DC YouthLink – Service Coalition

Request for Proposals FY13

Released June 18, 2012

CYITC/DYRS DC YouthLink- Service Coalition

Partner Descriptions

DC Children and Youth Investment Trust Corporation

The DC Children and Youth Investment Trust Corporation (the Trust) is the primary resource for developing partnerships that expand and improve services and opportunities for children and youth in the District of Columbia, especially during their time out of school. The partnerships include those with public schools, city agencies, nonprofit providers and funders.

The Trust provides grants, technical assistance, youth worker training, capacity building, learning opportunities, convenings, and policy support in the District. The Trust supports and develops the highest quality programs, encourages innovation in services and organizations, and invests in activities that will create better outcomes for DC's children and youth.

The mission of the Trust is to increase resources and invest in the people, programs and systems that serve children, youth and their families in the District of Columbia; to support the development of strategic alliances to strengthen the quality, quantity and accessibility of services and opportunities that foster the healthy development of children and youth; and to create an evaluation framework designed to measure the effectiveness of individual programs and youth-serving agencies throughout the District of Columbia.

Vision of the Trust:

The Trust's vision is that each child in the District of Columbia is given every opportunity to develop and grow into a healthy, caring and productive adult.

Philosophy of Investment:

Funded organizations become partners in the Trust's philosophy of investment, which includes:

- **Supporting Proven Success and Sustainability**
  The Trust supports programs with a proven track record of success and institutes sustainability efforts to ensure viable programs continue to operate and thrive.

- **Encouraging Innovation**
  The Trust supports and encourages new programming and organizations that will provide fresh approaches in youth development.

- **Investing in Promising Communities**
  The Trust recognizes and supports revitalization efforts in various communities to include addressing structure, support and opportunities for youth in these changing environments.

Department of Youth Rehabilitation Services

The Department of Youth Rehabilitation Services' (DYRS) mission is to improve public safety and give court-involved youth the opportunity to become more productive citizens by building on the strengths of youth and their families in the least restrictive, most homelike environment consistent with public safety.

The DC YouthLink - Service Coalition approach described in this RFP is consistent with the DYRS vision, program assumptions and principles that follow:

DYRS Vision:

DYRS will provide the nation's best continuum of care for court-involved youth and their families through a wide range of programs that emphasize individual strengths, personal accountability, public safety, skill development, family involvement and community support.

DYRS Program Assumptions and Principles:

The following assumptions and principles inform DYRS' vision and program development:

• Youth prefer the joy of accomplishment to failure and each youth is unique and can learn, re-learn and unlearn.

• All youth should be connected to caring adults, services, supports and opportunities that enable them to contribute to the community and successfully transition into adulthood.

• All youth, families, staff and community should be valued, respected and have opportunities for growth and change.

• Youth, families and staff at all levels must be at the table and involved in decision making; from youth/family team meetings to agency policies.

• Youth deserve a robust continuum of care that is flexible, strengths based, family focused and results in youth being safely served in the least restrictive environment consistent with public safety.

• Creating environments that are safe, structured, stable and supportive for youth and staff.

• Staff at all levels should be responsive, respectful and work collaboratively with internal and external customers.

• Decisions should be informed by valid and reliable data.

• Everyone's job is to help youth develop to their fullest potential.

DC YouthLink Background

DC YouthLink (DCYL) is a coalition of non-profit and for profit human service organizations that has partnered with the Department of Youth Rehabilitation Services (DYRS) to successfully reintegrate juvenile offenders into their communities by providing a host of services and supports to the youth and their families. DCYL is working with local and national partners to improve the community reentry process so that the needs of DYRS youth, the family and the communities to which they return are being met. Offering a continuum of community services and support to court-involved youth in reentry is an integral part of the juvenile justice system.

There is a vast array of services in youth's home communities to support them. Historically, however, there was no convenient way to find out about the full range of these services and providers. To bridge this gap, DYRS partnered with two community based organizations, the East of the River Clergy-Police Community Partnership (ERCPCP) and the Progressive Life Center (PLC), to broker community-based services for DYRS youth. These organizations, formerly referred to as the 'Lead Entities,' provide coordination and oversight to a network of local providers, known as their Regional Service Coalitions. The two DCYL Lead Agencies serve as care coordinating entities, funders and monitors of the providers in their Regional Service Coalitions, and as engagement vehicles for increasing and diversifying community-based services for DYRS youth.

In an effort to improve performance and promote accountability, DYRS monitors the services provided to the agency's young people through the DCYL Lead Agencies. Quarterly, DYRS compiles a performance report that details community-based services. The report focuses heavily on the types of services DYRS youth receive and the frequency with which they receive them. These are the basic building blocks of rehabilitation and successful reintegration into the District's communities. When possible, DYRS also reports on the outcomes of these services, both positive and negative. This includes outcomes such as youth graduating from high school, getting a job, or having new contacts with the justice system. For FY13, DCYL seeks multiple providers to perform community oriented evidence-based or best-practice services for DYRS committed youth in the following four funding categories:

- ❖ Education Services
- ❖ Workforce Development Services
- ❖ Health Services
- ❖ Healthy Relationship Services

DC Youth Link Statistics

DCYL Service Coalition partners provided services to reach the stated outcomes, which are based on the eight Positive Youth Justice Domains. The eight domains are (1) Public Safety, (2) Relationships, (3) Workforce Development, (4) Education, (5) Health, (6) Substance Abuse Prevention/Intervention, (7) Community; and (8) Creativity. Below is the most recent DCYL enrollment and service data for the periods of FY2010, FY2011, and for the first quarter (October – December 2011) of FY2012.

DCYL Enrollment Data for FY2010 - FY2012

	FY 10	FY 11	FY12 Qtr 1
Demographics			
Total Enrolled	594	756	394
ERCPCP	390	496	249
PLC	222	291	148
Male	538	668	343
Female	56	88	51
Black	572	731	372
White	1	1	0
Latino	21	16	12
Under 18	347	329	139
18 and older	236	427	255

Services to DYRS Youth for FY2010 -FY2012

	FY 10	FY 11	FY12 Qtr 1
Tutoring	53	132	39
Online HS Diploma	28	87	35
GED	4	8	5
Arts Education	8	12	4
SAT Prep/College Admission	N/A	N/A	N/A
Work Readiness program	63	200	122
Physical Activity	37	93	25
Mental/Behavoral Health	8	55	46
Substance Abuse Intervention	20	50	30
Mentoring	199	512	303
Family support	0	5	5
Youth parenting class	7	20	9
Civic Engagement/Community Service	N/A	N/A	N/A
Intensive Third-Party Mentoring	399	302	15

Note: SAT/College Admission and Civic Engagement are new categories for FY2013.

Funding Allocations & Priorities for FY2013

DYRS is committed to offering diverse services to youth in its care and custody. During DCYL's initial years, the initiative saw many important services funded. In an effort to better diversify the services that DRYS youth access, the following funding allocations have been targeted for FY2013.

➤ 30% of available funds targeted to Workforce Development Services
➤ 25% of available funds targeted to Education Services
➤ 15% of available targeted to Health Services
➤ 30% of available funds targeted to Relationship Services

FY13 DC YouthLink Service Coalition Request for Proposals

The Trust, on behalf of DYRS and DCYL, is seeking proposals for high quality programs that will help improve the outcomes for the District's young people that are committed to DYRS. The outcomes will be based on the Positive Youth Justice Framework. The Trust, in partnership with DYRS and DCYL, fully participates in the collaborative effort to focus on the following four proposed Funding categories for District youth:

- ❖ Education Services
    - o Vocational Training Leading to a Credential
    - o GED and/or Adult Basic Education
    - o On-line HS Diploma
    - o Arts-Based Education
    - o SAT Preparation/College Application Assistance
    - o Tutoring
- ❖ Workforce Development Services
    - o Job Readiness Training, Job Placement Assistance, and Retention Services
- ❖ Health Services
    - o Substance Abuse Prevention, Treatment, or Recovery Support
    - o Mental Health and/or Individual Counseling
    - o Physical Health
- ❖ Healthy Relationship Services
    - o Evidence-Based Mentoring
    - o Family Support and Counseling
    - o Civic Engagement and Community Service
    - o Parent Education
    - o Intensive Third-Party Monitoring (ITPM)

Applicants may submit proposals for a maximum of two service areas (i.e. Evidence-Based Mentoring and Tutoring). The selected services can be within the same or different Funding Categories (i.e. Education Services, Health Services). For each service area, a separate proposal is required.

