



Nebraska John H. Chafee Independent Living and Education and Training Voucher (ETV)

REQUEST FOR PROPOSALS

Public Notice and RFP Released	Tuesday, July 3, 2018
Bidder's Conference & FAQ Open Zoom Conference: https://zoom.us/j/607611923 Or by phone: 1-669-900-6833 Meeting ID: 607 611 923	Monday, July 16, 2018 11:00 a.m. CST
Proposal Submission Deadline View online RFP via the grants portal: http://www.nebraskachildren.org/independent-living-education-and-training-voucher-grants.html Applicants will create a unique username and password that will allow for submission of RFP and accompanying documents to the online portal: http://www.nebraskachildren.org/private/account_request.html	Friday, August 24, 2018 5:00 p.m. CST
Proposal Review	August 27-31, 2018
Notification of Award(s)	Monday, September 10, 2018 5:00 p.m. CST
Subrecipient Agreement Terms	24-month Term: October 1, 2018 to September 30, 2020
Release of Review Comments and Awardees	Monday, October 15, 2018 5:00 p.m. CST

General Information

1. This RFP is available in full on the Nebraska Children and Families Foundation web site at <http://www.nebraskachildren.org/independent-living-education-and-training-voucher-grants.html>
2. Nebraska Children and Families Foundation will host a Bidder's Conference on **Monday, July 16, 2018 11:00 a.m. CST** to explain the RFP and answer questions related to the RFP process. The Bidder's Conference is encouraged, but not required and may be recorded and posted to the Nebraska Children and Families Foundation website.

To participate in the Bidder's Conference, visit: <https://zoom.us/j/607611923>

Or join by phone: 1-669-900-6833

Bidder's Conference meeting ID: 607 611 923

3. Full proposals must be submitted through the Nebraska Children and Families Foundation online portal by **5:00 p.m. CST, Friday, August 24, 2018**.

Potential applicants may view the full RFP on the Nebraska Children online portal: <http://www.nebraskachildren.org/independent-living-education-and-training-voucher-grants.html>.

Interested applicants will be asked to create a unique username and password at: http://www.nebraskachildren.org/private/account_request.html.

Once a unique username and password are created, the RFP and accompanying documents may be submitted via the Nebraska Children portal at: http://www.nebraskachildren.org/private/il-etv_applicant_home.html

4. All questions, comments, or concerns must be submitted via the Nebraska Children and Families Foundation online portal (<http://www.nebraskachildren.org/independent-living-education-and-training-voucher-grants.html>). A list of all questions and responses will be updated periodically on this site.

Funding Opportunity Title:	Nebraska John H. Chafee Independent Living and Education and Training Voucher (ETV)
Target Population:	All youth in Nebraska who have experienced foster care at age 14 or older and former foster care recipients between 19 and 23 years of age (and up to age 26 for ETV).
Estimated Number of Award(s):	One or more award(s) for statewide coverage
Maximum Award Range for Chafee-Coaching¹:	\$622,000 (12-months)
Maximum Award Range for ETV²:	\$392,386 (12-months)
Length of Initial Project Period:	24 months: October 1, 2018 – September 30, 2020 (budget renewal and approval following 12-months)
Project Start Date:	October 1, 2018

Summary

Nebraska Children and Families Foundation issues this Request for Proposal (RFP) for the design and delivery of Nebraska John H. Chafee Independent Living and Education and Training Voucher (ETV) programs to support all youth who have experienced foster care at age 14 or older in their transition to adulthood through transitional services; to support older youth and young adults up to age 23 (John H. Chafee Foster Care Program for Successful Transition to Adulthood hereinafter “Chafee”) and up to age 26 (Education and Training Voucher hereinafter “ETV”) who are former foster youth achieving independence (hereinafter “older youth”). Nebraska Children and Families Foundation (hereinafter “Nebraska Children”) invites applications from high performing non-profit youth-serving organizations that are currently participating in cross-sector collaboration focused on improving life outcomes for older youth. Priority consideration will be given to organizations actively participating in community collaboratives focused on older youth by creating and maintaining a connected youth initiative (older youth system) that focuses on education, career, daily needs/transportation, health (mental, physical and dental), housing, permanency, financial stability, youth leadership as well as support and services for expectant and parenting older youth and young adults.

¹ Funding availability is subject to change pending federal award amount. Amount indicated is per year and will be re-evaluated following the first 12-months of the term.

² Funding availability is subject to change pending federal award amount. Amount indicated is per year and will be re-evaluated following the first 12-months of the term.

I. Funding Availability

This funding opportunity is made possible through a subaward from Nebraska Department of Health and Human Services – John H. Chafee Foster Care Program for Successful Transition to Adulthood – and is a collaborative effort between Nebraska Department of Health and Human Services, Nebraska Children and Families Foundation and the Sherwood Foundation. The purpose of this funding is to provide States with flexible funding that will enable programs to be designed and conducted to support all youth who have experienced foster care at age 14 or older in their transition to adulthood through transitional services and support older youth and young adults up to age 23 (Chafee); and up to age 26 (ETV) who are former foster youth achieving independence. The purpose of this funding is also to provide States with flexible funding that will enable programs to be designed and conducted to make available vouchers for education and training, including postsecondary training and education, to older youth who have aged out of foster care.

With available funds, Nebraska Children will award subgrant(s) for implementation of identified components of Nebraska Independent Living and Education and Training Voucher (ETV), part of the Connected Youth Initiative (CYI), to improve outcomes for older youth. Nebraska Children will provide subrecipients with technical assistance through on-site consultation, communications, liaison and coordination with other current existing older youth work in Nebraska, and a national learning network.

II. Approach

The goal of Nebraska Independent Living services (e.g. case management; hereinafter “coaching”) via Chafee funds is that youth are in control of their future through voluntary coaching support to meet daily living needs and thrive as a productive member of their community; including access to safe, affordable housing near public transportation, school and/or work; pathways to education and training that lead to employment in high skill, high demand careers; sufficient income to support themselves by obtaining and retaining employment and achieve postsecondary goals with little-to-no-debt; access to quality and affordable health care (physical, mental and dental); access to quality parenting support and childcare; and ability to maintain all important documents. The purpose of this proposal is to deliver one of the four core components of the Connected Youth Initiative (CYI) – coaching services – to serve older youth aged 14 and older who have been identified to remain in foster care until age 19 years of age and older youth up to age 23 (Chafee); and older youth up to age 26 (ETV) who are former foster youth achieving independence.

The purpose of John H. Chafee Foster Care Program for Successful Transition to Adulthood (42 U.S.C. § 677) is to help older youth through the following activities:

- a. Support all youth who have experienced foster care at age 14 or older in their transition to adulthood through transitional services; support older youth and young adults up to age 23 in their transition to adulthood; and support youth up to age 26 via ETV who are former foster youth achieving independence through transitional services (e.g. coaching) such as assistance in obtaining a high school diploma and postsecondary education, career exploration, vocational training, job placement and retention, training and opportunities to practice daily living skills, financial literacy, driving instruction, substance abuse prevention and preventative health activities.

