. (2009). Adolescent Out-of-School Activities. In R.M. Lerner, & L. Steinberg (Eds.) *Handbook of Adolescent Psychology* (3rd ed., pp. 228-269). Hoboken, NJ:John Wiley & Sons, Inc.

b. Internal Assets

- i. Commitment to Learning
 - a. Achievement motivation
 - b. School engagement
 - c. Homework
 - d. Bonding to school
 - e. Reading for pleasure
- ii. Positive Values
 - a. Caring
 - b. Equality and social justice
 - c. Integrity
 - d. Honesty
 - e. Responsibility
 - f. Restraint
- iii. Social Competencies
 - a. Planning and decision-making
 - b. Interpersonal competence
 - c. Cultural competence
 - d. Resistance skills
 - e. Peaceful conflict resolution
- iv. Positive Identity
 - a. Personal power
 - b. Self-esteem
 - c. Sense of purpose
 - d. Positive view of personal future

- 3. Grantee must ensure that Youth are not denied or delayed services due to a wait list. The Grantee must have referral policies and procedures in place that provide alternative service options either through the Grantee or through other community resources when the Grantee is at capacity.
- 4. Applicant should offer programming that reflect a mix of intensive activities that serve a limited number of Youth (e.g. one on one Mentoring) with lower intensity activities that serve a higher number of Youth (e.g. group recreation).
- 5. Grantee must provide programming or activities each month of the fiscal year, including during the summer months. Programming for summer months may be offered through a Sub Awardee if needed.
- 6. Youth may not participate solely in one-time activities. If one-time activities are planned, they should be an added value for Youth already participating in other CYD services or for outreach and recruitments purposes and cannot be a stand-alone service.

7. Applicant must submit documentation of evidence-base, research or information on each proposed program with a curriculum by completing the **Exhibit H, PEI Evidence-Based Program Ranking Tool**. Grantee may not provide programming with empirical evidence or theoretical basis indicating that the practice constitutes a risk of harm to those receiving it.
8. Grantee must ensure services are easily accessible to Youth. Applicant must offer programming at times and places that meet the needs of local Youth. In addition, the Grantee must address any Youth transportation barriers or needs, and coordinate or provide transportation of Youth to participate in CYD activities. Transportation costs are reimbursable under this RFA.
9. Grantee must outline educational benefits of any planned field trips and how the field trips align with the goals of CYD in their Project Work Plan. Field trips must not expose the Participants to any unnecessary safety risks. Grantees are responsible for securing any necessary permission from Participant Caregivers related to travel or field trips.
10. Services are intended to be face-to-face in person. DFPS requires justification for any proposed virtual services.

2.5.11 Recruitment and Outreach

- A. Applicants should develop outreach plans and strategies to connect to eligible Youth. In addition to standard means of program outreach and marketing, such as Program Staff giving out brochures, utilizing social media, and sharing program information at events, outreach to eligible Families within the community should involve innovative and targeted approaches. Innovative means could include, but are not limited to, use of Youth or alumni to distribute program material and hosting community awareness seminars.
- B. Applicants should propose how they will alleviate barriers to engagement and participation. Outreach and retention plans should include consideration of Community context and information gathered from the CSNA such as Youth with the potential to be underrepresented in programming such as young men or Youth of color. The Applicant should elaborate on the proposed incentives, how they were chosen, and how they will benefit the Participants and CYD. For information on effective incentive types and strategies, please consult the field guide and webinar slides available here: <http://www.buildingbetterprograms.org/2016/12/14/using-incentives-in-human-services-field-guide-literature-review-and-webinar/>.
- C. Grantee must add their services to their Region's 2-1-1 Area Information Center and must update their information appropriately within 30 days of any changes in the scope of their program. Subawardee information should also be available on the Texas 2-1-1 website.

2.5.12 Service Authorization and Enrollment

Grantee must have an enrollment process to include completion of the PEI enrollment form, which includes service authorization and Primary Caregiver's signed consent to participate, a review of eligibility criteria, and any additional surveys and assessments as required by PEI. Grantee is required to complete all fields of program forms in their entirety, including any social security number fields. If a participant refuses to provide their social security number

or any other required fields, Grantee must document refusal on the form. The expectation is that Grantees make a good faith effort to obtain social security numbers and other information listed on the program form. Items with an asterisk on program forms are required fields in the database; however, the expectation is that the form is completed thoroughly. Primary Caregivers must sign program forms giving consent for services prior to the provision of services. Applicant must document their enrollment process in **Exhibit D, Project Work Plan**.

2.5.13 Annual Data Authorization

Grantee must obtain a new data authorization form for each Participant either each fiscal year or program year after beginning services, or on each one-year anniversary of enrollment in the program, for as long as they continue to receive services.

2.5.14 Close of Program Participation

Grantee must have a closure process to include collection of any required surveys and documenting any additional referrals. Grantee must document closure through the discharge form and in the PEIRS database or other data reporting tools. Youth who have not received services in over 90 days should be discharged from the program.

2.5.15 Required Record Keeping

Participant case records and Grantee service documentation must be maintained by Grantee in order maintain details of services requested by DFPS and to support programming efforts and improvements.

- A. Applicant will track all CYD activities provided in accordance with the Applicant's approved **Exhibit D, Project Work Plan**.
- B. Applicant must ensure that all service documentation is complete, accurate, and maintained in an organized fashion.
- C. Applicant must maintain records in a manner which protects the confidentiality of the Families being served.
- D. The Applicant must maintain individual Participant records.
- E. The Applicant must ensure compliance with all record keeping requirements stated in this document.
- F. All records must be maintained in a central location and made available and accessible to DFPS without limitations.
- G. Records may be maintained electronically; however, Applicant must be able to promptly produce an easily-legible hard copy of any records, if requested by DFPS. Any records maintained electronically must be able to be produced in a portable format such as a Comma Separated Values (CSV) file.
- H. Referrals Tracking
 1. Grantee must develop and maintain a tracking system to record Participants referred to the Grantee for CYD. Documentation must include:
 - a. Date of Referral;
 - b. Origin of the Referral;
 - c. Participant eligibility for services; and

- d. Date Participant began program.
- 2. Grantee must also track reasons that services were not provided or that a Participant did not engage in the program or was determined to be ineligible.
- I. Participant Case Record and Service Documentation
 - 1. Grantee must maintain the following forms in the Participant record:
 - a. Enrollment form;
 - b. Annual Data Authorization form;
 - c. Required PEI assessments and surveys;
 - d. Assessments and surveys required by agency and Program Model (if applicable);
 - e. Service activity documentation; and
 - f. Service referrals.