Key Dates

Approximate RFP Implementation Timeline Description	
May 18, 2012	Notice of Funding Availability is Released
June 18, 2012	RFP/Call for Reviewers are Issued
June 21, 25, and 27, 2012	Funding Technical Assistance (FTA) Sessions Held (Attendance at one of the FTA sessions is mandatory to be eligible to submit a proposal)
June 18-29, 2012	Period for Submission of Written Questions to RFP
June 29, 2012	Notice of Intent to Apply Deadline
June 29, 2012	Applicant Questions Deadline
July 2, 2012	Responses to Applicant Questions Posted
July 16, 2012	Proposal Deadline
August 31, 2012	Awards Announced
October 1, 2012	Funding Period Commences

Proposal Process

Notice of Intent to Apply

Prospective applicants must submit a Notice of Intent to Apply (found at www.cyitc.org) to the Trust, Attention: "DC YouthLink Service Coalition". The Notice of Intent to Apply form should be sent to the Trust by Friday, June 29, 2012 at 4:00 p.m. Submittal of the Notice of Intent to Apply does not commit an agency to apply. However, failure to submit a Notice of Intent to Apply by Friday, June 29, 2012 at 4:00 p.m. will disqualify an organization. Any supplemental written information related to this RFP will be provided only to those organizations that have filed a Notice of Intent to Apply or to agencies that have requested such information.

Notice of Intent to Apply should be submitted via e-mail to:

E-mail: rfp@cyitc.org

Subject: DC YouthLink-Service Coalition NOIA

Funding Technical Assistance (FTA) Sessions (register at www.cyitc.org)

- **Thursday, June 21, 2012 from 6:00 p.m. – 8:00 p.m.**
  Thurgood Marshall Center, 1816 12th Street, NW, Washington, DC 20009

- **Monday, June 25, 2012 from 10:00 a.m. – 12:00 noon**
  THEARC, 1901 Mississippi Avenue, SE Washington, DC 20020

- **Wednesday, June 27, 2012 from 10:00 a.m. – 12:00 noon**
  Lamond-Riggs Neighborhood Library, 5401 South Dakota Ave. NE, Washington, DC 20011

Questions about DCYL RFP

All programmatic questions regarding this RFP must be submitted in writing via e-mail to rfp@cyitc.org. Please reference "DC YouthLink-Service Coalition RFP Questions" in the subject line. Inquiries must be submitted on or before Friday, June 29, 2012 by 4:00 pm. Questions submitted after the deadline date will not receive responses. Responses to all inquiries will be posted on the Trust website on Monday, July 2, 2012 by close of business. Prospective applicants are responsible for checking the Trust website for any additional changes or updates to the RFP and/or the application process. Anything said over the phone, or in person after the release of this RFP is not binding. TELEPHONE CALLS WILL NOT BE ACCEPTED.

Application Identification

Applicants may submit proposals for a maximum of two service areas (i.e. Evidence-Based Mentoring and Tutoring). The selected services can be within the same or different Funding Categories (i.e. Education Services, Health Services). For each service area, a separate application package is required.

Each application package should consist of six (6) copies, including one original and five (5) copies, which must be exact duplications including any attachments (exception: only 2 copies of the organizations Independent Audit are required) for the Review Panel in a sealed envelope or package. The outside of the sealed envelope or package will be labeled:

"Reply to CYITC/DYRS DC YouthLink - Service Coalition RFP / From: Agency Name & Address."

Applications will not be forwarded to the Review Panel if the applicant fails to submit the required six (6) copies. E-mail, telephonic or facsimile submissions will **not** be accepted.

In-Person Application Submission Date and Time

Applications are due no later than 4:00 p.m. EST on Monday, July 16, 2012. All applications will be recorded upon receipt. Any additions and/or deletions to an application will not be accepted after 4:00p.m. EST on Monday, July 16, 2012. The six (6) copies, including one original and five (5) copies of the applications must be delivered to the following location:

D.C. Children and Youth Investment Trust Corporation

1400 16th Street, NW, Suite 500

Washington, DC 20036

Attn: RFP: CYITC / DYRS DC YouthLink - Service Coalition

Please note: Our offices have lobby security and you may be asked to provide photo ID to enter the building. Please allow additional time for the security measures and for parking. Turn your proposal in early if at all possible. Proposals delivered after the 4:00pm deadline on the July 16, 2012 will not be accepted.

REVIEW AND SCORING

Selected applicants will be determined through a two-tiered process. First proposals will be reviewed by a review panel of three to five independent reviewers. The reviewers will read and score proposals based on the following point system:

- Organization/Company Information   25 points
- Program Description   25 points
- Program Specifics   30 points
- Financial and Administrative Documents   20 points

After reviewers have scored all proposals, they will convene in debrief sessions lead by Trust facilitators. Reviewers will be asked to discuss their findings and, as a panel, debrief on the final scores for each proposal based on the quality and the selection criteria outlined in the RFP.

DC Youth Link Lead Agencies and DYRS staff may add up to 20 points to the proposals of former Service Coalition members. They will score proposals based on the following point system (can include but isn't limited to):

- History
    - Compliance with submitting required documents in a timely manner
    - Compliance and reporting within the Youth Empowerment System (YES)
    - Compliance and attendance at mandatory trainings
    - Timely invoicing
    - Attendance at mandatory Service Coalition meetings
    - Responsiveness to communication with DYRS and Lead Agencies
- Capacity
    - Ability to serve and manage new referrals

All proposals will be calculated as a percent of total possible points. Therefore, scoring will be as follows:
- points earned/100 for new Service Coalition applicants
- points earned/120 for past Service Coalition members

Recommendation on selected applicants will be approved by DYRS.

Appeal Process

All funding decisions are final. Applicants may receive reviewers' scores and comments within ten (10) business days upon written request. There is a 30 day window by which scores can be requested. 30 days after receiving your notification letter, requests for score and comments will no longer be accepted.

FY13 Program Proposal Checklist

Applicants are to use this list for submission to ensure the inclusion of all required items. *Submit one (1) marked, unbound original proposal marked "original" including all required and attachments, and five (5) complete copies marked "copy" on each.*

☐   Proposal Cover Page containing Authorized Signature(s)

☐   Proposal Checklist

☐   Proposal Narrative

☐   FY13 Proposal Budget Form with Narrative

☐   FY13 Projected Program Revenue Form

☐   Previous Fiscal Year finances

- Audited Financial Statement

  OR

- Pages 1-6 of most recent IRS Form-990, no older than 2010.

☐   Copy of Letter of 501(c)(3) Status from the Internal Revenue Service no later than October 1, 2010, if non-profit organization

☐   Copy of Incorporation under the District of Columbia Nonprofit Incorporation Act (not articles of Incorporation) no later than October 1, 2010, if non-profit organization

☐   Copy of Certificate of Good Standing with the DC Office of Tax and Revenue no older than October 1, 2010

☐   Copy of Staff Licensure and Certifications

☐   Copy of Certification to Occupy- may include letter from DPR, DCPL, DCPS, MOU, and/or lease agreement, etc.

☐   Resumes for Executive Director/Chief Executive Officer and all direct service staff that will be working with youth in this program.