- b. Utilize best practices (e.g. Youth Thrive™, Families Thrive, Your Money Your Goals, Reaching Teens or other trauma-informed approach) to implement coaching services and the ETV program.
- c. Develop and sustain programs (e.g. coaching) that will help youth in foster care make the transition to self-sufficiency by providing services such as assistance in obtaining a high school diploma, career exploration, vocational training, job placement and retention, training in daily living skills, training in budgeting and financial management skills, substance abuse prevention and preventative health activities (including smoking avoidance, nutrition education and pregnancy delay and prevention).
- d. Implement collaborative programming through community supports and connections that help older youth receive education, training and services necessary to obtain employment.
- e. Sustain programming that help older youth prepare for and enter postsecondary education, career training and education institutions.
- f. Participation in Project Everlast councils or youth leadership opportunities through current community-based youth voice opportunities to provide personal and emotional support to older youth aging out of foster care. This may include support through mentoring programs and organizations, peer support from youth councils or other youth boards, and/or the promotion of interactions with dedicated adults through various local organizations or opportunities.
- g. Provide youth-driven services (e.g. coaching) that provide financial, housing, counseling, employment, education and other appropriate support and services to complement older youth's own efforts to achieve self-sufficiency and to assure that older youth recognize and accept their personal responsibility for preparing for and making the transition from adolescence to adulthood.
- h. Help older youth achieve meaningful, permanent connections with a caring adult.
- i. Provide services for older youth who, after attaining 16 years of age, have left foster care for kinship, guardianship or adoption.
- j. Administer and manage the Education and Training Voucher (ETV) program (CFDA 93.599) for Nebraska.
 - i. Recruit and enroll eligible older youth for the ETV program through training and outreach;
 - ii. Provide coaching support, utilizing the Jobs for the Future Back on Track™ core components in the Postsecondary Bridging and First-Year Support phases;
 - iii. Track and monitor older youth participation and progress;
 - iv. Consult and partner with postsecondary education and career training partners to embed and formalize support services for older youth into existing programs;
 - v. Promote trauma-informed practices and approaches (e.g. Youth Thrive™, Families Thrive, Your Money Your Goals, Reaching Teens) for postsecondary education and career training providers and partners.
 - vi. Develop and/or maintain secondary and postsecondary education system partnerships.
 - vii. Make available vouchers for education and training, including postsecondary training and education, to older youth who have aged out of foster care.
- k. Provide ongoing opportunities to engage older youth in age and developmentally-appropriate activities:
 - i. *Age 14-15:* The Coach will meet quarterly with family team meeting to focus on Independent Living (IL), participate in the development of Transitional Living Plan

(TLP) at a Family Team Meetings; assist with the IL skills assessment with the Caregiver, Youth, Case Manager and family team; share resources with the Caregiver, Case Manager and Youth that are available to help the meet their goals; review credit reports with the family team and help address 'hits' ; provide Independent Living Plan (ILP) that is consistent and shared with DHHS TLP at a minimum of each quarter. *Please note: no role for Coaching services if youth resides in a higher level of care.*

- ii. *Age 16-17:* In addition to what is provided at age 14 and 15, in collaboration with the Caregiver and Case Manager, connect youth to supports including, but not limited to: driver's education (e.g. learner's permit), job applications, beginning budget, identify people for letters of recommendations (e.g. jobs, scholarships), Opportunity Passport™; sexual and reproductive health education, healthy relationships - in person and online; develop college plan (e.g. college applications and visits); public transportation; gather youth input for ILP, assist with Casey Life skills assessment; introduction to Connected Youth Initiative (CYI); review credit report with youth and address concerns; meet at least quarterly and more often as approach graduation or based on individual goals with the young person; the provider ILP must be consistent and shared with assigned Case Manager at a minimum each month; the provider will complete and provide a monthly report to DHHS, attend or provide an update for the IL court hearing (specific to graduating at age 18 or planning to close case as IL after age 18).
- iii. *Age 18-19:* In addition to what is provided at ages 16-17, in collaboration with Case Manager, plan for housing; prepare and complete FAFSA, Education and Training Voucher (ETV); driver's education; register for school; college visits; college applications; Economic Assistance application; Bridge to Independence (B2i) application; job training programs; review credit report with youth and address concerns; participate monthly in care meetings for youth who are placed in a higher level of care to help plan for transition; participate in transition team meetings and/or Family Team meetings; understand how various case closure options impact older youth future; understand various DHHS program eligibility and application process; attend or provide an update for the IL court hearing; advocacy and youth leadership; financial case management; pregnant and parenting education and parenting support to older youth that are expectant and/or parenting.
- iv. *Age 19-26 (Chafee up to age 23; ETV up to age 26):* In addition to what is provided at all previous age-appropriate stages, provide housing resources; financial case management; advocacy and youth leadership; employment resources; plan for health insurance (Medicaid to age 26); pregnant and parenting education and parenting support; development of informal support system; debt repayment plan; build credit.

Successful applicants will participate and engage in local Community Well-Being (CWB) and Connected Youth Initiative (CYI) cross-sector community collaboratives and workgroups to improve the effectiveness of the organizations and systems in place to serve and support older youth and reconnect them with their communities.

Through a cross-sector community based collaborative approach, Nebraska's Community Well-Being (CWB) and the Connected Youth Initiative (CYI) promote evidence-based and evidence-

informed programming, core components and best practices; creates multi-level systems change; and promotes community collaboration to develop strategic partnerships that allow Nebraska's youth to thrive. CYI aligns services and supports for older youth and allows for community implementation of core components and best practices. The CYI model includes strategies and activities in four core components: (1) Youth Leadership; (2) Central Navigation; (3) Coaching; and (4) Economic Capability. These strategies and activities lead to improved outcomes in seven key areas: permanence, education, employment, daily living/housing/transportation, health, personal/community engagement and economic stability.

The purpose of this proposal is to deliver one of the core components of the Connected Youth Initiative – Coaching – to serve older youth aged 14 and older who have been identified to remain in foster care until age 19 years of age and older youth up to age 23 (Chafee); and older youth up to age 26 (ETV) who are former foster youth achieving independence.

Connected Youth Initiative (CYI) also takes a dual-generation approach and aims to embed evidence-informed parent and child well-being supports into local service arrays to connect older youth that are parenting or expecting a child to enhance their protective factors and achieve their goals. This is done through a variety of strategies and best practices that include (1) implementation of the Families Thrive framework; (2) access, via central navigation, to an array of older youth and early childhood programs (e.g. Back on Track™ postsecondary support, Opportunity Passport™, quality childcare, Home Visitation, Sixpence Early Learning, mentoring, Circle of Security-Parenting, etc.); (3) youth leadership and engagement; (4) access to contraceptives; and (5) fatherhood supports.

III. Outcome Areas

- a. Nebraska John H. Chafee Independent Living, Education and Training Voucher (ETV), and Connected Youth Initiative (CYI) older youth system utilize the following best practice frameworks:
 - i. Center for the Study of Social Policy's Youth Thrive™ and Families Thrive protective and promotive factors – a strength-based approach designed to counteract Adverse Childhood Experiences (ACEs) to strengthen older youth and their families across the lifespan;
 - ii. Trauma-informed practices to include the Reaching Teens toolkit or other approved trauma-informed practices to reduce additional trauma to older youth and their families;
 - iii. Financial case management utilizing Consumer Financial Protection Bureau's Your Money Your Goals toolkit, financial literacy, and alignment with Nebraska Opportunity Passport™ Program.
- b. The Connected Youth Initiative (CYI) model, though a collective impact approach, promotes evidenced-based programming to support older youth through these best practices and model components, multi-level systems change and collaboration and strategic partnerships. CYI identified key outcomes and milestones that lead to improve youth and system indicators. These outcomes are comprised of areas for self-sufficiency and successful transition into adulthood, including:
 - i. *Personal and Community Engagement*: Older youth have supportive relationships, access to services in the community to achieve their personal goals and have a voice and connection to their community. Examples of *Personal and Community Engagement* outcomes:

