

**REQUEST FOR PROPOSAL APPLICATION PACKAGE**

**FOR**

**PROGRAM YEAR 2023**

**NYS OFFICE OF CHILDREN & FAMILY SERVICES**

***YOUTH DEVELOPMENT PROGRAM***

**FUNDS**

**PROGRAM YEAR 2023  
REQUEST FOR PROPOSALS  
YOUTH DEVELOPMENT PROGRAM FUNDS**

**INTRODUCTION**

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

**I. ELIGIBLE APPLICANTS**

Applicants eligible to apply for funding through this RFP are:

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

**II. ELIGIBLE PROGRAMS**

Eligible programs must provide community-level services designed to promote positive youth development and which respond to locally identified youth needs in Jefferson County. Eligible programs must provide a **Service, Opportunity or Support related to at least one (but no more than two) of the Touchstone Goals & Objectives** (Life Areas) (See Appendix A.) Eligible programs must be **Outcome Based** and provide **quantifiable and verifiable indicators by which program performance will be measured.**

**III. FUNDING PERIOD**

Services must be delivered between January 1, 2023 and September 30, 2023 **(Please note this is a change from previous year applications)** to be eligible to receive funds offered in this Request for Proposals. Programs must apply for funds each year. **Funding is not automatic or guaranteed.**

**IV. REIMBURSEMENT PROCESS**

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

## V. AVAILABLE FUNDING

The amount of funding will be subject to the availability of annual NYS Office of Children & Family Services appropriations. In awarding funds, all 2023 program proposals are considered new and competitive. Matching funds are not required, though the strongest proposals will demonstrate support from other sources in addition to the Youth Bureau. Collaboration with other partners is encouraged. Approximately \$85,000.00 is anticipated to be available in Youth Development (YDP) funding. We plan to fund 6 – 8 programs. Jefferson County reserves the right to cap the amount given to any program based on the total amount requested by all applicants and the amount of funds available.

## VI. USE OF FUNDS

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

## VII. REPORTING REQUIREMENTS

Programs will be required to maintain adequate program records to report on program activities and participant outcome attainment on a quarterly and annual basis using forms provided by the Jefferson County Youth Bureau. Failure to adequately document the provision of services could result in the loss of funding. Programs will be monitored by the Youth Bureau Advisory board at least annually. You will be contacted for a site visit if you are in receipt of Youth Bureau funding.

## VIII. APPLICATION DEADLINE

All proposals must be submitted electronically to Karen Marcum at [Karen.Marcum@dfa.state.ny.us](mailto:Karen.Marcum@dfa.state.ny.us) and must be received in the Jefferson County Youth Bureau Office **by 4:00 p.m. on Friday, November 4th, 2022 to be considered for funding. No proposals received after this date will be considered.** You will receive notification of receipt of your application. Proposals must include a complete narrative that addresses **all** sections of the attached PROGRAM NARRATIVE OUTLINE and a complete PROGRAM TOTAL BUDGET (Appendix C) that includes the itemized total program costs and the amount of Youth Development Program funding requested.

**ANY QUESTIONS OR REQUESTS FOR ADDITIONAL INFORMATION MUST BE DIRECTED TO:**

Karen Marcum, Director  
Jefferson County Youth Bureau  
250 Arsenal Street  
Watertown, New York 13601  
(315) 785-5031

## PROGRAM NARRATIVE OUTLINE

The following outline **MUST** be followed, and every subsection included in the narrative, in the order listed below. Please include headings for each section. **Proposals will be read and evaluated by the youth and adult community members of the Jefferson County Youth Board, so please make them as clear and concise as possible.** More is not always better! Please do not attach newspaper articles, brochures, etc. to your proposal. These will not be copied for distribution to the Youth Board members. Exclusive of required attachments, please limit the narrative to no more than 5 pages. Please use margins of 1” for sides, bottom and top, and the font should be Times New Roman at size 12. The maximum number of points proposals can receive is 40 (narrative = 36 and budget = 4). The maximum number of points for each item is shown next to the item number.

**At the top of the narrative, please include:**

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

### **Program Summary**

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

#### **1. Need Statement** (11 points)

Describe the specific local youth need(s) or problem(s) that the proposed program is intended to address. More points will be given to programs that help us to fulfill our objectives in the County Plan which would be to promote initiatives to prevent teen pregnancy, and pregnancy prevention specific to LGBTQ+ youth. As a result of findings from the 2022 online internet safety community surveys completed by adults and youth, initiatives focusing on internet safety and teen mental health are also eligible for additional points.

#### **2. Target Population** (2 points)

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

Include:

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

#### **3. Program Design** (7 points)

**Per Life Area, choose *only one* Service, Opportunity and Support** that your program is providing and which of the prioritized Touchstone Goal & Objectives it relates to. (see Appendix A).

Also, include:

- Location of the program. Where will participant activities take place?
- Days and hours of operation (per activity)
- Months during which the program will operate (year-round, school calendar, summer, etc.)
- Length of time youth will participate. Is it open ended or do participants leave program once the desired participant outcome has been attained.
- Does this program coordinate or collaborate with other community-based services to accomplish its mission?
- How this program differs from other similar programs/services available to the target population.
- **Features of Positive Developmental Settings** (4 points) – Describe how the 8 Features of

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

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

Participant outcomes are the expected change in knowledge, skills, attributes or behaviors a participant will experience as a result of participating in your program.