☐   FBI Clearance (copies of documents that show you've started process for program staff)

☐   DC Criminal History Clearance (copies of documents that show you've started process for program staff)

☐   Child Protection Services Clearance (From the District of Columbia CPS and from State of Residence) (copies of documents that show you've started process for program staff)

☐   National Sex-Offender Registry Screening (copies of documents that show you've started process for program staff)

FY13 Proposal Cover Sheet
DC YouthLink Service Coalition

Organization:	
Organization Federal Tax-Exempt Number or Employer Identification Number:	
Address:	
Contact Person:	
Title of Contact Person:	
Telephone:	
FAX:	
E-mail:	
Person Authorized to Negotiate:	
Authorized Signature:	
Date:	
Service Area:	
Service Area Ranking (if you are submitting more than one application):	☐ Primary Service ☐ Secondary Service
Primary Program Ward(s)/Site(s):	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
Program Address:	
Capacity:	Min # of Participants Requested: Max # Participants Capable of Serving:
Preferred Age Range of Participants: (select all that apply)	☐ 14-17 (35% of DYRS youth are in this age range) ☐ 18-20 (65% of DYRS youth are in this age range)
Proposed Client-to-Staff Ratio:	
Annual Org. Budget	☐ Less than or equal to $100k ☐ Between $100k and up to$250k ☐ $250k and up to $400k ☐ Over $400k
Organizational Funding from Other Sources:	$

APPLICATION FORMAT

➤ Do not exceed the following page limits:

    I. No more than 5 double spaced pages for the Organization/Company Information
    II. No more than 5 double spaced pages for the Program Description
    III. No more than 8 double spaced pages for the Program Specifics

➤ Please use 12pt font or larger and 1 inch margins
➤ Do not staple, paperclip, or bind the proposal pages
➤ Submit 1 original and 5 copies
➤ Organizations should apply for no more than 2 program service areas

For each proposal, the following components under sections A and B must be included in the narrative. Applicants will be asked to respond to service area-specific questions which are listed separately in Section C.

a. **Organization/Company Information**

(No more than 5 pages)

1. Describe in one paragraph the organization's history, mission, and goals.
2. Describe recent organizational accomplishments.
3. Describe your current positive youth development programs and activities.
4. Describe briefly the involvement of your organization/company in the development/delivery of programming and services for high-risk youth.
5. Describe how this request will enable your organization/company to build its capacity to address current limitations, and/or improve its ability to meet programmatic positive youth development goals?
6. Describe your organization's history of providing the proposed service(s), including the number of youth you have served, services offered, and in which wards. (Organization's should have a proven history of providing these services since at least October 1, 2010.)
7. Describe and detail evidence and measures of successful past performance, including quantitative measures of indicators such as the following (e.g. the number of youth making educational gains, entering or retaining employment, entering postsecondary education institutions and/or job training programs, obtaining workforce certifications, or participating in pre-apprenticeships or apprenticeships, that can be verified in a management information system or other reliable data source/system).

b. Program Description

(No more than 5 double space pages)

<u>*Narrative Questions (all applicants must answer the following questions)*</u>

1. Describe the program overview and the plan for implementation? (This should be done in a narrative format and can be illustrated through tables and logic models. Tables and logic models will not be included as part of 5 page maximum). Please also include how many hours your staff typically interacts with a youth on any given day.

2. Selected organizations are responsible for engaging the youth that are under their care. Describe how you will engage and retain participants and which specific strategies you will use. Describe your capacity to serve youth who live both east and west of the river? How will you deal with common problems of crossing neighborhood boundaries, etc.?

3. What is your organization's capacity to handle open enrollment?

4. Many projects are dependent on collaboration with an outside person or group to achieve program outcomes. If you have such a partnership, please list the partners along with the roles that they will play within your programming. Partnerships can be official or unofficial. Please also cite the history of these partnerships and what successes they have had in the past. Please note that while we encourage the use of partnerships to strengthen programming, **fiscal agents are not permitted as part of this application**.

5. Where is your programming located? Why was this site chosen and how does this benefit your target population?

6. How does this program fit into the work of your organization/company?

7. What additional resources beyond DYRS funds (financial, personnel, partnerships, etc.) will be needed to sustain this effort over time? How will those resources be secured?

8. Provide a detailed staffing pattern that illustrates the required staff needed to implement your program(s) and the service area to which you are responding (this should include all staff that will work on the proposed services including management and direct service staff). Additionally, please provide a list of your staff, along with what required documents they have or are in the process of obtaining (please see last four items on Proposal Checklist on page 13).

9. Describe your organization's technological and staffing capacity to use DYRS' internet-based Management Information System, 'YES' (Youth Empowerment System), to capture participant outcomes and to monitor program performance against the relevant performance measures.

10. What measurable outcomes will be achieved during this funding period? What are the measurable longer-term outcomes of this program? What methods/strategies will be used to gather data on the project? Applicants should include any proposed evidence-based or best-practice tools identified for evaluation implementation.

c. **Program Specifics**

(No more than 8 pages per Specific Service Area)

Please respond to the Program Specific questions from the list below that your organization/company will target to address the eight Positive Youth Justice Outcomes. Applicants may not apply for more than two (2) service areas below (please submit separate applications for each service area). Please refer to the appendices for additional information on operational definitions.

Education Services

i.   Service Area #1 – **Vocational Training Leading to a Credential**
   a) Describe the credentials that your agency trains individuals to achieve. Justify its relevance to the regional employment market detailing the industry growth potential using local labor market and Department of Labor (DOL) data as well as the number of jobs available currently and projected, salary range, and career ladder potential. Describe this credential's relevance to the DYRS population.
   b) Describe fully your process for determining eligibility for acceptance into your program. If a standardized assessment instrument is used, please identify it and its appropriateness, as well as explain the scoring system and rationale for program acceptance.
   c) Fully describe the curriculum that is used to train participants including detailing the units or modules, expected learning goals, length of time to train on each unit, etc. Describe why this curriculum is relevant to the population you are serving and linked with the skill that employers in this industry require as a pre-requisite for or at the time of employment.
   d) Describe the program in detail including the structure of the program, the number of hours of instruction per day, integration of practical work experience or internships, etc. What is the length of time that is takes to complete program? When is testing for the credential integrated? Detail fully the testing process and the process to successfully pass and receive the targeted credential.
   e) Detail any accreditation, educational license, or certification from an authorizing body that authenticates your ability to provide quality educational instruction to DC youth.
   f) What assistance is provided to participants during and after training completion to locate permanent employment? What formal partnerships do you have with employers in the targeted industry? Provide proof of these relationships in the form of up to three letters of support (forms do not count towards eight page maximum).
   g) Describe and detail evidence and measures of successful past performance, including quantitative measures of indicators such as the following (e.g. the number of youth or adults that have completed training, the number of youth or adults that have successfully obtained the targeted credential, the number of youth/adults that have completed your training program and obtained full or part time unsubsidized employed that can be verified in a management information system or other reliable data source/system).
   h) Describe and detail measurable goals and outcomes for participating DYRS youth.

ii.   Service Area #2 – **General Educational Development (GED) and/or Adult Basic Education (ABE)**
   a) Describe and demonstrate your organization's past effectiveness in providing literacy skills to older youth and adults, detailing the quality and quantity of past services provided; the effectiveness of meeting the needs of persons served.
   b) Provide statistics and quantitative measures of successful past performance, such as the following (e.g. the number of youth making educational gains, entering or retaining employment, entering postsecondary education institutions and/or job training programs, obtaining workforce certifications, or participating in pre-apprenticeships or apprenticeships, that can be verified in a management information system or other reliable data source/system).
   c) Describe and detail measurable goals and outcomes for DYRS youth participating in DCYL.
   d) Describe your student intake, assessment and goal setting process, as well as define the curriculum used and justify its appropriateness to meet the diverse needs of youth participants.
   e) Describe your program design including intensity and duration including the number of hours of instruction offered per week, class timeframes, etc. that ensure that participants achieve substantial learning gains and goals. What is the number of persons that can be served in one class? What is your student to teacher ratio?
   f) Describe how your program provides "real life" contextual learning to ensure that participants acquire the skills needed to be effective in their roles as parents, workers and citizens. Describe how your program provides contextualized learning opportunities that help adult learners at or below the adult secondary level to improve their reading, math, writing, listening and/or speaking skills so that they can successfully transition to job training and/or work.
   g) Describe how your program activities effectively employ advances in technology, as appropriate, including the use of computers, SMART boards, iPods, assistive technology and/or distance learning.
   h) Describe your process to screen participants for learning disabilities, refer students for screening, or seek support to make accommodations for students with learning disabilities.
   i) Describe how you will connect learners to ancillary services and other available resources through DCYL and other providers in the community (e.g. career counseling, substance abuse counseling, personal life coaching, mentoring, etc.) as well as follow-up on participant acquisition of needed services.
   j) How do you provide differentiated instruction so that learners on a variety of academic levels can be served in an ABE or GED class simultaneously?

