

The State of Connecticut Department of Social Services is issuing the following addendum to the Teen Pregnancy Prevention Initiative RFP.

**The following are the questions submitted by potential applicants and the Department's official responses:**

1. Does the Comprehensive Model need to replicate all of the components of the Carrera Model or, can it make adaptations based on the cost of the program?

**RESPONSE: All components of the Comprehensive Model must replicate the Carrera Model. Required matching dollars should be utilized to make up any shortfall in funding.**

2. How will the DSS interpret the required matching funds for 10 additional participants for the Comprehensive Model?

**RESPONSE: The required match is a cash match from another funding source that will be coupled with DSS funds to serve at least the required 60 children completely and consistently throughout the entire program year which is five (5) days per week during the entire year, including summer and school vacations.**

3. Can the matching be from in-kind contributions?

**RESPONSE: No.**

4. Can matching funds include monies obtained to run a summer employment program?

**RESPONSE: Yes, if those dollars will be used in a way that will allow at least 60 children to be served completely and consistently throughout the entire program year which is five (5) days per week during the entire year, including summer and school vacations.**

5. Can we submit more than 3 Bidders Letters of Reference?

**RESPONSE: Section IV B, Part Two.3 of the RFP states in part that, "A responsive proposal must include three (3) specific programmatic references...". Three references must also be submitted for each proposed subcontractor. The Department will not be contacting more that three references per proposal (unless subcontractors are involved), so the submission of additional references is unnecessary.**

6. In the Comprehensive Model, how many sessions per week do they expect participants to attend i.e. 2 times per week or more?

**RESPONSE: A responsive proposal to implement the Comprehensive Model should state that children will participate five (5) days per week during the entire year, including summer and school vacations.**

7. Why must an agency submitting a proposal for the Comprehensive Model also submit a separate proposal for the Service Learning Model?

**RESPONSE: The Department of Social Services has a limited budget and needs to examine all options for serving the targeted communities in the best way possible based on the submitted proposals.**

8. Does it mean that if we do not obtain the Comprehensive Model the agency will be awarded the Service Learning Model?

**RESPONSE: No. All proposals will be reviewed and scored on their merit. Accordingly, contracts will be awarded to selected bidders based on the submitted proposals for one or both of the programs. However, if neither of the proposals is considered responsive, no contract will be awarded.**

9. In the RFP, it mentions we must use the budget forms that are provided, but they are not in the RFP. From where can we download or obtain these forms?

**RESPONSE: These forms can be downloaded off the Department of Social Services Intranet website at <http://dssweb> by clicking DSS Forms, then DSS Forms Index, followed by Human Service Contract, and then scrolling down to the 'Contract Management Forms-POS' section.**

10. Are there any start-up funds available over and above the annualized budget? If not, are we allowed to use any savings incurred during start up on start up expenses, i.e. furniture, computers, equipment?

**RESPONSE: No and no.**

11. In Part 3 of the RFP, Scope of Services, there is no minimum number of pages suggested. Do you have a minimum?

**RESPONSE: No. The response requirements for Section IV.C, Part Three, Scope of Services, do not include a minimum number of pages.**

12. Where do we find the cost of the curriculum that the RFP states we must purchase? Is this purchase a one time cost? Do we pay for it or does DSS?

**RESPONSE: Please access the websites identified in the RFP: Teen Outreach: [www.wymanteens.org](http://www.wymanteens.org); Reach for Health: [www.socio.com](http://www.socio.com) Further, providers are required to purchase the curriculum. A one-time cost is anticipated, however, updates on the curriculum may need to be purchased by the provider at a later time.**

13. Are there any required trainings, and if so what is the cost?

**RESPONSE:** Required trainings for the Comprehensive Model will be coordinated by DSS at no cost to grant recipients. DSS will provide basic orientation and training for Service Learning approaches; however, additional intensive training in these models may be available through other sources and those expenses should be clearly delineated in a Bidders budget. (For further information, please access the websites identified in the RFP: Teen Outreach: [www.wymanteens.org](http://www.wymanteens.org); Reach for Health: [www.socio.com](http://www.socio.com).)

14. Define age group of middle school youth.

**RESPONSE:** The ages of middle school youth include any children enrolled in fifth, sixth, seventh, or eighth grade (beginning with ages 10.5). This may vary from community to community.

15. Can program participants receive stipends under Service Learning Model?

**RESPONSE:** In the Service Learning model, participants should not receive stipends and instead are expected to volunteer their time and skills in the community as service is the core of the model.

16. Are multiple program proposals permitted in each area (Service Learning or Creative Models)?

**RESPONSE:** It is required that Bidders submitting proposals for Comprehensive Model programs will also submit complete and separate proposals for Service Learning Model programs. Accordingly, the grant amounts are awarded separately.

17. Will DSS fund Service Learning Models that are tied to Comprehensive Models?

**RESPONSE:** No, the models are completely separate and distinct from one another.

18. Will Comprehensive programs receive additional funding (\$60,000) for required Service Learning component?

**RESPONSE:** No, as it is required that Bidders submitting proposals for Comprehensive Model programs will also submit complete and separate proposals for Service Learning Model programs. Accordingly, the grant amounts are awarded separately.

19. The TOP Service Learning Model recommends groups of 20-25 however the RFP requires 50 participants. Under this model would a provider be required to operate two separate groups of 25?

**RESPONSE:** If a Bidder opts to use the TOP Service Learning Model, DSS would expect the Bidder to describe how the Bidder will operate two separate groups of 25 participants each.

20. Does DSS require individual letters of reference or names and contact information for bidders and subcontractors?

**RESPONSE:** The response requirements for Section IV B, Part Two.3 of the RFP, Bidder References, seek names and contact information pertaining to references for a bidder and each proposed subcontractor, not individual letters of reference.

21. Is there a budget format in the cost standards you want us to follow?

**RESPONSE:** These forms can be downloaded off the Department of Social Services Intranet website at <http://dssweb> by clicking DSS Forms, then DSS Forms Index, followed by Human Service Contract, and then scrolling down to the 'Contract Management Forms-POS' section.

22. What can be considered matching funds for the comprehensive model?

**RESPONSE:** The required match is a cash match from another funding source that will be coupled with DSS funds to serve at least the required 60 children completely and consistently throughout the entire program year which is five (5) days per week during the entire year, including summer and school vacations.

23. Does in-kind count towards the 10%?

**RESPONSE:** No.

24. How many children are to be served through the service learning model? On page 4 it states 60 and on page 22 it states 50.

**RESPONSE:** The correct number is fifty (50).

25. How many projects are expected to be funded? Since the Comprehensive model includes the Service Learning, will it be 7 total projects or will it will 12 total (5 comprehensive plus service learning, 5 additional service learning and 2 creative)?

**RESPONSE:** DSS intends to fund a total of 12 programs, but reserves the right to alter the anticipated number of specific program models awarded through the RFP based upon the actual number of acceptable proposals received. The Comprehensive Model does not include the Service Learning Model, as it is required that Bidders submitting proposals for Comprehensive Model programs will also submit complete and separate proposals for Service Learning Model programs. Accordingly, the grant amounts are awarded separately.

26. The RFP says on page i, "it is the Department's intent to fund no more than a single program in each of the twelve (12) specified communities. However, the Department

reserves the right to award more than one program per town if it is deemed to be in the best interest of the Department.”

**RESPONSE: DSS intends to fund 12 programs, but reserves the right to alter the anticipated number of specific programs and models awarded through the RFP based upon the actual number of acceptable proposals received.**

27. If an agency is awarded a contract for both the Comprehensive Learning Model and the Service Learning Model in the same community, would the final award amount be \$320,000, or would the Service Learning Model be considered part of the Comprehensive Model funding (i.e., \$260,000 for both programs)?