**For Example:**

**Life Area:** Physical and Emotional Health

**SOS:** Healthy Lifestyles: Programs that promote a healthy lifestyle leading to fitness, energy, and a reduced risk for disease. Programs may include those relating to nutrition and obesity prevention such as community gardens, or programs regarding health education, sex education, and STD transmission prevention.

**Customer:** Youth

**Performance Measures:**

- How much: # of Youth participating
- How well: Staff turnover rate, % of youth participating in the program 3 times per week or more. # of Youth that completed the program
- Better off: # or % of youth who increased physical fitness activity, # or % of youth who increased knowledge of reproductive health, # or % of youth with increased knowledge of nutrition and exercise.

Describe the instrument(s) that will be used to measure your performance measures. These tools collect information and may include behavior checklists, satisfaction surveys, attitude questionnaires, pre-/post-tests, etc.

- Indicate the source of these tools (validated instruments, self-developed, etc.).
- How often will these tools be used to track participant progress (beginning and end of program, every 3 months, 6 months, etc.)?
- Who will be responsible for making sure that participant progress is tracked and documented as described?

**5. Monitoring** (2 points)

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

Include:

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

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

- List qualifications, or attach job descriptions for positions being funded through this proposal, as well as other key positions that have an effect on program design. Have funded positions received training in youth development topics such as: conflict resolution, social/emotional development,

focus on youth strengths, resiliency, etc.?

- Indicate which staff is being paid with OCFS funds, and the amount of time assigned to the program.
- If applicable, provide information on any volunteers who will be directly involved in the program. Include:
  - How they will be screened and trained
  - What duties they will perform
  - How their work will be supervised

7. **Board of Directors** (1 point)

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

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

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

9. **Budget (4 points)**

- See Appendix C for Budget Document
- See Appendix D for Non-Reimbursable Costs
- ***Only FICA fringe benefit will be reimbursed.***

## **APPENDIX A, B, C and D**

New York State  
Office of Children and Family Services  
QUALITY YOUTH DEVELOPMENT SYSTEM (QYDS)

**Program Summary-Program Components (OCFS 5003)  
CODING DOCUMENT**

## **LIFE AREA - 1ES: ECONOMIC SECURITY**

- 11 **Goal:** Youth will be prepared for their eventual economic self-sufficiency.
- 111 **Objective:** Youth will have skills, attitudes and competencies to enter college, the work force or other meaningful activities.
- 112 **Objective:** Young adults who can work will have opportunities for employment.
- 113 **Objective:** Youth seeking summer jobs will have employment opportunities.

### **Services, Opportunities, and Supports**

**0119. Employment Opportunities** —A program which provides **paid** on-the-job training with opportunities that enable youth to master practical and/or technical skills required to maintain meaningful and gainful employment in the current job market. Programs may be short term, long term, internship or an apprenticeship which seek to address strategies for addressing youth employment and training needs.

### **Performance Measures**

#### **How Much**

- **0119A.1** # of youth in the program (unduplicated)

#### **How Well**

- **0119B.1** % of employers retained from the previous year
- **0119B.2** % of staff with training and/or certification in employment services
- **0119B.3** % of teens that report being supported by staff

#### **Better Off**

- **0119C.1** #/% of youth remaining in the job after completing the work program
- **0119C.2** #/% of youth receiving a positive evaluation in the following areas: promptness, quality of work, attitude, attire
- **0119C.3** #/% of youth with improved work skills

## **LIFE AREA - 1ES: Economic Security**

### **Services, Opportunities, and Supports**

**0120. Work Readiness Supports:** A program which develops a youth's capacity to move toward employment. Includes but is not limited to assisting youth with creating resumes, job seeking, interviewing, understanding employer and workplace expectations, positive work habits, job shadowing/unpaid internships, and understanding behaviors, attitudes, and skills necessary to compete in the labor market.

### **Performance Measures**

#### **How Much**

- **0120A.1** # of youth enrolled in the program (unduplicated)

#### **How Well**

- **0120B.1** #/% of staff with training and/or certification in teaching work readiness skills
- **0120B.2** % of teens that report being supported by staff

#### **Better Off**

- **0120C.1** #/% of youth obtaining a job
- **0120C.2** #/% of youth with improved workplace readiness skills

### **Services, Opportunities, and Supports**

**0121. Career Development Supports:** A program to assist youth in making occupational or career decisions which includes, but is not limited to, evaluation of youth's abilities and interests, provision of information career/occupational materials or career fairs, establishment of career goals, and planning practical development activities geared towards attaining youth's career and occupational goals.

### **Performance Measures**

#### **How Much**

- **0121A.1** # of youth enrolled in the program (unduplicated)

#### **How Well**

- **0121B.1** % of youth who completed the program
- **0121B.2** % of youth reporting satisfaction with the program

#### **Better Off**

- **0121C.1** #/% of youth with increased understanding of career interests
- **0121C.2** #/% of youth with defined career occupational objectives
- **0121C.3** #/% of youth who can name one skill they learned in the program

## **LIFE AREA - 1ES: Economic Security**

### **Services, Opportunities, and Supports**

**0122. College Exploration Opportunities:** Program with activities and strategies for assisting youth in making informed decisions when selecting a college and/or technical school that connects youth to academic preparation and future aspirations. Activities and strategies include, but are not limited to, college/technical school identification, test strategy development, application assistance, essay support, and interview preparation.