iii.   Service Area #3 – **On-line High School Diploma**
   a) Name and describe the standardized assessment that will be used to pre-test students to diagnose and assess student needs and to post-test students to measure growth. Provide a description of why this assessment was selected and evidence that this assessment is an appropriate and valid measure for your programming.

b) Describe your process to screen participants for learning disabilities, refer students for screening, or seek support to make accommodations for students with learning disabilities.

c) Name and describe the online program that will be used to assist DYRS youth in obtaining a high school diploma. Please describe fully how the program works including how instruction is customized to the needs of the student, how progress is measured, expected intervals of instruction to test for academic gains, etc. Provide evidence that this program is recognized as effective through detailing the institutions that have accredited its curriculum including describing if the diploma earned is transferrable to Community College of the District of Columbia (CCDC),University of the District of Columbia (UDC), and other local intuitions. Provide evidence of the ability for this credential to transfer to these institutions by a letter of verification on the school letterhead and signed by a school official (this verification will not count towards eight page maximum).

d) Describe the structure of your program including detailing the class location, daily schedule, how teachers and/or other academic support professionals are integrated into the program design, and how the program provides "real life" contextual learning to ensure that participants acquire the skills needed to be effective in their roles as parents, workers and citizens.

e) Describe how you will connect learners to ancillary services and other available resources through DCYL and other providers in the community (e.g. career counseling, substance abuse counseling, personal life coaching, mentoring, etc.) as well as follow-up on participant acquisition of needed services.

f) Describe and detail evidence and measures of successful past performance, including quantitative measures of indicators such as the following (e.g. the number of youth or adults making educational gains and the number of youth or adults achieving a HS Diploma that can be verified in a management information system or other reliable data source/system).

g) Describe and detail measurable goals and outcomes for DYRS youth participating in DCYL.

iv.   Service Area #4 – **Arts-Based Education**

a) What evidence-based or best-practice models that are specifically designed for arts-based education is your organization currently providing? Please describe in detail each model and why it was chosen. How it is being implemented with your target population and why it is relevant demographically and geographically?

b) Programs should focus not only on the final products, but also on the process. Does your program make room for youth to discuss and reflect on their own experiences, assess their own work, and understand how they can use their work to express themselves and relate to their communities? List specific examples.

c) The art program should help young people connect their art experience to other aspects of their life. How are the projects and curriculum connected to workforce development or career exploration? How does it build motivation and relevancy to increasing academic performance?

    d)   How does your program make room for varied skill levels and create opportunities for youth to showcase their achievements?

    e)   Describe and detail evidence and measures of successful past performance, including quantitative measures of indicators such as the following (e.g. the number of youth or adults that make educational gains that can be verified in a management information system or other reliable data source/system).

    f)   Describe and detail measurable goals and outcomes for DYRS youth participating in DCYL.

v.   Service Area #5 – **Scholastic Aptitude Test (SAT) Preparation/College Application Assistance**

    a)   Please describe your SAT Assistance program including which curriculum you utilize noting and validating the evidence of its effectiveness. Please describe how your program is structured including the hours of instruction, duration of program, testing intervals, etc.

    b)   Please detail your history of performance in this area, noting measurable outcomes that can be validated in the area of raising test scores. Describe how you measure success and your process for obtaining and validating the SAT test scores of your clients.

    c)   Please describe your process for helping youth complete the FASFA application, identify appropriate post-secondary institutions, apply for college, complete essays and obtain the necessary fees required to submit an application.

    d)   Please describe your process for tracking applications submitted, acceptance status, as well as managing the variety of follow-up tasks that are associated with being accepted and enrolled in college. Describe any assistance you provide to youth once their acceptance is confirmed to help them successfully complete the enrollment process.

    e)   Describe and detail evidence and measures of successful past performance, including quantitative measures of indicators such as the following (e.g. the number of youth or adults making educational gains that can be verified in a management information system or other reliable data source/system).

    f)   Describe and detail measurable goals and outcomes for DYRS youth participating in DCYL.

vi.   Service Area #6 – **Tutoring**

    a)   Describe if and how Comprehensive Adult Student Assessment System (CASAS) is used to pre-test students to diagnose and assess student needs and to post-test students to measure growth.

    b)   Describe how the assessment data is connected with District of Columbia Comprehensive Assessment System (DC-CAS) as a measure of a student's mastery of District of Columbia standards.

    c)   Describe your process to screen participants for learning disabilities, refer students for screening, or seek support to make accommodations for students with learning disabilities.

d) Describe a typical learning goal for a student (e.g. students who complete 40 sessions will gain one-half of a grade level equivalency as measured by the CASAS assessment) and explain the method and reasoning behind your organization's goal setting.

e) Describe your quality assurance system that includes processes to collect and review quantitative and qualitative data for the purposes of program evaluation and determination of outcome achievement.

f) Describe and demonstrate your experience with providing at least one year tutoring service to youth entering the community from secure detention or youth within the ages of thirteen (13) to twenty (20) with behavioral challenges. Response should include description of services, number of youth including detailing and distinguishing committed youth, detained youth, or at-risk youth, average length of service provided to each youth (days, weeks, months) and average daily or weekly direct service contact hours, and evaluations or results of such services focusing specifically on academic outcomes.

g) Describe and demonstrate a record of effectiveness in improving student academic achievement for youth who are at least three (3) or more years behind expected grade level performance including documenting improvement in student academic achievement for youth served by the provider including pre-test and post test date; evidence of positive impact on interim assessments, benchmark tests, state assessments, or report card grades that can be at least partially attributed to providers; evaluations and satisfaction surveys conducted by or submitted by community stakeholders (including Local Education Agencies, parents, case managers, etc) that attest to improved academic achievement for youth served by provider.

h) Describe and detail measurable goals and outcomes for DYRS youth participating in DCYL.

Workforce Development Services

i. Service Area #7 - **Job Readiness Training, Job Placement Assistance, & Retention Services**

a) Describe the evidence based or best practice model, program design, or curriculum that you are using to provide effective workforce development training and experience to youth.

b) Describe fully your program components including your job readiness training modules, topics, activities and skills sets developed as well as the specific activities that assist young people in locating and obtaining employment and services offered once employment is located. Please also include details such as program format, length, time of day, enrollment process , etc.

c) Programs must be able to accept youth in an open enrollment type of fashion - how will your program structure itself so that it accepts youth when they are ready to move forward in pursuit of employment activities ?

d) Many DYRS youth are 18 and older - how does your program differentiate its approach for older youth versus a younger population?

e) Describe and detail formal partnerships that you have with employers. Please provide evidence of at least three employer relationships and their commitment to collaborate with you to place young people in employment.

f) What are the ways in which your program addresses some of the soft skills and challenges like attendance, attitude, and conflict that present when youth are transitioning into the world of

work? In which ways do you assist youth when "life situations and crises" present that can impact their ability to be successful in employment?

g) Describe and detail evidence and measures of successful past performance, including quantitative measures of indicators such as the following (e.g. the number of youth or adults that retain employment for 46-90 days that can be verified in a management information system or other reliable data source/system).

h) Describe and detail measurable goals and outcomes for DYRS youth participating in DCYL.