**RESPONSE: Budget amounts per program type are specified as “up to” \$260,000 (Comprehensive), \$160,000 (Creative), or \$60,000 (Service Learning). If a Bidder is awarded contracts to do more than one program the awards will be granted per program “up to” the maximum amount specified, based on the content of the submitted proposal.**

28. Per the RFP, the Comprehensive Model Program must serve a minimum of 60 kids per year. The description of the Carrera model states that “young people enroll in the program at the beginning of middle school and remain until graduation from high school.”

**RESPONSE: Comprehensive Model programs are expected to maintain an enrollment of 60 youth. These 60 youth are expected to enroll at the start of middle school and remain in the program through high school graduation. New participants may be enrolled when attrition occurs (e.g., students move away or graduate from high school).**

29. How does DSS define “middle school?” In some districts/schools, middle school is considered as beginning at fifth grade; others begin at sixth or seventh. What age group is preferred to begin services?

**RESPONSE: The ages of middle school youth include any children enrolled in fifth, sixth, seventh, or eighth grade (beginning with ages 10.5).**

30. How would DSS prefer its contractors to implement this model? For example, would we serve a cohort of 60 fifth graders during the first year and then serve the same kids during subsequent years, or can we serve different age/grade groups during the first year?

**RESPONSE: The cohort of children who are served through this initiative depends upon the model that a bidder utilizes. Programs using the Comprehensive Model should ideally work with a cohort of children from middle school right through high school graduation, adding participants as students graduate from the program or leave the program due to moving out of a community. More information on implementing this model can be found at <http://stopteenpregnancy.com>**

31. Would funding increase during subsequent years to serve additional children entering middle school, if we are expected to serve the same cohort of kids straight through school?

**RESPONSE:** DSS would expect the number of program participants to stay approximately the same throughout the course of funding. If funding increased substantially, DSS would expect additional youth to be served through this initiative.

32. The RFP states that if an agency submits a proposal for a Comprehensive Model, it must also submit a proposal to implement the Service Learning Model in the same community.

**RESPONSE:** Yes, this is correct as the Department of Social Services has a limited budget and needs to examine all options for serving the targeted communities in the best way possible based on the submitted proposals.

33. Must these two programs be interrelated; if so, how so?

**RESPONSE:** No, as it is required that bidders submitting proposals for Comprehensive Model programs will also submit complete and separate proposals for Service Learning Model programs. Accordingly, the grant amounts are awarded separately.

34. Are we required to serve the same youth served in the Comprehensive Model through the Service Learning Model?

**RESPONSE:** Participants in both Comprehensive and Service Learning Model programs should be those who are at high risk for becoming teen parents. The specific target groups may differ depending on the geographic location/neighborhood of the proposed program. It is not necessary to serve the exact same population with the Service Learning Model proposal and the Comprehensive Model proposal.

- In Comprehensive Model programs, participants enroll at the beginning of middle school (usually 5<sup>th</sup> or 6<sup>th</sup> grade) and stay in the program through high school graduation.
- In the Teen Outreach Program Service Learning model, Bidders may choose to focus on middle school and/or high school students. The Reach for Health Service Learning Model is a two-year intervention targeting 7<sup>th</sup> & 8<sup>th</sup> graders; participants enroll in the 7<sup>th</sup> grade and stay in the program for two years.

35. What age group(s) are you most interested in targeting for the Service Learning Model?

**RESPONSE:** DSS will fund the best proposals, with no innate preference for one age group over another.

36. Are all kids enrolled in the Comprehensive Model required to participate in all six program components, or can different kids participate in different program components (e.g., a kid who doesn't need academic support but would like to participate in the employment exploration program, a kid who dislikes sports but would like to participate in the arts component, etc.)?

**RESPONSE:** Bidders are expected to target the program participants who are in the greatest need for teen pregnancy prevention services. It is assumed that these program participants will all benefit from receiving all of the services described in the Comprehensive Model. Potential program participants who do not need academic support are probably not at high risk for becoming teen parents. Bidders are expected to design program components (i.e., Recreation/Lifetime Sports, Self-Expression through the Arts) to accommodate a variety of interests and expose participants to a range of experiences. For more information, refer to <http://stopteenpregnancy.com>

37. In the Comprehensive Model, is there a “minimum dosage” requirement (i.e., certain number of hours of programming and/or type of programming per kid) or any components in which all the kids enrolled must participate?

**RESPONSE:** All program participants in the Comprehensive Model should receive all components of the Comprehensive Model and should attend programming 5 days per week year round, after school, and throughout summer and school vacations. Effectiveness of the Comprehensive Model is linked to full and ongoing participation of the program participants, not to a minimum dosage. (See Question #36.)

38. Can kids who are enrolled in existing initiatives in a school for which we might propose a Comprehensive Model implementation participate in the DSS-funded program? (If so, to what extent must they participate, per the “minimum dosage” question above?)

**RESPONSE:** Please refer to the responses for questions #36 and #37.

39. Can we use funds from initiatives such as the After-School Initiatives funded by Hartford Foundation for Public Giving, 21<sup>st</sup> Century Community Learning Centers funded by the State Dept. of Education, or State Department of Education After-School Program funds as matching funds?

**RESPONSE:** Yes, if those dollars will be used in a way that will allow at least 60 children to be served completely and consistently throughout the entire program year which is five (5) days per week during the entire year, including summer and school vacations.

40. Can schools house the programs, or would you prefer that community-based organizations provide program sites separate from schools?

**RESPONSE:** Ideally, the Comprehensive Model program is neighborhood-based, located in a safe and accessible facility that can accommodate the varied nature of the program activities throughout the entire program year. If the Bidder chooses to house a program at a school, the proposal should describe how and where services will be provided when school is not in session. Service Learning programs may take place in either a school or community setting.

41. Would DSS pay for facility renovation/start-up costs? If so, would there be a cap on the amount? If not, can part of the \$260,000 be used for renovation?

**RESPONSE: No, not applicable and no.**

42. Regarding the sports component of the Comprehensive Model: all sports mentioned (swimming, golf, tennis, etc.) would require facilities other than those available in schools in our community. Although we could probably make arrangements for such facilities, would provision of gym-based team sports (e.g., basketball, indoor soccer, floor hockey) be looked upon in a less positive light than the sports specifically mentioned?

**RESPONSE: Please refer to <http://stopteenpregnancy.com> to answer this question, with specific attention to the concept of “lifetime individual sports” as opposed to team sports. Bidders may design this component according to their community’s needs and available resources.**

43. Are there eligibility criteria for kids who would participate in these programs (e.g., academic need, behavioral issues)?

**RESPONSE: Potential program participants should include those children at the highest risk for becoming teen parents. Bidders should therefore target children who live in poverty; have difficulty in school; often reside with families with histories of substance abuse, alcoholism, and domestic violence; and exhibit other characteristics that have been scientifically documented as correlating with increased risk for becoming a teen parent.**

44. On page 13, you request an exact electronic copy of the entire proposal. Should this be submitted on floppy disk or via email?

**RESPONSE: The exact electronic copy must be submitted on a floppy disk or a compact disk, but not through e-mail.**

45. If possible, please post a list of agencies who submit letters of intent.

**RESPONSE: The list of qualified private not-for-profit agencies and municipalities that submitted a Letter of Intent in compliance with Sections II.C and Section V.B.1 of the RFP include:**

**Boys & Girls Club of Southeastern Connecticut  
City of Meriden  
Community Renewal Team, Inc.  
Community Services Administration-City of New Haven  
Connecticut Junior Republic  
Coordinating Council for Children in Crisis, Inc.  
Greater Bridgeport Adolescent Pregnancy Program  
Greater New Britain Teen Pregnancy Prevention, Inc.  
Hartford Action Plan on Infant Health  
Human Resources Agency of New Britain, Inc.  
Norwich Youth & Family Services  
Planned Parenthood of Connecticut. Inc.  
The Village for Families & Children, Inc.  
Town of East Hartford  
Uncas Health District**

**United Services, Inc.  
Waterbury Youth Service System, Inc.**

46. If possible, please post a list of the agencies represented on the evaluation team who will assist in selection of contractors. We recognize that the Department reserves the right to alter the representation on the team.

