



TEXAS

**Department of Family
and Protective Services**

Prevention & Early Intervention

**Community Youth Development
(CYD)**

Program Operations Guide

FY 2022

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INTRODUCTION

The Prevention and Early Intervention (PEI) division produces this guide as a resource for Community Youth Development (CYD) grantees. It outlines contract requirements and expectations. All information and guidelines come from the CYD Request for Proposals (RFPA). Each section in this guide includes a reference to the corresponding section in the RFPA (for example, “RFPA 2.2”).

Who is your CYD Team?

Your CYD team is available to help you with program and contract issues. The team includes staff from the following PEI divisions: Youth and Families, Contract Management, and Research and Evaluation. Each of these divisions has a unique role, although they work together to streamline operations and support.

All PEI programs consist of the following team players:

- Contract Technician(s)
- Contract Manager(s)
- Division Administrator Contract Oversight
- Director of Contract Management
- Program Specialist(s)
- Youth and Family Programs Team Lead
- Division Administrator Youth and Family Programs
- Associate & Deputy Associate Commissioners

Who do I contact on my CYD Team?

Throughout the contract life cycle, different questions and concerns may arise. Please see below for whom to contact when you need help. As a best practice, copy your CYD program specialist and contract manager on all communications with PEI.

TEAM MEMBER	WHEN?
Program Specialist	Programmatic operations, policy clarifications, reports, procedures, staff changes, technical assistance requests, participant concerns, outreach and stakeholder concerns, training needs, and

	requests for changes to your Project Work Plan.
Contract Manager	Billing, background checks, budget concerns, and financial and technical assistance.
Research and Outcomes team	For access to Prevention and Early Intervention Reporting System (PEIRS) and other technical issues, email: peidata@dfps.texas.gov .

GETTING CONNECTED WITH PEI

Below are some of the valuable communication networks and resources available to keep you connected with the latest in PEI and CYD in Texas.

CYD Newsletter: PEI distributes this newsletter quarterly to ensure all providers receive important information about the CYD program. The newsletter also gives us the opportunity to highlight new CYD staff and contractors, share the great work being done in communities, and answer frequently asked questions. For previous editions of the CYD Newsletter, please contact your program specialist.

PEI Grantee News: PEI distributes this newsletter via email weekly. PEI Grantee News includes news about PEI initiatives, staff, training opportunities, as well as general information about prevention and early intervention in Texas. CYD grantees should have their programmatic points of contact register for PEI Grantee News. You can do so by clicking on or visiting this link: https://public.govdelivery.com/accounts/TXDFPS/subscriber/new?topic_id=TXDFPS_41

Texas Prevention Network (TPN): This is a way for PEI to inform stakeholders about key updates. TPN is comprised of a diverse set of stakeholders, including advocates, service providers, and coalitions. PEI communicates with the network via email newsletters sent periodically. To sign up for TPN, please take the survey at: https://public.govdelivery.com/accounts/TXDFPS/subscriber/new?topic_id=TXDFPS_471

Get Parenting Tips: This website provides Texas parents and caregivers with positive parenting information and resources. We encourage providers to visit the Get Parenting Tips website at: <https://www.getparentingtips.com/> Get Parenting Tips also has a Facebook page, posting tips, resources, and content to help and support parents. Some of the content is original and created in-house; the rest is from ad campaigns or external sites that share PEI's goals.

PEI calendar: PEI produces an annual Parenting Tips Calendar. This free family resource is full of helpful tips for parents and caregivers of children of all ages. It is available in English and Spanish. The calendar is endorsed by the Texas Pediatric Society and is a great resource for

families participating in early childhood programs. Place your order online at:
www.printmailpro.com/dfps.

CYD Program Overview

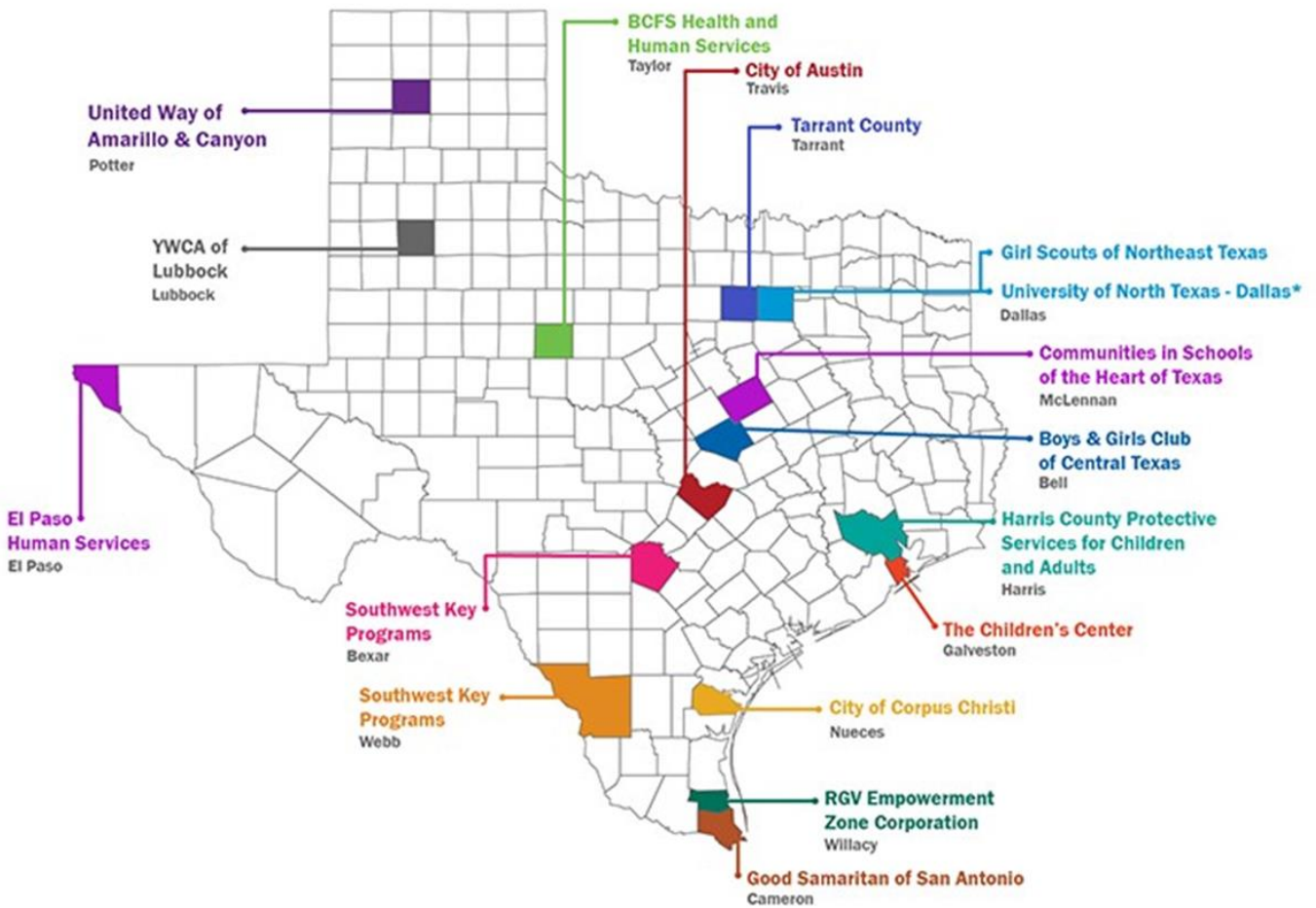
CYD PROJECT SCOPE (RFA 2.1)

The CYD Program was established in 1995 with funds authorized by the 74th Legislature to assist communities in alleviating conditions in the family and community that lead to juvenile crime. In 2015, the CYD statute moved to the Texas Family Code from the Texas Human Resources Code without any amendments and is as follows:

Sec. 265.057. COMMUNITY YOUTH DEVELOPMENT GRANTS. (a) Subject to available funding, the department shall award Community Youth Development grants to communities identified by incidence of crime. The department shall give priority in awarding grants under this section to areas of the state in which there is a high incidence of juvenile crime.

(b) The purpose of a grant under this section is to assist a community in alleviating conditions in the family and community that lead to juvenile crime.

Originally in 1995, the CYD Interagency Planning Workgroup identified the 11 original ZIP codes with the highest rate of juvenile violent crime in Texas. The program expanded to 13 ZIP codes in 1998, and to 15 in the year 2000. In 2017, six more ZIP codes were added for a total of 23, expanding to 25 zip codes by the end of 2020. As of September 2021, to begin the FY22-26 CYD contract cycle, CYD has expanded to 40 zip codes. See below for a provider map of CYD grantees and counties:



The CYD program has expanded over the last 25 years to support Youth by fostering safe spaces, positive relationships, and structured opportunities to build developmental assets and skills. These supports lead to strengthened connection, engagement, and contribution to their community. PEI has adopted a Positive Youth Development approach for CYD to meet the goal of assisting communities in alleviating conditions in the family and community that lead to juvenile crime. This approach encompasses more than solely providing early intervention or preventing risk behaviors that lead to juvenile crime; it also builds skills, attributes, and developmental assets that are needed to prepare young people to grow into thriving adults.