1. Participation in cross-sector community collaborative for youth engagement and leadership opportunities;
 2. Youth-organized social/community groups or leadership boards;
 3. Facilitation of peer support or other youth-to-youth informal mentoring;
 4. Intentional efforts to engage older youth in activities and meetings to address policy changes, system/service coordination, and/or leadership roles within organizations, the community, or their schools;
 5. Connection to central navigation to assist older youth in locating resources;
 6. Intentional efforts to assist older youth in reducing poverty, early parenting risk factors and promoting youth-centered practices.
- ii. *Education*: Older youth receive education and training to obtain/retain employment and increase their opportunity to achieve self-sufficiency. Examples of *Education* outcomes:
1. Older youth have access to educational supports for higher academic achievement (ETV, school-based learning supports, community-based study groups, Back on Track™ supports, etc.);
 2. Older youth receive assistance in to obtain their high school diploma or GED through placement stabilization, secure housing, transportation, and/or other supportive needs services;
 3. Older youth receive help in applying for financial aid and are informed about scholarships or student loans;
 4. Older youth are provided a chance to visit colleges;
 5. Older youth are familiar with certificate programs and other postsecondary career training and educational resources.
- iii. *Employment*: Older youth generate a sufficient income to support themselves by obtaining and retaining employment. Examples of *Employment* outcomes:
1. Older youth have access to job training programs (e.g. internships, on-the-job training, trade union apprenticeships, or other job training programs);
 2. Older youth have access to work clothes and other essential trade equipment at no, low, or reduced costs to help promote employment and reduce poverty within the community;
 3. Older youth are encouraged to work while in out-of-home placements to gain work history and experience.
- iv. *Daily Living/Housing/Transportation*: Older youth have access to basic needs and safe, stable, affordable housing in the community that is near public transportation, school and work. Examples of *Daily Living/Housing/Transportation* outcomes:
1. Older youth have access to food programs and pantries to address nutritional needs;
 2. Older youth are educated on healthy nutritional habits for themselves and their children, where applicable;
 3. Older youth have access to supports and services to maintain safe and adequate housing (e.g. local programs, emergency assistance funds, utility assistance, youth friendly landlord options, etc.);

4. Older youth have access to public transportation, carpool programs, or other transportation options in order to get to work, school, or other appointments;
5. Older youth have access to enroll in Driver's Education.
- v. *Physical/Dental/Mental Health*: Older youth have sufficient and affordable health insurance and services for both physical and behavioral health. Examples of *Physical/Dental/Mental Health* outcomes:
 1. Older youth have access to health insurance through local employment, System of Care, and/or assistance in applying for Medicaid or other public health options;
 2. Prescription and medication needs can be served through options for low or no cost prescription plans with national, state, or local pharmaceutical providers;
 3. Older youth have access to all their essential mental/physical/dental health records;
 4. Older youth have access to counseling or other mental health rehabilitation services within the community;
 5. Community support groups and/or System of Care peer-to-peer mental health options are available to older youth in time of need;
 6. Access to or ability to interact with the Nebraska Telehealth Network;
 7. Older youth that are expecting or parenting have access to prenatal and postnatal health care and their children have access to physical/dental/mental health care.
- vi. *Permanence*: Older youth have a network of stable, caring people in their life that will be around no matter what happens. Examples of *Permanency* outcomes:
 1. Older youth have access peer to peer support groups, youth leadership opportunities, community groups, after school programs and etc.;
 2. Mentoring or other formal connections are available to help older youth connect to others in their community;
 3. Faith-based communities offer youth-friendly opportunities to become members;
 4. During or after school activities are offered and supported for older youth currently in care;
 5. Sibling activities are promoted and/or are offered as opportunities to strengthen family bonds (e.g. Camp Catch Up or local sibling activities);
 6. Parenting classes and other parenting resources are available via Community Response to older youth at risk of involvement in the Department of Health and Human Services.
- vii. *Economic Stability*: Older youth receive assistance with daily budgets, accessing financial assistance and services, opening/maintaining bank accounts, accumulating assets and other financial learning skills. Possible *Economic Stability* outcomes:
 1. Older youth receive financial case management in the community (e.g. budgeting, understanding the importance of credit scores, credit card practices, etc. through the use of Your Money Your Goals tool kit);
 2. Older youth are provided with assistance in establishing positive credit, even while in out-of-home placements (e.g. youth have access to free credit checks and youth focused credit counseling);

3. Older youth are informed of predatory lending practices;
 4. Budgeting and debt consolidation is a youth-friendly process and services are available to help older youth consolidate debt;
 5. Asset purchase supports are available to older youth (e.g. access to an individual/program to help them in purchasing a car, a home, and/or educational loans or resources).
- viii. *Dual-Generation Approach to Support and Services*
1. In addition to the seven (7) outcomes listed above, CYI also aims to create and support a dual-generation approach across all outcomes and strategies that encourages the well-being of older youth as young adults and as parent by strategies to reduce the cycle of system-involved children through activities that:
 - a. Increase older youth's ability to make informed family planning decisions;
 - b. Connect older youth to supports and services that are expectant or parenting (e.g. quality childcare, concrete supports, home visitation, financial case management, etc.); and
 - c. Educate early childhood and older youth work force about core competencies for a dual-generation system.

IV. Evaluation and Reporting

- a. Outcomes and milestones will be evaluated using specific accountability measures based on strategies. Evaluation and reporting will include:
 - i. **Coaching Services Form:** The Coaching Services Form tracks the hours spent by each individual youth receiving coaching services. (*Refer to Appendix VI*)
 - ii. **Transitional Services Survey (TSS):** The TSS is administered twice yearly and provides a point-in-time snapshot of youth and how they fare across several domains: education, employment, housing, transportation, health (physical, mental, dental), economic stability and social support (permanence). The TSS also captures comparative data about older youth in Nebraska.
 - iii. **ETV Database and Quarterly Report:** A database for ETV includes youth currently and formerly involved in the ETV program and the status of each participant. The quarterly report will include ETV participant information, outcome and progress, invoice and supply documentation for expenditures.
 - iv. **Back on Track™ Coaching Form:** The Back on Track™ coaching form tracks the hours spent by each individual receiving education and career training support and services and ensures each component of the Postsecondary Bridging and First-Year Support phases are met.
 - v. **Monthly Financial Report:** The monthly financial report summarizes monthly cumulative expenditures during the reporting period and submitted using the reimbursement request form and includes invoice, general ledger and necessary backup documentation. Nebraska Children will provide monthly reimbursement for actual allowable expenditures that shall not exceed the total award amount.
- b. Performance measures will be used to assess progress toward achieving goals. An implementation plan will be developed to include process and progress of implementing coaching and ETV services and tracking referral and discharge data via a quarterly written report on their progress toward implementation, performance goals and benchmarks.

Nebraska Children will review progress and address any performance issues in a timely manner, per the Nebraska Children subrecipient monitoring plan.

V. Technical Assistance

- a. Nebraska Children will provide technical assistance to the subrecipient(s) organization.
- b. Nebraska Children will provide training to the subrecipient(s) on data collection and analysis for shared measurement, accountability, evaluation, continuous improvement and best practices.
- c. Nebraska Children will provide technical assistance on performance and population measures for a connected youth system in Nebraska.
- d. Nebraska Children will apply a results-based accountability framework allowing communities to fully link project evaluation results to decision-making and investment strategies.
- e. Nebraska Children will support the development of long-term sustainability plans as part of the technical assistance to subrecipient(s) that are a part of cross-sector Child Well-Being and Connected Youth Initiative community collaboratives and workgroups.