**RESPONSE: At this time, it is not possible to disclose the agencies that will be represented on the evaluation team.**

47. Does the Teen Pregnancy Prevention Initiative represent new funding or are existing programs in place in the identified communities? If existing, who are the current providers?

**RESPONSE: The funding is not new funding. It is the funding used to fund our current programs, provided by various private non-profit organizations as well as municipalities.**

48. Is it the intent that the number of youth served is determined on a yearly basis? Is the goal to serve the same youth for each of the three years? Are there any guidelines regarding the number of girls/boys or middle school/high school youth served?

**RESPONSE: Comprehensive Model programs are intended to be long-term interventions. Youth enroll at the beginning of middle school and remain in the program until graduation from high school. Enrollment at any given time is expected to be 60 boys and girls. The TOP Service Learning Model is a one-year program targeting either middle school or high school students (50 each year). The RFH Service Learning Model serves the same 50 youth for two years (7<sup>th</sup> & 8<sup>th</sup> grades). (See Question #85.)**

49. The RFP states that a Comprehensive Model proposal also requires a Service Learning Model proposal. Does that mean two separate and complete proposals/binders including duplicate copies of all forms and acceptances?

**RESPONSE: Yes.**

50. Must all youth in the Comprehensive Model participate in Service Learning? Is additional funding available for the Service Learning component or is it included in the \$260,000?

**RESPONSE: No. The Comprehensive Model does not include the Service Learning Model. The RFP requires Bidders submitting proposals for Comprehensive Model programs to submit complete and separate proposals for Service Learning Model programs. The grant amounts are awarded separately.**

51. The Children's Aid Society – Carrera Model is designed for young people to enroll at the beginning of middle school. Is that the target group for the Comprehensive Model? If so, would the same youth continue for each of the three years? What about serving high school students through this model?

**RESPONSE: Bidders seeking to implement a Comprehensive Model should begin by**

**recruiting students in middle school and continue to provide services to this same group of children through high school graduation. When program participants graduate or otherwise leave the program, service providers will continue to recruit new participants from the middle school age group. High school students will be those middle school program participants who have been participating in the program for several years.**

52. Are providers expected to deliver all of the service elements included in the Carrera model, or can referrals to other community resources also be used to provide a comprehensive model?

**RESPONSE: Programs are expected to deliver all of the program components. However, if a Bidder wishes to enter into either a subcontractor relationship with another service provider or otherwise demonstrates a relationship with another provider that convincingly demonstrates that program participants will have ready access to quality services, DSS will consider such a proposal. (See RFP, Page 24, "Health and Mental Health Component.)**

53. The proposal states that daily activities must be available for the comprehensive model summer program. If the group of youth chosen is available only 2 or 3 days a week, would the activities still have to be available on days when the youth are not?

**RESPONSE: If potential Bidders choose to target a group of students who are available only 2 to 3 days a week, this would not be responsive to the RFP. The Comprehensive Model is meant to serve at-risk youth 5 days a week, 52 weeks a year.**

54. Are gender-specific health education proposals acceptable if they include structured interactive opportunities for both boys and girls?

**RESPONSE: All three program models are intended to serve boys and girls together. There may be instances in the Family Life & Sex Education component of the Comprehensive Model where specific activities may be gender specific. This will be addressed in the orientation training for selected contractors.**

55. Are there any preferences for single-spaced or double-spaced proposals?

**RESPONSE: Section III.B.5.f, Page Format, specifies single-spaced proposals.**

56. Is a copy of the Teenage Health Teaching Model (THTM) curriculum available through DSS?

**RESPONSE: The Teenage Health Teaching Model is part of the Reach for Health curriculum that must be purchased by program contractors. It is not available through DSS. For more information visit [www.socio.com](http://www.socio.com)**

57. Would you be able to share the names of agencies in Connecticut that have utilized this curriculum? The Health Department would value the opportunity to preview the curriculum prior to submitting our grant application for the Pregnancy Prevention Initiative.

**RESPONSE:** Please refer to the response to question #56 above.

58. Will training in the use of THTM be offered to agencies funded under this category?

**RESPONSE:** DSS will provide basic orientation, training and technical assistance as needed. More intensive training may be available through Reach for Health: [www.socio.com](http://www.socio.com). Costs for additional training should be delineated in the Bidder's budget.

59. Do the proposals for the comprehensive program model and the service learning program model need to be delivered to DSS at the same time, or can one be delivered earlier than another?

**RESPONSE:** Proposals are due to DSS no later than 3:00 p.m. on Wednesday, April 11, 2007. Proposals from an individual Bidder may be delivered separately.

60. How is the information requested for the narratives in #2, pg. 19 first paragraph, and #4 pg. 20 second paragraph different?

**RESPONSE:** The requirements for the Organizational Chart and accompanying narrative information specified on page 19 is distinctly different from the job description and resume information specified on page 20. Please refer to the RFP for further clarification.

61. Do each of the 6 copies also need to contain all the attachments, such as the audit, brochures, etc., or are they just in the original?

**RESPONSE:** As indicated in Section III.B.1 of the RFP, Delivery Condition, six (6) 'exact' copies must be submitted with the original. All attachments, such as the audit, brochures, etc., as included in your question, must be included with each copy.

62. Could you please clarify what constitutes an electronic copy of proposal? On pg. 8 you say that we shall submit "an electronic copy of the complete proposal with the original printed copy of the proposal." Does this mean a copy on disk?

**RESPONSE:** As indicated in response to question #44, the exact electronic copy must be submitted on a floppy disk or a compact disk.

63. Page 18, b. Please clarify what you mean by agency size. Is there any other information you are looking for besides annual budget, revenues, number and type of personnel?

**RESPONSE:** Providing any type of information that would clearly give the proposal scorers a clear understanding of the size of your organization would be helpful. (example: the number of unduplicated individuals or families you serve annually).

64. With the electronic copy, do all attachments such as the audit, photographs, resumes, job descriptions need to be included?

**RESPONSE: Documents that can be scanned must be included in the electronic copy. Documents that cannot be scanned can be submitted along with the electronic copy.**

65. Pg. 19, #2 Considering that GNBTPP is both the agency and the program, will DSS require any narrative beyond the job descriptions?

**RESPONSE: Yes. Please refer to the response for question #60.**

66. Pg 20, #5 Will contractors be expected to also submit fiscal reports on a quarterly basis?

**RESPONSE: The contracts resulting from this RFP will require the submission of fiscal reports. The frequency of submissions will be no less than quarterly.**

67. If so, are there specific DSS forms for quarterly fiscal reporting?

**RESPONSE: Yes. These forms can be downloaded off the Department of Social Services Intranet website at <http://dssweb> by clicking DSS Forms, then DSS Forms Index, followed by Human Service Contract, and then scrolling down to the 'Contract Management Forms-POS' section.**

68. Are there specific DSS forms for narrative quarterly reports?

**RESPONSE: Yes. They will be provided to successful bidders after the procurement process has been completed.**

69. Please clarify the number of participants to be served by the service learning model. On page 22, the number is 50, on page 4 it is 60.

**RESPONSE: The correct number of participants to be served by the Service Learning Model is fifty (50).**

70. Should attachments be included at the end of each section? Where in the proposal do they actually get placed? There doesn't appear to be a tabbed section for them at the end.

**RESPONSE: Attachments should be placed at the end of each sequential section described in Section III.B.2 of the RFP, Proposal Structure.**

71. For the service learning models, could you please confirm that there are only two stated program components: 1.) volunteer service in the community and 2) once or twice weekly groups.