### **Performance Measures**

#### **How Much**

- **0122A.1** # of youth enrolled in the program (unduplicated)

#### **How Well**

- **0122B.1** #/% of youth reporting satisfaction with the program

#### **Better Off**

- **0122C.1** #/% of youth that have selected a college, technical school or career path
- **0122C.2** #/% of youth with increased skills in college interviewing and test taking

### **Services, Opportunities, and Supports**

**0123. Life Skills Supports:** Programs which seek to enhance the skills of youth in areas of self-care, daily living, personal finance and budgeting, managing interpersonal relationships, information technology, and any other topics that develops the skill set of youth to reach independence.

### **Performance Measures**

#### **How Much**

- **0123A.1** # of youth enrolled in the program (unduplicated)

#### **How Well**

- **0123B.1** #/% of youth utilizing a life skills assessment tool
- **0123B.2** #/% of youth attending all sessions of the program

#### **Better Off**

- **0123C.1** #/% of youth demonstrating an increase in life skills

## **LIFE AREA - 2PEH: PHYSICAL AND EMOTIONAL HEALTH**

- 21     **Goal:** Children and youth will have optimal physical and emotional health.
- 211    **Objective:** Children and youth will be physically fit.
- 212    **Objective:** Children and youth will be emotionally healthy.
- 213    **Objective:** Children and youth will be free from health risk behaviors (e.g., smoking, drinking, substance abuse, unsafe sexual activity).
- 214    **Objective:** Children and youth with service needs due to mental illness, developmental disabilities and/or substance abuse problems will have access to timely and appropriate services.

### **Services, Opportunities, and Supports**

**0231. Alcohol and Substance Abuse Prevention Services:** School or community based programs that include events and strategies for aiding youth in making educated decisions concerning health risks. Programs might include alcohol/substance abuse prevention activities, smoking prevention/cessation workshops, or alcohol/substance abuse treatment.

### **Performance Measures**

#### **How Much**

- **0231A.1** # of youth participating (unduplicated)

#### **How Well**

- **0231B.1** % of programs or activities assessed using a research-based quality assessment tool (such as NYSPQA; NYSAN; YPQA) and achieving an above average score (such as PQA score of 3.0 or higher)
- **0231B.2** % of youth completing the program

#### **Better Off**

- **0231C.1** #/% of youth free of alcohol or substance abuse for 6 months (for programs having a duration of longer than one sessions).
- **0231C.2** #/% of youth without repeated Juvenile Justice contact for 6 months after the program (for youth with current involvement with the Juvenile Justice system (PINS, Etc.)
- **0231C.3** #/% of youth with reduced numbers of school disciplinary incidents for substance use (for youth with school disciplinary incidents for substance abuse)

### **Services, Opportunities, and Supports**

**0232. Year Round/Seasonal Activities:** Programs that enable youth to be active and encourage physical fitness or activities which promote creative and pro-social group participation. They may be operated year-round or during the summer months. Programs of this type might include yoga, Zumba, summer swim programs, or basketball, soccer, baseball camps, or organized group games as well as cultural, science, or pro-social enrichment activities for youth and their families (e.g., field trips).

## **LIFE AREA - 2PEH: Physical and Emotional Health**

### **Performance Measures**

#### **How Much**

- **0232A.1** # of youth participating (unduplicated)

#### **How Well**

- **0232B.1** Staff, volunteer or adult to youth ratio. (*e.g. if there are 10 youth served and 1 staff member, percentage should be 10%*)
- **0232B.2** % of programs with a code of conduct and/or have behavioral contracts signed for all youth
- **0232B.3** % of programs assessed using a research-based quality assessment tool (such as NYSPQA; NYSAN; YPQA).
- **0232B.4** % of youth completing the program

#### **Better Off**

- **0232C.1** #/% reporting they have improved their ability to socialize/interact with peers/family/other members of the community
- **0232C.2** #/% of youth who attain/or improve on a skill and/or report an increase in knowledge/awareness
- **0232C.3** #/% of youth who regularly engage in 30 minutes of physical activity during program and report they feel better physically.

### **Services, Opportunities, and Supports**

**0233. Healthy Lifestyles:** Programs that promote a healthy lifestyle leading to fitness, energy, and a reduced risk for disease. Programs may include those relating to nutrition and obesity prevention such as a community gardens, or programs regarding health education, sex education, and STD transmission prevention.

### **Performance Measures**

#### **How Much**

- **0233A.1** # of youth participating (unduplicated)

#### **How Well**

- **0233B.1** Staff turnover rate
- **0233B.2** % of youth participating in program 3 times per week or more
- **0233B.3** % of programs or activities assessed using a research-based quality assessment tool (such as NYSPQA; NYSAN; YPQA) and achieving an above average score (such as PQA score of 3.0 or higher)

#### **Better Off**

- **0233C.1** #/% of youth who increased physical fitness and activity
- **0233C.2** #/% of youth who increased knowledge of reproductive health
- **0233C.3** #/% of youth with increased knowledge of nutrition and exercise

## **LIFE AREA - 2PEH: Physical and Emotional Health**

### **Services, Opportunities, and Supports**

**0234. Mental Health Supports:** Programs that provide individual counseling and group drop-in sessions and scheduled opportunities to support and reinforce emotional and mental health. Programs typically range from 1 on 1 counseling to treatment and support groups which assist the youth and the family, such as: resiliency building, crisis intervention, and self-esteem workshops, or case management

### **Performance Measures**

#### **How Much**

- **0234A.1** # of youth participating (unduplicated)

#### **How Well**

- **0234B.1** % of staff trained in Trauma Informed Care
- **0234B.2** % of youth and families satisfied with the program

#### **Better Off**

- **0234C.1** #/% of youth who successfully attain one or more treatment goals
- **0234C.2** #/% of youth who report an improvement in emotional and mental health

### **Services, Opportunities, and Supports**

**0235. Disability Supports:** Programs which assist parents and children to meaningfully access services which promote independent or supported living in the community. Programs in this category may provide direct advocacy and/or information and support to allow children and parents to navigate available services including direct services and support groups.