CYD PROGRAM OBJECTIVES (RFA 2.4)

The goal of CYD is to support Youth by fostering safe spaces, positive relationships, and structured opportunities to build assets and skills. These supports lead to strengthened connections, engagement, and contribution to the community.

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CYD provides an array of Positive Youth Development program opportunities such as Mentoring, Youth Leadership Development, and Post-High School Readiness in select ZIP Codes. Supports offered under CYD should meet the DFPS goal to increase Protective Factors and Developmental Assets, thus increasing the likelihood of positive outcomes for Youth. Protective Factors in this context are a broad set of characteristics and environmental supports that increase an individual's ability to avoid risks and promote social and emotional competence to thrive in all aspects of life, now and in the future.

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

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

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

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

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

LOGIC MODEL (RFA 2.5.2)

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

Each Grantee submitted a Logic Model for CYD in response to the original RFA. Grantees should update the Logic Model if any component changes such as program activities or resources, or at least annually with annual refresh of the Project Work Plan. CYD Grantees may use any Logic Model format. Suggested sources for development of a Logic Model include, but are not limited to:

1. W.K. Kellogg Foundation, Kellogg Foundation-Logic Model Development Guide
<https://bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicModel.pdf>
2. Family Resource Information, Education, and Network Development Service
<https://friendsnrc.org/evaluation/logic-models/>
3. The University of Kansas
<https://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main>

SERVICE DELIVERY AREA (RFA 2.2.1)

Each CYD contractor will operate the CYD program in the ZIP code for which the contract was awarded, and any youth who lives in or attends public school in the identified ZIP codes is eligible to participate. Also allowed to participate are youth who attend school at a public middle or high school located outside of the designated ZIP code that has at least 30 percent enrollment from the ZIP code or as determined by DFPS. The contractor customizes services to address the specific needs of the community as they relate to juvenile delinquency prevention and positive youth development.

- Each contractor must have the capacity to administer and provide local oversight of the CYD program in its ZIP code.
- Contractors begin direct service delivery no later than 60 calendar days after the effective date of the contract. This transitional 60-day startup period allows contractors enough time to hire, train, and establish policies and procedures for program operations.
- If a contractor chooses to subcontract for direct services, initial services must be in place within 60 calendar days after contract execution (or at a future date contingent on actual contract start date).

COMMUNITY STRENGTHS AND NEEDS ASSESSMENT (CSNA) (RFA 2.5.1)

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

- For the purposes of the CSNA, the term ‘Community’ refers foremost to the proposed CYD ZIP Code(s), but may also address a larger district, the city or the county.
- Grantees must complete and submit a CSNA to identify local community needs for strengthening Positive Youth Development.
- Grantees should develop a prioritized list of recommended programming based on the needs and gaps identified by the community through the CSNA.
- Grantees should use the list of recommendations provided below to design the CSNA and inform the overall CYD offerings.

CSNA Guidelines

1. Preparing the CSNA
 - a. The CSNA should be focused on supporting Positive Youth Development and promoting Protective Factors of Youth ages 6-17;
 - b. Grantees should describe the need for programming for Youth and their Caregivers within the community;
 - c. Grantees should recommend opportunities that do not duplicate activities or programming already provided in the proposed ZIP Code(s) through other funding sources;
 - d. Grantees should recommend programming and activities to fill gaps in opportunities or complement other programming offered in the proposed ZIP Code(s);
 - e. Grantees should articulate the proportion of total Index Youth served that will receive CYD Required Programming;
 - f. All information gathered in the CSNA should relate to and be analyzed in terms of the issues in the Service Delivery Area that impact Positive Youth Development;
 - g. The CSNA should include information about the Community’s attitudes and expectations of its Youth, typically gathered through Community data collection (e.g., focus groups, surveys, and interviews);
 - h. The CSNA should identify the local assets, strengths, and Protective Factors in place within the Community;
 - i. The CSNA should be a collaborative effort involving the Local Coalition supporting CYD;

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- j. j. The CSNA recommendations must be based on Community input and input from local Youth;
 - k. k. YAC Youth must be involved in the development and implementation of the CSNA; and
 - l. l. Grantees that do not have a YAC should include community Youth in the first submission of the CSNA and include YAC Youth thereafter;
2. The Grantee must make the CSNA publicly available to interested parties. Examples include: posting on organization’s website, presenting results in public forums or local workgroups, and distributing to community stakeholders.
 3. Texas Juvenile Justice Department (TJJD) data indicates African American and Hispanic Youth are disproportionately referred to the juvenile justice system. In 2015, African American Youth in Texas were three times more likely to be referred to the juvenile justice system, despite being a third of the population size of their white counterparts. Similarly, Hispanic Youth in Texas are 50% more likely than their white counterparts to be referred to the Juvenile Justice System (2016 – TJJD). Likewise, while the Texas Youth population is nearly split between males and females, nearly three quarters of juvenile justice referrals are for male Youth. (2019 – TJJD).

The CSNA should identify which Youth in the proposed service area are disproportionately referred to the juvenile justice system and characteristics of Youth that have the potential to be underrepresented in the program. If an Grantees has previously served Youth in a proposed service area, the CSNA should identify characteristics of the population served (race, ethnicity, gender) relative to community Youth characteristics. Using this data, the Grantees should outline plans for Youth recruitment and outreach to reach potentially underrepresented groups and how it will align programming in the Exhibit D, Project Work Plan.

4. The CSNA must be updated and submitted every two years per schedule outlined below, with specific dates to be determined or as otherwise determined by DFPS.

Timeline	Action
With submission of RFA Application	Submit Initial CSNA as Attachment to PWP
FY22 (Sept. 2021 – August 2022)	Implementation of CSNA Action Plan
FY23 (Sept. 2022 – August 2023)	CSNA due in Spring 2023 w/ Q2 Report
FY24 (Sept. 2023 – August 2024)	Implementation of CSNA Action Plan
FY25 (Sept. 2024 – August 2025)	CSNA due in Spring 2025 w/ Q2 Report
FY26 (Sept. 2025 – August 2026)	Implementation of CSNA Action Plan

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

community's needs, the Grantee may continue to provide or Subaward for those program opportunities.

Essential CSNA Components

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

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

Data Collection Methods and Data Sources

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

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

FAQ:

Question: When can I get the juvenile justice statistics (how many youth engaged in delinquent behavior while participating in CYD) for previous fiscal years?

Answer: PEI developed the outcome report called Youth Referred to Juvenile Probation. This report will be uploaded into the PEIRS database by your program specialist. Your program specialist will notify you when it is available. This report will only capture the previous fiscal year. If you need information about juvenile delinquency from previous years, please email

PEIData@dfps.texas.gov *with your request.*

LOCAL COALITION (RFA 2.5.17)

Grantee must create or participate in an existing community-based collaborative, coalition, committee or group. The Local Coalition may be exclusively focused on CYD services, or it may have a broader Community mission with CYD as one focus area. It is up to the Grantee to choose the structure that will best meet the needs of the community.

While a Local Coalition may have many goals, Youth must be actively involved in collaborative leadership and decision-making. Youth should assume shared responsibility with appropriate levels of support and should carry out Youth-initiated activities. The Grantee should reference Hart’s Ladder of Participation for more information. Examples may include: Youth research locations for a community event and present to the group for shared decision-making, Youth

develop a new program flyer and present to coalition for input, Youth are responsible for sharing YAC activities in the last quarter, Youth co-lead or lead coalition.

Local Coalition Goals

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

Other Local Coalition Requirements

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

FAQ:

Question: Which members of the youth advisory committee should we involve in the Local Coalition?

Answer: A youth who has shown strong leadership capabilities would be a great candidate to participate in the Local Coalition.