2.5.16 Surveys

- A. Prior to service delivery, the Grantee will provide a pre-service survey to the Youth. The survey may be provided either shortly before or at the beginning of services. Grantee must enter the survey data into the PEIRS database within the required data entry timeframe.
- B. Grantee will provide a post-service survey to the Youth when the Youth completes the program or on an annual basis from the time that services began. Grantee must make a concerted effort to have the Youth complete a post-survey if they leave the program prior to completion. Applicant must enter the survey data into the PEIRS database within the required data entry timeframe (no later than thirty calendar days following the close of the month in which the survey was administered.)
- C. Grantee will complete the Program Experience Survey with Index Youth when exiting the program, including those Participants who have completed the program and those who are exiting early.
- D. DFPS will provide direction to Grantee on which pre- and post-surveys to administer to Index Youth.

2.5.17 Community and Systems Support Requirements

- A. Local Coalition Overview

1. Grantee must create or participate in an existing community-based collaborative, coalition, committee or group. The Local Coalition may be exclusively focused on CYD services, or it may have a broader Community mission with CYD as one focus area. It is up to the Applicant to choose the structure that will best meet the needs of the community.
2. While a Local Coalition may have many goals, Youth must be actively involved in collaborative leadership and decision-making. Youth should assume shared responsibility with appropriate levels of support and should carry out Youth-initiated activities. The Applicant should reference [Hart's Ladder of Participation](#) for more information. Examples may include: Youth research locations for a community event and present to the group for shared decision-making, Youth develop a new program flyer and present to coalition for input, Youth are responsible for sharing YAC activities in the last quarter, Youth co-lead or lead coalition.

B. Local Coalition Goals:

1. Review and assist with the CSNA to determine program gaps and opportunities to meet the needs of the Community and avoid duplication of existing services.
2. Determine how to integrate and promote CYD into the Community. Examples may include: outreach events, community events, utilizing existing resources, identifying external funding sources, and connecting to community stakeholders and other existing family support systems.
3. Encourage collaboration among area agencies to provide an integrated means of identifying barriers to program delivery and finding solutions to these barriers, providing a diverse menu of resources to meet a range of Youth and family needs. Examples of barriers may include: transportation, basic needs, child care for younger siblings of Participants or when there is a programming need, recruitment, retention or timing and location of programming.
4. Work collectively to promote Positive Youth Development in the Community. Examples may include: participation in community-wide prevention and awareness efforts such as local Youth mental health, healthy relationships, substance abuse, human trafficking, and Youth safety.
5. Include diverse social service agency representatives such as Texas Juvenile Justice Division (TJJD), Child Protective Services (CPS), CYD Grantees, other PEI and DFPS Grantees who are serving the same geographic area as the Grantee, local school representatives, community resource and collaboration group (CRCG) members, mental and physical healthcare service providers, law enforcement, as well as area residents and service recipients, businesses, the faith-based community, community leaders and Youth. A local coalition does not consist of CYD Grantees alone.

C. Other Local Coalition Requirements

1. Each fiscal year through an **Exhibit D, Project Work Plan** update, Grantee must submit goals and plans for the Local Coalition, including how any recommendations from the most recent CSNA will be incorporated into coalition efforts. Updates about the Local Coalition activities must be submitted to PEI in the quarterly reports including participation by active members and how coalition efforts are responding to the ongoing needs of CYD services.
2. Applicant should include a proposed collaboration plan in the Application that includes a list of entities that will participate in the Local Coalition.
3. The Local Coalition must meet at least once per calendar quarter.
4. The Applicant should choose a name that best fits the Local Coalition.

2.5.18 Collaborating with PEI Grantees within Service Delivery Area (SDA)

- A. Applicant must work with PEI Grantees within the SDA in addition to PEI Grantees in the region and develop a plan for partnerships within 60 calendar days of the Grant Agreement execution. One example is a non-binding Memorandum Of Understanding (MOU), see this resource published by the Administration for Children and Families: https://www.acf.hhs.gov/sites/default/files/fysb/mou_508.pdf. Applicant must outline plan for work with other PEI Grantees within the service area in the **Exhibit D, Project Work Plan**.
- B. CYD Grantee must partner and collaborate with their local Family and Youth Success program (FAYS). The FAYS program (previously known as STAR) is a PEI program available in each county statewide. The FAYS program provides crisis intervention, one-on-one and Family coaching and counseling, Youth life skills, parenting classes, and emergency care to Youth and their Families. To learn more about the FAYS program in your community visit the Help and Hope website: <http://www.helpandhope.org/>.
- C. Through partnership and awareness of other Grantees’ service array, Applicant will avoid duplication of services and create a continuum of services in the community. Grantee must try to avoid duplication of any existing State or federal programs. To learn more about other PEI Grantees in your community visit: https://www.dfps.state.tx.us/Prevention_and_Early_Intervention/About_Prevention_and_Early_Intervention/programs.asp

2.5.19 Performance Reporting for Cross-systems Efforts

The table below outlines the primary methods of tracking and evaluating the Applicant’s CYD-focused collaboration efforts. Applicants should demonstrate existing systems in place to conduct such evaluation efforts, and the fruits of such efforts.