### **Performance Measures**

#### **How Much**

- **0235A.1** # of youth participating (unduplicated)

#### **How Well**

- **0235B.1** % of parents highly satisfied
- **0235B.2** % of programs or activities assessed using a research-based quality assessment tool (such as NYSPQA; NYSAN; YPQA) and achieving an above average score (such as PQA score of 3.0 or higher)
- **0235B.3** % of staff trained in Youth Development and Developmental Disabilities

#### **Better Off**

- **0235C.1** #/% of youth with improved physical health
- **0235C.2** #/% of youth with increased social skills
- **0235C.3** #/% of youth experiencing full inclusion in community programs

## **LIFE AREA - 3ED: EDUCATION**

- 31 Goal:** Children will leave school prepared to live, learn and work in a community as contributing member of society.
- 311 Objective:** Students will meet or exceed high standards for academic performance and demonstrate knowledge and skills required for lifelong learning and self-sufficiency in a dynamic world.
- 312 Objective:** Students will stay in school until successful completion.

### **Services, Opportunities, and Supports**

**0311. Academic Support Services:** Programs or services which provide resources to support a youth's optimal academic performance. These may include but are not limited to assisting youth with subject areas, science, technology, engineering, and Mathematics (STEM), homework help, basic literacy, and other academic supports.

### **Performance Measures**

#### **How Much**

- **0311A.1** # of youth participating (unduplicated)

#### **How Well**

- **0311B.1** # Staff, volunteer or adult to youth ratio. (*e.g. if there are 10 youth served and 1 staff member, percentage should be 10%*)
- **0311B.2** % of programs or activities assessed using a research-based quality assessment tool (such as NYSPQA; NYSAN; YPQA) and achieving an above average score (such as PQA score of 3.0 or higher)

#### **Better Off**

- **0311C.1** #/% of youth with improved academic performance
- **0311C.2** #/% of youth with improved skills or knowledge in the subject area listed
- **0311C.3** #/% of youth that were actively engaged and showed interest in the subject area being presented

### **Services, Opportunities, and Supports**

**0312. Dropout Prevention Services:** A program or service designed to support the retention of all students, and the prevention of dropouts from the most at-risk youth. These may include but are not limited to learning disabilities, bilingual education, alternative education, and other programs or services geared toward retention

## **LIFE AREA - 3ED: Education**

### **Performance Measures**

#### **How Much**

- **0312A.1** # of youth participating (unduplicated)

#### **How Well**

- **0312B.1** % of staff with positive youth development training and/or with a higher education
- **0312B.2** % of programs or activities assessed using a research-based quality assessment tool (such as NYSPQA; NYSAN; YPQA) and achieving an above average score (such as PQA score of 3.0 or higher)

#### **Better Off**

- **0312C.1** #/% of youth remaining in school
- **0312C.2** #/% of youth with formal graduation plans that reflect projected completion of academic requirements
- **0312C.3** #/% of youth with improved academic performance
- **0312C.4** #/% of youth with improved school attendance

### **Services, Opportunities, and Supports**

**0313. TASC (formerly GED) Services:** A program or service that provides preparation for the Test Assessing Secondary Completion (TASC) that measures proficiency in core content areas such as science, mathematics, history, reading, and writing.

### **Performance Measures**

#### **How Much**

- **0313A.1** # of youth participating (unduplicated)

#### **How Well**

- **0313B.1** % of youth completing the program
- **0313B.2** % of youth satisfied with the program
- **0313B.2** % of programs or activities assessed using a research-based quality assessment tool (such as NYSPQA; NYSAN; YPQA) and achieving an above average score (such as PQA score of 3.0 or higher)

#### **Better Off**

- **0313C.1** #/% of youth who pass the TASC or return to school
- **0313C.2** #/% of youth passing the TASC predictor test

## **LIFE AREA 4CVC: CITIZENSHIP/CIVIC ENGAGEMENT**

- 41 **Goal:** Children and youth will demonstrate good citizenship as law-abiding, contributing members of their families, schools and communities.
- 411 **Objective:** Children and youth will assume personal responsibility for their behavior.
- 412 **Objective:** Youth will demonstrate ethical behavior and civic values.
- 413 **Objective:** Children and youth will understand and respect people who are different from themselves.
- 414 **Objective:** Children and youth will participate in family and community activities.
- 415 **Objective:** Children and youth will have positive peer interactions.
- 416 **Objective:** Children and youth will make constructive use of leisure time.
- 417 **Objective:** Youth will delay becoming parents until adulthood.
- 418 **Objective:** Children and youth will refrain from violence and other illegal behaviors.

### **Services, Opportunities, and Supports**

**0420. Youth Leadership/Empowerment Opportunities:** Programs that provide character education, leadership skills development and/or community/civic activities.