ELIGIBILITY FOR THE CYD PROGRAM (RFA 2.5.3)

- Youth ages 6–17 who live in or attend public school in the contracted ZIP code(s).
- Youth ages 6–17 who attend school at a public middle or high school located outside of the contracted ZIP code(s), if the school has at least 30 percent enrollment from the contracted ZIP code.
- The targeted age range for youth to be served is 10–17 years old.
- Youth under age 6 are not eligible.
- Youth ages 6–9 cannot exceed 30 percent of the annual unduplicated performance measure.
- Youth who turn 18 years old during the school year will be permitted to participate in CYD until meeting program goals or the end of the current fiscal year, provided they were 6-17 years old when first enrolled in CYD.
- Family members of Index Youth are eligible if the goal of the activity or opportunity involves promoting Positive Youth Development or increasing Protective Factors of Youth.
- Youth who spend a significant amount of time in an SDA but do not meet the above eligibility criteria. For example, a Youth who spends regular time at a recreation center or with a relative in the Grantee’s SDA. This flexible approach allows CYD to reach Youth who consider the Grantee’s SDA part of their community and provide them with CYD opportunities. Grantee must provide justification on the PEI enrollment form that Index Youth is eligible under this flexible approach.
- Youth who are currently on probation are not eligible for the CYD program. A Youth is eligible 12 months post probation. Youth whose cases are pre-adjudicated, informally adjudicated, or whose adjudication has been deferred are eligible to participate in CYD. PEI reserves the right to alter eligibility criteria during the Period of Performance.

FAQ:

Question: How is "significant amount of time spent in service area" eligibility defined?

Answer: Youth should be assessed to have spent a significant amount of time in the service area prior to involvement with CYD. Examples could include attending church in service area, visiting family weekly, etc. Intend to be used rare instances, evaluated on case-by-case basis, with justification documented on enrollment form. PEI wouldn't expect to see used in more than 5% of annual youth served.

To be eligible to participate in Grantee's CYD program, Youth must exhibit at least two of the priority characteristics found in the PEI Enrollment form.

FAQ:

Question: Do we have to check at least two youth Priority Characteristics for all CYD youth enrollments?

Answer: Yes, you need to check at least two youth Priority Characteristics for all indexed youth enrolled in CYD. Be sure to include an assessment of youth Priority Characteristics in your initial intake process to confirm that the youth is eligible for the program.

CYD PARTICIPANT REQUIREMENTS (RFA 2.5.4)

1. All participants must enter services voluntarily. Voluntarily means that the Family or Youth must not be coerced, court ordered, or mandated to participate in CYD.
2. The contractor cannot charge participants a fee for participating in a program or for any program participation related costs.
3. The contractor must provide services to families regardless of their economic status.
4. The average number of unduplicated youth served monthly must meet the minimum established in the Grant Agreement. An unduplicated Youth is an Index Youth with a unique enrollment ID number who receives at least one service and is only counted one time during the Period of Performance, once per month for monthly output.
5. Programs can serve youth regardless of their ongoing involvement with CPS.

COLLABORATING WITH PEI GRANTEES WITHIN SERVICE DELIVERY AREA (RFA 2.5.18)

CYD Grantees must work with other PEI Grantees within the SDA in addition to PEI Grantees in the region and develop a plan for partnerships within 60 calendar days of the Grant Agreement execution. For an example is a non-binding Memorandum Of Understanding (MOU), see this resource published by the Administration for Children and Families: https://www.acf.hhs.gov/sites/default/files/fysb/mou_508.pdf. Grantees must outline plan for work with other PEI Grantees within the service area in the Exhibit D, Project Work Plan.

CYD Grantees must also partner and collaborate with their local Family and Youth Success program (FAYS). The FAYS program (previously known as STAR) is a PEI program available in each county statewide. The FAYS program provides crisis intervention, one-on-one and Family coaching and counseling, Youth life skills, parenting classes, and emergency care to Youth and their Families. To learn more about the FAYS program in your community visit <https://www.getparentingtips.com/local-support/>

Through partnership and awareness of other Grantees' service array, CYD Grantees will avoid duplication of services and create a continuum of services in the community. Grantee must try to avoid duplication of any existing State or federal programs. To learn more about other PEI Grantees in your community visit:

<https://www.dfps.state.tx.us/Prevention and Early Intervention/About Prevention and Early Intervention/programs.asp>

USE OF SUBAWARDS (RFA 2.5.28)

Grantees may provide or Subaward for the provision of direct programming as described within the RFA. Subgrantees providing programming under this RFA shall meet the same requirements and level of experience as required of the Grantee.

No Subaward under the RFA shall relieve the Grantee of the responsibility for ensuring the requested services are provided according to required standards.

Subgrantees must have at least two (2) years' experience providing programs to Youth and families. (RFA 2.5.5.4)

Project Work Plans will include work to be performed by Subgrantees and will include proposed Subgrantees budgets. Grantees will award Subawards based on its own internal policies and processes. Grantees will notify DFPS in writing if the Subgrantee changes.

Any changes in Subaward SDA must be negotiated between the Grantee and their Subgrantee and reported to DFPS. Any changes to the type of services provided, or requiring a new Subaward, must be approved in advance by DFPS.

If any Subaward is terminated, and the Grantee has not fully expended the funds obligated to the Subaward during the grant year, the Grantee has a maximum of 60 days to find a replacement Subgrantee and obligate those funds in a manner consistent with the purposes of CYD.

ORGANIZATIONAL COMPETENCE (RFA 2.5.6)

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

1. Strategically hire Program Staff. The most effective staffing structure for competently supporting CYD Participants incorporates intentional recruitment of staff with diverse backgrounds, demographics and experience supporting Positive Youth Development.
2. Strategically hire organizational leadership. Organizational leadership should have diverse backgrounds, demographics, experiences and be reflective of the community served.
3. Make support available to all Family members through accessible program sites, hours, and delivery schedules.
4. Cultivate CYD Participants as mentors and leaders.
5. Brand the program and recruitment materials in ways that resonate with Community Youth.
6. Conduct strategic outreach to include engaging Participants in outreach strategies such as word-of-mouth and culturally relevant promotional campaigns.
7. Involve program alumni in program activities and program development.
8. Acknowledge and respect the diversity of Youth and Families, including their cultural traditions, languages, values, socioeconomic status, family structures, sexuality, gender identification, religion, individual abilities, and other aspects.
9. Promote diversity, equity and inclusion as an organizational priority. Examples could include an action plan for diversity, equity and inclusion; employee trainings; review and revision of policies and procedures or an annual equity assessment.

Grantees are required to utilize the Youth Program Quality Assessment (YPQA) to assess the Grantee's activities and program offerings for responsiveness to the needs of CYD Youth and enhance their approach across the lifespan of the Grant. At a minimum, Grantees must complete the YPQA Basics Training within year one of the Grant. In-person training on the YPQA Basics is highly preferred but may be completed virtually if necessary and justification is

provided in the Project Work Plan. The program assessment and improvement planning must be completed in each subsequent year of the CYD grant cycle.

STAFFING REQUIREMENTS AND QUALIFICATIONS (RFA 2.5.7)

Grantees will develop and provide a staffing plan that includes, at least, minimum educational or experience requirements for direct service workers, administrative staff, Subaward staff, and volunteers.

If the Grantee elects to Subaward any programming, the same minimum staffing qualifications would apply to Subgrantee staff. The Grantee's employees, Subgrantee employees, or DFPS pre-approved volunteers who are primarily responsible for delivering the direct service program and related components must be adults 18 years or older.

Grantees should develop, provide, and manage a staffing plan to ensure delivery of competent and robust programming and continuity of programs in the event of a vacancy. The plan should address the following:

1. Appropriate labor skill set;
2. Minimum educational requirements;
3. Detailed position descriptions;
4. Comprehensive employee training plan; and
5. Succession plan for key program positions.

Grantees should develop a staffing structure for their CYD program which encompasses the roles and duties outlined in Section 2.5.8. Separate positions are not required for each of these roles. Grantees may assign duties in a full-time or part-time capacity based on organization and program size and scope. PEI reserves the right to authorize each position funded under the grant. See "Example Staff Positions" for examples of organizational staff position charts. Please contact your CYD Program Specialist for additional guidance on staff positions and roles.

STAFF ROLES (RFA 2.5.8)

Grantees may decide to assign staff duties below to an existing role, or create a dedicated role, depending on the size and scope of the overall CYD program.

Program Director

The program director role, or equivalent position, is the primary program contact and is responsible for program oversight, all program activities and offerings, and supervision;

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Any person holding the program director position or performing program director responsibilities must have at least a bachelor's degree in a relevant field, relevant work experience, and a minimum of five (5) years' relevant program management and supervisory experience or a master's degree in a relevant field, preferably a minimum of three years' program management and supervisory experience;

The program director must have experience with performance evaluation, data analysis, reporting, and social service programming; and

The following responsibilities and activities are required of the program director role or must be integrated into other appropriate manager roles where qualifications are met. A clear organizational structure is required, with program director responsibilities clearly delineated and assigned to the qualified full-time employee(s) (FTE(s)). The program director will:

- a. Serve as primary program contact and liaison;
- b. Provide program oversight, to include managing operations, supporting and monitoring performance related to the project, and planning for improvements where needed;
- c. Ensure program operations and activities adhere to all applicable policies, procedures, and guidelines pertaining to Grant Agreement, organization, and selected Program Model(s);
- d. Ensure program goals are met, especially related to Deliverables, Outputs, and processes;
- e. Assist in budget planning, ensuring budget is aligned with program goals and operations;
- f. Hire, train, and supervise project employees; and
- g. Provide for regular administrative and Reflective Supervision of direct service staff.