Table 4	Cross-systems Activities
Activity	Reporting
Coalition or Collaboration Meetings, topics, number of attendees.	Reported monthly in PEIRS “Events” tab of primary workflow
Coalition or Collaboration Meeting minutes.	Attached to Quarterly Program Report

Documented actions undertaken by coalition and Community-level efforts.	Reported Quarterly in Quarterly Program Report
Joint efforts undertaken through new and ongoing relationships, including agreements established to coordinate resources and activities.	Reported Quarterly in Quarterly Program Report

2.5.20 Performance Measures

- A. Through the negotiation process, Outputs and Outcomes related to service provision will be identified. Some identified Outputs and Outcomes will be required by every Grantee.
- B. Required Outputs and Outcomes will be tracked through PEIRS and other reports developed and maintained by DFPS. PEI Program Specialist staff will provide Outcome data from PEI Research and Evaluation staff directly to Grantees when data is available.
- C. Examples of measures likely to be incorporated into all CYD Grants include, but are not limited to:

Table 5 Grantee Target Outputs and Outcomes	
Outputs/Outcomes Defined	Target Output/Outcome (or %)
Output 1: Expected average number of Index Youth served annually.	Applicant will propose the number of Index Youth served annually. *
Output 2: Expected number of Index Youth served during the school year (September – May).	Applicant will propose the number of Index Youth served during the school year (September – May). *
Output 3: Expected number of Index Youth served during the summer (June-August)	Applicant will propose the number of Index Youth served during the summer (June-August) *
Output 4: Index Youth will complete the PEI Program Experience Survey at Discharge	50%
Output 5: Index Youth will complete a matching pre-service and post-service survey as designated by PEI	60%
Outcome 1: 10-17-year-old Index Youth will not engage in delinquent behavior.	100%
Outcome 2: Index Youth report positive outcomes in at least one domain of the Program Experience Survey at discharge	80%
Outcome 3: Index Youth improve in at least one domain or area of the survey chosen by PEI between pre- and post-service	75%

* Outputs are subject to negotiation based on available funds and DFPS requirements

2.5.21 PEIRS Database

- A. Grantees must enter all service data for Participants served through CYD into the PEIRS database. Data entered into the PEIRS database includes Participant enrollment information, service data, and outcomes data (may include survey and assessment data.)
- B. Grantees must ensure accurate data entry into the PEIRS database and must enter all data for a specific month into the system no later than thirty (30) calendar days following the close of the month in which an enrollment occurred, services were provided, or a Family was discharged.
- C. Grantees must use a secure internet connection to complete PEIRS data entry and ensure that computer equipment used for data entry meets minimum requirements established by DFPS for efficient connection to the PEIRS database (at the time of this RFA, Internet Explorer 11 or higher or Google Chrome 47 or higher).
- D. For any person to be approved for database access, prior DFPS and criminal background check clearance must be obtained and completed every two years.
- E. Any person given permission to enter or view CYD data must adhere to DFPS rules, regulations and standards for confidentiality, security and integrity of program data. See **Exhibit C, DFPS Grant Supplemental and Special Conditions.**
- F. DFPS requires annual cybersecurity training for all CYD staff who access the PEIRS database. Information on training requirements can be found at the following link: <https://www.dfps.state.tx.us/Prevention and Early Intervention/Providers/cybersecurity.asp>

2.5.22 Required Reports

Grantee is required to submit PEI quarterly reports to provide ongoing information regarding implementation efforts, achievements, and challenges. Quarterly reports are due as follows:

- A. Quarter 1 (September, October, November), Due January 15th
- B. Quarter 2 (December, January, February), Due April 15th
- C. Quarter 3 (March, April, May), Due July 15th
- D. Quarter 4 (June, July, August and Annual), Due October 15th

If the due date is on a weekend or holiday, the report is due the first business day following the weekend or holiday.

2.5.23 Background Checks

Grantee will comply with the Background History Checks and Right of Removal found in **Exhibit B, DFPS Grant Uniform Terms and Conditions, Section VII. C.**

Before the employee, Subgrantee or volunteer can provide direct services, have direct contact with a Participant or access Participant records, the Grantee must receive notice from DFPS that the background check has been approved.

2.5.24 Required Personnel Records

Evidence of the Grantee's minimum requirements for employees, Subawardees, and volunteers with regards to qualifications, individual files for each employee, Subawardee and volunteer must include, at a minimum:

1. Documentation clearly establishing that the Applicant's Program Staff meet the minimum qualifications as required*;
2. Background checks requirements;
3. Business files to support compliance with insurance requirements; and
4. Completed training.

*An employee, Subawardee or volunteer's qualifications are substantiated through records that include, but are not limited to, the job description, transcripts or degree certifications, and a resume.

2.5.25 Financial Requirements

Grantee must create and maintain reliable and accurate records to support all actions related to invoicing, payments and adjustments for services provided to CYD Participants. Records must include at a minimum, but are not limited to the following:

1. Copy of all Invoices submitted by the Applicant;
2. Signed Form 4116, State of Texas Purchase Voucher;
3. Documentation to include: Form 2030, Monthly mileage log, monthly Participant activity log, incentives log; and
4. Any other documentation to support an expense billed to the Grant.

2.5.26 Billing Requirements

- A. PEI will pay Grantee on a monthly cost-reimbursement basis in response to an Invoice and purchase voucher.
- B. Grantee will submit an Invoice and purchase voucher in the PEIRS database monthly, no later than the last day of the month following that in which the expenditure occurred. If the last day falls on a weekend or holiday, the documents are due the next Business Day.
- C. Grantee shall submit a final close-out Invoice in the PEIRS database not later than forty-five (45) calendar days following the end of the term of the Grant Agreement. Reimbursement requests received more than forty-five (45) calendar days following the termination of the Grant Agreement may not be paid.
- D. PEI will pay Grantee from available funds for services rendered in accordance with the terms of the Grant Agreement upon receipt of a proper and verified statement and after deduction of any known previous overpayment made by DFPS.

2.5.27 Additional Program Requirements

- A. Grantee is responsible for remaining current with and following all policy updates and clarifications issued by DFPS during the Period of Performance.
- B. Grantee must participate in webinars, trainings and conference calls as scheduled by DFPS. Grantee must ensure at least one staff member who is knowledgeable about the

program and is authorized to make decisions attends the webinar, training or conference call.

2.5.28 Use of Subawards

- A. Grantee may provide or Subaward for the provision of direct services as described within the RFA. Subawardees providing services under this RFA shall meet the same requirements and level of experience as required of the Applicant.
- B. No Subaward under the RFA shall relieve the Grantee of the responsibility for ensuring the requested services are provided according to required standards.
- C. Application will include work to be performed by Subawardees and will include proposed Subawardee budget or budgets. Grantee will award Subawards based on its own internal policies and processes. Grantee will notify DFPS in writing if the Subawardee changes.
- D. Any changes in Subaward SDA must be negotiated between the Grantee and their Subawardee and reported to DFPS. Any changes to the type of services provided, or requiring a new Subaward, must be approved in advance by DFPS.
- E. If any Subaward is terminated, and the Grantee has not fully expended the funds obligated to the Subaward during the grant year, the Grantee has a maximum of 60 days to find a replacement Subawardee and obligate those funds in a manner consistent with the purposes of CYD.