### **Performance Measures**

#### **How Much**

- **0420A.1** # of youth participating (unduplicated)
- **0420A.2** # of community projects completed

#### **How Well**

- **0420B.1** % of participants returning to program the following year (if applicable)
- **0420B.2** % of programs or activities assessed using a research-based quality assessment tool (such as NYSPQA; NYSAN; YPQA) and achieving an above average score (such as PQA score of 3.0 or higher)

#### **Better Off**

- **0420C.1** #/% of youth who continue on to an additional community engagement project beyond the program
- **0420C.2** #/% of youth with increased leadership skills (as measured on a pre/post test of leadership skills) or skills empowering them in community engagement.

## **LIFE AREA 4CVC: Citizenship/ Civic Engagement**

### **Services, Opportunities, and Supports**

**0421. Juvenile Delinquency Prevention Services:** Such programs provide youth court, juvenile justice diversion services, juvenile aid bureau/officer, gang & violence prevention/intervention.

### **Performance Measures**

#### **How Much**

- **0421A.1** # of youth participating (unduplicated)

#### **How Well**

- **0421B.1** % of youth completing mandated requirements
- **0421B.2** % of youth participating in non-mandated requirements
- **0421B.3** % of programs or activities assessed using a research-based quality assessment tool (such as NYSPQA; NYSAN; YPQA) and achieving an above average score (such as PQA score of 3.0 or higher)

#### **Better Off**

- **0421C.1** #/% of youth who do not return to the Juvenile Justice System within 1 year
- **0421C.2** #/% of youth with reduced high-risk behaviors
- **0421C.3** #/% of youth reporting increased knowledge of better choices (pertaining to laws).

### **Services, Opportunities, and Supports**

**0422. Teen Pregnancy Prevention Supports:** Such programs provide information regarding supportive relationships, adolescent sexuality education, and pregnancy prevention.

### **Performance Measures**

#### **How Much**

- **0422A.1** # of youth participating (unduplicated)

#### **How Well**

- **0422B.1** % of staff trained in positive youth development and reproductive health
- **0422B.2** % of youth completing the program

#### **Better Off**

- **0422C.1** #/% of program participants who avoid unplanned pregnancies
- **0422C.2** #/% of program participants with increased knowledge of reproductive health and/or implementing safe practices
- **0422C.3** #/% of program participants with reduced high-risk behaviors

## **LIFE AREA 4CVC: Citizenship/ Civic Engagement**

### **Services, Opportunities, and Supports**

**0423. Cultural Competency/Race Equity Supports:** Such programs provide cultural enrichment/awareness including but not limited to workshops on classism, sexism, racism and sexual orientation.

### **Performance Measures**

#### **How Much**

- **0423A.1** # of youth participating (unduplicated)

#### **How Well**

- **0423B.1** % of youth completing programs
- **0423B.2** % of staff trained in and who have credentials in providing cultural competency and race equity training topics

#### **Better Off**

- **0423C.1** #/% of program participants with increased knowledge of cultural enrichment and awareness

### **Services, Opportunities, and Supports**

**0424. Safe Place Out of School Time Services:** Such programs or services that promote constructive use of leisure time, access to a variety of enrichment activities and foster success in school and life. These programs can broaden a child's or youth's competencies in various life areas such as dance, cooking, literacy, technology or any program that may address deficits and/or build various skill sets.

### **Performance Measures**

#### **How Much**

- **0424A.1** # of youth participating (unduplicated)

#### **How Well**

- **0424B.1** % of staff with positive youth development training
- **0424B.2** % of programs or activities assessed using a research-based quality assessment tool (such as NYSPQA; NYSAN; YPQA) and achieving an above average score (such as PQA score of 3.0 or higher)
- **0424B.3** % of youth attending the OST program at least 50% of scheduled days

#### **Better Off**

- **0424C.1** #/% of youth with improved positive youth development outcomes (i.e. academic, health, social/emotional skills and/or community engagement)

## **LIFE AREA 5FAM: FAMILY**

- 51 **Goal:** Families will provide children with safe, stable and nurturing environments
- 511 **Objective:** Parent/caregivers will provide children with a stable family relationship.
- 512 **Objective:** Parent/caregivers will possess and practice adequate child rearing skills.
- 513 **Objective:** Parent/caregivers will be positively involved in their children's learning.
- 514 **Objective:** Parent/caregivers will receive/gain the knowledge and ability to access support services for their children.
- 515 **Objective:** Parent/caregivers will provide their children with households free from physical and emotional abuse.
- 516 **Objective:** Parent/caregivers will provide their children with households free from alcohol and other substance abuse.

### **Services, Opportunities, and Supports**

**0520. Parenting Skills:** Programs which help parents develop skills and knowledge necessary for their children's well-being. Programs may include parenting skills classes, stress management, and child and adolescent development.

### **Performance Measures**

#### **How Much**

- **0520A.1** # of parents served

#### **How Well**

- **0520B.1** % of staff with relevant training/credentials
- **0520B.2** % of families completing the program

#### **Better Off**

- **0520C.1** #/% of parents who report improved parenting skills
- **0520C.2** #/% of families who safely transition from supervised to unsupervised visits

### **Services, Opportunities, and Supports**

**0521. Family Supports:** Programs which focus on an approach to strengthening families and communities so they can foster the optimal development of children, youth, and adult family members. Programs might address family communication, resiliency, and family or domestic violence.