Financial Manager (if applicable)

The financial manager role, or equivalent position, will be a primary financial contact and will be responsible for program's financial oversight of the contract;

Any person holding the financial manager position or performing financial manager responsibilities should have an associate's applied science degree in a financial field such as Accounting or Finance with a minimum of five year's work experience in accounting and have proficient skill in automated accounting system(s) and Microsoft Excel; or

Any person holding the financial manager position or performing financial manager responsibilities should have at least a bachelor's degree in a relevant field, such as Accounting or Finance, with a minimum of two (2) years of work experience in accounting and have proficient skill in automated accounting system(s) and Microsoft Excel;

Experience may be substituted for education on a year-for-year basis if the person holding the Financial Manager position does not have either an associate's or a bachelor's degree in a

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financial field, in which case any person holding the financial manager position or performing financial manager responsibilities should have a minimum of seven years of accounting experience; and

This staff position must obtain a minimum of twenty-four hours of job-related training which can include the Cultural Humility and new employee orientation trainings.

The following responsibilities and activities are required of the financial manager role or must be integrated into other appropriate manager roles where qualifications are met. A clear organizational structure is required, with financial manager responsibilities clearly accounted for and assigned to the qualified FTE(s). The financial manager will:

- a. Serve as a primary financial contact and liaison; and
- b. Assist in budget planning, ensuring budget is aligned with program goals and operations.

Program Coordinator (if applicable)

The program coordinator role, or equivalent position, can be an additional program contact and will be responsible for program oversight, services, and supervision;

Any person holding the program coordinator position should have relevant work experience, and a minimum of two years' relevant program management and supervisory experience. A bachelor's degree or associate degree in a relevant field, along with supervisory experience is preferred;

The program coordinator must have experience with performance evaluation, data analysis, reporting, and social service programming; and

The following responsibilities and activities are required of the program coordinator role or must be integrated into other appropriate manager roles where qualifications are met. Clear organizational structure is required, with program coordinator responsibilities clearly accounted for and assigned to the qualified FTE(s). The program coordinator will:

- a. Report to program director;
- b. Serve as an additional or the primary program contact and liaison;
- c. Provide program oversight, to include managing operations, supporting and monitoring performance related to the project, and planning for improvements where needed;
- d. Ensure program operations and activities adhere to all applicable policies, procedures, and guidelines pertaining to Grant Agreement, organization, and selected Program Model(s);
- e. Ensure program goals are met, especially related to Deliverables, Outputs, and processes;

- f. Assist in budget planning, ensuring budget is aligned with program goals and operations;
- g. Hire, train and supervise project employees; and
- h. Provide for regular administrative, and Reflective Supervision of direct service staff.

YAC Coordinator

The YAC coordinator role, or equivalent position, will be responsible for the Youth Advisory Committee oversight, services and activities;

Any person holding the YAC coordinator position or performing YAC coordinator responsibilities should have relevant experience, a bachelor's degree or associate degree is preferred; and

The following responsibilities and activities are required of the YAC coordinator role or must be integrated into other appropriate manager roles where qualifications are met. A clear organizational structure is required, with YAC coordinator responsibilities clearly accounted for and assigned to the qualified FTE(s). The YAC coordinator will perform all the following tasks:

- a. Develop a communication plan in coordination with the program director or program coordinator;
- b. Serve as a YAC coordinator contact and liaison during the CYD Youth Summit planning;
- c. Provide YAC oversight, to include developing and managing Youth activities, supporting and monitoring performance related to the projects, and planning for improvements where needed;
- d. Ensure program operations and activities adhere to all applicable policies, procedures, and guidelines pertaining to Grant Agreement, organization, and selected Program Model(s);
- e. Ensure YAC goals for Youth safety, engagement, participation, leadership skill and community building are met; and
- f. Attend as one of the chaperones

Data Support

The data entry support role, or equivalent position, will be responsible for timely and accurate data entry into the PEIRS Database;

Any person holding the data entry support position or performing data entry support responsibilities should have at least high school diploma, with relevant work experience, and a minimum of two (2) years' relevant data entry experience is preferred;

The data entry support staff may assist with performance evaluation, data analysis, reporting, and social service programming; and

The following responsibilities and activities are required of the data entry support role or must be integrated into other appropriate manager roles where qualifications are met. A clear organizational structure is required, with data entry responsibilities clearly accounted for and assigned to the qualified FTE(s). The data entry support staff will:

- a. Report to program director;
- b. Ensure accurate data entry into the PEIRS Database;
- c. Enter all data for a specific month into the system no later than thirty calendar days following the close of the month in which a registration occurred, services were provided, or the file was closed; and
- d. Enter data prior to the thirty calendar days following the close of the month to meet billing requirements.

YPQA Coordinator

The YPQA coordinator will oversee and manage the Youth Program Quality Assessment and subsequent improvement planning and implementation processes for the Grantee and all Subgrantees (if applicable);

The YPQA coordinator will manage the program self-assessment process, improvement planning, and support organization(s) with improvement efforts;

Any person holding the YPQA coordinator position or performing the YPQA coordinator responsibilities should have relevant experience, a bachelor's degree or associate degree is preferred.

The following responsibilities and activities are required of the YPQA coordinator role or must be integrated into other appropriate manager roles where qualifications are met. A clear organizational structure is required, with data entry responsibilities clearly accounted for and assigned to the qualified FTE(s). The YPQA coordinator will:

- a. Schedule network trainings for staff and stakeholders;
- b. Coordinate external assessments;
- c. Build and activate a network of consultants, trainers, and coaches to support the organization's program quality work;
- d. Attend the PQA basics training, Scores Reporter Webinar, Planning with Data training, Improvement Planning Webinar, and enter data and improvement plans into the Online Scores Reporter;
- e. Train staff and lead the program team through the program self-assessment process;
- f. Manage improvement planning; and
- g. Support the enactment of improvement plans.

ORGANIZATIONAL TRAINING REQUIREMENTS (RFA 2.5.9)

Grantees must submit a training plan for all CYD workers; including volunteers, Subaward employees, and anyone else working on the Grant; that includes both initial and ongoing training. Staff training must include the following required competencies:

- New employee orientation;
- Cultural Humility (required annually;)
- Youth development (required annually;)
- Evidence-Based or Promising Practice Program training (when appropriate);
- 40 Developmental Assets Training (Developmental Assets and Developmental Relationships); and
- Youth Program Quality Assessment Training. (YPQA Basics training for Self-Assessment Team Members, 1 hour free “Intro to Continuous Quality Improvement” webinar for other CYD staff)

Additional training topics may include, but are not limited to:

- Healthy relationships;
- Effective collaboration;
- Effective group or meeting facilitation;
- Ethics;
- Mental Health First Aid Training;
- Referrals and service connections;
- Substance use;
- Internet safety for youth;
- Bullying; or
- Suicide prevention and postvention.

Grantees must develop and follow a process to track all required training in personnel files. All training must be noted in the regular program quarterly reports.

The same training requirements must be met by any Subgrantee performing services under this Grant.

REQUIRED CYD PROGRAM COMPONENTS (RFA 2.5.10.A)

Each Grantee must implement the following Youth-focused opportunities:

- Mentoring

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- Youth Advisory Committee (YAC)
- Youth Leadership Development (YLD)
- Post-High School Readiness (PHSR)

Below are requirements and guidelines for each of the core program components above.

Mentoring

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

Grantees must have program guidelines for its Mentoring program, as documented in the Project Work Plan. These guidelines should include requirements for:

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

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

Youth Advisory Committee (YAC)

The YAC is an advisory body of young leaders currently participating the CYD program, and must meet the following requirements and guidelines:

- a. The goal of the YAC is to promote the voice and choice of a consistent group of young leaders through structured, monthly, Youth-led meetings.
- b. The YAC will provide input, give feedback, and participate in decision-making to help shape their local CYD program, as well as assess and address the needs of their Community by planning and implementing meaningful service learning projects.
- c. The YAC must include 10-20 Youth, comprised of both middle- and high-school Youth between the ages of 13 and 17.

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

Youth Leadership Development (YLD)

Youth Leadership Development is part of the Youth development process and supports young people in developing: the ability to analyze their own strengths and weaknesses, set personal

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

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

YLD Elements

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

Adapted from Designing Student Leadership Programs: Transforming the Leadership Potential of Youth by Mariam G. MacGregor

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

Post-High School Readiness (PHSR)

Post-High School Readiness refers broadly to preparing young people for their transition from school to the multiple pathways after high school graduation, equipping Youth with the experiences and skills necessary to successfully manage the responsibilities required upon entering college, career, and workplace environments. Readiness is achieved by acquiring the learning competencies, intellectual capacities and experiences essential for all students to become lifelong learners; positive contributors to their families, workplaces and communities, as well as to become successfully-engaged citizens of a global 21st century.