**RESPONSE: Yes. Refer to Teen Outreach Program ([www.wymanteens.org](http://www.wymanteens.org)); Reach for Health [www.socio.com](http://www.socio.com)**

72. Is the grant for the TOP model for 9 months, or for a year?

**RESPONSE: Both Service Learning Models run during the course of a school year, typically nine months. It is expected that Bidders proposing to implement this model in their community would utilize the other months to set up**

**community service opportunities.**

73. In researching the TOP model and speaking to Clair Wyneken, it is clear that the replication strategy includes a 2 ½ day training. Does DSS plan to provide additional funds for this training and all related expenses such as travel, lodging, meals, ground transportation and other associated costs?

**RESPONSE: DSS will provide basic orientation and training for Service Learning Models. However, potential Bidders should delineate in their budget and budget narrative the costs incurred for additional training of personnel to implement a particular Service Learning Model.**

74. From our research of the service learning models, it does not appear as if there is any parent involvement at all. On page 31, you ask how parents will be involved. Please clarify.

**RESPONSE: Bidders applying for Service Learning Model programs should describe how they will seek and obtain parental permission for youth to participate in the program, along with any other methods for communicating with parents as the program progresses.**

75. Pg. 33, Part 4 – Budget. Should we design our own line item and budget narrative forms, or does DSS plan to provide them to us? If so, when will they be available and how can bidders access them? Where do we attach the budget documents?

**RESPONSE: These forms can be downloaded off the Department of Social Services Intranet website at <http://dssweb> by clicking DSS Forms, then DSS Forms Index, followed by Human Service Contract, and then scrolling down to the ‘Contract Management Forms-POS’ section. Completed budget information should be included following the RFP format under Part IV, Section D, Part Four (3.b).**

76. On page two (2) under number 3. Program Design: Background, it states that DSS will only accept and evaluate proposals for teen pregnancy prevention services utilizing one (1) of the three approaches...” and under Comprehensive Program Model it states that a “bidder proposing to implement a Comprehensive Model must also submit a separate proposal that implements the Service Learning Model...”

**RESPONSE: DSS will accept, evaluate and fund only those applications utilizing any of the three specified program models: Comprehensive, Service Learning and/or Creative Models. Bidders who choose to submit an application for a Comprehensive Model program are also required to submit an application for a Service Learning Model.**

77. One section states to apply for one but in the Comprehensive Model description it states that we have to submit the Service Learning Model along with the Comprehensive Model.

**RESPONSE: DSS will accept, evaluate and fund only those applications utilizing any of the three specified program models: Comprehensive, Service Learning and/or Creative Models. Bidders who choose to submit an application for a Comprehensive Model program are also required to submit an application**

**for a Service Learning Model.**

78. Is this Correct. In addition, does that mean we have to create a budget that comprises the \$260,000 from the Comprehensive Program Model and the \$60,000 from the Service Learning Program Model?

**RESPONSE: Separate applications must be submitted for the Comprehensive Model and the Service Learning Model. Each application will have a separate budget: Comprehensive Model budgets may be for up to \$260,000; Service Learning Model budgets may be for up to \$60,000.**

79. There is nowhere else in the RFP that states that we have to apply for the Service Learning program Model if we apply for the Comprehensive program Model.

**RESPONSE: This requirement is stated on Page i and on Page 22 (C-3 Scope of Services, Program Design), which includes a chart of required applications for each model.**

80. On page three (3) under number 2. Goals and objectives of the Teen Pregnancy Prevention Initiative it states that "...\$260,000 per program year each, in five (5) of the specified targeted areas in Connecticut." My question is what are those 5 targeted areas?

**RESPONSE: The five comprehensive programs funded may be in any of the 12 eligible communities.**

81. It also states on page 22 under the Comprehensive Program Model that DSS may fund up to (5). Can you please clarify; is this one (1) per targeted area?

**RESPONSE: DSS may choose to fund up to five comprehensive programs in any five of the 12 eligible communities. The intent is to fund only one comprehensive program in any given community. However, the Department reserves the right to alter the number of specific programs and models awarded through this RFP based on the actual number of acceptable proposals received.**

82. Please clarify "per program year?" The RFP states the funding year FY July 01, 2007 – June 30, 2008, will there be funding for additional fiscal years?

**RESPONSE: It is anticipated, but not guaranteed, that contracts will be awarded for a three-year period.**

83. On page 33, Part 4, under b. Line Item Budget, it is mentioned that the bidder's proposal must include three annual line item budgets for the total cost utilizing the forms provided. I did not find any budget forms in the RFP. Do we use standard paper to respond to this area? If not, how do we obtain the appropriate budget forms?

**RESPONSE: These forms can be downloaded off the Department of Social Services Intranet website at <http://dssweb> by clicking DSS Forms, then DSS Forms Index, followed by Human Service Contract, and then scrolling down to the 'Contract Management Forms-POS' section.**

84. Will there be a technical assistance meeting for interested bidders on this RFP?

**RESPONSE: No.**

85. If a comprehensive model is proposed, then a service model must also be proposed. Which target population should receive the service model, the same youth who are receiving the Carrera/comprehensive model or a totally different group of youth?

**RESPONSE: Participants in both Comprehensive and Service Learning Model programs should be those who are at high risk for becoming teen parents. The specific target groups may differ depending on the geographic location/neighborhood of the proposed program. It is not necessary to serve the exact same population with the Service Learning Model proposal and the Comprehensive Model proposal.**

- **In Comprehensive Model programs, participants enroll at the beginning of middle school (usually 5<sup>th</sup> or 6<sup>th</sup> grade) and stay in the program through high school graduation.**
- **In the Teen Outreach Program Service Learning model, Bidders may choose to focus on middle school and/or high school students. The Reach for Health Service Learning Model is a two-year intervention targeting 7<sup>th</sup> & 8th graders; participants enroll in the 7<sup>th</sup> grade and stay in the program for two years.**

86. Who will pay for evaluation services--the contractor or the State?

**RESPONSE: The Department of Social Services will pay for evaluation services.**

87. Will Philliber Research Associates continue as evaluator?

**RESPONSE: Yes.**

88. If we submit 2 proposals, should each have a set of completed required appendices and Assurances?

**RESPONSE: Yes. As indicated on the page i of the RFP, "Bidders must submit a complete and separate proposal to implement any of the program models..."**

89. Clarify the completion of CT DSS form SEEC SC 1.

**RESPONSE: Please refer to the response for question #90 below for a definition of "principals". Once this definition is clear, completion of the SEEC SC 1 form is self-explanatory.**

90. How are the principal(s) designated?

**RESPONSE: The "principals" of any contractor or prospective contractor that have, or will have, a contract with any single state agency or quasi-public agency that is valued at \$50,000.00 or more in a fiscal year, or have, or will have, a combination of such contracts**

with multiple agencies valued at \$100,000.00 or more in a fiscal year are prohibited from making or soliciting campaign contributions to, or for the benefit of, any committee of a candidate for statewide office, any political committee authorized to make contributions to any such candidate, or any party committee. The value of the contract is determined by the contract award or the payments actually made to the contractor, whichever is greater.

For contractor(s), the duration of the prohibition continues until the contractor no longer has a contract with a single state agency of \$50,000.00 or more, or a combination of contracts with multiple agencies of \$100,000.00 or more. For prospective contractors the prohibition continues until the contract is awarded to a different party.