VI. Eligibility Requirements

- a. All organizations must adhere to the requirements below to be eligible for consideration:
 - i. Legal Status of Applicant
 - 1. Organizations with Internal Revenue Code 501(c)(3) status;
 - a. Any entity or organization with Internal Revenue Code 170 (c)(2) status such as:
 - i. A corporation, trust, or community chest, fund, or foundation;
 - ii. Created or organized in the United States or in any possession thereof, or under the law of the U.S., any State, the District of Columbia, or any possession of the U.S.;
 - iii. Organized and operated exclusively for religious, charitable, scientific, literary, or educational purposes, or to foster national or international amateur sports competition, or for the prevention of cruelty to children or animals;
 - iv. No part of the net earnings of which inures to the benefit of any private shareholder or individual; and
 - v. Which is not disqualified for tax exemption under section 501(c)(3) by reason of attempting to influence legislation, and which does not participate in, or intervene in, any political campaign on behalf of (or in opposition to) any candidate for public office.
 - ii. Geographic Area
 - 1. Applicants must be corporately located or headquartered in Nebraska and/or providing services in Nebraska - defined for the purposes of this RFP as any county, community or group of communities in Nebraska.
 - iii. Organizational Capacity
 - 1. Applicants must have the organizational capacity to carryout the requirements of the project and manage the project.

iv. Financial Capacity

1. Applicants must demonstrate the capacity to successfully manage a state or federal grant and adhere to federal cost principles and procedures.
2. Nebraska Children will evaluate the risk posed by applicants, including conducting due diligence to ensure an applicant's ability to manage funds. In evaluating risks, Nebraska Children may consider the following:
 - a. Financial stability
 - b. Quality of management systems and ability to meet management standards prescribed in applicable OMG guidance.
 - c. Applicant's record in managing previous public and private grant awards, cooperative agreements or procurement awards, including:
 - i. Timeliness of compliance with applicable reporting requirements
 - ii. Accuracy of data reported
 - iii. Validity of performance measure data reported
 - iv. Conformance to terms and conditions of previous awards
 - d. Reports and findings from single audits performed.
 - e. IRS Tax Form 990.
 - f. Applicant's annual report.
 - g. Publicly-available information
 - h. Applicant's ability to effectively implement statutory, regulatory or other requirements imposed on award recipient(s).

v. Evaluation Capacity

1. Applicants must demonstrate the capacity to collect, report, and manage data. Specific requirements are as follows:
 - a. Applicants are required to have (or plan to acquire) a database system with the capacity to upload, input data entry and reporting of Coaching Services Forms.
 - b. Applicants must describe the plan to acquire this system or utilize existing system to meet the data entry and reporting needs of this project.
2. Applicants must describe experience collecting, reporting, and managing data. This description should include (1) the types of data they routinely collect and (2) how this data is managed.

vi. Other Characteristics of Strong Applicants Include:

1. Experience serving the target population and have demonstrated success in using youth-centered coaching to meet the needs and help youth thrive as a productive member of their community.
2. High-performing nonprofit organizations that have the capacity to rapidly take the coaching and ETV models to scale across the state, while maintaining fidelity to the model.
3. Demonstrated cultural inclusion to ensure that all youth have equal access to services to succeed.
4. Demonstrated access to services via a referral network (e.g. central navigation).

5. Priority is given to applicants with experience in increasing support and services for foster youth and are connected to Nebraska Community Well-Being and Connected Youth Initiative collaboratives. Successful applicants are an active member of the community collaborative focused on the target population and have existing cross-sector partnerships that focus on older youth and prevention.

VII. Proposal Requirements

- a. Proposal Cover Sheet (*Refer to Appendix II*)
- b. Executive Summary
 - i. The Executive Summary is a brief summary (*not to exceed 3 paragraphs*) describing the project.
- c. Project Narrative
 - i. The Project Narrative is a detailed description of all components of the project and *should not exceed 15 pages*.
 - ii. The Project Narrative must include the following four (4) sections:
 1. Description of Need – **5 POINTS**
 - a. Describe how the applicant will address barriers and meet the needs of older youth in Nebraska in a youth-centered approach; utilizing coaching services to meet needs and help youth thrive as a productive member of their community.
 2. Organizational and Collaborative Capacity – **15 POINTS**
 - a. Clearly state the vision, mission and goals of the applicant organization. Include the history of the organization, structure and leadership.
 - b. List the community collaboratives in which the applicant organization is involved, including those serving older youth.
 - c. Include information about the organization, staff who will lead the project – including experience and qualifications to perform the activities that will be funded
 - i. Include resumes or CVs for all personnel that will be working on the project.
 - d. Describe the applicant organization's capacity to demonstrate that the applicant:
 - i. Has documented experience managing youth-serving programs and services; and
 - ii. Has experience collecting, reporting, and managing data.
 - e. Provide at least three (3) letters of support from organizations or individuals that support the applicant's commitment to success.
 3. Project Description – **50 POINTS**
 - a. Developing an older youth system for support and services is an ongoing process. Recognizing all older youth and communities have strengths and opportunities, as well as challenges; applicants must thoroughly describe how they will develop and implement the component of coaching and implement Education and Training Voucher (ETV) program in Nebraska. Narrative must include:
 - i. Target Population to be served, including how youth will

- be identified, recruited and enrolled;
- ii. Capacity and strategies for serving every Nebraska service area, including urban and rural areas;
- iii. Plan to serve older youth and young adults; including projected caseload size and capacity to serve all youth referred for services;
- iv. Opportunities for youth leadership and advocacy;
- v. Plan to utilize central navigation to support youth in accessing resources;
- vi. Plan to implement best practices (e.g. Youth Thrive™, Your Money Your Goals, Reaching Teens, or other trauma-informed framework);
- vii. Plan to utilize an array of basic needs services and supports including: health, mental health, housing and transportation resources, assistance in obtaining personal records, parenting resources, nutrition and healthy lifestyles;
- viii. Plan to implement employment supports to include the development or maintenance of work readiness skills, resume development, youth friendly employers;
- ix. Plan to provide financial stability through financial education, credit recovery, renter training;
- x. Plan to support permanence which is achieved through positive relationships with adult mentors and successful relationships;
- xi. Plan to create or support a dual-generation approach to support and services for expectant and/or parenting older youth;
- xii. Plan to acquire (or utilize existing) database system with the capacity to upload, input data entry and reporting to meet the data entry and reporting needs of this project;
- xiii. Specific and detailed plan to implement the ETV program in Nebraska (*Refer to Section II*):
 - 1. Develop and implement educational supports for GED and high school diploma attainment
 - 2. Enrollment and completion of postsecondary education, trade schools and specific career skill development
 - 3. Financial vouchers for eligible youth
 - 4. Implement Back on Track™ postsecondary bridging and first-year support components into coaching
 - 5. Partnerships with secondary and postsecondary institutions

4. Project Timeline – **10 POINTS**

- a. Using the Project Description, applicant must provide a specific and achievable timeline that shows the chronological order in which the activities listed will be developed and/or completed.

- b. Applicant must also include information about how and when awarded funds will be spent to support each activity.
 - c. *Please note: The timeline should be an attachment to the proposal and is not counted in the maximum page count.*
 - d. Budget and Financial Capacity – **20 POINTS**
 - i. Budget
 - 1. Using the template provided, applicants must include a reasonable budget for the project using the budget categories outlined in the RFP (*Refer to Appendix III*).
 - ii. Budget Narrative
 - 1. In addition to the budget, applicants must include a narrative that clearly justifies expenditures for this project using the budget categories outlined in the RFP (*Refer to Appendix III*).
 - iii. Financial Questionnaire
 - 1. Using the form provided, applicants must provide information about the organization’s financial systems, staffing and capacity as well as experience managing grants.
 - e. Attachments
 - i. The applicant must attach the following documents to the completed proposal:
 - 1. IRS tax-exempt status determination letter
 - 2. Current organizational chart
 - 3. List of Officers and/or Board of Directors
 - 4. Resumes or CVs for all personnel working on the project
 - 5. Project budget (using the budget templated provided)
 - 6. Budget narrative
 - 7. Financial questionnaire (using the form provided)
 - 8. Project timeline
 - 9. Latest annual audited financial statements
 - 10. Current general operating budget
 - 11. Memorandum of Understanding or letters of commitment for any project consultants or subcontractors/vendors (if applicable)
 - 12. Three (3) letters of support from community or collaborative partners
 - 13. Signed and dated assurances statement (*Refer to Appendix V*)