Examples of Post-High School Readiness include, but are not limited, to:

- a. Career Exploration and Workforce Readiness:
Provide a realistic view of work along with necessary skills and workplace ethics to successfully maintain employment. Activities to promote career planning and acquisition of workplace skills, including vocational training and academic planning specific to career goals. Assessment and planning integrate school experiences (coursework, extracurricular activities and vocational or career assessments) with community experiences (volunteer work, regular employment, job shadowing, and job fairs) toward career objectives. Other activities include: job search assistance, interviewing skills training, assistance with disability-related accommodations, and job-finding training (including résumé preparation, information on non-traditional career opportunities, and job application completion.)
- b. College Readiness:

Provides the level of preparation needed for young people to enroll and succeed in postsecondary education. Activities offered should promote college planning skills in young people, which may include awareness of and preparation for school applications, pre-requisite testing, scholarship application and financial planning, college campus culture, intellectual norms in the academic environment, decision-making and assessing risky behavior, and expectations for engagement. Other activities could include college campus visits, test preparation, discussing expectations with current college students, and scholarship search assistance.

c. Curriculum-based Life Skills:

Provide Youth activities that are based upon a written curriculum for individual skills development including, but not limited to, communication, self-control, anger management, problem solving, adapting to change, choosing friends wisely, healthy relationships, and independent living. Activities offered should promote healthy decision-making, goal-setting, budget planning and financial literacy, healthy eating and nutrition, digital and civic literacy, healthy living and wellness, and self-advocacy.

d. Life Skills Non-Curriculum:

Provide Youth with social, personal, and vocational skills and opportunities to help them achieve economic success, avoid involvement in criminal activity, and increase social competencies, e.g., conflict resolution, anger management, healthy relationships, career exploration, and interviewing skills.

ANCILLARY CYD PROGRAM COMPONENTS (RFA 2.5.10.B)

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

Examples of ancillary CYD programming include:

Youth-Based Curriculum Class: Activities provided to Youth that are based upon a written curriculum.

Family-Based Curriculum Class: Provided to the registered Index Youth or Caregiver along with their Family member(s.) These services are part of a specific written curriculum, e.g., family skills building, family effectiveness training, etc. These family programs encourage family unity, communication, improved decision-making skills and reduce family conflict.

Family focused activity: Activity based, involve the Youth and at least one other Family member, and are not part of a written curriculum or counseling.

Sports and Movement: Rewarding, challenging, and age-appropriate activities provided to Youth in a safe, structured, and positive environment, with the intent of promoting Positive Youth Development by way of a socializing effect through which Youth develop positive qualities. Examples may include organized sports or athletic activity, personal fitness, dance or movement. Boxing is not allowed.

Arts and Cultural Enrichment: Programming to increase awareness, explore skill building, as well as develop and express creativity through developmentally appropriate activities involving visual or performance arts, culture, culinary arts, creative writing, digital arts, crafts or music.

Academic Support: Designed to increase Youth engagement in the learning process, improved academic performance, Science, Technology, Engineering and Math (STEM) skill development, and bonding to the school (e.g., cooperative learning techniques, "experiential learning" strategies, tutoring and basic skill building).

Service Planning and Coordination: A strength-based approach that helps Youth assess their individual and developmental needs, identify available resources, and set goals to achieve specific desired outcomes leading to a healthy sense of self-reliance and interdependence with their community. Identifiable strengths and resources include family, cultural, spiritual, and other types of social and community-based assets and networks.

FAMILY AND PRIMARY CAREGIVER ENGAGEMENT REQUIREMENTS (RFA 2.5.10.C)

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

Grantees must demonstrate a commitment to the meaningful involvement of Families and Primary Caregivers in CYD. There are several options to engage Families and Caregivers, with the intent to bring Youth and Families or Caregivers together in a meaningful way. The strategies that work best will depend on the dynamics of the Community served. Strategies may include Primary Caregiver leadership opportunities (volunteering at Youth-led events, participating alongside Youth on the local coalition, etc.), collaborative Parent Café or Youth Café events, family service learning, family nights, and many other strategies. Some ideas for Family or Primary Caregiver engagement can be found at:

https://cdn.ymaws.com/nafsce.org/resource/resmgr/Toolkits/Boston_Engaging_Families_Out.pdf.

Grantees must outline a plan for Family and Caregiver engagement in the Project Work Plan, outlining anticipated strategies and timelines for implementation. These plans must meet the following:

- At a minimum, one Family or Primary Caregiver event should be held each month of the fiscal year.
- All Family or Primary Caregiver events will be recorded in PEIRS under 'Events.' Refer to the CYD Policy Clarification Log for additional guidance on entering Family and Primary Caregiver events in PEIRS, or contact your CYD Program Specialist for technical assistance.
- Activities or workshops serving only the Primary Caregiver such as parenting training or parenting skills classes, counseling, or stand-alone Parent Cafés will not fulfill the Family and Primary Caregiver engagement requirement of this RFA. If these services are identified as a need in a specific community, Grantees should work in conjunction with their local Family And Youth Success (FAYS) grantee as a resource and referral for these services.
- Grantee may hold Family-inclusive opportunities that allow Index Youth and Caregivers to come together for a portion of the activity and split into Caregiver- and Youth-specific groups engage in deeper learning, if appropriate.

ADDITIONAL PROGRAM REQUIREMENTS (RFA 2.5.10.D)

Focus on Out-of-School Time Programming

Under this grant, most of the programming during the school year should be offered during Out-of-School Time hours. This includes before school, afterschool, evenings and weekends. Programming that takes place while Youth are on summer break or other school breaks will vary by community and should align with programming gaps and Community needs.

There are greater opportunities for Youth to be left unsupervised during Out-of-School Time hours, which increase the opportunities for Youth to engage in risky behaviors such as substance abuse or juvenile crime (McCombs, Whitaker, & Yoo, 2017, 2019). According to a report released by the Council For A Strong America, the majority of juvenile crime in Texas occurs between the hours of 2:00PM and 6:00PM. It benefits both Youth and their Communities to ensure Youth have access to enriching programming, safe spaces, and caring adults during Out-of-School Time hours. Programming during Out-of-School Time not only reduces the likelihood Youth will engage in risky behaviors, but also promotes increased academic performance, school connectedness, positive identity development, social-emotional skill development, physical and mental health, and civic development.

40 Developmental Assets

Each CYD program should provide opportunities for Youth to increase developmental assets through participation. Each proposed program component (required and ancillary) should directly link to one or more of the Search Institute’s identified 40 Developmental Assets:

External Assets	Internal Assets
<u>Support</u> <ul style="list-style-type: none"> a. Family Support b. Positive family communication c. Other adult relationships d. Caring neighborhood e. Caring school climate f. Parent involvement in schooling 	<u>Commitment to Learning</u> <ul style="list-style-type: none"> a. Achievement motivation b. School engagement c. Homework d. Bonding to school e. Reading for pleasure
<u>Empowerment</u> <ul style="list-style-type: none"> a. Community values Youth b. Youth as resources c. Service to others d. Safety 	<u>Positive Values</u> <ul style="list-style-type: none"> a. Caring b. Equality and social justice c. Integrity d. Honesty e. Responsibility f. Restraint
<u>Boundaries and Expectations</u> <ul style="list-style-type: none"> a. Family boundaries b. School boundaries c. Neighborhood boundaries d. Adult role models e. Positive peer influence f. High expectations 	<u>Social Competencies</u> <ul style="list-style-type: none"> a. Planning and decision-making b. Interpersonal competence c. Cultural competence d. Resistance skills e. Peaceful conflict resolution
<u>Constructive Use of Time</u> <ul style="list-style-type: none"> a. Creative activities b. Youth programs c. Religious community d. Time at home 	<u>Positive Identity</u> <ul style="list-style-type: none"> a. Personal power b. Self-esteem c. Sense of purpose d. Positive view of personal future

Other Requirements:

1. Grantees must ensure that Youth are not denied or delayed services due to a waitlist. The Grantee must have referral policies and procedures in place that provide alternative service options either through the Grantee or through other community resources when the Grantee is at capacity.
2. Grantees should offer programming that reflect a mix of intensive activities that serve a limited number of Youth (e.g. one on one Mentoring) with lower intensity activities that serve a higher number of Youth (e.g. group recreation).