## **LIFE AREA 5FAM: Family**

### **Performance Measures**

#### **How Much**

- **0521A.1** # of families being supported (unduplicated)

#### **How Well**

- **0521B.1** % of participants reporting satisfaction with the support provided
- **0521B.2** % of families participating on a regular basis

#### **Better Off**

- **0521C.1** #/% of families developing informal supports/community networks
- **0521C.2** #/% of families practicing positive child-rearing skills
- **0521C.3** #/% of families providing children households free from physical and emotional abuse

### **Services, Opportunities, and Supports**

**0522. Abuse and Neglect Prevention Supports:** Abuse and Neglect Prevention programs educate families on the different types of abuse and provide support services to prevent the abuse and/or neglect. Programs of this type would include intervention and/or treatment services or those programs that support a family in preventing abuse and/or neglect of a child.

### **Performance Measures**

#### **How Much**

- **0522A.1** # of families served (unduplicated)

#### **How Well**

- **0522B.1** % of staff with relevant training
- **0522B.2** % of families highly satisfied with support services provided
- **0522B.3** % of families with monthly face-to-face visits in home

#### **Better Off**

- **0522C.1** #/% of households free from abuse and neglect
- **0522C.2** #/% of children without repeat maltreatment (recidivism; where applicable)

### **Services, Opportunities, and Supports**

**0523. Permanency Services:** Programs which seek to expedite the permanency of a child through reunification with family, adoption, or an alternate planned living arrangement.

## **LIFE AREA 5FAM: Family**

### **Performance Measures**

#### **How Much**

- **0523A.1** # of youth served (unduplicated)

#### **How Well**

- **0523B.1** % of staff with relevant training
- **0523B.2** % of youth with 2 or less placements within one year
- **0523B.3** % of youth reporting satisfaction with the placement

#### **Better Off**

- **0523C.1** #/% of children achieving permanent placements (re-unification, adoption, legal guardianship, independence)
- **0523C.2** #/% of youth successfully completing goals within their permanency plan
- **0532C.3** #/% of youth without repeat maltreatment

### **Services, Opportunities, and Supports**

**0524. Anger Management/Conflict Resolution Supports:** Programs which teach youth to identify anger and potential conflicts and give them the skills needed to develop appropriate coping mechanisms. This type of program often includes problem solving strategies and anger management skills, as well as resolution techniques.

### **Performance Measures**

#### **How Much**

- **0524A.1** # of youth served (unduplicated)

#### **How Well**

- **0524B.1** % of staff/volunteers trained and who have credentials in anger management group facilitation/conflict resolution
- **0524B.2** % of youth participating on a regular basis
- **0524B.3** % of youth completing the program

#### **Better Off**

- **0524C.1** #/% of youth demonstrating an increased knowledge of the relevant topic (anger management or conflict resolution)
- **0524C.2** #/% practicing the skills and techniques taught
- **0532C.3** #/% of youth with decreased behavioral incidents

## **LIFE AREA 6COM: COMMUNITY**

- 61**     **Goal:** New York State communities will provide children, youth and families with healthy, safe and thriving environments.
- 611**    **Objective:** Adequate housing will be available.
- 612**    **Objective:** Adequate transportation will be available.
- 62**     **Goal:** New York State communities will provide children, youth and their families with opportunities to help them meet their needs for physical, social, moral and emotional growth.
- 621**    **Objective:** Communities will make available and accessible formal and informal services (e.g., child care, parent training, recreation, youth services, libraries, museums, parks).
- 622**    **Objective:** Adults in the community will provide youth with good role models and opportunities for positive adult interactions.
- 623**    **Objective:** Communities will provide opportunities for youth to make positive contributions to community life and to practice skill development.

### **Services, Opportunities, and Supports**

**0627 Youth Bureau Administration:** Includes providing funding for services/support, developing or coordinating program/models, planning and program development, RAP submission and fiscal monitoring, program monitoring and evaluations

### **Performance Measures**

#### **How Much**

- **0627A.1** # of funded programs
- **0627A.2** # of on-site funded program monitoring visits

#### **How Well**

- **0627B.1** RAP submitted within 90 days of final allocations released (*Number of days elapsed from date of allocations released and date final RAP was approved by OCFS*)
- **0627B.2** % of total allocation remaining at the end of the year
- **0627B.3** % of funded programs assessed using a research-based quality assessment tool (such as NYSPQA; NYSAN; YPQA)

#### **Better Off**

- **0627C.1** #/% of funded programs that have maintained a high level or shown improvement in at least one “how well” and/or “better off” measure over the past year. (Not able to report the first year)

## **LIFE AREA 6COM: Community**

### **Services, Opportunities, and Supports**

**0628 Mentoring Supports:** Programs which link youth to positive role models that are sustained over a period of time (generally more than 6 months). Mentoring can occur through traditional mentoring (one adult to one young person); group mentoring (one adult to as many as four young people), and team mentoring (several adults working with small groups of young people, in which the adult to youth ratio is not greater than 1:4).

### **Performance Measures**

#### **How Much**

- **0628A.1** # of youth participating in the mentoring program (unduplicated)
- **0628A.2** # of mentors

#### **How Well**

- **0628B.1** % of mentors trained in positive youth development
- **0628B.2** % of mentor/mentee matches lasting longer than 6 months
- **0628B.3** % of youth expressing satisfaction with the program
- **0628B.4** average length of time youth wait to be matched with a mentor (in months)

#### **Better Off**

- **0628C.1** #/% of youth showing improved confidence and caring

### **Services, Opportunities, and Supports**

**0629 Runaway and Homeless Youth Shelter (NYS Certified Programs only):** A residential facility operated for a maximum of 20 youth, all of whom are either under the age of 18 years or between the ages of 16-21 years.