2.5.29 Transition Plan

At the end of the Period of Performance, including renewals if any, or other Grant termination or cancellation, the Grantee will, in good faith and in reasonable cooperation with PEI, aid in transition to any new arrangement or provider of services.

2.6 PROHIBITIONS

Grant funds must not be used to support the following services, activities, and costs:

- 1. Inherently religious activities such as prayer, worship, religious instruction, or proselytization;
- 2. Lobbying;
- 3. Any portion of the salary of, or any other compensation for, an elected or appointed government official;
- 4. Vehicles or equipment for government agencies that are for general agency use;
- 5. Weapons, ammunition, tracked armored vehicles, weaponized vehicles or explosives;
- 6. Admission fees or tickets to any amusement park, recreational activity or sporting event **unless such costs are incurred for components of a program approved by the grantor agency and are directly related to the program's purpose;**
- 7. Promotional gifts;

8. Food, meals, beverages, or other refreshments, except for eligible per diem associated with Grant-related travel, where pre-approved for working events, or **approved by the grantor agency and are directly related to the program's purpose;**
9. Membership dues for individuals **except where approved by the grantor and required for program implementation**
10. Any expense or service that is readily available at no cost to the Grant project;
11. Any use of Grant funds to replace (supplant) funds that have been budgeted for the same purpose through non-Grant sources;
12. Fundraising;
13. The acquisition or construction of facilities; or
14. Any other prohibition imposed by federal, State, or local law.

2.7 STANDARDS

Grantees must comply with the requirements applicable to this funding source cited in the [Uniform Administrative Requirements, Cost Principles, and Audit Requirements](#) for Federal Awards (2 CFR 200); the [Uniform Grant Management Standards \(UGMS\)](#), and all statutes, requirements, and guidelines applicable to this funding.

Grantees are required to conduct Project activities in accordance with federal and State laws prohibiting discrimination. Guidance for adhering to non-discrimination requirements can be found on the Health and Human Services Commission (HHS) Civil Rights Office website at: [HHS Civil Rights Office](#).

Upon request, a Grantee must provide the HHS Civil Rights Office with copies of all the Grantee's civil rights policies and procedures. Grantees must notify HHS's Civil Rights Office of any civil rights complaints received relating to performance under the Grant Agreement no more than 10 calendar days after receipt of the complaint. Notice must be directed to:

HHS Civil Rights Office
701 W. 51st Street, Mail Code W206
Austin, TX 78751
Phone Toll Free (888) 388-6332
Phone: (512) 438-4313
TTY Toll Free (877) 432-7232
Fax: (512) 438-5885

A Grantee must ensure that its policies do not have the effect of excluding or limiting the participation of persons in the Grantee's programs, benefits or activities on the basis of national origin, and must take reasonable steps to provide services and information, both orally and in writing, in appropriate languages other than English, in order to ensure that

persons with limited English proficiency are effectively informed and can have meaningful access to programs, benefits, and activities.

Grantees must comply with Executive Order 13279, and its implementing regulations at 45 CFR Part 87 or 7 CFR Part 16, which provide that any organization that participates in programs funded by direct financial assistance from the U.S. Dept. of Agriculture or U.S. Dept. of Health and Human Services must not, in providing services, discriminate against a program beneficiary or prospective program beneficiary on the basis of religion or religious belief.

2.8 NO GUARANTEE OF VOLUME, USAGE OR COMPENSATION

DFPS makes no guarantee of volume, usage, or total compensation to be paid to any Applicant under any Awarded Grant, if any, resulting from this RFA. Any Awarded Grant is subject to appropriations and the continuing availability of funds.

DFPS reserves the right to cancel, make partial Award, or decline to Award a Grant under this RFA at any time at its sole discretion.

There should be no expectation of additional or continued funding on the part of the Grantee. Any additional funding or future funding may require submission of an Application through a subsequent RFA.

ARTICLE III. ADMINISTRATIVE INFORMATION

3.1 SCHEDULE OF EVENTS

EVENT	DATE/TIME
RFA Release Date	September 21, 2020
Applicant Webinar	October 5, 2020 at 11:00am Central Time
Deadline for Submitting Questions	October 19, 2020 at 2:00pm Central Time
Tentative Answers to Questions Posted	October 28, 2020
Deadline for submission of Grant Applications [NOTE: Applications must be RECEIVED by HHS by the deadline.]	December 14, 2020 at 2:00pm Central Time
Anticipated Notice of Award	June 24, 2020
Anticipated Grant Agreement Start Date	September 1, 2020

Note: These dates are a tentative schedule of events. DFPS reserves the right to modify these dates at any time upon notice posted to the [HHS Grants](#) website. Any dates listed after the

Grant Application deadline will occur at the discretion of the DFPS and may occur earlier or later than scheduled without notification on the [HHS Grants](#) website.

3.2 CHANGES, AMENDMENT OR MODIFICATION TO RFA

DFPS reserves the right to change, amend or modify any provision of this RFA, or to withdraw this RFA, at any time prior to Award, if it is in the best interest of DFPS and will post such on the [HHS Grants](#) website. It is the responsibility of Applicant to check the [HHS Grants](#) website to ensure full compliance with the requirements of this RFA.

3.3 IRREGULARITIES

Any irregularities or lack of clarity in this RFA should be brought to the attention of the Point of Contact listed in **Section 3.4.1** as soon as possible so corrective addenda may be furnished to prospective Applicants.