VIII. Selection Criteria, Objective Review and Results

- a. No award will be made under this announcement on the basis of an incomplete application. Each application will be screened to determine eligibility prior to review. Applications determined to be incomplete will not be considered. An application is considered complete if the applicant satisfies all of the following requirements:
 - i. Is an eligible organization
 - ii. Submitted a complete application (in that it contains all required elements and attachments and follows instructions in the notice) by the deadline
- b. Disqualified applications will be excluded from the competitive review process and applicants will be notified of a disqualification determination by email or by USPS postal mail within 30 business days from the proposal review period.
- c. Proposals received by **Friday, August 24, 2018 at 5:00 p.m. CST** and that meet eligibility criteria will be reviewed and scored by members of a review team. The review team consists of:

- i. Nebraska Children senior staff
 - ii. At least two (2) young people
 - iii. At least three (3) external reviewers
- d. During the review process, Nebraska Children may request clarifying information of applicants concerning eligibility. A request for clarification does not guarantee a grant award. Failure to respond to a request for clarification by the date set forth in the request will result in removal of the application from consideration.
- e. Reviewer comments and a list of awarded applicant(s) will be released on Monday, October 15, 2018.
- f. Nebraska Children reserves the right to update or change the information included in this Request for Proposal at any time. All changes and updates will be posted publicly on the Nebraska Children website.

IX. Proposal Scoring

Proposal Element		Key Selection Criteria	Points
Cover Sheet (Refer to Appendix II) And Executive Summary		<ul style="list-style-type: none"> – Cover sheet is included and complete – Executive summary is included, complete and does not exceed 3 paragraphs 	0
Project Narrative (not to exceed 15 pages)	Description of Need	<ul style="list-style-type: none"> – Identify needs of older youth – Address barriers – Youth-centered approach 	5
	Organizational and Collaborative Capacity	<ul style="list-style-type: none"> – Community collaborative involvement – Qualified personnel leading the project – Experience managing youth-serving programs – Experience collecting, reporting and managing data – (3) MOUs or letters of support 	15
	Project Description	<ul style="list-style-type: none"> – Comprehensive plan to address the needs of older youth transitioning to adulthood – Capacity to serve urban and rural service areas in NE – Project caseload size and capacity to serve entire target population – Opportunities for youth voice – Plan to implement best practices – Connection to central navigation 	50

		<ul style="list-style-type: none"> – Array of services and supports – Dual-generation approach for expectant and parenting youth – Detailed plan to implement ETV program for educational support – Does not exceed 15 pages 	
	Project Timeline	<ul style="list-style-type: none"> – Chronological – Includes start dates and project end dates/targets – Includes budget timeline – Achievable – Specific 	10
Budget -Budget template -Budget narrative -Financial questionnaire		<ul style="list-style-type: none"> – Utilizes the budget categories provided – Includes detailed budget narrative/description – Reasonable – Fiscally sound 	20
Attachments -IRS tax-exempt status determination letter -Organizational chart -List of Officers and/or Board of Directors -Resumes or CVs for all personnel -Project budget -Budget narrative -Financial questionnaire -Project timeline -Annual audited financial statements -General operating budget -MOUs or letters of commitment for project consultants or subcontractors (if applicable) -Three letters of support -Assurances Statement		-All applicable attachments included	0
Total			100



APPENDIX I

Applicant Checklist

	Cover sheet
	Completed proposal
	IRS tax-exempt status determination letter
	Current organizational chart
	List of Officers and/or Board of Directors
	Resumes and job descriptions for all personnel
	Project Budget
	Budget Narrative
	Project Timeline
	Financial Questionnaire
	Annual audited financial statements
	General operation budget
	MOUs or letters of commitment for any project consultants or subcontractors/vendors
	Three (3) letters of support from key community and/or collaborative partners
	Signed and Dated Assurances Statement



APPENDIX II

Proposal Cover Sheet

Nebraska John H. Chafee Independent Living and Education and Training Voucher

PROPOSAL DUE: Friday, August 24, 2018; 5:00 p.m. CST

CONTACT INFORMATION:

Legal Name of Applicant Organization: _____

Proposal Contact Person: _____

Proposal Contact Phone: _____

Proposal Contact Email: _____

Organization EIN: _____

SUMMARY OF REQUEST:

Total Amount Requested: _____

Project Title: _____



APPENDIX III

Budget Categories and Instructions for Completing Budget Narrative

Project Budget Category	Description	Instructions for Budget Narrative
Project Personnel	Wages for employees directly working on the grant – John H. Chafee Independent Living and Education and Training Voucher.	List each position by title. Show the annual salary rate and the percentage of time to be devoted to the grant. Compensation paid for employees engaged in grant activities must be consistent with that paid for similar work within your organization. List only the employees of the applicant organization; all other grant-funded positions should be listed under the "Contract/Consulting" category.
Project Personnel Benefits and Payroll Taxes	Cost of benefits and payroll taxes for project personnel working on the grant and listed in the "project personnel" category.	Payroll Taxes Include costs of benefit(s) for the project staff. Identify the types of fringe benefits to be covered and the costs of benefit(s) for each staff position. Allowable fringe benefits typically include FICA, Worker's Compensation, Retirement, SUTA, Health and Life Insurance, IRA, and 401K. You may provide a calculation for total benefits as a percentage of the salaries to which they apply or list each benefit as a separate item. If a fringe benefit amount is over 30%, please list covered items separately and justify the high cost. Holidays, leave, and other similar vacation benefits are not included in the fringe benefit rates, but are absorbed into the personnel expenses (salary) budget line item. (e.g., <i>Fringe benefit rate = 28%: Direct Salaries of \$42,000 x .28 = \$11,760 in Fringe Benefits</i>)
Travel and Training	Travel and training for employees paid by the grant listed in the "project personnel" category. Travel may include expenses like mileage, airfare and cab fare. Training costs may include expenses like registration fees, training materials, hotel rooms for travel required for training.	Itemize travel expenses for project personnel by purpose (e.g., <i>staff to training, field interviews, and advisory group meetings</i>). Show how you calculated these costs (e.g., <i>six people to 3-day training at \$X airfare, \$X lodging, \$X meals</i>). For training projects, list travel and meals for trainees separately. Show the number of trainees and the unit costs involved. Identify the location of travel, if known. Indicate the source of any travel policies you have applied, and if applicant or federal travel regulations apply. For training, list activity (e.g., <i>training, professional development, parent education/engagement</i>). List items (e.g.,

		<i>registration fees, website development, marketing expenses, training materials, and meeting expenses</i>) by major type and show how you calculated the costs.
Supplies	Supplies may include consumable supplies needed to carry out the grant such as office supplies, rent, insurance, copies, equipment rental, internet and phone.	Include the funds for the purchase of consumable supplies and materials that do not fit the definition of Equipment. List any single item costing \$1,000 or more. Applicants should provide the calculation for cost determinations. <i>(e.g., Consumable office supplies {e.g. paper, pens} @ \$250)</i>
Youth Services and Supports	Services and supports may include direct youth services, supports and expenses or costs necessary to implement the project. Youth services and supports must include expenses for Driver's Education.	Include expenses for direct youth services and supports to carry out the objectives of the grant. This line item must include expenses for Driver's Education (suggested budget amount of up to \$20,000.00).
Education and Training Vouchers	Financial vouchers provided to eligible youth who have aged out of foster care for education and training, including postsecondary training and education.	Include the amount of payment for financial vouchers provided to eligible youth who have aged out of foster care for education and training, including postsecondary training and education.
Contractors and Consultants	Expenses may include payment to an organization or individual to do specific work related to carry out activities of the project.	Refer to the contract regarding agreed upon process for all vendor contracts. -Contracts: Describe the product or service to be procured by contract and provide estimate of cost. -Consultant Fees: For each consultant, enter name, if known, service to be provided, hourly or daily fee, and estimated time on project. -Consultant Expenses: List all expenses to be paid from to the individual consultant(s) in addition to their fees (e.g., travel, meals, and lodging).
Other	Direct costs that do not fall into the categories described.	If applicable, list and describe any expenses that do not fit into the specified categories identified.
Indirect	Indirect or administrative costs as allowable to ensure outcomes are achieved. Federally negotiated rate or up to 10% based on total direct expenses less contract services.	If you have a federally negotiated indirect cost rate (requires federal approval), you must use it. If you do not have a federal indirect cost rate, indirect costs should be entered as direct expenses detailed out specifically under "Other Expenses." If you are a nonprofit organization and have never had a federal indirect cost rate, instead of entering indirect costs as direct costs, you could also enter an amount up to 10% of your modified total direct costs.