### **Performance Measures**

#### **How Much**

- **0629A.1** # of youth served (unduplicated)

#### **How Well**

- **0629B.1** % of staff who met training requirements set by RHY regulations
- **0629B.2** % of youth expressing satisfaction with the program

#### **Better Off**

- **0629C.1** #/% of youth discharged to suitable, safe and stable housing
- **0629C.2** #/% of youth reunited with family
- **0629C.3** #/% of youth that attained their individualized service plan goals while in the program or upon exiting the program

## **LIFE AREA 6COM: Community**

### **Services, Opportunities, and Supports**

**0630 Runaway and Homeless Interim Family (NYS Certified Programs only):** Private dwelling providing temporary shelter to a maximum of 2 runaway and homeless youth under the age of 21.

### **Performance Measures**

#### **How Much**

- **0630A.1** # of youth who entered the program
- **0630A.2** # of certified interim family homes
- **0630A.3** # of host home trainings offered in reporting period
- **0630A.4** # of comprehensive home studies conducted by Interim family program staff

#### **How Well**

- **0630B.1** % of interim families completing mandated trainings
- **0630B.2** % of youth expressing satisfaction with the program

#### **Better Off**

- **0630C.1** #/% of youth discharged to suitable, safe and stable housing
- **0630C.2** #/% of youth remaining with their family or reunited with family

### **Services, Opportunities, and Supports**

**0631 Transitional Independent Living Support Services (NYS Certified Programs only):** Either a Group Residence (facility for up to 20 youth that encourages the development and practice of Independent Living Skills) or a Supported Residence (facility for up to 5 youth of same gender which provides an environment that approximates actual independent living).

### **Performance Measures**

#### **How Much**

- **0631A.1** # of youth enrolled in TILP (unduplicated)
- **0631A.2** # of youth receiving training/instructions to improve their self-sufficiency

#### **How Well**

- **0631B.1** % of staff trained in positive youth development
- **0631B.2** % of youth completing an approved life skills assessment

#### **Better Off**

- **0631C.1** #/% of youth with improved life skills
- **0631C.2** #/% of youth successfully completing program and discharged to live independently
- **0631C.3** #/% of youth connected with employment and/or further education

## **LIFE AREA 6COM: Community**

### **Services, Opportunities, and Support**

**0632 Runaway and Homeless Youth Coordination:** Overall RHYA coordination including answering inquiries at any time concerning transportation, shelter and other services to runaway and homeless youth

### **Performance Measures**

#### **How Much**

- **0632A.1** # of inquiries concerning available shelter space, transportation, etc.
- **0632A.2** # of times RHYA coordinator assisted an agency/program with applying for an operating certificate, Certificate of Amendment, or Variance.

#### **How Well**

- **0632B.1** % of time spent assessing and monitoring all available county resources for runaway and homeless youth and their families.
- **0632B.2** % of time spent developing and implementing county plans to improve services for runaway and homeless youth.

#### **Better Off**

- **0632C.1** #/% of youth who were able to access services after making inquiries
- **0632C.2** % of days in a year the 24-hour hotline in place

### **Services, Opportunities, and Supports**

**0633 Runaway and Homeless Youth Prevention and Support Services:** These services include case management, information dissemination, referral services, counseling, street outreach (such as flyer distribution, events etc.), hotlines, mediation, public awareness and trainings.

### **Performance Measures**

#### **How Much**

- **0633A.1** # of youth receiving services (unduplicated)
- **0633A.2** # of street outreach activities
- **0633A.3** # of hotline calls received

#### **How Well**

- **0633B.1** % of staff trained in RHY regulations
- **0633B.2** % of staff trained in positive youth development
- **0633B.3** % of youth expressing satisfaction with services

#### **Better Off**

- **0633C.1** #/% of youth who access RHY services after contacting the hotline
- **0633C.2** #/% of youth successfully completing case plan without being housed in RHY facility
- **0633C.3** #/% of youth that were connected with school, vocational school, college or the military

## **LIFE AREA 6COM: Community**

### **Services, Opportunities, and Supports**

**0634 Community Service/Youth Activism Opportunities:** Programs which link youth to volunteer projects and with opportunities to be civically engaged.

### **Performance Measures**

#### **How Much**

- **0634A.1** # of youth participating (unduplicated)

#### **How Well**

- **0634B.1** # of community projects/opportunities youth actually participated in
- **0634B.2** % of staff trained in positive youth development

#### **Better Off**

- **0634C.1** # of volunteer hours completed in the community
- **0634C.2** #/% of projects that met community expectations based on objectives

## **Features of Positive Youth Developmental Settings**

### **Physical and Psychological Safety**

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

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

### **Appropriate Structure**

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

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

### **Supportive Relationship**

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

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

**Opportunities to Belong**

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

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

**Positive Social Norms**

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

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

**Support for Efficacy & Mattering**

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

- Program activities lead (or will lead in future sessions) to tangible products or performances that reflect ideas or designs of youth
- Staff provides all youth one or more opportunities to lead a group
- Staff provides multiple opportunities for youth (individual or group) to make plans for projects and activities,
- Staff provides opportunities for all youth to make at least one open-ended choice (content or process) within the content framework of the activities (e.g., youth decide topics within a given subject area, subtopics, or aspects of a given topic; youth decide roles, order of activities, tools or materials, or how to present results).
- Staff engages all youth in an intentional process of reflecting on what they are doing or have done (e.g., writing in journals; reviewing minutes; sharing progress or feelings about the experience).