Health Services

i. Service Area #8 – **Substance Abuse Prevention, Treatment, or Recovery Support**

a) What evidence-based or best-practice treatment models (i.e. The Seven challenges, ACR-A/ACC, Multi-Dimensional Family therapy, etc.) that are specifically designed for youth substance abuse disorders is your organization currently providing? Please describe in detail each model and why it was chosen as well as how it is being implemented with your target population and why it is relevant demographically and geographically.

b) What regulatory body has qualified your organization to provide these services? Please attach all staff licensure (APRA, Department of Health, etc.) and certifications (these documents are not counted towards the eight page maximum).

c) How do you address substance abusing youth who present with co-occurring disorders such as mental health issues, trauma, HIV/AIDS and/or eating disorders? What evidence-based or best-practice models does your organization use to treat co-occurring disorders? Why were these models chosen and how are they implemented? If you refer clients to other organizations to receive treatment for their co-occurring disorders how do you follow up and track their progress with the referring agency?

d) What relapse prevention activities, services and supports does your organization provide for those who have completed their treatment program?

e) How does your organization engage the family during the youth's treatment and recovery process? How does your organization define family for those who live with parents or guardians who are active substance users?

f) What substance abuse prevention activities, services and supports does your organization provide for those who are not active substance users?

g) Describe and detail evidence and measures of successful past performance, including quantitative measures of indicators such as the following (e.g. the number of youth or adults that have clean drug screens for 90 days that can be verified in a management information system or other reliable data source/system).

h) Describe and detail measurable goals and outcomes for DYRS youth participating in DCYL.

ii.   <u>Service Area #9</u> – **Mental Health and/or Individual Counseling**

    a) What evidence-based or best-practice treatment models (i.e. Family Behavior Therapy, Multisystemic Therapy for Juvenile Offenders, Parent Child Interaction Therapy etc.) that are specifically designed for youth with mental health disorders is your organization currently providing? Please describe in detail each model and why it was chosen as well as how it is being implemented with your target population and why it is relevant demographically and geographically.

    b) What regulatory body has qualified your organization to provide these services? Please attach all staff licensure and certifications (these documents are not counted towards the eight page maximum).

    c) How do you address youth who present with co-occurring disorders such as substance abuse, trauma, HIV/AIDS and/or eating disorders? What evidence-based or best-practice models does your organization use to treat co-occurring disorders? Why were these models chosen and how are they implemented? If you refer clients to other organizations to receive treatment for their co-occurring disorders how do you follow-up and track their progress with the referring agency?

    d) How does your organization engage the family in the youth's treatment process? Please describe in detail how your organization defines family and works with those who do not have traditional family situations due to family members that are deceased, incarcerated, active substance uses, part of the foster care system, child abuse, trauma etc.

    e) Youth who crosswalk the mental health, substance abuse, criminal justice and child welfare systems are at increased risk for further system involvement and negative outcomes and symptomatology. Please explain how your organization works with the various systems to provide cross system collaboration and integration of services for the youth you serve.

    f) Describe and detail evidence and measures of successful past performance, including quantitative measures of indicators such as the following (e.g. the number of youth or adults enrolled in non-DCYL services (Medicaid, Private) that can be verified in a management information system or other reliable data source/system).

    g) Describe and detail measurable goals and outcomes for DYRS youth participating in DCYL.

iii.   <u>Service Area #10</u> – **Physical Health**

    a) What evidence-based or best-practice treatment models that are specifically designed for youth physical health is your organization currently providing? Please describe in detail each model and why it was chosen as well as how it is being implemented with your target population and why it is relevant demographically and geographically.

    b) How does your program promote positive interactions between the youth (i.e. sportsmanship) and with their families/community?

    c) How does your program promote awareness of physical health (i.e. exercise, nutrition, stress management, self-care) and how are these tied to a sense of control and empowerment for the youth? Please address in detail each category of physical health that your program covers,

including how you set the standards for each category (i.e. does your program follow specific nutrition guidelines, physical activity requirements, etc.?)

d) Describe what type of assessment you administer to youth to determine their fitness level and any health issues. If a youth is identified with a lower fitness level or has health issues, how do you address these elements without your program model?

e) How does your program structure its activities to accommodate different skill and ability levels, as well as different interests? Are there opportunities for youth to participate in the selection of the activities and develop their leadership skills?

f) Describe how your program helps youth identify and get involved in mainstream sports and athletic programming that can sustain their interest in health and fitness once their commitment expires.

g) Describe and detail evidence and measures of successful past performance, including quantitative measures of indicators such as the following (e.g. the number of youth or adults enrolled in non-DCYL services (Medicaid, Private) that can be verified in a management information system or other reliable data source/system).

h) Describe and detail measurable goals and outcomes for DYRS youth participating in DCYL.

Healthy Relationship Services

i. Service Area #11 – **Evidence-Based Mentoring**

a) What are the evidence-based or best practices strategies that your agency utilizes in its mentoring program?

b) Please fully describe your process to identify, screen and select mentors? If your mentors are paid, please describe fully how employment agreements are structured in terms of job description, payment, time and reporting, and length of employment.

c) Please describe both the initial and ongoing training that is provided to mentors to develop, support and maintain effective and appropriate mentoring relationships. Please detail training content, length of time, experts engaged, etc.

d) Please describe the process used to help mentees identify and work towards individual goals. How are mentors used to support the achievement of these goals, how is progress tracked, and how is accountability maintained?

e) Please describe the process used to supervise and support the mentoring relationship?

f) How does your agency work with or propose to work with DYRS case managers, the family of the youth, and other service providers?

g) How will you minimize mentor turn-over? When mentor relationships terminate early or unexpectedly, how will you manage closure and the re-matching process?

h) Describe the typical mentor-mentee relationship and what a typical day of services looks like for your organization. Be as specific as possible.

i) Describe and detail evidence and measures of successful past performance, including quantitative measures of indicators such as the following (e.g. the number of youth or adults enrolled in military service that can be verified in a management information system or other reliable data source/system).

j) Describe and detail measurable goals and outcomes for DYRS youth participating in DCYL.

ii.   Service Area #12 – **Family Support and Counseling**

a) What evidence-based or best-practice treatment models (i.e. Family Behavior Therapy, Multisystemic Therapy for Juvenile Offenders, Parent Child Interaction Therapy, MET/CBT-12 etc.) that are specifically designed for family support and counseling is your organization currently providing? Please describe in detail each model and/or best practice and why it was chosen as well as how it is being implemented with your target population and why it is relevant demographically and geographically.

b) What regulatory body has qualified your organization to provide these services? Please attach all staff licensure and certifications (documents are not part of eight page limit).

c) Please describe in detail how your organization defines family and works with those who do not have traditional family situations due to family members that are deceased, incarcerated, active substance uses, part of the foster care system, child abuse, trauma etc.

d) How do you assess the family's needs? What assessment tools or instruments do you use? If the family's needs are outside the scope of your organization's resources and services, how do you link families to the necessary resources and services? Please describe your referral process and community partners.

e) Please describe in detail how your organization transitions families to mainstream services.

f) Please describe how your agency utilizes wrap-around and family support services to help families of youth who are known to be gang or crew affiliated? How do these services support youth disengagement from gang involvement or a violent lifestyle?

g) Describe and detail evidence and measures of successful past performance, including quantitative measures of indicators such as the following (e.g. the number of youth or adults enrolled in non-DCYL services (Medicaid, Private) that can be verified in a management information system or other reliable data source/system).

h) Describe and detail measurable goals and outcomes for DYRS youth participating in DCYL.

iii.   Service Area #13 – **Parenting Education**

a) Please identify and describe your curriculum and the respective themes that will be covered. Why was this curriculum selected and how is it specifically relevant to the target population?

b) Please fully describe your program in terms of structure, location, length of sessions, frequency, integration of co-parents or significant others, integration of the child, etc.   What is unique to your program design that makes it effective for young parents?

c) Please describe how your program focuses on parenting skills and developmental information. How does your program work to increase family level protective factors and decrease family level risk factors? How does your program support the strengths of the family?

d) Please describe in detail how your organization transitions families to mainstream services.

e) Describe and detail evidence and measures of successful past performance, including quantitative measures of indicators such as the following (e.g. the number of youth or adults completing certified curriculum that can be verified in a management information system or other reliable data source/system).

f) Describe and detail measurable goals and outcomes for DYRS youth participating in DCYL.

iv.   Service Area #14 – **Civic Engagement & Community Service**

a) What types of evidence-based or best practice models do you use to promote civic engagement and/or community service with your participants? How does this model connect to the youth's personal experiences and situation (i.e. the use of justice-oriented models that help youth connect to institutions and social issues that they've experienced)?

b) What types of teaching techniques do you use to promote civic engagement (i.e. (debates, mock trials, and role playing, cooperative learning, and media analysis)?