**“Principals” of a State Contractor or Prospective State Contractor that is a Business Entity are defined as follows:**

1. **Members of the Board of Directors**
2. **Individuals owning 5% or more of the business.**
3. **President, Treasurer, Executive and Senior Vice Presidents**
4. **Employees that have managerial or discretionary responsibilities to administer the state contract.**
5. **Spouses and dependent children of all of the above.**
6. **Any political committee (PAC) registered in Connecticut to make contributions to candidates that has been established by, or on behalf of, any of the above individuals.**

**“Principals” of a State Contractor or Prospective State Contractor that is neither a Business Entity nor a Non Profit Organization (including a sole proprietorship or professional service corporation owned by a single individual) are defined as follows:**

1. **The Chief Executive Officer**
2. **Employees that have managerial or discretionary responsibilities to administer the state contract.**
3. **Spouses and dependent children of all of the above.**
4. **Any political committee (PAC) registered in Connecticut to make contributions to candidates that has been established by, or on behalf of, any of the above individuals.**

**“Principals” of a State Contractor or Prospective State Contractor that is a Non Profit Organization are defined as follows:**

1. **The Chief Executive Officer**
2. **Employees that have managerial or discretionary responsibilities to administer the state contract.**
3. **Spouses and dependent children of all of the above.**
4. **Any political committee (PAC) registered in Connecticut to make contributions to candidates that has been established by, or on behalf of, any of the above individuals.**

Entities with state contracts shall be required to agree as a condition of the contract, to provide a list of the names of its principals to the contracting agency at the time of

execution of the contract, and to report changes to such list each month for the duration of the contract.

The Chief Executive Officer of each prospective state contractor is required to:

1. Inform each individual who is identified as a principal of the prohibition on soliciting and making campaign contributions;
2. Certify in a sworn statement that any such principal will not make or solicit a contribution in violation of the prohibition; and
3. Acknowledge in writing that if any such contribution is made or solicited, the prospective state contractor shall be disqualified from being awarded the contract described in the bid solicitation or request for proposal; or any other state contract for one year following the election for which the violation relates.

If it is determined that the principal of a state contractor has violated the prohibition, the agency *may* void the existing contract and *shall not* award a new contract to the state contractor, or grant an extension or an amendment to the existing state contract for 1 year following the election for which such violation relates.

If it is determined that the principal of a *prospective* state contractor has violated the prohibition, the agency shall not award the contract or any other state contract to such prospective state contractor for 1 year following the election for which such violation relates.

Civil penalties may be imposed for any violations of this and any other campaign finance laws. Evidence of any criminal violations may be referred to the Chief State's Attorney for prosecution.

91. How are the Contracting Agency, Contractor Name and Alternate Names different?

**RESPONSE: Please refer your question to the State Elections Enforcement Commission.**

92. When referring to a child, is that strictly a dependent child?

**RESPONSE: Please refer your question to the State Elections Enforcement Commission.**

93. Which page is the official beginning of the proposal--the transmittal letter, table of contents, executive summary?

**RESPONSE: As described in Section IV.A,1, Proposal Contents, the Transmittal Letter is the first document to include in Part I of the proposal.**

94. Page 16, #5 Is this asking for Appendix II or Appendix I, both are referenced in Proposal Content #5.

**RESPONSE: Completion of Appendix #2, Procurement and Contractual Agreements Statement of Acceptance, certifies the bidder's signed acceptance of the terms and conditions that are contained throughout the RFP, including resultant contract language which is incorporated into the RFP as Appendix**

**#1.**

95. Pg. 16, #7 Clarify what is meant by an “Affirmative Action Plan”

**RESPONSE: Please refer to the statutes cited in the RFP for further information.**

96. Pg 16, #7 Clarify what is meant by “Apprenticeship Program”

**RESPONSE: Please refer to the statutes cited in the RFP for further information.**

97. Pg 16, #7 Is EEO-1 Data the same as Appendix III Workforce Analysis?

**RESPONSE: No. Appendix III (Workforce Analysis Form), and Appendix IV(Notification to Bidders Form), must both be completed and submitted with each proposal.**

98. If not, what is EEO-1 Data, and where can it be found?

**RESPONSE: Please contact the Commission on Human Rights and Opportunities (CHRO) for further information.**

99. We pay one of our “minority” families to do cleaning, would that be considered a set-aside for a minority business?

**RESPONSE: Please refer to the statutes cited in Section II.O, of the RFP, Set Aside Affirmative Action, for further information.**

100. Pg 17 #10, If we have no Consultants, do we still fill out Appendix IX?

**RESPONSE: Yes.**

101. If yes, do we cross out the section that states “except the agreements listed below”?

**RESPONSE: If no consultant information applies, the signatory may strike out language relating to specific agreement information, note the term ‘Not Applicable’, and initial the change.**

102. Please clarify what is needed in the Transmittal Letter. On page 15 it says we must include “assurance of independence price determination (Section II-L), and on page 14, it says to have it address “all of the factors outlined in Section II-M.”

**RESPONSE: Bidder Assurances, including Independent Price Determination, are contained in Section II.M of the RFP. Section II.M is the section that must be addressed in the Transmittal Letter.**

103. Please clarify how many community service hours the 7<sup>th</sup> and 8<sup>th</sup> graders are required to complete the Reach for Health model? We have seen conflicting numbers.

**RESPONSE: The Reach for Health program involves weekly 3-hour (approximately) community service placements over the course of 30 weeks each year (7<sup>th</sup>**

and 8<sup>th</sup> grades).

104. If funded for this grant utilizing the Reach for Health model, would we be able to break down the program into 3 sessions?

**RESPONSE: It is unclear from the question whether “sessions” refers to groups of students or meeting sessions per week. It is expected that the appropriate number of students will be served in each group (total of 50) and that the curriculum will be followed over the appropriate period of time. There is room for reasonable flexibility within the structure of the program.**

105. We would propose that two sessions, with one serving each of our middle schools, would be offered as an after-school program during the school year (with 20 students in each group), and then a condensed program would be offered over the summer (with an additional 20 students).

**RESPONSE: This would be an acceptable structure for Reach for Health.**

106. The Reach for Health model targets 7<sup>th</sup> and 8<sup>th</sup> graders for 2 school years. Does this mean we start with a target population of 6<sup>th</sup> graders and 7<sup>th</sup> graders, so that by the end of the second grant year these students are now 7<sup>th</sup> and 8<sup>th</sup> graders? Or can we target just 7<sup>th</sup> graders for 2 years?

**RESPONSE: The first year participants will consist of 7<sup>th</sup> graders. The second year, a new group of 7<sup>th</sup> graders are brought in and the now 8<sup>th</sup> graders continue for the year.**

107. Please clarify how many students need to be reached if we were to utilize the Reach for Health model. We have seen conflicting numbers in the RFP.

**RESPONSE: Service Learning Models (Reach for Health and Teen Outreach Program) are expected to serve 50 youth per year.**

108. According to the RFP anyone applying for the Comprehensive Model must provide services for 60 young people. DSS will only fund 50 of those 60. Does that mean that ten extra youth have to receive services for that model under the matching funds?

**RESPONSE: Yes.**

109. If that is correct what would be an acceptable cash match for the 10 additional slots and what are the factors that determine it?

**RESPONSE: It would be up to the bidder to determine the cost of serving 10 additional participants completely and consistently five days per week for the entire program year.**

110. If you apply for the Comprehensive Model you must apply for the service model also?

**RESPONSE: Yes.**

111. Are the service requirements 60 youth for the Comprehensive Model or is it 60 youth for the Comprehensive Model, and 60 youth for the Service Learning Model totaling 120 youth?

**RESPONSE: Comprehensive Model Programs must serve 60 youth. Service Learning Model programs must serve 50 youth. Separate proposals are to be submitted for these two separate programs. All proposals will be reviewed and scored on their merit. Accordingly, contracts will be awarded to selected bidders based on the submitted proposals for one or both of the programs. However, if neither of the proposals is considered responsive, no contract will be awarded.**

112. We understand that if applying for the Comprehensive Model you must apply for a Service Learning Model. Does that mean we are applying for two separate pots of money?