3.4 INQUIRIES

3.4.1 Sole Point of Contact

All requests, questions or other communication about this RFA shall be made in writing to the sole point of contact addressed to the person listed below. All communications between Applicants and DFPS staff members concerning the RFA are strictly prohibited, unless noted elsewhere in this RFA. **Failure to comply with these requirements may result in disqualification of Applicant's Grant Application.**

Jennifer Kim, CTCD, CTCM
Health and Human Services Commission
1100 West 49th Street; Mail Code 2020
Building S
Austin, TX 78756
Jennifer.kim@hhs.texas.gov

3.4.2 Prohibited Communications

All communications between Applicants and DFPS staff members concerning the RFA may not be relied upon and Applicant should send all questions or other communications to the sole point of contact. This restriction does not preclude discussions between affected parties for the purposes of conducting business unrelated to this RFA. **Failure to comply with these requirements may result in disqualification of Applicant's Grant Application.**

3.4.3 Questions

DFPS will allow written questions and requests for clarification of this RFA. Questions must be submitted in writing and sent by U.S. First class mail or email to the sole point of contact listed in **Section 3.4.1** above. Applicants' names will be removed from questions in any Applications released. Questions shall be submitted in the following format. Submissions that deviate from this format may not be accepted:

1. Identifying RFA number

2. Section Number
3. Paragraph Number
4. Page Number
5. Text of passage being questioned
6. Question

Note: Questions or other written requests for clarification must be received by the Point of Contact by the deadline set forth in Section 3.1 above. However, DFPS, at its sole discretion, may respond to questions or other written requests received after the deadline. Please provide entity name, address, phone number; fax number, e-mail address, and name of Contact person when submitting questions.

3.4.4 Clarification Request Made by Applicant

Applicants must notify the sole point of contact of any ambiguity, conflict, discrepancy, exclusionary specifications, omission or other error in the RFA in the manner and by the deadline for submitting questions.

3.4.5 Responses

Responses to questions or other written requests for clarification will be posted on the [HHS Grants](#) website. DFPS reserves the right to amend answers prior to the deadline of Grant Applications. Amended answers will be posted on the [HHS Grants](#) website. It is Applicant's responsibility to check the websites or contact the sole point of contact for updated responses. DFPS also reserves the right to provide a single consolidated response of all similar questions in any manner at DFPS' sole discretion.

3.4.6 Applicant Webinar

DFPS will conduct an **optional** pre-submittal Applicant webinar on October 5, 2020 at 11:00am Central Time. Applicants may register for this optional webinar here <https://attendee.gotowebinar.com/register/4735615681446839312>

3.5 GRANT APPLICATION COMPOSITION

All Applications must be:

1. Clear and legible;
2. Sequentially page-numbered and include the Applicant's name at the top of each page;
3. Organized in the sequence outlined in Article IX - Submission Checklist;
4. In Arial or Verdana font, size 11 or larger for normal text, no less than size 10 for tables, graphs, and appendices;
5. Blank forms provided in the Exhibits must be used (electronic reproduction of the forms is acceptable; however, all forms must be identical to the original form(s) provided); do not change the font used on forms provided;
6. Correctly identified with the RFA number and submittal deadline;

7. Responsive to all RFA requirements; and
8. Signed by an authorized official in each place a signature is needed.

3.6 GRANT APPLICATION SUBMISSION AND DELIVERY

3.6.1 Deadline

Grant Applications must be received at the address in **Section 3.6.3** time-stamped by HHS no later than the date and time specified in **Section 3.1**.

3.6.2 Labeling

Grant Applications shall be placed in a sealed box or envelope and clearly labeled as follows:

RFA NO.: **HHS0008417**

RFA NAME: **DFPS CYD GRANT APPLICATION**

GRANT APPLICATION DEADLINE: **December 14, 2020 at 2:00pm Central Time**

ATTN: **Jennifer Kim**

HHS will not be responsible for any Grant Application that is mishandled prior to receipt by HHS. It is Applicant's responsibility to mark appropriately and deliver the Grant Application to HHS by the specified date and time.

3.6.3 Delivery

Applicant must correctly deliver Application by one of the methods below. Applications submitted by any other method (e.g. facsimile, telephone, email) will NOT be considered.

1. Submission Option #1: Applicant shall submit the following through the Online Bid Room utilizing the procedures in **Exhibit I, Online Bid Room:**
 - a. One file named "Original Application" that contains the Applicant's entire Application in searchable portable document format (PDF).
 - b. In accordance with Section 8.1.4, one file named "Public Information Copy" that contains the Applicant's entire Application in searchable PDF, if applicable.
2. Submission Option #2: Applicant shall submit the following on two USB drives – One (1) labeled "Original" and One (1) labeled "Copy"- to the mailing address identified in this section:
 - a. Each USB must contain one file named "Original Application" that contains the Applicant's entire Application in searchable portable document format (PDF).
 - b. In accordance with Section 8.1.4, one file named "Public Information Copy" that contains the Applicant's entire Application in searchable PDF, if applicable.

To be delivered by U.S. Postal Service, overnight or express mail, or hand delivery to:

HHS Procurement and Contracting Services (PCS)
Bid Room

Attn: Jennifer Kim, CTCD, CTCM
Health and Human Services Commission
1100 West 49th Street; Mail Code 2020
Building S

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Note: All Grant Applications become the property of HHS after submission and will not be returned to Applicant.

3.6.4 Alterations, Modifications, and Withdrawals

Prior to the Grant Application submission deadline, an Applicant may: (1) withdraw its Grant Application by submitting a written request to the sole point of contact identified in **Section 3.4.1**; or (2) modify its Grant Application by submitting a written Amendment to the sole point of contact identified in **Section 3.4.1**. DFPS may request Grant Application Modifications at any time.

ARTICLE IV. GRANT APPLICATION EVALUATION AND AWARD PROCESS

4.1 GENERALLY

Those Applicants selected through the evaluation process will be invited to submit additional information and to participate in a negotiation process which will determine final selection. The specific dollar amount Awarded to each successful Applicant will depend upon the merit and scope of the Application and negotiations and available funds. Funded amounts may differ from those requested. Not all Applicants who are deemed eligible to receive funds are assured of receiving an Award. To allow for potential increases in funding during the Grant life cycle, this RFA is valued at up to \$52,500,000 for the five-year period. PEI expects to Award multiple Grants but only one Grant for a service area.

The final funding amount and the provisions of the Grant Agreement will be determined at the sole discretion of DFPS.

4.2 ELIGIBILITY SCREENING

Applications will be reviewed for minimum qualifications (see **Section 2.3 Eligible Applicants**) and completeness. All complete Applications meeting the minimum qualifications will move to the Evaluation stage.