c) Do you incorporate service learning in to your curriculum? Are participants given the opportunity to take on responsibilities and challenges in developing the overall structure of the service learning component?

d) How do you work with other community partners to encourage civic engagement and community service? What resources and skills are participants given to continue to expand upon their civic engagement and community service interests?

e) How are youth reconnected with their community of origin in an effort to rebuild relationships and restore commitment to community rebuilding?

f) In what ways do you offer community service opportunities for involved youth? Who are your key partners? How are community service projects typically structured and how many community service hours on average are youth able to obtain within a one month period?

g) Describe and detail evidence and measures of successful past performance, including quantitative measures of indicators such as the following (e.g. the number of youth or adults that have completed 25 hours of community service that can be verified in a management information system or other reliable data source/system).

h) Describe and detail measurable goals and outcomes for DYRS youth participating in DCYL.

v.   Service Area #15 – **Intensive Third-Party Monitoring (ITPM)**

a) Describe your familiarity with DC neighborhoods and ability to travel to various locations where youth reside to determine if they are in compliance with curfew

b) Describe fully your process to check for youth curfew compliance at their place of residence. Please include your ability to interact with a variety of individuals that may be in the home at the time of curfew check, your ability to establish rapport with the youth and other family members, and your ability to ascertain positively and confirm the presence of the youth in the home or not.

c) Describe your ability to ascertain and communicate unusual or risky youth behaviors, risk factors in immediate environment, etc. as observed during the ITPM process.

d) Describe and detail evidence and measures of successful past performance, including quantitative measures of indicators such as the following (e.g. the number of youth or adults with no new arrests or convictions that can be verified in a management information system or other reliable data source/system).

e) Describe and detail measurable goals and outcomes for DYRS youth participating in DCYL.

Attachment A: Service Fee Structure

The following chart represents the DCYL FY13 Funding Structure based on projected enrollments and targeted outcomes for FY13. This chart does not show the definite number of youth that will be enrolled, but rather a projection based on the best available data at the time of this RFP. DCYL enrolls youth in services in an ongoing fashion based on the requests of case managers, youth, and families. Selected applicants will be guaranteed a minimum number of *referrals* (no greater than 10% of the anticipated annual target).   Applicants should note that the DCYL fee for service model pays the daily rate based on actual face to face contact with youth and therefore applicants should take this into consideration when developing their proposal budget (pages 30-36).

DESCRIPTION of FUNDING STRUCTURE CHART

Column A1 – Service Areas
These are the areas of service that DCYL seeks for FY13. Each applicant may apply for a maximum of two Service Areas.

Column A2 – Targeted Outcomes
These are the outcomes that DCYL is targeting for youth that are enrolled in services through the identified Service Areas.

Column B – Daily Rate
This is the maximum available per day based on youth attendance.

Column C – Timeframe
This is the timeframe in which the service can be performed

Column D – Maximum Days
This is the maximum number of days within the Timeframe that each youth can participate in the identified Service Areas.

Column E – Per Participant (PP) Cost
This is the per participant cost based on actual attendance. The per participant cost is derived by multiplying the max daily rate by the maximum number of days.

Column F – Outcome Bonus
These are the targeted outcome bonus payment rates for achievement of the identified outcomes

Column G – Maximum per Youth
These are the maximum number of times an outcome bonus can be earned for the corresponding targeted outcome per unique youth.

Column H – Number of Youth

This is the projected number of youth enrollments based on the best available data at the time of the solicitation. These numbers are only projections and are not guaranteed enrollments

Column I - Total Expense

This is the projected total funding available in the Service Areas and Outcome Bonus Categories.

DC YouthLink FY13 Funding Structure

A1. SERVICE AREAS	B. Daily Rate	C. Timeframe	D. Max Days	E. PP Cost	F.	G.	H. # Youth	I. Total Exp
ABE/ASE/Pre GED/GED	50	180 days	75	3750			50	$ 187,500.00
Tutoring	40	120 days	30	1200			132	$ 158,400.00
Online HS Diploma	50	180 days	75	3750			120	$ 450,000.00
Voc. Training	50	180 days	75	3750			50	$ 187,500.00
SAT/College Application Assistance	40	120 days	30	1200			25	$ 30,000.00
Arts Education	25	365 days	52	1300			40	$ 52,000.00
WFD (Job Readiness, Placement, Retention)	45	180 days	40	1800			100	$ 180,000.00
Substance Abuse Prevention, Treatment & Recovery	50	180 days	40	2000			50	$ 100,000.00
Mental Health/Individual Couseling	50	180 days	40	2000			50	$ 100,000.00
Physical Health	25	365 days	52	1300			100	$ 130,000.00
Evidence-Based Mentoring	25	365 days	52	1300			325	$ 422,500.00
Family Support and Counseling	40	180 days	50	2000			125	$ 250,000.00
Parenting Education	35	90 days	30	1050			30	$ 31,500.00
Civic Engagement	30	365 days	52	1560			50	$ 78,000.00
Intensive Third-Party Monitoring	15	30 days	30	450			60	$ 27,000.00
SubTotal							1307	**$ 2,384,400.00**

A2. TARGETED OUTCOMES					Outcome Bonus	Max Per Youth		
Enrollment & Attendance in non DCYL Services (Medicaid, private)					100	3	100	$ 30,000.00
Clean Drug Screens for 90 days					200	2	100	$ 40,000.00
25 hours of Community Service Completed					200	4	40	$ 32,000.00
Certified Curriculum Completed (Parenting/SA/etc.)					250	2	75	$ 37,500.00
No new arrests or convictions					250	1	550	$ 137,500.00
Educational Gains					300	4	150	$ 180,000.00
Industry Recognized Credenial/GED/HS Diploma					500	1	100	$ 50,000.00
Employment (0-45 days)					300	2	125	$ 75,000.00
Employment Retained (46 - 90 days)					400	2	100	$ 80,000.00
Employment Retained (91+ days)					500	1	100	$ 50,000.00
College Enrollment (attend at least 30 days)					500	1	100	$ 50,000.00
Military Enrollment					500	1	25	$ 12,500.00
								$ 774,500.00

Attachment B: Proposal Budget and Narrative

This DC YouthLink Funding opportunity will be based on a fee-for-service model. Chosen organizations will be compensated based on the number of youth they serve and the outcomes they attain. Although there is no guaranteed funding amount for any organization, all applicants are required to complete the following budgetary information to show how they will spend any funds they receive. This is only for informational purposes and does not bind the organization or DC YouthLink to spend funds in any predetermined way.

PLEASE NOTE: The budget amount reflected below does not guarantee the applicant to receive any minimum amount of funding. All funding will be based on number or participants served and outcomes attained only.

In order to calculate your total budget amount (to complete your budget on page 32), please fill in the figures below using the sample provided as a guide:

SAMPLE: The following sample is based on an application for Tutoring services:

A. Minimum # Participants (from cover sheet) =	50
B. Per Participant Cost (from Attachment A) =	$1,200
C. Base Funding for Attendance (A x B) =	$60,000
D. Outcome Bonuses (please describe calculation below) =	$24,600
E. Total Budget (C + D) =	$84,600

Please detail the figure that you listed for item D below, including which outcomes you aim to achieve, how many youth you estimate to achieve this outcome, and any other pertinent data (please use the figures and data from Attachment A to guide your response):

We estimate that at least 15 of our youth will show educational gains at least once during the year (15 x 300 = $4,500).

We also estimate that 10 different youth will show educational gains at least twice during the year (10 x 300 x 2 = $9,000).

We also estimate that 4 different youth will show education gains at least three times during the year (4 x 300 x 3 = $3,600)

We also estimate that 15 of our youth will enroll in college during the year (15 x 500 = $7,500)

Therefore, our total outcome bonuses are estimated at $24,600.

Total Budget Calculation:

A. Minimum # Participants (from cover sheet) =	_____
B. Per Participant Cost (from Attachment A) =	_____
C. Base Funding for Attendance (A x B) =	_____
D. Outcome Bonuses (please describe calculation below) =	_____
E. Total Budget (C + D) =	_____

Please detail the figure that you listed for item D below, including which outcomes you aim to achieve, how many youth you estimate to achieve this outcome, and any other pertinent data (please use the figures and data from Attachment A to guide your response):

*NOTE: Please use calculated value from item E on previous page to develop budget (i.e. if the value from item E is $100,000, the budget below should total to $100,000).