3. Grantees must provide programming or activities each month of the fiscal year, including during the summer months. Programming for summer months may be offered through a Subgrantee if needed.
4. Youth may not participate solely in one-time activities. If one-time activities are planned, they should be an added value for Youth already participating in other CYD services or for outreach and recruitments purposes and cannot be a stand-alone service.
5. Grantees must submit documentation of evidence-based research or information on each proposed program with a curriculum by completing the PEI Evidence-Based Program Ranking Tool. Grantees may not provide programming with empirical evidence or theoretical basis indicating that the practice constitutes a risk of harm to those receiving it.
6. Grantees must ensure services are easily accessible to Youth. Grantees must offer programming at times and places that meet the needs of local Youth. In addition, the Grantee must address any Youth transportation barriers or needs, and coordinate or provide transportation of Youth to participate in CYD activities. Transportation costs are reimbursable under this RFA.
7. Grantees must outline educational benefits of any planned field trips and how the field trips align with the goals of CYD in their Project Work Plan. Field trips must not expose the Participants to any unnecessary safety risks. Grantees are responsible for securing any necessary permission from Participant Caregivers related to travel or field trips.
8. Services are intended to be face-to-face in person. DFPS requires justification for any proposed virtual services.

RECRUITMENT AND OUTREACH (RFA 2.5.11)

Grantees should develop outreach plans and strategies to connect to eligible Youth. In addition to standard means of program outreach and marketing, such as Program Staff giving out brochures, utilizing social media, and sharing program information at events, outreach to eligible Families within the community should involve innovative and targeted approaches. Innovative means could include, but are not limited to, use of Youth or alumni to distribute program material and hosting community awareness seminars.

Grantees should propose how they will alleviate barriers to engagement and participation. Outreach and retention plans should include consideration of Community context and information gathered from the CSNA such as Youth with the potential to be underrepresented in programming such as young men or Youth of color. Grantees should elaborate on the proposed incentives, how they were chosen, and how they will benefit the Participants and CYD. For information on effective incentive types and strategies, please consult the field guide and webinar slides available here: <http://www.buildingbetterprograms.org/2016/12/14/using-incentives-in-human-services-field-guide-literature-review-and-webinar/>.

Grantees must add their services to their Region's 2-1-1 Area Information Center and must update their information appropriately within 30 days of any changes in the scope of their program. Subgrantee information should also be available on the Texas 2-1-1 website.

SERVICE AUTHORIZATION AND ENROLLMENT (RFA 2.5.12)

Grantees must have an enrollment process to include completion of the PEI enrollment form, which includes service authorization and Primary Caregiver's signed consent to participate, a review of eligibility criteria, and any additional surveys and assessments as required by PEI. Grantees are required to complete all fields of program forms in their entirety, including any social security number fields. If a participant refuses to provide their social security number or any other required fields, Grantees must document refusal on the form. The expectation is that Grantees make a good faith effort to obtain social security numbers and other information listed on the program form. Items with an asterisk on program forms are required fields in the database; however, the expectation is that the form is completed thoroughly. Primary Caregivers must sign program forms giving consent for services prior to the provision of services. Grantees must document their enrollment process in the Project Work Plan.

ANNUAL DATA AUTHORIZATION (RFA 2.5.13)

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

CLOSE OF PROGRAM PARTICIPATION (RFA 2.5.14)

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

REQUIRED RECORD KEEPING (RFA 2.5.15)

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

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- a. Grantees will track all CYD activities provided in accordance with the Project Work Plan.
- b. Grantees must ensure that all service documentation is complete, accurate, and maintained in an organized fashion.
- c. Grantees must maintain records in a manner which protects the confidentiality of the Families being served.
- d. Grantees must maintain individual Participant records.
- e. Grantees must ensure compliance with all record keeping requirements stated in this document.
- f. All records must be maintained in a central location and made available and accessible to DFPS without limitations.
- g. Records may be maintained electronically; however, Grantees must be able to promptly produce an easily legible hard copy of any records, if requested by DFPS. Any records maintained electronically must be able to be produced in a portable format such as a Comma Separated Values (CSV) file.

Referral Tracking

Grantees must develop and maintain a tracking system to record Participants referred to the Grantee for CYD programming. Documentation must include:

- a. Date of Referral;
- b. Origin of the Referral
- c. Participant eligibility for services; and
- d. Date Participant began program.

Grantees must also track reasons that services were not provided or that a Participant did not engage in the program or was determined to be ineligible.

Participant Case Record and Service Documentation

Grantees must maintain the following forms in the Participant record:

- a. Enrollment form;
- b. Annual Data Authorization form;
- c. Required PEI assessments and surveys;
- d. Assessments and surveys required by agency and Program Model (if applicable);
- e. Service activity documentation; and
- f. Service referrals.

SURVEYS (RFA 2.5.16)

Prior to service delivery, Grantees will provide a pre-service survey to the Youth. The survey may be provided either shortly before or at the beginning of services. Grantees must enter the survey data into the PEIRS database within the required data entry timeframe.

Grantees will provide a post-service survey to the Youth when the Youth completes the program or on an annual basis from the time that services began. Grantees must make a concerted effort to have the Youth complete a post-survey if they leave the program prior to completion. Grantees must enter the survey data into the PEIRS database within the required data entry timeframe (no later than thirty calendar days following the close of the month in which the survey was administered.)

Grantees will also have youth participants complete the Program Experience Survey when exiting the program, including those Participants who have completed the program and those who are exiting early.

DFPS will provide direction to Grantee on which pre- and post-surveys to administer to Index Youth.

PERFORMANCE MEASURES (RFA 2.5.20)

Required Outputs and Outcomes will be tracked through PEIRS and other reports developed and maintained by DFPS. PEI Program Specialist staff will provide Outcome data from PEI Research and Evaluation staff directly to Grantees when data is available.

Required Outputs and Outcomes for all CYD Grants include:

Outputs/Outcomes Defined	Target Output/Outcome (or %)
Output 1: Expected average number of Index Youth served annually.	<i>Specific to Grantee outputs determined during negotiations</i>
Output 2: Expected number of Index Youth served during the school year (September – May).	<i>Specific to Grantee outputs determined during negotiations</i>
Output 3: Expected number of Index Youth served during the summer (June-August)	<i>Specific to Grantee outputs determined during negotiations</i>
Output 4: Index Youth will complete the PEI Program Experience Survey at Discharge	50%
Output 5: Index Youth will complete a matching pre-service and post-service survey as designated by PEI	60%
Outcome 1: 10-17-year-old Index Youth will not engage in delinquent behavior.	100%

Outcome 2: Index Youth report positive outcomes in at least one domain of the Program Experience Survey at discharge	80%
Outcome 3: Index Youth improve in at least one domain or area of the survey chosen by PEI between pre- and post-service	75%

PEIRS DATABASE (RFA 2.5.21)

Grantees must enter all service data for Participants served through CYD into the PEIRS database. Data entered in the PEIRS database includes Participant enrollment information, service data, and outcomes data (may include survey and assessment data.)

Grantees must ensure accurate data entry into the PEIRS database and must enter all data for a specific month into the system no later than thirty (30) calendar days following the close of the month in which an enrollment occurred, services were provided, or a Family was discharged.

Grantees must use a secure internet connection to complete PEIRS data entry and ensure that computer equipment used for data entry meets minimum requirements established by DFPS for efficient connection to the PEIRS database.

For any person to be approved for database access, prior DFPS and criminal background check clearance must be obtained and completed every two years.

Any person given permission to enter or view CYD data must adhere to DFPS rules, regulations and standards for confidentiality, security and integrity of program data.

DFPS requires annual cybersecurity training for all CYD staff who access the PEIRS database. Information on training requirements can be found at the following link:

https://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Providers/cybersecurity.asp

REQUIRED REPORTS (RFA 2.5.22)

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

- Quarter 1 (September, October, November): due January 15th
- Quarter 2 (December, January, February): due April 15th
- Quarter 3 (March, April, May): due July 15th
- Quarter 4 (June, July, August): due October 15th

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

ADDITIONAL GRANT REQUIREMENTS (2.5.27)

Grantees are responsible for remaining current with and following all policy updates and clarifications issued by DFPS during the Period of Performance.

Grantees must participate in webinars, trainings and conference calls as scheduled by DFPS. Grantee must ensure at least one staff member who is knowledgeable about the program and is authorized to make decisions attends the webinar, training or conference call.

CYD Administrative and Fiscal Management

BACKGROUND CHECKS (RFA 2.5.23)

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

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

REQUIRED PERSONNEL RECORDS (RFA 2.5.24)

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

- Documentation clearly establishing that the Grantee's Program Staff meet the minimum qualifications as required*;
- Background checks requirements;
- Business files to support compliance with insurance requirements;
- And completed training.