APPENDIX IV

Glossary of Terms

Back on Track™: Jobs for the Future's Back on Track™ is a three-phase model that help youth and young adults become college- and career-ready while simultaneously building supported pathways into and through postsecondary education. The three phases of the model – 1) Enriched Preparation; 2) Postsecondary Bridging; and 3) First-Year Support – integrate high-quality college- and career-ready instruction with strong academic and social supports; build college- and career-ready skills and provide informed transition counseling; and offer appropriate supports in the first year of coursework to ensure persistence and success in postsecondary education and career training.

Central Navigation: The Central Access process is designed to be a systematic approach to a continuum of care and to provide a place of reference, referral and coordination, and system-wide data collection for connected youth resources and services. A strong Central Access process will:

- Provide a youth centered approach to help identify needs and services available
- Maintain a “warm hand-off” approach to referrals by advocating for the youth with agencies and organizations that will deliver services
- Collect data that helps to identify gaps in services, tracks who is accessing services, how many youth after age 14-25 are in the service area, what are the immediate needs of youth, mapping the referral practices for the service area, etc.
- Maintain or develop an extensive referral network with community partners

Collective Impact: The commitment of a group of actors from different sectors to a common agenda for solving a specific social problem, using a structured form of collaboration. The concept of collective impact was first articulated in the 2011 Stanford Social Innovation Review article *Collective Impact*, written by John Kania, Managing Director at FSG, and Mark Kramer, Kennedy School at Harvard and Co-founder FSG. For Connected Youth Initiative, the concept of collective impact hinges on the idea that in order for organizations to create lasting solutions to social problems on a large-scale, they need to coordinate their efforts and work together around clearly identified goals for unconnected youth. Initiatives must meet five criteria in order to be considered collective impact:

- *Common Agenda:* All participating organizations and participants have a shared vision for social change that includes a common understanding of the problem and a joint approach to solving the problem through agreed upon actions.
- *Shared Measurement System:* Agreement on the ways success will be measured and reported with a short list of key indicators across all participating organizations.
- *Mutually Reinforcing Activities:* Engagement of a diverse set of stakeholders, typically across sectors, coordinating a set of differentiated activities through a mutually reinforcing plan of action.
- *Continuous Communication:* Frequent communications over a long period of time among key players within and across organizations, to build trust and inform ongoing learning and adaptation of strategy.

- *Backbone Organization*: Ongoing support provided by an independent staff dedicated to the initiative. The backbone staff tends to play six roles to move the initiative forward. *Guide Vision and Strategy; Support Aligned Activity; Establish Shared Measurement Practices; Build Public Will; Advance Policy; and Mobilize Funding.*

Cultural and Community Inclusion: Community Inclusion refers to the process of assuring that all members of the community have equitable roles in the development of the community. Cultural inclusion refers to those who are most likely to be excluded from community due to racial, ethnic, religious and socioeconomic status. Cultural inclusion requires an ongoing partnership with the community in the assessment, planning, implementation, evaluation and sustainability of services. This occurs within organizational capacity, data collection, community context and the connected youth system. Cultural inclusion is therefore imbedded in the work plan for each step of the process.

- Collaboration and community dialogue and consensus about what constitutes cultural competency, cultural relevance, and cultural inclusion.
- Partnerships between cultural organizations/coalitions and other community coalitions to complete all facets of the functions listed above.
- Education about mechanisms for race equity and inclusion, including dialogue about the wealth, power and status within the community and how this impacts persons from racial and ethnic minorities.
- Assuring that a diverse group of youth from within racial and ethnic groups fully participate and affirm the selection of programs and any cultural adaptations that might be made.
- Service delivery by people from within the culture. Establishing a community process for affirmation of those hired to provide services to assure acceptance within the community.
- Adoption of culturally relevant employment policies.
- Development of culturally competent evaluation process designed and implemented within the culture those from the culture.
- Strategies for focusing on the positive contributions from other cultures.

Daily Needs: Older youth have access to food and other items to support daily activities and lifestyle. Reliable access to transportation should be addressed as a daily need in order to maintain employment, get to needed health services, achieve educational goals, and establish a long-term housing option.

Education and Training Voucher: The Educational and Training Vouchers Program (ETV) for Youth Aging out of Foster Care was added to the CFCIP in 2002. ETV provides resources specifically to meet the education and training needs of youth aging out of foster care. In addition to the existing authorization of \$140 million for the CFCIP program, the law authorizes \$60 million for payments to States and Tribes for post-secondary educational and training vouchers for youth likely to experience difficulty as they transition to adulthood after the age of 18.

Family First Prevention Services Act: The Bipartisan Budget Act of 2018, Public Law includes the Family First Prevention Services Act (FFPSA). FFPSA amends the title IV-B, subparts 1 and 2 programs to reauthorize and make other revisions, the title IV-E foster care program to create new optional prevention funding under title IV-E, place title IV-E payment limits on child care institutions, reauthorize the Adoption Incentives Program, and other changes. The major changes, relating to this grant include:

- Revises the John H. Chafee Foster Care Program for Successful Transition to Adulthood (Chafee program) purposes to specify that it is available to youth who have experienced foster care at age 14 or older, among other changes to the purposes {section 477(a)}.
- Makes Education and Training Vouchers (ETV) available to eligible youth ages 14-26 but limits the youth's participation in the ETV program at 5 years total {section 477(i)(3)}.
- Permits states to provide the Chafee program up to age 23, if the agency extended the age for title IV-E foster care to 21 or provides comparable services to those youth using state or any other funds outside of title IV-E {section 477(b)(3)}.
- Revises the existing requirement to provide the Chafee program to youth who have aged out of foster care by clarifying that youth may be eligible if they aged out at an age other than 18 as long as they have not attained age 21 (or age 23 if the state or tribe has extended foster care to youth up to age 21) {section 477(b)(3)}.
- Revises the limitation on use of funds for room and board by clarifying that not more than 30 percent of the Chafee allotment may be expended for room or board for youths who have aged out of foster care and have not attained 21 years of age (or 23 years of age, in the case of a state or tribe that has extended foster care to age 21).
- Allows re-allocation of unexpended funds and provides a process for the Secretary to redistribute funds to states and tribes {section 477(d)(4) and (5)}.

Financial Case-management: Financial case-management is a best practice that promotes financial empowerment.

Financial Empowerment: Financial Empowerment is the process of increasing the capacity of people to make choices and transform those choices into actions and desired results. Financial empowerment includes financial education and financial literacy, but it is focused both on building the ability of individuals to manage money and use financial services and on providing access to products that work for them. Financially empowered individuals are informed and skilled; they know where to get help with their financial challenges.