FY13 DC YouthLink Service Coalition Proposal Budget Form

Organization:

Expenses	DCYL Funding	Budget Narrative	Total Amount
Management			
Teachers and instructors			
Other education and service professionals			
Aids, assistants and interns			
Clerical and other staff			
Fringe benefits			
Subtotal Salaries:			
Service to children and parents			
Technical assistance			
Evaluation			
Professional services (acct., legal, etc.)			
Staff training			
Other consultants and professional fees			
Subtotal Consultants/ Professional Fees:			
Field trips/youth travel			
Staff travel			
Other travel			
Subtotal Travel:			
Computer equipment			
Office equipment (other than computer)			
Furniture			
Other equipment			
Subtotal Equipment:			
Books, media, other learning materials			
Other supplies for participants			
General office supplies			
Other supplies			
Subtotal Supplies:			
Telephone			

Internet access			
Other communications			
Subtotal Telecommunications:			
Printing			
Postage and Delivery			
Occupancy			
Other (can include TB Tests, CPR/First Aid Training, and/or FBI background checks)			
Subtotal Other Direct Costs:			
Total Direct Costs:			
Indirect Costs:			
Total Budget Request:			

*NOTE: Your Total Budget Request should equal the amount you calculated on page 31 for item E.

BUDGET NARRATIVE
The budget narrative includes an explanation for each of the budget line items. Information should be thorough enough to allow an understanding of how requested budget amounts were derived.

Salaries and Wages

For each budget line, include the staff position title, the level of effort (e.g., 50% or 20 hours per week), and the duration of time that the position will be filled, and the base salary or wage rate for the position. The funding will support salaries and wages for positions that are directly involved with program services or management. Only the level of effort (percent of time or hours per week) spent by staff directly on the program may be included as a direct cost.

  Example:
  Management
    Project Director , 50% time for 10 months at $50,000 $25,000
  Teachers/ Instructors
    2 Instructors, 20 hours per week for 26 weeks at $15/hour $15,600

Fringe Benefits

Include one line for fringe benefits as a percentage of the budget for salaries and wages. Indicate the fringe rate percentage used. If for some reason a simple fringe rate cannot be applied, please explain the method used to derive the budget for fringe benefits.

  Example:
  Fringe benefits
    Total Salaries and Wages $53,250
    Fringe rate 16%
    Fringe benefits ($53,250 * .16) $ 8,520

Consultants/ Professional Fees

Include all contractual services, consultant fees, and professional fees paid to organizations and individuals directly related to the proposed services.

  Example:
  Services to children/parents
    Individual Consultant to provide arts program for students $2,500
    National Parent Center to provide 6 parent workshops $4,000
  Technical assistance
    Mgt. Support Co. to provide assistance on program planning $5,000

Travel and Transportation

Include the amount budgeted as shown, such as bus rental, Metro or taxi fares, or other expenses related to travel.

  Example:
  Field trips/ other youth travel
    Bus rental for field trips,
      2 trips per month for 10 months, $75 per trip $1,800
  Staff travel
      50 home visits per year, $3 per trip average $ 150

Equipment

Equipment purchases and lease payments should be included here.

Example:
Computer equipment

3 computers for student computer lab, $1,500 per workstation	$4,500
1 router for student computer lab network	$ 750

Office equipment (non-computer)

Fax machine for program office	$ 125

Furniture

Desks for student library, 10 desks at $250 per desk	$2,500

Supplies

Include all supplies directly used for the children and youth served by the program or required for program management. Food and Refreshments may be listed here.

Example:
Books, media, other learning materials

Purchase of curriculum, "Youth Entrepreneurship Training"	$2,100
20 business calculators, $25 per calculator	$ 500

General office supplies

General supplies for program management	$1,200

Telecommunications

Include telecommunications costs that are directly related to the program.

Example:
Telephone

Monthly telephone service for parent center, $50 per month for 10 months	$ 600

Internet access

Monthly internet access for parent center, $125 per month for 10 months	$1,500

Other Direct Costs

Include all other direct cost items in this category. Occupancy (rent, utilities, etc.) is often considered an indirect cost but a portion of rent could be considered a direct cost under some circumstances, such as the portion of rent devoted to student activity center or a parent center. Be sure not to include here expenses that are Indirect Costs and explain all items as in the examples above.

Indirect Costs

Please show the indirect cost rate used.
Example:

Indirect Cost

Total Direct Expenses	$100,000
Indirect cost rate of 5%	
Indirect Cost ($100,000 * .05)	$ 5,000

Direct versus Indirect Costs

The following definitions are provided as guidance in determining Direct Costs versus Indirect Costs:

- Direct costs are defined as costs incurred solely for program services or program administration. Indirect costs are costs that have been incurred for common general organizational objectives or activities and cannot be readily identified with the objectives of the funding. These include staff time, consultant time, or contractual services for general administration or other non-program activities; costs of occupancy or utilities; staff development or training not directly related to program administration; office supplies, furnishings, or equipment for general organizational use; telephone, postage, copying, internet, and other communications costs for general organizational use; or any other costs incurred for general organizational objectives or activities.

Attachment C: Project Revenue Form

FY13 Projected Organizational Revenue Form (total funding for organization)		Current	Committed	Pending
Grants/Contracts:				
Federal Government (please list source/s)	$			
DC Government (please list source/s)	$			
Foundation (please list source/s)	$			
Corporations (please list source/s)	$			
United Way/Combined Federal Campaign	$			
Individual donors	$			
Total Grants/Contracts:	$			
Earned Revenue:				
Events	$			
Publications and Products	$			
Fees	$			
Other (specify)	$			
Membership Income	$			
Total Earned Revenue:	$			
In-Kind Support				
Donated goods	$			
Donated services	$			
Total In-kind Support	$			
Other (specify)	**$**			
Total Other	$			
Total Revenue Projected	$			

Attachment D: DYRS 2011 Annual Report Highlights

(Positive Youth Justice Domains)

 Work

> ➢ Increased focus on workforce development:

In 2009, DYRS received a $6.1 million grant from the Department of Labor (DOL) to expand the educational, workforce training, and employment opportunities for youth returning to the community. In FY2011, the DOL grant funds helped DYRS double the number of staff to assist youth with job coaching, career planning, and job readiness skills. Since receiving the grant in 2009, DYRS' Office of Education and Workforce Development (OEWD) has served 355 committed youth.

> ➢ Increased the number of youth linked to job readiness training through DC YouthLink:

In FY2011, DC YouthLink helped connect 200 youth to job readiness training in the community. This is an increase from FY2010, when 67 youth were connected to such services.

> ➢ Partnered with Sasha Bruce Youthwork to offer a comprehensive occupational skills training program:

This program includes work readiness training, occupational training that leads to industry-recognized credentials, placement in relevant training opportunities, and referral for unsubsidized employment. Examples include training in construction, welding, office, and customer service skills.

> ➢ Received a three-year grant to develop a career focused mentoring program:

In partnership with the Institute for Educational Leadership, DYRS and DC Youth- Link received a three-year grant for over $600,000 from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to develop DC RAMP, a career-focused mentoring program to be implemented at New Beginnings and within the community.

> ➢ Established a partnership with the District's Department of Employment Services:

Through this partnership, DYRS is participating in the planning and design of the revamped Youth Investment Committee of the District Workforce Investment Council.

> ➢ Connected youth with disabilities to workforce programming:

DYRS has created a partnership with the DC Department of Disability Services' Rehabilitation Services

Administration to connect youth with disabilities to workforce programming.

Education

➢ Received recognition for the education program at New Beginnings:

The Jerry M. education evaluator found the Maya Angelou Academy at New Beginnings to be in compliance with the Jerry M. Consent Decree and recommended the filing of a joint motion to vacate the indicator regarding education at New Beginnings. She described the program as one of the best she had seen in a youth center, deeming the school's turnaround "remarkable." In FY2011, the program hired a new reading specialist and created an awaiting placement enrollment process manual.