**RESPONSE: Yes.**

**Except for the changes set forth herein, the terms and conditions of the original RFP remain in full force and effect. To the extent that there is a conflict in the provisions of the original RFP and the provisions of this addendum, the terms of this addendum shall prevail.**

Date Issued: March 23, 2007

**This Addendum must be signed and returned with your submission.**

\_\_\_\_\_  
Authorized Signer

\_\_\_\_\_  
Company Name

Approved \_\_\_\_\_  
**Charles F. Anderson**  
**State of Connecticut**  
**Department of Social Services**  
(Original Signature on Document in Procurement File)

**DEPARTMENT OF SOCIAL SERVICES  
REQUEST FOR PROPOSALS  
TEEN PREGNANCY PREVENTION  
INITIATIVE**

**03012007\_TPP\_RFP**

**ADDENDUM #1**

**The State of Connecticut Department of Social Services has issued this FIRST ADDENDUM to the REQUEST FOR PROPOSALS – Teen Pregnancy Prevention Initiative.**

- 1. This first addendum serves to clarify the submission date for the Mandatory Letter of Intent. The cover page of the RFP is amended as follows:**

Potential bidders must submit a letter of intent to the Department no later than 3:00 PM, local time on ~~Wednesday, March 14~~, Thursday, March 15, 2007.

**Except for the changes set forth herein, the terms and conditions of the original RFP remain in full force and effect. To the extent that there is a conflict in the provisions of the original RFP and the provisions of this addendum, the terms of this addendum shall prevail.**

**A complete application must include this signature page of the FIRST Addendum.**

\_\_\_\_\_  
Authorized Signer

\_\_\_\_\_  
Company Name

**Date Issued: March 8, 2007**

Approved \_\_\_\_\_

**Kathleen M. Brennan  
Director, Contract Procurement**

(Original Signature on Document in Procurement File)

TEEN PREGNANCY PREVENTION INITIATIVE  
REQUEST FOR PROPOSALS  
STATE OF CONNECTICUT  
DEPARTMENT OF SOCIAL SERVICES

The Department of Social Services (DSS / Department) is requesting proposals from qualified not-for-profit organizations or municipalities to implement a teen pregnancy prevention program in a specified community utilizing a specified model. A qualified private not-for-profit organization or municipality is one that has a minimum of five (5) years direct service experience providing youth programming for indigent children and teens from multi-racial and multi-ethnic populations. The Department will only accept and evaluate those proposals that serve the following communities: Ansonia, Bridgeport, East Hartford, Hartford, Killingly, Meriden, New Britain, New Haven, New London, Norwich, Waterbury, and Windham. Through this procurement it is the Department's intent to fund no more than a single program in each of the twelve (12) specified communities. However, the Department reserves the right to award more than one program per town if it is deemed to be in the best interest of the Department.

To be considered responsive a proposal must not only serve one of the specified communities, but must implement one of the following program models: 1) a Comprehensive Model; 2) a Service Learning Model; or 3) a Creative Model Approach. Bidders must submit a complete and separate proposal to implement any of the program models, however, a Bidder proposing to implement a Comprehensive Model must also submit a separate proposal that implements the Service Model in the same community. The three models are described in detail in Section IV of this RFP.

The contract period for selected programs is expected to begin July 1, 2007, and conclude on June 30, 2010.

**Potential bidders must submit a letter of intent to the Department no later than 3:00 PM, local time on- ~~Wednesday, March 14~~ Thursday, March 15, 2007.**

To be considered, proposals must be received no later than **3:00 PM, local time, on Wednesday, April 11, 2007, 2007**. Proposals received after that date and time may be accepted by the Department as a clerical function but will not be evaluated. Those submissions that are not evaluated shall be retained for thirty days after the resultant contracts are executed, after which the responses will be destroyed.

To download the Request for Applications, access the State's Procurement/Contracting Portal at the State of Connecticut Department of Administrative Procurement Services Home Page at: [www.das.state.ct.us/busopp.asp](http://www.das.state.ct.us/busopp.asp) or contact:

Kathleen M. Brennan  
State of Connecticut  
Department of Social Services  
25 Sigourney Street  
Hartford, CT 06106  
(860) 424-5693 (phone)  
(860) 424-4953 (fax)  
[kathleen.brennan@ct.gov](mailto:kathleen.brennan@ct.gov) (e-mail)

The Department of Social Services is an Equal Opportunity/Affirmative Action Employer. Deaf and hearing-impaired individuals may use a TDD by calling 1-800-842-4524. Questions or requests for information in alternative formats must be directed to the Contract Administration Office at (860) 424-5693. The Department reserves the right to reject any and all proposals or cancel this procurement at any time if it is deemed in the best interest of the State.

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## **I. OVERVIEW OF DEPARTMENT OF SOCIAL SERVICES**

### **A. Department Overview**

The Department of Social Services provides a broad range of services to elderly persons, disabled persons, families and individuals who need assistance in maintaining or achieving their full potential for self-direction, self-reliance and independent living. It administers more than 90 legislatively authorized programs and approximately one-third of the State budget. By statute, it is the State Agency responsible for administering human service programs sponsored by federal legislation including the Rehabilitation Act, the Food Stamp Act, the Older Americans Act and the Social Security Act. The Department is also designated as a public housing agency for the purpose of administering the Section 8 program under the Federal Housing Act.

The Department is headed by the Commissioner of Social Services, and there are Deputy Commissioners for Administration and Programs. There is a Regional Administrator responsible for each of the three service regions. By statute, there is a statewide advisory council to the Commissioner, and each region must have a regional advisory council.

The agency administers most of its programs through offices located throughout the state. Within the department, the Bureau of Rehabilitation Services provides vocational rehabilitation services for eligible individuals with physical and mental disabilities throughout the state. For the other programs, services are available through offices located in the three regions, with central office support located in Hartford. In addition, many services funded by the agency are available through community-based agencies. The agency has out-stationed employees at participating hospitals and nursing facilities to expedite Medicaid applications, and funds healthy start sites which can accept applications for Medicaid for pregnant women and young children. Many of the services provided by the Department are available via mail or telephone.

There are four entities attached to the department for administrative purposes only. They are the Commission on Aging, The Commission on Deaf and Hearing Impaired, the Board of Education services for the Blind, and the Child Day Care Council.

### **B. Overview of the Teen Pregnancy Prevention Initiative**

#### **1. Background**

The Department is committed to promoting the healthy development of all children and adolescents residing in Connecticut. Research has shown that early childbearing has significant social, health, economic, and psychological costs for young parents and their children. More than 80% of teenage mothers and their children end up living in poverty. School dropout, low birth weight and premature

babies, child abuse and neglect, childhood health problems and single parent families are often associated with teen pregnancy.

Connecticut's teen birth rate has declined by 27% over the last ten years, a rate of decline quite similar to the national average at 26%. The state's teen birth rate, however, has been much slower to decline among certain subgroups, falling only 12% among 18- to 19-year olds, and only 13% among Hispanic teens. Further, in some individual towns and cities, the percentage of births to teens has actually *increased* over the last several years (Richter, 2005).

Research has shown that with strong support, education, career preparation, work opportunities, health education, counseling and medical care, adolescents can be helped to delay parenthood until they are prepared emotionally and financially to support and raise a family.

The link between teenage parenthood and poverty is well documented (Maynard, 1996). It is in the interest of the State of Connecticut, DSS and the families served by the Department to take an active role in preventing early parenthood. Substantive research in the last ten years has identified effective program models for teen pregnancy prevention. At the same time, research has also revealed approaches to teen pregnancy prevention that do *not* work (Kirby, 2004). DSS is committed to targeting limited public resources to fund proven teen pregnancy prevention models in those communities with the highest incidence of births to teenagers (Richter, 2004; Appendix A).