Housing: Youth have access to available, safe, stable, and affordable housing in the community to help provide a place of belonging and self-reliance. Housing should be dependable and in order to be self-reliant youth must be able to have an affordability plan to maintain their housing opportunity.

John H. Chafee Foster Care Independence Program (CFCIP): Is federal funding that aids current and former foster care youths achieve self-sufficiency. Grants are offered to States and Tribes who submit a plan to assist youth in a wide variety of areas designed to support a successful transition to adulthood. Activities and programs include, but are not limited to, help with education, employment, financial management, housing, emotional support and assured connections to caring adults for older youth in foster care. The program is intended to serve youth who are likely to remain in foster care until age 19, youth who, after attaining 16 years of age, have left foster care for kinship guardianship or adoption, and young adults ages 18-23 who have "aged out" of the foster care system.

Needs-Based Funds: Needs-Based Funds (also known as flex funds or youth support services funds) are flexible funding for older youth (current or former foster youth ages 16-23) to access an array of basic needs and support in emergency situations where support is not available through other sources which may include: housing (e.g. rent or utilities), employment (e.g. uniform or work boots), daily living (e.g. food), physical/mental/dental healthcare (e.g. copay), education (e.g. textbooks or fees), parenting (e.g.

childcare), transportation (e.g. car repairs) and other needs identified by the youth or community partners. Needs-Based Funds do not cover traffic tickets, court costs, child support, debt (e.g. credit cards, fines, IRS), cable, Internet, IDA deposits, Opportunity Passport™ deposits, entertainment or electronics.

Opportunity Passport™: A unique matched savings program that helps older youth and young adults improve their financial capability when transitioning from foster care or navigating other youth-serving systems. The program includes financial literacy training that equips participants with tools for planning for the future, saving money for important expenses and essential financial skills critical for success.

Postsecondary Support and Employment: Older youth receive sufficient supports and resources to achieve educational goals and have access to employment trainings/internships to enable them the opportunity to obtain and retain employment.

Physical and Mental Health: Older youth have sufficient and affordable health insurance and services for both physical, dental, and mental health. Health services should also provide special considerations for addiction, medications, and supports for parenting and pregnant unconnected youth.

Youth leadership and Advocacy: Members serving on a standing or ad-hoc community committee, council, and/or leadership group, in order to provide a consistent avenue for youth voice at an agency, community, and system level.

Youth Individual Development Accounts: A matched savings account, which could be personal bank account or an Individual Development Account (IDA), designed to help an individual establish a pattern of regular savings and accumulate assets. An “asset” is something of value that is likely to return substantial long-term benefits to its owner—benefits like security, stability, and opportunities for more income.

- Nebraska Youth IDA provides financial literacy curriculum to increase youth knowledge around financial matters and
- Helps youth identify their credit score and financially coach the youth through a process of establishing, repairing, or maintaining their credit scores

Your Money Your Goals: Consumer Financial Protection Bureau’s Your Money, Your Goals is a financial empowerment toolkit for social service program(s), human service case managers, system case managers, and front-line workers. Your Money Your Goals has online booklets and materials to help front line supports for youth with financial case management in order to increase financial empowerment.

Youth Thrive™/Families Thrive: A strength-based theoretical framework developed by the Center for the Study of Social Policy’s (CSSP). Youth Thrive™ reflects the idea that all youth have potential for successful, healthy development and well-being and the framework examines how all youth can be supported in ways that advance healthy development to reduce the likelihood or impact of adverse childhood experiences. The framework includes five interrelated protective and promotive factors: 1) youth resilience; 2) social connections; 3) knowledge of adolescent development; 4) concrete support in times of need; and 5) cognitive and social-emotional competence. Families Thrive is a combined dual-generation approach, which merges two existing evidence-based frameworks – Youth Thrive™ and Strengthening Families™ – to build protective and promotive factors to promote both child and youth-as-parent well-being across the lifespan.



APPENDIX V

Assurances Statement

Name of Organization: _____

On behalf of the above-named organization, I assure to comply with the following requirements:

I. Criminal History Background Checks

Subrecipient(s) must agree to conduct criminal history background checks for all employees or other individuals who receive a salary, stipend or similar payment from this subaward.

Criminal History Checks may include:

- 1) A nationwide name-based search of the National Sex Offender Public Website (NSOPW); and
- 2) Either:
 - a. Name- or fingerprint-based search of the statewide criminal history registry in the person's state of residence and in the state where the person will serve/work, or
 - b. Fingerprint-based FBI criminal history check.

II. Non-Discrimination Requirements

- a. The subrecipient(s) agree(s) to comply fully with Title VI of the Civil Rights Act of 1964, as amended; the Rehabilitation Act of 1973, Public Law 93-112, as amended; the Americans With Disabilities Act of 1990, Public Law 101-336; and the Nebraska Fair Employment Practice Act, as amended, in that there shall be no discrimination against any employee who is employed in the performance of this Contract, or against any applicant for such employment, because of age, color, national origin, ancestry, race, religion, creed, disability, sex or marital status. This provision shall include, but not be limited to the following: employment, promotion, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training including apprenticeship. The Contractor agrees that no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the Contractor. The Contractor further agrees to insert similar provision in all sub-contracts for services allowed under this Contract under any program or activity.
- b. *Prohibition Against National Origin Discrimination Affecting Limited English Proficient (LEP) Persons. Pursuant to Executive Order (EO) 13166 – Improving Access to Services for Persons with Limited English Proficiency*, Subrecipients are required to provide meaningful access to their programs and activities by LEP persons.
- c. *Public Notice of Non-discrimination*: The subrecipient(s) must notify members, community beneficiaries, applicants, program staff, and the public, including those with impaired vision or hearing, that it operates its program or activity subject to the non-

discrimination requirements applicable to their program found at §§175 and 176(f) of the NCSA or §417 of the DVSA.

- d. *Statement on Diversity and Inclusion:* Nebraska Children respects, values, and celebrates the unique attributes, characteristics and perspectives that make each person who they are. Nebraska Children also believes that bringing diverse individuals together allows us to collectively and more effectively address the issues that face our communities. It is our aim, therefore, that our partners, strategies, and investments reflect these core values. Nebraska Children believes that population diversity is a fundamental strength of our state. Nebraska Children believes that the board and staff composition of our contractual partners should reflect the full range of population characteristics within communities served, and that leadership at the board and senior staff levels include diverse perspectives in decision-making impacting life outcomes for individuals and families affected by those decisions. Therefore, we encourage subrecipient(s) to make leadership diversity an important goal of their organization. Specifically, we encourage subrecipient(s) to create and practice an organizational Diversity Statement or similar policy adopted by their boards.

III. Assurance of Additional Requirements

- a. The applying organization will adhere to all grant program guidelines, including background checks, financial compliance and reporting.
- b. Applicants should also note that disbursements to subrecipients will be made upon signature and onboarding requirements are fulfilled. Monthly documentation, financial report and backup documentation will be submitted and approved prior to reimbursement.

Name of Authorized Signer, Title & Name of Organization (Please print)

Authorized Signer (Signature)

Date



APPENDIX VI

Coaching Services Reporting Form



Today's Date ____/____/____

CYI COACHING SERVICES FORM

Instructions for Coaches:

Complete the following form by the end of each month for each young person you are providing coaching services and indicate the specific service(s) provided. Please complete the form(s) in their entirety and upload them to the "Completed Coaching Forms" folder in your community's digital Box account by the 5th of the following month. Contact the Central Navigator in your community if you need access to Box.