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

FINANCIAL REQUIREMENTS (RFA 2.5.25)

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

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

BILLING REQUIREMENTS (RFA 2.5.26)

PEI will pay Grantees on a monthly cost-reimbursement basis in response to an Invoice and purchase voucher.

Grantees will submit an Invoice and purchase voucher in the PEIRS database monthly, no later than the last day of the month following that in which the expenditure occurred. If the last day falls on a weekend or holiday, the documents are due the next Business Day.

Grantees shall submit a final close-out Invoice in the PEIRS database not later than forty-five (45) calendar days following the end of the term of the Grant Agreement. Reimbursement requests received more than forty-five (45) calendar days following the termination of the Grant Agreement may not be paid.

PEI will pay Grantees from available funds for services rendered in accordance with the terms of the Grant Agreement upon receipt of a proper and verified statement and after deduction of any known previous overpayment made by DFPS.

PROHIBITIONS (RFA 2.6)

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

1. Inherently religious activities such as prayer, worship, religious instruction, or proselytization.
2. Lobbying

3. Any portion of the salary of, or any other compensation for, an elected or appointed government official.
4. Vehicles or equipment for government agencies that are for generally agency use.
5. Weapons, ammunition, tracked armored vehicles, weaponized vehicles or explosives.
6. Admission fees or tickets to any amusement park, recreational activity or sporting event unless such costs are incurred for components of a program approved by the grantor agency and are directly related to the program's purpose.
7. Promotional gifts
8. Food, meals, beverages, or other refreshments, except for eligible per diem associated with Grant-related travel, where pre-approved for working events, or approved by the grantor agency and are directly related to the program's purpose.
9. Membership dues for individual except where approved by the grantor and required for program implementation.
10. Any expense or service that is readily available at no cost to the Grant project.
11. Any use of Grant funds to replace (supplant) funds that have been budgeted for the same purpose through non-Grant sources.
12. Fundraising
13. The acquisition or construction of facilities; or
14. Any other prohibition imposed by federal, state, or local law.

FAQ:

Question: How are budget transfers made on the 2030?

Answer: Budget transfers are filled out by month of request on the Budget Transfer Details tab. Please email your contract manager, copying your program specialist and contract manager, with reasons for the request along with the billing spreadsheet.

CONTRACT MANAGEMENT: MINIMAL REQUIREMENTS

1. Costs are identified as either operational/administrative or as program services costs. Program services costs are reflected in the balance of total contract funds less the costs to implement and administer the program.
2. The Grantee must maintain current policies and procedures for managing the CYD program, which include, but are not limited to:

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- a. Planning and oversight of the overall program, including administrative responsibilities.
 - b. Fiscal management, including the following:
 - i. Reviewing and processing bills to ensure costs are reasonable, necessary, allowable, and allocable under the contract and any governing regulations, and billed to the month incurred (per UGG, federal regulations, and the Texas Administrative Code).
 - ii. Proper supporting documentation for costs billed, including personnel time.
 - iii. Reimbursing for allowable costs in a timely manner.
 - iv. Managing the contract budget.
 - v. Policies to determine the process for procuring subcontractors to ensure fair and open competition and to provide the best value for contract funds.
 - c. Managing all administrative aspects of the contract, including internal controls, personnel requirements, data entry requirements, 2-1-1 listings, reporting suspected abuse and neglect, records maintenance, staff training, job descriptions, I-9's, and DFPS background check requirements.
 - d. Appropriate program management systems, including:
 - i. Quality assurance processes to ensure proper service delivery and progress toward contract performance measures.
 - ii. Collection of program forms and monthly participant data from service providers and reviewing for accuracy and participant eligibility.
 - iii. Adequate staffing to ensure timely and accurate data entry into PEIRS database, including potential staff absences.
 - iv. Support and, at a minimum, monthly supervision of all staff who provide direct services to participants, including volunteers (whether working directly for the contractor or local service provider). This supervision must provide direct staff and volunteers an opportunity to gain professional development, support, and advice about their work with participants.
3. The Grantee's policies and procedures regarding program, administrative, and fiscal management of contract and subcontracts must be submitted to DFPS for approval. The Grantee must submit updated policies and procedures to DFPS if significant changes occur during the contract period.
 4. Grantees must submit annual budget revisions to DFPS before the end of each fiscal year of the contract. This gives them the flexibility to move funds as necessary to satisfy program requirements.

NOTE: GRANTEES DO NOT NEED TO RE-REGISTER THE PARTICIPANT IN PEIRS IF THE PARTICIPANT RECEIVES SERVICES WITHIN 120 DAYS OF THE START OF THE FISCAL YEAR.

GRANTEES KEEP A HARD COPY OF THE REGISTRATION FORMS FOR THEIR FILES ONLY, UNLESS THEY NEED TO UPDATE INFORMATION IN PEIRS. IN MOST CASES, PARTICIPANTS WILL NEED TO SEND UPDATES TO PEIdata@dfps.texas.gov TO MAKE CHANGES TO KEY REGISTRATION DETAILS.

FAQ:

Question: Do we need to obtain new registration and eligibility forms each fiscal year for returning CYD your participants, who were already registered in the previous fiscal year?

Answer: Yes, the PEIRS Enrollment form includes the parent signature consenting to services, so forms will need to be obtained each new fiscal year or school year for each CYD youth, with any updates in youth registration information input to PEIRS. If registration information (e.g., address, primary caregiver information) and eligibility information (e.g., risk criteria) can be confirmed or is collected elsewhere (e.g., external database) and updated in PEIRS, then it is not necessary to collect these additional registration and eligibility forms, and only the page containing the parent signature consenting to services is required.

MONITORING SUBGRANTEES

All requirements applicable to the Grantee will also be required of all Subgrantees. A Subgrantee must meet the same level of service and expertise as expected of the Grantee. If the Grantee decides to use a Subgrantee, the Grantee must meet the following minimum requirements while managing the Subgrantee:

1. The Grantee must maintain current policies and procedures for managing the CYD program. This includes providing ongoing training and technical assistance to subcontractors to meet DFPS contracting requirements and individual service goals and performance measures.
2. The Grantee must meet the following minimum requirements while monitoring the Subgrantee for compliance:
 - a. Policies and procedures to address the process for monitoring Subgrantees must include the following:
 - i. Whether or not the Grantee will use a risk evaluation process to prioritize which Subgrantee will be monitored for compliance and if so, what the risk evaluation process is and how it will be used.
 - ii. An annual schedule for compliance monitoring activities.
 - iii. Monitoring tools.

- iv. Training of staff who will complete compliance monitoring.
 - v. The timely issuance of monitoring reports to the subcontractor.
 - vi. Handling of contract non-compliance.
 - vii. Corrective action requirements and follow-up.
 - viii. Contract termination procedures.
- b. The Grantee will ensure the Subgrantee follows UGG and TAC guidelines as reflected in Section 2.7.1. The Grantee will also ensure that Subgrantees follow all applicable DFPS policies and state, UGG, and federal rules and regulations.

CYD STATEMENT OF WORK AND PROJECT WORK PLAN

Statement of Work

The CYD Statement of Work is part of the final contract agreement. It provides the following:

- An executive level summary of the contractor’s service delivery program, outputs, and outcomes.
- Annual and total contract budget amounts.
- A list of primary and ancillary services.
- Target population and service area.

The Statement of Work is a part of your signed contract and cannot be altered or changed without PEI approval, as any changes require a legal amendment of the contract. For questions about changes to your Statement of Work, contact your CYD program specialist and copy your contract manager.

Project Work Plan

The CYD Project Work Plan describes the Grantee’s processes and methodologies for providing all parts of the contract, including:

- Services provided and their intended benefit to participants, including Mentoring, YAC, YLD and PHSR at a minimum. It also includes how the Grantee will deliver services in a culturally relevant and responsive manner and incorporate cultural humility throughout the service delivery model.
- Frequency, duration, and availability of services to each participant or family member, including hours, locations, and accessibility.
- Target population, including gender and ages appropriate for your organization.
- Program goals and objectives, including three objectives and total expected number of youths served.

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- Start-up activities and plans for recruiting youth and families, subsequent service referrals, and reducing potential barriers or other accessibility obstacles.
- Intake and assessment processes, including outreach, participant engagement, and retention activities.
- Case documentation and closure.
- Plans to develop relationships, including the Local Coalition, Community Strengths and Needs Assessment, and community resources.
- Outreach activities and other community-based events or activities planned or participated in for the year.

NOTE: IF THE GRANTEE INTENDS TO SUBCONTRACT ANY PORTION OF SERVICES, A MONITORING PLAN FOR EACH PROPOSED SUBGRANTEE MUST BE INCLUDED IN THE CYD PROJECT WORK PLAN.