In the 2004 report, *Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy*, nationally known researcher Douglas Kirby analyzed evaluation data from a variety of teen pregnancy prevention models utilized throughout the United States (Kirby, 2004). Kirby presented a review of the scientific literature in regard to teen pregnancy prevention strategies that had been properly evaluated to determine which strategies were effective and which simply didn't work. One model stood out above the others and was cited in particular for its positive effects over a long period of time: the comprehensive Children's Aid Society-Carrera Program. The evaluation, which included random assignment, multiple sites and a large sample size, was the most rigorous ever conducted on a teen pregnancy prevention program. Positive effects, most notably, reducing the actual incidence of teen pregnancy, were demonstrated to last for as long as three years, far longer than any other evaluated program.

Based on the scientific evidence of the effectiveness of this model, DSS intends to allocate a major portion of available funds for implementation of comprehensive programs based on the Children's Aid Society-Carrera Program. DSS will fund up to five (5) of these programs selected through this procurement.

Evaluation of a second teen pregnancy prevention model, Service Learning programs, while more modest in scope and shorter-term than the comprehensive Children's Aid Society-Carrera Program, yielded strong evidence of actual reduction of teen pregnancy rates while the youth are involved in the program.

The *Teen Outreach Program* and *Reach for Health Program* utilize a Service-Learning model that involves youth in their communities and provides structured time and opportunities for discussion and reflection. Allen and Philliber (2001) note that while the *Teen Outreach* program is typically a broad-based primary prevention program that has been effective with widely diverse youth populations, it is high-risk youth who stand to reap the greatest benefits from this intervention. O'Donnell, et al (2001) report that use of the *Reach for Health* program led to reductions in both sexual initiation and sexual activity among middle school youth two years after participants completed the program. DSS will fund up to five (5) of these programs selected through this procurement.

DSS will also fund up to two (2) programs utilizing a creative model approach to teen pregnancy prevention. Such model designs will be based on scientific evidence drawn from the literature on effective approaches to teen pregnancy prevention. Bidders will be required to describe how the proposed program will reduce teen pregnancy in a prospective manner, including how many participants will be served, how the program is evidence based, and agree to be evaluated by the Department's evaluator. Each program funded will be expected to serve at least fifty (50) participants.

The Department reserves the right to exceed the anticipated number of specific program models awarded through this RFP based upon the actual number of acceptable proposals received.

## 2. **Goals and Objectives of the Teen Pregnancy Prevention Initiative**

The intent of the Teen Pregnancy Prevention Initiative is to:

- Reduce teen pregnancies in Connecticut communities with the highest incidence of births to teens.
- Provide young people who are at risk of becoming teen parents with a structured, supportive, safe, after-school environment in which they can acquire the knowledge, skills and opportunities to succeed in life and avoid early parenting.
- Evaluate and monitor the effectiveness of each teen pregnancy prevention program.

DSS intends to allocate a portion of available teen pregnancy prevention funds for implementation of **comprehensive programs** that are based on the Children's Aid Society-Carrera Program. DSS will fund up to five (5) of these programs selected through this procurement for up to \$260,000 per program year each, in five (5) of the specified targeted areas in Connecticut. Each program funded will be expected **to serve at least 50 boys and girls with DSS funds and at least an additional ten (10) youth supported by matching funds**. Additional points will be awarded to the proposal that identifies the ability to serve more than the

additional ten (10) youth with matching funds. Further, the source of the matching funds must be identified in the proposal.

In addition, DSS intends to fund up to five (5) teen pregnancy prevention programs based on a **Service Learning** model. These programs will utilize either the *Teen Outreach Program* model or the *Reach for Health* model. The Department will fund up to five (5) programs selected through this procurement for up to \$60,000 per program year each, in at least five (5) of the specified targeted areas in Connecticut. Each program funded will be expected to **serve at least 60 boys and girls**.

Further, DSS intends to fund up to two (2) teen pregnancy prevention programs at up to \$160,000 per program year each using a **Creative Model Approach**. These program models will be designed by the applicant, based on a literature search that details the scientific evidence supporting their specific approach to reducing teen pregnancy and adolescent childbearing. Bidders will be required to describe how the proposed program will reduce teen pregnancy in a prospective manner, including how many participants will be served, how the program is evidence based, and agree to be evaluated by the Department's evaluator. Each program funded will be expected to **serve at least fifty (50) boys and girls**.

The Department reserves the right to exceed the anticipated number of specific program models awarded through this RFP based upon the actual number of acceptable proposals received.

The funded programs will be required to target middle school and high school-aged boys and girls in the twelve specified Connecticut communities with the highest incidence of births to teenagers.

**NOTE: ASIDE FROM THE TWO (2) CREATIVE MODEL PROGRAMS, THE DEPARTMENT WILL CONSIDER ONLY THOSE PROPOSALS THAT IMPLEMENT ONE OR BOTH OF THE DESIGNATED TEEN PREGNANCY PREVENTION MODELS IDENTIFIED ABOVE. DETAILED DESCRIPTIONS OF THE MODELS CAN BE FOUND IN SECTION IV OF THIS RFP.**

## II. OVERVIEW OF THE PROCUREMENT PROCESS

### A. Issuing Office and Contract Administration

The Connecticut Department of Social Services is issuing this Request for Proposals (RFP) through its Office of Contract Administration. This office is the only contact in the State of Connecticut (State) for this competitive bidding process. The address of the issuing office is as follows:

Kathleen Brennan  
Contract Administration  
Department of Social Services  
25 Sigourney Street  
Hartford, CT 06106  
Phone: (860) 424-5693 - - Fax: (860) 424-4953  
E-mail: [kathleen.brennan@ct.gov](mailto:kathleen.brennan@ct.gov)

All questions, comments, proposals and other communications with the State regarding this RFP must be submitted in writing in sealed envelopes or sealed boxes clearly identifying “**Teen Pregnancy Prevention Initiative RFP.**”

Any material received that does not so indicate its RFP-related contents will be opened as general mail.

### B. Procurement Schedule

<b>Milestones</b>	<b>Ending Dates</b>
RFP Released	03/01/07
Deadline for MANDATORY Letters of Intent 3:00 PM Local Time	03/15/07
Deadline for the submission of written questions 3:00 PM Local Time	03/15/07
Anticipated Posting of Department’s Official Responses to Questions	03/21/07
Proposals Due by 3:00 PM Local Time	04/11/07
Review of Proposals and Recommendations made to the Commissioners	04/12/07 – 05/11/07
Anticipated Announcement of awards to negotiate contracts	05/18/07
Contract Negotiations	05/21/07 – 06/30/07
Teen Pregnancy Prevention Programs Commence	07/01/07

### **C. Mandatory Letters of Intent**

**Interested applicants MUST submit a letter of intent to the Issuing Office to advise the Department of their intention to present a proposal in response. Letters of intent MUST be received by the Issuing Office NO LATER THAN 3:00 pm local time on Thursday, March 15, 2007.**

Letters of intent may be faxed or sent by e-mail to the issuing office.

Letters of intent MUST identify the contact person including their telephone and fax numbers, and e-mail address.

Letters of intent MUST clearly identify the program type to be proposed by the bidder and the targeted city or town. NOTE WELL: An acceptable letter of intent and subsequent proposal is only one that proposes the implementation of one of the three (3) acceptable program types described in this RFP in one of the following cities or towns: Ansonia, Bridgeport, East Hartford, Hartford, Killingly, Meriden, New Britain, New Haven, New London, Norwich, Waterbury, and Windham. Be advised that a Bidder proposing to implement the Comprehensive Model must submit a separate proposal to implement the Service Learning Model in the same community.