YOUTH AND COACH CONTACT INFORMATION

Young person's name: _____
First Middle Last

Young person's birthday: ____/____/____

Young person's county of residence: _____

Name of Partner Agency OR Service Provider: _____

Coach Name (person completing form): _____

Coach email (person completing form): _____

THIS FORM INCLUDES SERVICES PROVIDED FOR THE MONTH OF (EX: JULY): _____

TOTAL HOURS OF COACHING SERVICES PROVIDED DURING MONTH: _____
(Should be sum of total hours in subcategories below)

Check the box(es) according to the service(s) provided to the young person during the month indicated above. Look through options on BOTH pages of this document. Please include an estimate of total hours spent working with the young person in each area.

Transportation Total Hours: _____ <input type="checkbox"/> Learning the bus routes <input type="checkbox"/> Budgeting for bus passes <input type="checkbox"/> Saving for a car <input type="checkbox"/> Driver's Ed./driving experience <input type="checkbox"/> Obtaining a driver's license (first time) <input type="checkbox"/> Obtaining registration/car insurance <input type="checkbox"/> Fixing/maintenance on a car <input type="checkbox"/> Other: _____	Parenting Total Hours: _____ <input type="checkbox"/> Parenting classes <input type="checkbox"/> Pregnancy Counseling <input type="checkbox"/> Finding a childcare provider <input type="checkbox"/> Accessing Title XX <input type="checkbox"/> Accessing ADC <input type="checkbox"/> Filing for child support <input type="checkbox"/> Other: _____	Employment Total Hours: _____ <input type="checkbox"/> Job searching <input type="checkbox"/> Interview skills/mock interviews <input type="checkbox"/> Professional interview outfit <input type="checkbox"/> Resume (including references) <input type="checkbox"/> Education on professional behavior <input type="checkbox"/> Conflict management skills <input type="checkbox"/> How to select employment benefits <input type="checkbox"/> Job shadowing/mentoring <input type="checkbox"/> Volunteering/internships <input type="checkbox"/> Participating in work study <input type="checkbox"/> Resolving criminal history <input type="checkbox"/> Other: _____
Education Total Hours: _____ <input type="checkbox"/> Copies of school/education records/transcripts <input type="checkbox"/> Copy of high school/GED diploma <input type="checkbox"/> Information on local GED or modified diploma programs (if needed) <input type="checkbox"/> Updated copy of IEP (if applicable) <input type="checkbox"/> College visits <input type="checkbox"/> ACT/SAT prep and testing times and places <input type="checkbox"/> FAFSA application <input type="checkbox"/> Education and Training Voucher program application <input type="checkbox"/> Information on another financial aid <input type="checkbox"/> Other: _____		Exercise and Fitness (Physical and Mental Health) Total hours: _____ <input type="checkbox"/> Developing a fitness plan <input type="checkbox"/> Participating on a sports team <input type="checkbox"/> Picking the right gym <input type="checkbox"/> Registering for a fitness class <input type="checkbox"/> Purchasing fitness equipment <input type="checkbox"/> Other: _____

<p>Documentation Total Hours: _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> Original social security card <input type="checkbox"/> Original or certified copy of birth certificate <input type="checkbox"/> Driver's license or state identification card <input type="checkbox"/> Immigration/citizenship documents (green card, school visa, etc.) <input type="checkbox"/> Copy of final court order or letter from DHHS indicating the youth was a state ward and date of discharge <input type="checkbox"/> Documentation of social security or other benefits <input type="checkbox"/> Death certificate(s) of parent(s) (if applicable) <input type="checkbox"/> Voter registration form or card <input type="checkbox"/> If male, registered for the Selective Services <input type="checkbox"/> Personal filing system (lock box, file folder, etc.) <input type="checkbox"/> Other: _____ 	<p>General Physical and Mental Health (Physical and Mental Health) Total Hours: _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> Information about Affordable Care Act <input type="checkbox"/> Access to health insurance/Medicaid <input type="checkbox"/> Primary physician or info on free clinics <input type="checkbox"/> Importance of regular physical/dental exams <input type="checkbox"/> How/when to call for an appointment <input type="checkbox"/> Support groups (AA, NA, GLSEN, etc) <input type="checkbox"/> Stress management <input type="checkbox"/> Anger management <input type="checkbox"/> When to go to the ER <input type="checkbox"/> How to get/refill prescriptions <input type="checkbox"/> Where to go for pre-natal care <input type="checkbox"/> Education on pregnancy prevention <input type="checkbox"/> Dangers of alcohol/tobacco/drug use <input type="checkbox"/> How/when to contact Boys Town Hotline <input type="checkbox"/> Copies of medical records (dental, vision, immunizations, diagnoses, meds, etc.) <input type="checkbox"/> Copies of mental health records <input type="checkbox"/> Other: _____ 	
<p>Financial Well-Being Total Hours: _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> Opening/managing bank account (checking, savings, etc.) <input type="checkbox"/> How to make a budget/money management skills <input type="checkbox"/> How to balance a checkbook <input type="checkbox"/> Understanding potential dangers of credit cards <input type="checkbox"/> Conducting a credit report check <input type="checkbox"/> Resolving credit issues <input type="checkbox"/> Understanding debt consolidation <input type="checkbox"/> Knowing how and when to file taxes <input type="checkbox"/> Understanding a check stub <input type="checkbox"/> Understanding retirement/saving for the future <input type="checkbox"/> Understanding dangers of Payday Loans/Check Cashing <input type="checkbox"/> Understanding Buy Here/Pay Here and Rent to Own <input type="checkbox"/> Bridge to Independence program application <input type="checkbox"/> Accessing unemployment benefits <input type="checkbox"/> Referral to Opportunity Passport <input type="checkbox"/> Assistance filling out Support Services Fund application <input type="checkbox"/> Other: _____ 	<p>Personal Hygiene and Cleaning (Physical and Mental Health) Total Hours: _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to do laundry <input type="checkbox"/> Cleaning schedule for home <input type="checkbox"/> Hygiene maintenance <input type="checkbox"/> How to dress for success <input type="checkbox"/> Cons of visible tattoos/piercings <input type="checkbox"/> Other: _____ 	<p>Dietary Needs (Physical and Mental Health) Total Hours: _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to grocery shop <input type="checkbox"/> How to cook <input type="checkbox"/> Healthy diet/food pyramid <input type="checkbox"/> Reading food labels <input type="checkbox"/> Accessing SNAP/WIC <input type="checkbox"/> Meal planning <input type="checkbox"/> Understanding calories <input type="checkbox"/> Other: _____
<p>Housing</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to look for housing <input type="checkbox"/> Conflict resolution <input type="checkbox"/> Co-habitation prep/pros and cons of living with a roommate <input type="checkbox"/> Understanding rental agreements <input type="checkbox"/> Understanding renters' insurance <input type="checkbox"/> Working with utilities companies <input type="checkbox"/> Up-keep (home repairs) <input type="checkbox"/> House maintenance (cleaning) <input type="checkbox"/> Importance of paying rent on time <input type="checkbox"/> Accessing Section 8 <input type="checkbox"/> Applying for housing through Housing Authority <input type="checkbox"/> Accessing utility assistance programs <input type="checkbox"/> Other: _____ 	<p>Permanency (Social Support) Total Hours: _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of supportive adults to contact when in crisis <input type="checkbox"/> Contact information for relatives <input type="checkbox"/> Life Book/compilation of personal history and photographs <input type="checkbox"/> Copy of family finding report (if applicable) <input type="checkbox"/> How to obtain a copy of foster care case file/court file <input type="checkbox"/> Mentoring program <input type="checkbox"/> Other: _____ <p>Social Outlets (Social Support) Total Hours: _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positive peer groups <input type="checkbox"/> Personal advocacy skills <input type="checkbox"/> Public speaking skills <input type="checkbox"/> Dangers of the internet <input type="checkbox"/> Healthy relationships <input type="checkbox"/> Referral to Youth Leadership/Project Everlast Council <input type="checkbox"/> Other: _____ 	