Requesting Changes to the Project Work Plan

Reasons for requesting a change to your Project Work Plan could include updating program contact information, services, locations, schedule, or other minor program changes. The process for requesting changes to your CYD Project Work Plan is as follows:

1. Open your most current Project Work Plan in Microsoft Word, and turn on Track Changes, found in the Review tab.
2. With Track Changes on, update the Project Work Plan.
3. Save your changes and email your updated Project Work Plan to your program specialist (and copy your contract manager).
4. Your program specialist will review your changes. Upon approval, your program specialist will accept and highlight all changes, record the changes in the table on Page 1, and send the approved document back to you noting your change request is approved. Your program specialist will copy the contract manager on the email.
5. After sending the approved Project Work Plan back to the Grantee, PEI will upload this updated Project Work Plan to SCOR and archive the old version in PEI's files.

Helpful Tips: If you have questions or concerns about the process for requesting changes to your Project Work Plan, please contact your program specialist.

NOTE: DATA ENTRY MUST NOT BE SUBCONTRACTED OUT OR PERFORMED BY ANY SUBCONTRACTED SERVICE PROVIDER.

EXPENDITURE PROPOSAL: BUDGET FORMS (RFA 7.1)

Each CYD Grantee must complete and submit a 12-month budget using the Budget Form 2030PEI workbook, provided by PEI. The Form 2030PEI workbook contains instructions for completing your budget.

Administrative and Overhead Costs

Administrative and overhead costs should follow [CFR 200.4.14](#) but should be capped at no more than 25 percent of the total budget. This applies to both the Grantee and Subgrantees. Administrative costs include, but are not limited to, the following:

- Procurement
- Payroll
- Personnel functions
- Maintenance and operation of space and property
- Data processing and computer services
- Accounting
- Budgeting; and auditing

Cost Allocation Plan

When costs are distributed between multiple programs or cost centers, the Grantee must develop and submit a cost allocation plan with its response to ensure all costs are allocated properly with particular attention to personnel, building costs, and equipment. See [OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#) for details about cost allocation plans.

When line item costs are distributed between multiple programs or cost centers, the Grantee must provide a description of the allocation methodology used, including:

- Specific program areas involved.
- Justification of the allocation methodology.
- Formulas.
- A summary of the percentages of the costs charged all programs.

CYD Guidelines for Allowable Food Costs

Guidelines for allowable food costs for participants and staff can be found in Appendix .

FAQ:

Question: Now that the PEIRS Database closes youth automatically, what is the time-frame for going back into the database and re-activating participants?

Answer: PEIRS does not automatically discharge enrollments. PEI only automatically discharged registrations in May 2017 due to the migration of registrations from the old PEI Generic into the new PEIRS database. The provider will have to manually discharge registrations in PEIRS. As for the time frame for re-activating participant enrollment, according to the PEIRS manual, if the family comes back to the program within 120 days, then the provider fixer, provider administrator, or PEI administrator can select "undo discharge" to re-enroll the participant in services. Any participant returning after 120 days will require a new enrollment.

APPENDICES

APPENDIX A: DEFINITIONS AND ACRONYMS INDEX

You may refer to the Definition Section starting on page five of the RFA. Contact your Program Specialist if you have any questions or clarifications.

APPENDIX B: ATTACHMENT LIST

The following is a list of documents that have been issued to CYD Grantees. Contact your Program Specialist if you have any questions or need a copy of the document.

1. Youth Summit Final Report, Webinar Slidedeck, or TA Docs (use previous emails re: expectations?)
2. How to access PEIRS/HHS Portal (see email from Brittney)
3. PEIRS Guidebook (use updated version)
4. RFA attachments/exhibits
 - a. YLD Scope and Sequence Template
 - b. Evidence-Based Program Ranking Tool
 - c. Allowable Food Costs
 - d. Example of Staff Positions
5. CYD onboarding documents/guides
 - a. Guide to requesting PWP changes
 - b. CSNA Toolkit
 - c. Sign-In Sheet Templates
 - d. MST
 - e. PEIRS Service Authorization Form
 - f. PEIRS Enrollment forms
 - g. Discharge Form
 - h. Program Experience Survey
 - i. Referral Form
 - j. "Accessing the HHS Portal" Guide
 - k. YPQA Guide Doc
 - l. DAP Guide Doc
 - m. Updated DAP Budget Guide
 - n. Unduplicated v. Duplicated Guide
 - o. Day 1 Orientation Q&A
 - p. Day 1 Orientation Slidedeck
 - q. Day 2 Orientation Q&A
 - r. Day 2 Orientation Slidedeck
6. Policy Clarification Doc(s)

APPENDIX C: PRIORITY CHARACTERISTICS

The following is a list of the Priority Characteristics found in the PEI Enrollment Form:

To be eligible to participate in Grantee's CYD program, Youth must exhibit **at least two** of the following priority characteristics:

1. Behavioral concern
2. Current or former military connection
3. Current or past alcohol abuse – caregiver
4. Current or past alcohol abuse – index youth
5. Current or past child maltreatment or child welfare involvement
6. Current or past conflict at school
7. Current or past criminal justice involvement – index youth
8. Current or past domestic or interpersonal violence
9. Current of past use or abuse of other substance – index youth
10. Developmental delay or disability – caregiver
11. Developmental delay or disability – index youth
12. Family dynamics or structure concern
13. Family or household conflict
14. High stress level
15. Homeless or runaway
16. Household has a child with developmental delays or disabilities
17. Household has a history of alcohol abuse or a need for alcohol abuse treatment
18. Household has a history of substance abuse or needs substance abuse treatment
19. Low school attainment – caregiver
20. Low-income household
21. Mental health concern – caregiver
22. Mental health concern – index youth
23. Parenting skills concern

24. School engagement concern

25. Social support concern

26. Household contains an enrollee who is pregnant and under 21

APPENDIX D: CYD GUIDELINES FOR ALLOWABLE FOOD COSTS

Basic Guidelines found in CFR 200.438 Entertainment Cost

Costs of entertainment, including amusement, diversion, and social activities and any associated costs are unallowable, except where specific costs that might otherwise be considered entertainment have a programmatic purpose and are authorized either in the approved budget for the Federal award or with prior written approval of the Federal awarding agency.

Food Costs for CYD Participants

PEI allows the costs of snacks and meals only when they are necessary and part of the delivery of Prevention and Early Intervention programming. Food costs must be shown as necessary to carrying out the purpose of the award. Out- of-School Time programs are the most common example of a CYD opportunity during which food for Participants, such as a snack, may be a reasonable cost. Recognition ceremonies celebrating the successes of Participants may also incur reasonable food costs. Food and meal costs for Participants are unallowable when they become the central activity.

Generally, food itself should not be used as a reward or incentive however an event such as a Youth picnic with food for program cycle completion could be allowable. Similarly a drawing for a small restaurant gift card that has nutritious menus options for Youth completing a CYD survey or returning Data Authorization forms by a due date could be allowable.

PEI recognizes that program staff working with CYD Participants may become aware of Index Youth who need meals and encourages connections to community partners or leveraging other funding streams and programs that can provide food and provide additional support to the family. Basic needs support is not an intended use of CYD funds.

PEI also wants to distinguish community events from CYD programming with Index Youth. Many CYD programs hold community meetings and events to promote CYD, recruit Participants and seek community input in conducting the Community Strengths and Needs Assessment. Essential costs associated with coordinating these events, such as staff time, copying and mailing of flyers, and supplies may be allowable contract costs when the purpose of the event is to further the goals of CYD. Reasonable food costs may be considered for community events that provide outreach to potential CYD Participants.

Food Costs for CYD Staff

Meal costs for CYD staff can be reimbursed only if eating with CYD Participants is a condition of employment or incurred during approved travel while performing activities under the Grant. CYD staff meal costs during approved travel are allowable only in conjunction with overnight travel of more than 50 miles from their office or residence. Examples of approved staff food expenses:

1. Meals of a Youth Summit chaperone may be reimbursed since the chaperone is traveling for the purposes of CYD.
2. Summer camp staff meal costs may be reimbursed if the staff cannot leave the premises.

Budgeting and Documentation for CYD Food Costs

CYD Grantees should consider the following when budgeting, approving Sub awardee budgets, and reimbursing Subawardees for food costs for Participants:

1. Are the food costs an essential cost of providing CYD?
2. Would a snack or meal normally be served during the hours the program plans to provide the snack or meal?
3. Have nutritious food options been considered in the planning?
4. Is the cost of the food a prudent use of CYD money? Would a reasonable person recognize those making cost decisions as good stewards of public monies?
5. Could food costs be donated to support the maximization of CYD funds for direct programming to youth?

All food costs must be described in the Project Work Plan and the costs must be clearly outlined in the budget and budget narrative. No food costs will be allowed unless specifically approved by DFPS in the budget.

Grantees must keep and be able to provide documentation of all costs especially those related to food if requested at any time by PEI.