**Opportunities for Skill Building**

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

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

**Integration of Family, School, and Community Efforts**

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

- Family members are formally welcomed as part of the program (e.g., there is an open-door policy, families are given opportunities to volunteer or participate, there is an orientation on program enrollment)
- Staff has intentional or established ways of communicating with families (e.g., conferences, communicate about youth academic and social or emotional goals, newsletters and phone calls).
- Communication with schools occurs to better coordinate supports and opportunities for youth.
- Communication with other community organizations occurs to better coordinate supports and opportunities for youth.
- The organization actively builds links to the community (e.g. seeks new participants within the community; seeks opportunities for youth to participate in community service; pursues new opportunities for community members to support the program i.e. donation of time, space , materials, financial support, etc.)

**PROGRAM TOTAL BUDGET**

**AGENCY NAME:** \_\_\_\_\_

**PROGRAM TITLE:** \_\_\_\_\_

**PERSONAL SERVICES (Salaries and Wages)**

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

**FRINGE BENEFITS (Up to 7.65%)**

**Total Fringe:** \$ \$

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

**CONSULTANTS, CONTRACTED SERVICES**

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

**MAINTENANCE AND OPERATION**

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

**FACILITY REPAIRS**

Repairs				\$	\$
<b>4. TOTAL REPAIRS:</b>				<b>\$</b>	<b>\$</b>

Total Program Budget	Total Funds Requested
\$	\$

**GRAND TOTAL:**

List all other sources of funding used to support this program:

**NON-REIMBURSABLE COST LIST****PERSONAL SERVICE**

UNQUALIFIED STAFF  
 PREPAYMENTS  
 BOARD MEMBERS  
 FAMILY BOARD W/O OCFS APPROVAL  
 VACATION LUMP SUM PAYMENTS IN EXCESS OF 2 WEEKS  
 RETROACTIVE RAISES EXCEPT UNION AGREEMENTS  
 BONUSES  
 OVERTIME (OVER 40 HOUR WEEK)  
 LAW ENFORCEMENT STAFF except Juvenile Aid and DARE officers

**FRINGE BENEFITS**

EXCESS OF 25% OF SALARIES  
 FEDERAL UNEMPLOYMENT  
 DIRECT MEDICAL PAYMENTS  
 NYS UNEMPLOYMENT – SELF INSURED NFP'S  
 PERSONAL RETIREMENT PLANS  
 MUNICIPAL EMPLOYEES EXCEPT RHYA COORDINATOR

**CONSULTANTS/CONTRACTED SERVICES**

FUND RAISING CONSULTANT  
 ANNUAL CPA AUDIT IF OCFS CONTRACTS FOR AUDIT  
 YOUTH STIPEND/GIFT CARDS/ALLOWANCES

**MAINTENANCE AND OPERATION**

CASH PAYMENTS (*Except Petty Cash*)  
 YOUTH CLOTHING (*Except Inexpensive T-shirts and Caps*)  
 EXPENSIVE PRIZES/TROPHIES/GIFT CARDS  
 RENTAL PAYMENTS FOR AGENCY-OWNED BUILDING  
 LONG TERM VEHICLE LEASE  
 VEHICLE PURCHASE  
 TRAVEL- HOTEL ROOMS FOR YOUTH (unless related to conference attendance)  
 BOARD LIABILITY INSURANCE  
 BONDING INSURANCE  
 AUTO INSURANCE  
 FIRE, THEFT AND PROPERTY INSURANCE  
 UTILITIES IF NOT INCLUDED IN THE RENT  
 CONTRIBUTIONS/DONATIONS  
 FINES/PENALTIES  
 SALES TAX  
 SECURITY DEPOSIT  
 STAFF PHYSICALS  
 INDIRECT COSTS  
 LOAN/INTEREST ON LOANS  
 PREPAID EXPENDITURES (EXCEPT WHEN REQUIRED)  
 MUNICIPAL TAXES  
 PERSONAL MEMBERSHIP FEES  
 LANDSCAPING  
 OUT OF STATE AND AIR TRAVEL WITHOUT AUTHORIZATION  
 FUND RAISING  
 HONORARIUM  
 PRE/POST CONTRACT COSTS  
 PER GAME REIMBURSEMENT FOR BOWLING, SKIING ETC.  
 UNIFORM AND STAFF CLOTHING  
 YOUTH PHYSICALS (*unless required for participation*)  
 ACTIVITIES FOR WHICH FEES ARE CHARGED

**FACILITY REPAIR/PURCHASE**

REPAIRS GREATER THAN 1,000  
 CAPITAL CONSTRUCTION  
 CAPITAL PURCHASE  
 BUILDING REHABILITATION

**Cell Phones** – A copy of the cell phone bill must be submitted with the claim. Reimbursement will not be made on personal cell phone costs; please make sure business calls are clearly identified. OCFS reserves the right to request justification for cell phone costs. Cell phones must be necessary for the operation of the program.

**Credit Card Payment** – A copy of the credit card bill must be submitted with the claim with the account number obliterated. In addition, receipts for the items for which reimbursement is being requested must be submitted.

Please note that Gift Cards are not a Reimbursable Expense per OCFS