4.3 EVALUATION

Applications will be evaluated and scored in accordance with the factors required by the CYD Grant program and other factors deemed relevant by DFPS.

DFPS will select Applicants to receive Awards based on eligibility criteria, facility type, staffing requirements, SDA, geographical distribution, scores, Best Value factors, and the best interest of the State.

4.3.1 Specific Selection Criteria

Grant Applications shall be evaluated based upon and using **Exhibit J, Evaluation Score Tool**:

1. Applicant's Background and Experience (20 %)
2. Needs Assessment and Goals (15%)
3. Program Delivery (45 %)
4. Financial Stability (10%)
5. Reasonable Project Cost (10%)

4.4 FINAL SELECTION

After initial screening for eligibility, Application completeness, and scoring of the elements listed above in **Section 4.3.1**, a selection committee will look at all eligible Applicants to determine which Applications should be Awarded to most effectively accomplish state priorities. The selection committee will recommend Grant Awards to the DFPS Commissioner, who will make the final Award approval.

DFPS will make all final funding decisions based on eligibility, geographic distribution across the State, state priorities, reasonableness, availability of funding, and cost-effectiveness.

4.5 NEGOTIATION AND AWARD

4.5.1 Negotiations

The specific dollar amount Awarded to each Grantee will depend upon the merit and scope of the Application, the recommendation of the selection committee, the number of selected Applicants, and the decision of the DFPS Commissioner. Not all Applicants who are deemed eligible to receive funds are assured of receiving an Award.

The negotiation phase will involve direct contact between the Grantee and HHS PCS and DFPS representatives via web conference, phone and email. During negotiations, Grantees may expect:

1. An in-depth discussion of the submitted Application and budget; and
2. Requests from DFPS for clarification or additional detail regarding Application.

The final funding amount and the provisions of the Grant Agreement will be determined at the sole discretion of DFPS staff.

4.5.2 Exceptions

Any exceptions to the requirements, terms, conditions, or certifications in the RFA or Exhibits, Addendums, or revisions to the RFA or Uniform Terms and Conditions, sought by the Applicant, must be specifically detailed in writing by the Applicant on **Exhibit K, Exceptions Form** in this Application and submitted to HHS for consideration. DFPS will accept or reject each proposed exception. DFPS will not consider exceptions submitted separately from the Application or at a later date.

4.5.3 Posting Awards

HHS will post to the [HHS Grants](#) website and may publicly announce a list of Applicants whose Applications are selected for final Award. This posting does not constitute DFPS' agreement with all the terms of any Applicant's Application and does not bind DFPS to enter into a Grant Agreement with any Applicant whose Award is posted.

4.6 QUESTIONS OR REQUESTS FOR CLARIFICATION BY DFPS

DFPS reserves the right to ask questions or request clarification from any Applicant at any time during the Application process.

ARTICLE V. NARRATIVE APPLICATION

5.1 NARRATIVE APPLICATION

Utilizing the Exhibits attached to this RFA, Applicants will describe the proposed services, processes, and methodologies for meeting all components described in **Article II**, including the Applicant's approach to meeting RFA requirements. Applicant should identify all tasks to be performed, including all project activities, to take place during the Period of Performance. Applicant will also include all documents requested as part of completing forms to demonstrate fulfilling **Article II** requirements.

5.1.1 Executive Summary

Applicant will complete **Exhibit L, Executive Summary** attached to this RFA. Applicants will provide a high-level overview with a broad understanding of the Applicant's approach to meeting the RFA's business requirements. The summary should demonstrate an understanding of DFPS's goals and objectives of this RFA. The Applicant should address program goals and propose at least three objectives for the proposed program. Applicant should limit the Executive Summary to one page.

5.1.2 Program Narrative

Applicant will complete **Exhibit M, Program Narrative** attached to this RFA. Applicant will provide a detailed description of the Applicant's background and experience. Application should support all the business activities and requirements described in this RFA. The detailed description should reflect a clear understanding of the work undertaken. The Program Narrative should not exceed fifteen (15) pages (excluding Attachments).

5.1.3 Project Work Plan

Applicant will complete **Exhibit D, Project Work Plan** attached to this RFA. Applicant will describe its plan for service delivery to the eligible service population in the proposed SDA to meet all the requirements outlined in Article II. Applicant will also include all documents requested as part of completing **Exhibit D, Project Work Plan** to demonstrate fulfilling Article II requirements.

5.1.4 Subawards

Applicant should identify any Subawards whom Applicant intends to award to provide CYD services. Provide this information in **Exhibit D, Project Work Plan**.

ARTICLE VI. REQUIRED APPLICANT INFORMATION

6.1 ADMINISTRATIVE ENTITY INFORMATION

Applicant must provide satisfactory evidence of its ability to manage and coordinate the types of activities described in this RFA and to produce the specified goods or services on time. As a part of the Grant Application requested in Article III, Applicant must provide the following information:

6.1.1 Applicant Information (Face Page)

Use **Exhibit N, Applicant Information (Face Page)** to complete basic information about the Applicant and project, including the signature of the authorized representative. The face page is the cover page of the Application and must be completed in its entirety.

6.1.2 Governmental or Non-Profit Information

1. Complete **Exhibit O-1, Governmental Entity Information** if Applicant is governmental entity; or
2. Complete **Exhibit O-2, Non-Profit Entity Information** if Applicant is a non-profit entity.

6.1.3 Grantee Payment Set Up and Direct Deposit

Use **Exhibit P, Texas Application for Payee Identification Number and Direct Deposit Authorization** to provide information required for DFPS to establish the Texas Identification Number (TIN) and direct deposit for a successful Applicant.

6.1.4 Administrative Information

Use **Exhibit Q, Administrative Information** to provide information regarding identification and contract or grant history of the Applicant, executive management, project management, governing board members, and principal officers. Respond to each request for information or provide the required supplemental document behind this form. If Applications require multiple pages, identify the supporting documentation with the applicable request.

6.2 LITIGATION AND CONTRACT HISTORY

Applicant must include in its Grant Application a complete disclosure of any alleged or significant contractual failures, including any that occurred between Applicant and DFPS. In addition, Applicant must disclose any civil or criminal litigation or investigation over the last five (5) years that involves Applicant or in which Applicant has been found guilty or liable including any allegations of such that are currently pending.