➢ Improved academic transition services:

Using the DOL grant funds, DYRS was able to double the number of staff who provide academic support and placement services to youth who have recently returned to the community.

DYRS also established a partnership with the DC Public Schools (DCPS) to ensure that youth receive an educational assessment prior to release from a secure facility and are quickly referred to schools upon return to the community.

➢ Enhanced services at the Maya Angelou Young Adult Learning Center (YALC):

In FY2011, DYRS and the See Forever Foundation implemented an enhanced workforce programming and integrated learning program at YALC. This school-based workforce development program supports students' academic goals by offering GED preparation, while providing hands-on employment training and practical work experience. During the 2010-2011 school year, YALC served 134 youth, 14 students earned GEDs, and three earned high school diplomas.

➢ Increased the number of youth linked to educational support services in the community:

In FY2011, DC YouthLink connected 265 youth to education services such as academic tutoring. This is an increase from FY2010, when 93 youth were linked to such services.

➢ Helped youth enroll in post-secondary education programs:

During FY2011, 22 DYRS youth were enrolled in post-secondary education programs, including colleges and universities, community colleges, and technical schools.

Health

➢ Increased the number of youth connected to health services within the community:

In FY2011, DC Youth- Link helped connect 190 youth to health services within Section 2: Positive Youth Justice DYRS 2011 Annual Performance Report 39 the community. This is an increase from FY2010, when 79 youth were connected to such services.

➢ Targeted health education and wellness at New Beginnings:

Sasha Bruce Youthwork administered a four-week program educating youth at New Beginnings on sexual health issues. New Beginnings also hosted a 'Winter Olympics' in which youth competed against each other in a variety of physical challenges, with the top finishers receiving medals.

Relationships

➢ Increased the number of youth connected to relationship support services in the community:

In FY2011, DC YouthLink connected 517 youth to services that promote positive relationships, such as mentoring. This is an increase from FY2010, when 221 youth were connected to relationship-building services.

➢ Increased family participation at New Beginnings:

Over 30 families participated in an Award Assembly/Open House at New Beginnings, the largest family participation ever for a New Beginnings event.

Community

➢ Provided community service opportunities for youth at New Beginnings:
➢ Youth at New Beginnings, alongside DYRS staff, performed landscaping work for senior citizens in Ward 5.
➢ Provided programs at New Beginnings to promote leadership and community awareness:

New Beginnings hosted a number of individuals and organizations who gave workshops, made presentations, and conducted field trips relating to issues such as positive decision making and African-American history.

Creativity

➢ Promoted creativity through innovative programming at New Beginnings:

During the past year, youth at New Beginnings had the chance to rehearse a play with the Shakespeare Theater and participate in an Authors in Schools program. New Beginnings also continued its offering of creativity programming such as The Beat Within, the Theatre Lab, and Awards ceremonies.

➢ Linked youth in the community to creativity programming:

DC YouthLink helped connect youth to community-based programs aimed at fostering creativity and positive expression.

➢ Formed a band and choir for youth at the Youth Services Center (YSC).

Attachment E: DYRS Quarterly DCYL Report

Highlights from the most recent Quarterly Performance Report, which reports on performance through September 30, 2011, include:

1. In FY2011 DC YouthLink expanded service linkages across all Positive Youth Justice Domains. Compared to FY2010 there was:
    a. 27% growth in the number of youth served
    b. b. 63% growth in the service linkages per youth
    c. c. Growth in all domains, including relationships, work, education, health, community and creativity

2. FY2011 showed improvements across several public safety outcomes for youth enrolled in DC YouthLink, including:
    a. 60% drop in youth charged with murder, falling from 5 to 2
    b. 25% drop in the percent of youth having their community placement revoked
    c. 33% drop in the percent of youth on abscondence on any single day, and a 3% drop in the number of overall youth absconding

3. The FY2011 4th Quarter data reflects improvement in several public safety outcomes:
    a. No DC YouthLink youth was charged with murder
    b. Lower rates of youth revoked or on abscondence compared to prior quarters

4. Significant growth in the percent of youth linked to job readiness programming in FY2011 Q4:
    a. DC YouthLink nearly doubled the percent of youth enrolled in work readiness programming, from 16% to 29% in one quarter

Attachment F: Service Areas – Operational Definitions

Adult Basic Education (ABE), Adult Secondary Education (ASE), Pre-GED and GED (General Educational Development) Instruction – One on one or small group instruction offered to learners who are disengaged from public education and still in need of a diploma. Instruction can be offered at the basic, secondary, pre-GED, or GED level with a goal of helping youth pass the GED exam.

Tutoring - One on one or small group tutoring according to an educational support plan in identified areas of need including coursework and continued reinforcement of study skills and organizational strategies with a goal of improving youth's literacy or numeracy skills and academic scores.

Online HS Diploma – An accredited distance learning program that offers a high school diploma that is transferrable and accepted by local and national community colleges and universities including UDC and CCDC. Online instruction must be accompanied by instructional support by onsite staff.

Vocational Training – Instruction provided on skills and abilities unique to a particular vocation or profession which leads to an industry recognized credential that is able to be obtained at the completion of the training.

SAT Preparation– Instruction and strategies to improve test taking skills as well as review of common questions and concepts typical to the SATs; Administering pre-test and other practice exams to simulate SAT testing. **College Admission** – Assistance with completion of the FAFSA, collage application forms, essay assistance and review, and other tasks relevant to completing college applications.

Arts Education - Artistic instruction, lessons, coaching, performances, etc. with a goal to improve and/or enhance youth's artistic skills and increase their opportunities for artistic expression.

Workforce Development (Job Readiness, Placement, and Support)- Instruction on soft skills critical to obtain and retain employment including communication, ethics, solving problems, working with others, conflict management, as well as resume development, etc. Job Placement Assistance includes locating employment opportunities, assisting with job application completion, interfacing with employers on behalf of applicants, etc.   Retention support includes providing structured follow-up with youth to review progress and challenges in the workplace.

Substance Abuse Treatment and Recovery Services – Substance Abuse Treatment services are outpatient, community-based services based on best practice or evidence-based models. Services are based upon an assessment and guided by a documented treatment plan. Recovery support services are those community-based services that support a drug-free lifestyle including training, support groups, counseling, alternative activities, etc.

Mental Health Services – Mental Health Services are assessment based and guided by a document treatment plan and may include counseling, medication, group therapy, behavioral modification counseling, or any other service or program related to improving mental health.

Physical Health – Structured physical activity that involves exercise which teaches proper technique, form, or skills. Physical Health can also include nutrition education and obesity prevention.

Evidenced-based Mentoring - A one-on-one relationship over a prolonged period of time between a positive, pro-social adult and a young person. This relationship and process should incorporate and be based on documented mentoring best practices.

Family Support/Wrap Around – Counseling and linkages to support services for youth and the members of the immediate family living in the home with a particular focus on youth returning from secure detention, high-risk youth, and youth with known gang affiliations.

Parenting Education - Education and training targeted to young parents in order to develop and improve their parenting skills.

Civic Engagement – Coordination and supervision of volunteer opportunities or opportunities to improve or engage in community activism within the DC community.

Intensive Third Party Monitoring (ITPM) – Traveling to the youth's home or documented place of residence and documenting whether the youth is home after the time or curfew or not.

References

Positive Youth Justice

http://juvjustice.org/media/resources/public/resource_390.pdf

DYRS Quarterly Performance Report

http://dyrs.dc.gov/DC/DYRS/Publication%20Files/DYRS%20Lead%20Entity%20Performance%20Report%20FY11%20Q3.pdf

DYRS 2011 Annual Report

http://dyrs.dc.gov/DC/DYRS/About+DYRS/News+Room/DYRS+Annual+Report

Model Program (Juvenile Justice)

http://www.ojjdp.gov/mpg/

http://www.samhsa.gov/ebpwebguide/appendixB_Treatment.asp

http://www.crimesolutions.gov/

https://www.bja.gov/evaluation/evidence-based.htm

http://www.colorado.edu/cspv/blueprints/