Applicant must also disclose any settlement agreements entered into in the last five (5) years related to alleged contractual failures. Failure to comply with the terms of this provision may disqualify Applicant. Grant Application may be rejected based upon Applicant's prior history with the State of Texas or with any other party that demonstrates, without limitation, unsatisfactory performance, adversarial or contentious demeanor, or significant failure(s) to meet contractual obligations.

Failure to comply with the terms of this provision may disqualify Applicant. Grant Application may be rejected based upon Applicant's prior history with the State of Texas or with any other party that demonstrates, without limitation, unsatisfactory performance, adversarial or contentious demeanor, or significant failure(s) to meet contractual obligations. Applicant should provide this information in **Exhibit Q, Administrative Information.**

6.3 CONFLICTS

Applicant must certify that it does not have any personal or business interests that present a conflict of interest with respect to the RFA and any resulting Grant Agreement. Additionally, if applicable, the Applicant must disclose all potential conflicts of interest. The Applicant must describe the measures it will take to ensure that there will be no actual conflict of interest and that its fairness, independence and objectivity will be maintained. DFPS will determine to what extent, if any, a potential conflict of interest can be mitigated and managed during the term of the Grant Agreement. Failure to identify actual and potential conflicts of interest may result in disqualification of a Grant Application or termination of a Grant Agreement.

Please include any activities of affiliated or parent organizations and individuals who may be assigned to this Grant Agreement, if any. Provide this information in **Exhibit Q, Administrative Information.**

Additionally, pursuant to Texas Government Code 2252.908, a Successful Applicant Awarded a Contract greater than \$1 million dollars or awarded a Contract that would require the Successful Applicant to register as a lobbyist under Texas Government Code Chapter 305, must submit a disclosure of interested parties to DFPS at the time the business entity submits the signed Contract. Rules and filing instructions may be found on the Texas Ethics Commission's public website and additional instructions will be given by HHS to Successful Applicants.

6.4 INTERNAL CONTROLS STRUCTURE QUESTIONNAIRE. (ICSQ)

Exhibit R, ICSQ for Cost Reimbursement Grant including all required attachments must be included in the Application.

6.5 AFFIRMATIONS AND CERTIFICATIONS

Applicant must **execute** and return all the following listed Exhibits.

1. Exhibit A, Affirmations and Grant Opportunity Acceptance;
2. Exhibit R, ICSQ for Cost Reimbursement Grant;
3. Exhibit S, Assurances Non-Construction Programs; and
4. Exhibit T, Certification Regarding Lobbying

6.6 HUB

If a Successful Applicant chooses to contract for goods and services using the funding Awarded in this Grant, DFPS encourages the Applicant to use HUBs to provide those goods and services where possible.

ARTICLE VII. EXPENDITURE PROPOSAL

7.1 EXPENDITURE PROPOSAL

- A. Attached **Exhibit U, Expenditure Proposal** of this RFA includes the template for submitting the Expenditure Proposal. Applicants must complete this form and place it in a separate, sealed package, clearly marked with the Applicant's name, the RFA number, and the RFA submission date if utilizing option 2 under 3.6.3. Delivery.
- B. Expenditure Proposal should include the costs of services listed in **Article II, Scope of Work** and shall include. all labor, materials, tools, supplies, equipment, and personnel, including, but not limited to, travel expenses, associated costs and incidental costs necessary to provide the products and services according to the minimum specifications, requirements, provisions, terms, and conditions set forth in this RFA.
- C. The Expenditure Proposal should indicate the necessary expenses on the proposed budget tab along with a narrative description of the methodology used to calculate the costs.
- D. Applicants should demonstrate that project costs outlined in the Expenditure Proposal are reasonable, allowable, allocable, and developed in accordance with applicable State and federal Grant requirements. Guidelines for allowable food costs are included as **Exhibit V, CYD Guidelines for Allowable Food Costs** to this RFA.
- E. Administrative or overhead costs should be capped at no more than 25% of total budget. Administrative costs include, but are not limited to, the following: administrative payroll and fringe benefits; personnel functions; maintenance and operation of administrative space and property; data processing and computer services; accounting; budgeting; and auditing. This applies to both the Applicant and Subawards.
- F. Cost Allocation Plan
 - 1. When costs are distributed between multiple programs or cost centers, the Applicant must develop and submit a Cost Allocation Plan with its Application to ensure all costs are allocated properly with attention to personnel, building costs, and equipment. Applicant should refer to 2 CFR 200 for details regarding cost allocation plans.
 - 2. When line item costs are distributed between multiple programs or cost centers, the Applicant must provide a description of the allocation methodology used, including specific program areas involved, justification of the allocation methodology, formulas, and a summary of the percentages of the costs charged all programs.
- G. PEI will review costs for compliance with UGMS and 2 CFR 200. The more stringent of these two requirements will be applied in the event of any conflict.

ARTICLE VIII. GENERAL TERMS AND CONDITIONS

8.1 GENERAL CONDITIONS

8.1.1. Amendment

HHS reserves the right to change, amend or modify any provision of this RFA, or to withdraw this RFA, at any time prior to award, if it is in the best interest of HHS. Any such revisions will be posted as addenda on the [HHS Grant Website](#) thus becoming part of the original RFA. Applicants must return each addendum acknowledgment form as instructed, failure to do so may result in disqualification of Application. It is the responsibility of Applicant to periodically check the **HHS Grants Website** to ensure full compliance with the requirements of this RFA.

8.1.2 Costs Incurred

Applicants understand that issuance of this RFA in no way constitutes a commitment by DFPS to Award a Grant Agreement or to pay any costs incurred by an Applicant in the preparation of this Application. DFPS is not liable for any costs incurred by an Applicant prior to issuance of or entering into a formal agreement, Contract, or purchase order. Costs of developing Grant Applications, preparing for or participating in oral presentations and site visits, or any other similar expenses incurred by an Applicant are entirely the responsibility of the Applicant, and will not be reimbursed in any manner by the State of Texas.

8.1.3 Contract Responsibility

DFPS will look solely to Applicant for the performance of all obligations that may result from an Award based on this RFA. Applicant shall not be relieved of its obligations for any nonperformance by Subawardees.

8.1.4 Public Information Act

Grant Applications are subject to the Texas Public Information Act (PIA), Texas Government Code Chapter 552, and may be disclosed to the public upon request. Subject to the PIA, certain information may be protected from public release. Applicants who wish to protect portions of the Grant Application from public disclosure should familiarize themselves with this law. Information pertaining to the RFA will be withheld or released only in accordance with the PIA.

Amendments to the PIA passed during the 86th Legislative Session, specifically make “contracting information” public information that must be disclosed in Application to a public information request unless otherwise excepted by the Act. Tex. Gov’t Code 552.003(7) and 552.0222.

In addition, pursuant to Texas Government Code 2261.253(a), DFPS is required to post executed Grant Agreements and the associated RFA documents on the agency website. Contract documents posted to the web may include the Application of any Applicant receiving a Grant Agreement.

DFPS does not have authority to agree that any information submitted will not be subject to disclosure. Disclosure is governed by the PIA. Applicants are advised to consult with their legal counsel concerning disclosure issues resulting from this process and to take precautions to safeguard trade secrets and proprietary or otherwise confidential information. If it is necessary for Applicant to include proprietary or confidential information (which may

include, but is not limited to, trade secrets or privileged information), Applicant must clearly mark in bold red letters the term “CONFIDENTIAL” using at least 14-point font, on that specific part or page of the submittal which Applicant believes to be confidential. All submittals and parts of submittals that are not marked confidential will be automatically considered to be public information. Should trade secrets or proprietary or otherwise confidential information be included in the submitted electronic copy, the content should be marked in the same manner as the original as stated above. In addition, Applicant should mark the medium with the word “CONFIDENTIAL.” If DFPS receives a public information request seeking information marked by Applicant as confidential, Applicant will receive notice of the request as required by the Texas Public Information Act.

If DFPS receives a public information request for submittals and parts of submittals that are not marked confidential, the information will be disclosed to the public as required by the Texas Public Information Act. Note that pricing is not generally considered confidential under the Texas Public Information Act. Making a blanket claim that the entire Grant Application is protected from disclosure because it contains any amount of proprietary or confidential information is not acceptable and may make the entire Grant Application subject to release under the PIA.

8.1.5 News Releases

Prior to final Award an Applicant may not issue a press release or provide any information for public consumption regarding its participation in the procurement. Requests should be directed to the sole point of contact identified in Article III.

8.1.6 Additional Information

By applying, the Applicant Grants HHS and DFPS the right to obtain information from any lawful source regarding the Applicant’s and its directors’, officers’, and employees’: (1) past business history, practices, and conduct; (2) ability to supply the goods and services; and (3) ability to comply with Grant requirements. By applying, an Applicant generally releases from liability and waives all claims against any party providing HHS or DFPS information about the Applicant. DFPS may take such information into consideration in evaluating Applications.

8.1.7 DFPS Terms and Conditions

Applicant agrees to comply with **Exhibit B, DFPS Grant Uniform Terms and Conditions** and **Exhibit C, DFPS Grant Supplemental and Special Conditions**. Any terms and conditions attached to a Grant Application will not be considered unless specifically referred to in the Grant Application.

ARTICLE IX. SUBMISSION CHECKLIST

This checklist is provided for Applicant's convenience only and identifies documents that must be submitted with this RFA to be considered Responsive. Any Grant Application received without these requisite documents may be deemed Non-Responsive and may not be considered for Grant Award.

Original Grant Application Package

The Grant Application Package must include the Application in one of the approved submission methods identified in **Section 3.6** in the order outlined below:

1. Administrative Information (Exhibit N-R) (Section 6.1-6.4)

- a. Exhibit N, Applicant Information (Face Page) (Section 6.1.1) _____
- b. Exhibit O-1, Governmental Entity Information (Section 6.1.2); or _____
- c. Exhibit O-2, Non-Profit Entity Information (Section 6.1.2) _____
- d. Exhibit P, Texas Application for Payee Identification
Number and Direct Deposit (Section 6.1.3) _____
- e. Exhibit Q, Administrative Information (Sections 6.1.4, 6.2 and 6.3) _____
- f. Exhibit R, ICSQ Cost Reimbursement Grant (Section 6.4) _____

2. Narrative Application Forms (Forms D, L and M) (Section 5.1)

- a. Exhibit D, Project Work Plan _____
- b. Exhibit L, Executive Summary _____
- c. Exhibit M, Program Narrative _____

3. Expenditure Proposal (Article VII)

- a. Exhibit U, Expenditure Proposal _____

4. Applicable Exhibits (to be included in RFA Package) (Section 6.5)

- a. Exhibit A, Affirmations and Grant Opportunity Acceptance _____
- b. Exhibit K, Exceptions and Assumptions Form _____
- c. Exhibit T, Certification Regarding Lobbying _____

ARTICLE X. EXHIBITS

Exhibit A, HHSC and DFPS Affirmations and Grant Opportunity Acceptance

Exhibit B, DFPS Grant Uniform Terms and Conditions

Exhibit C, DFPS Grant Supplemental and Special Conditions

Exhibit D, Project Work Plan

Exhibit E, CYD CSNA Tool Kit

Exhibit F, Example of Staff Positions

Exhibit G, YLD Scope and Sequence

Exhibit H, PEI Evidence-Based Program Ranking Tool

Exhibit I, Online Bid Room

Exhibit J, Evaluation Score Tool

Exhibit K, Exceptions Form

Exhibit L, Executive Summary
Exhibit M, Program Narrative
Exhibit N, Applicant Information (Face Page)
Exhibit O-1, Governmental Entity Information
Exhibit O-2, Non-Profit Entity Information
Exhibit P, Texas Application for Payee Identification Number and Direct Deposit Authorization
Exhibit Q, Administrative Information
Exhibit R, Internal Controls Structure Questionnaire (ICSQ) for Cost-Reimbursement Contracts
Exhibit S, Assurances Non-Construction Programs
Exhibit T, Certification Regarding Lobbying
Exhibit U, Expenditure Proposal
Exhibit V, CYD Guidelines for Allowable Food Costs