### **D. BIDDERS' QUESTIONS**

Interested Bidders' may submit questions regarding this RFP to the Issuing Office (see Section II – A) through fax or e-mail directed to the Issuing Office. To be considered, **questions regarding this RFP must be received by the Issuing Office by 3:00 PM on March 15, 2007. The early submission of questions is encouraged. It is solely the Bidder's responsibility to ensure and verify the Department's receipt of the Bidder's questions.**

The issuing office will respond to only those questions that meet the deadline and criteria listed above. Official responses to all questions will be posted in an amendment to this RFP in the form of an addendum to this RFP, posted on the State Procurement/Contracting Portal [www.das.state.ct.us/Purchase/Portal/Portal\\_home.asp](http://www.das.state.ct.us/Purchase/Portal/Portal_home.asp). The tentative posting date for the addendum is **March 21, 2007**. It is solely the Bidder's responsibility to access the State Procurement/ Contracting Portal to obtain any and all addendums or official announcements pertaining to this RFP. **A complete response to this RFP must include a signed acknowledgment of the receipt of each the addendums to this RFP that are posted to the State Contracting Portal prior to the Proposal submission date.**

## **E. Evaluation and Selection**

It is the intent of the Department of Social Services to conduct a comprehensive, fair and impartial evaluation of proposals received in response to this competitive procurement. Only proposals found to be responsive to the RFP will be evaluated and scored. A responsive proposal must comply with all instructions listed in this RFP, including the general consideration requirements.

## **F. Contract Execution**

The contract developed as a result of this RFP is subject to State contracting procedures. These procedures include approval by the Connecticut Office of the Attorney General. Please note that contracts become executed upon the signature of the Attorney General. No financial commitments can be made until and unless the contracts have been approved by the Attorney General. The Attorney General reviews the contract only after the parties have agreed to the provisions.

## **G. Bidder Debriefing**

The State will notify all bidders of any award issued by it as a result of this RFP. Unsuccessful bidders may, within thirty (30) days of the signing of the resultant contract(s), request a meeting for debriefing and discussion of their proposal by contacting the Contract Administrator in writing at the address previously given. Debriefing will not include any comparisons of unsuccessful proposals with other proposals.

## **H. RIGHTS RESERVED**

Upon determination that its best interests would be served, the Department shall have the right to do the following:

- **Cancellation:** Cancel this procurement at any time prior to the contract award.
- **Amend procurement:** Amend this procurement at any time prior to contract award.
- **Refuse to accept:** Refuse to accept, or return accepted proposals that do not comply with procurement requirements.
- **Incomplete proposal:** Reject any proposal in which the any part of the proposal is incomplete or in which there are significant inconsistencies or inaccuracies. The State reserves the right to reject all proposals.
- **Prior contract default:** Reject the proposal of any bidder in default of any prior contract or for the misrepresentation of material presented.

- **Proposals received after due date:** Reject or refuse to evaluate any bidder's response that is received after the stated deadline.
- **Written clarification:** Require bidders, at their own expense, to submit written clarification of proposals in a manner or format that the Department may require.
- **Oral Clarification:** require bidders, at their own expense, to make oral presentations at a time selected and in a place provided by the Department. The Department may invite bidders, but not necessarily all, to make an oral presentation to assist the Department in their determination of award. The Department further reserves the right to limit the number of bidders invited to make such a presentation and the number of attendees per bidder.
- **On-site visits:** Make on-site visits to the operational facilities of bidders to further evaluate the bidder's capacity to perform the duties required in the RFP.
- **No proposal changes:** Except as may be authorized by the Department, allow no additions or changes to the original proposal after the due date specified herein.
- **Property of the State:** Own all proposals submitted in response to this procurement upon receipt by DSS.
- **Separate service negotiation:** Negotiate separately any services in any manner necessary to serve the best interest of the state.
- **All or any portion:** Contract for all or any portion of the scope of work or tasks contained within this RFP.
- **One or more bidders:** Contract with one or more bidders.
- **Proposal most advantageous:** Consider costs and all factors in determining the most advantageous proposal for the Department when awarding a bidder the right to negotiate a contract with the Department. While cost is a factor in determining the bidder to be awarded the right to negotiate a contract with the Department, price alone shall not determine the winning bidder.
- **Technical defects:** Waive technical defects, irregularities and omissions if in its judgment the best interest of the Department will be served.
- **Privileged and confidential information:** Share the contents of any proposal with any of its designees for purpose of evaluating proposals to make an award. The contents of all meetings, including the first, second and any subsequent meetings and all communications in the course of negotiating and arriving at the terms of the Contract shall be privileged and confidential.
- **Best and Final Offers:** Seek Best and Final Offers (BFO) on price from bidders upon review of the scored criteria. In addition, the Department reserves the right to set parameters on any BFOs it receives.
- **Unacceptable proposals:** Reopen the bidding process if the Department determines that all proposals are unacceptable.

#### I. **ELECTRONIC COPY OF PROPOSAL**

Bidders shall submit an electronic copy of the complete proposal with the original printed copy of the proposal.

## **J. PROPOSAL PRESENTATION EXPENSES**

The State of Connecticut and the Department assume no liability for payment of expenses incurred by bidders in preparing and submitting proposals in response to this procurement.

## **K. RESPONSE DATE AND TIME**

The issuing office must receive proposals by **3:00 PM Local Time, Wednesday, April 11, 2007**, to consider the proposals for selection. The Department will not consider a postmark date as the basis for meeting any submission deadline. Bidders should not interpret or otherwise construe receipt of a proposal after the closing date and time as stated herein as acceptance of the proposal, since the actual receipt of the document is a clerical function. The Department suggests the Bidder use certified or registered mail to deliver the proposal when the Bidder is not able to deliver the proposals by courier or in person. Bidders that are hand-delivering proposals will not be granted access to the building without a photo id and should allow extra time for security procedures. Bidders must address all RFP communications to the issuing office.

## **L. ACCEPTANCE OF PROPOSAL CONTENTS**

If acquisition action ensues, the contents of this RFP and the proposal of the successful bidder will form the basis of contractual obligations in the final contract. The resulting contract will be a Purchase of Service (POS) contract between the successful bidder(s) and the Department. The Department's POS contract appears in Appendix I. Part II of the POS contract contains Standard Terms that have been approved by the Office of the Attorney General and the Office of Policy and Management. Part I of the POS contract describes the services to be provided including agreed upon outcomes and measures. Part I is drafted based upon the terms and conditions in this RFP and the successful bidder(s) proposal. The bidder's proposal must include "Signatory Acceptance" (Appendix II), without qualification, of all terms and conditions as stated within this RFP and Part II of the Department's POS contract. A successful bidder may suggest alternate language after having accepted without qualification the mandatory terms and conditions as specified in the Purchase of Service contract. The Department may, after consultation with the Office of the Attorney General and the Office of Policy and Management, agree to incorporate the alternate language in any resultant contract, however, the Department's decision is final. Any proposal that fails to comply in any way with this requirement may be disqualified as non-responsive. The Department is solely responsible for rendering decisions in matters of interpretation on all terms and conditions.

## **M. BIDDER ASSURANCES**

- 1. Independent Price Determination:** By submission of a proposal and through assurances given in its Transmittal Letter, the bidder certifies that in connection with this procurement the following requirements have been met:
  - **Costs:** The costs proposed have been arrived at independently, without consultation, communication, or agreement, for the purpose of restricting competition, as to any matter relating to such process with any other organization or with any competitor.
  - **Disclosure:** Unless otherwise required by law, the costs quoted have not been knowingly disclosed by the bidder on a prior basis directly or indirectly to any other organization or to any competitor.
  - **Competition:** No attempt has been made or will be made by the bidder to induce any person or firm to submit or not submit a proposal for the purpose of restricting competition.
  - **Prior Knowledge:** The bidder has no prior knowledge of the RFP contents prior to actual receipt of the RFP and had no part in the RFP development.
  - **Offer of Gratuities:** The bidder certifies that no elected or appointed official or employee of the State of Connecticut has or will benefit financially or materially from this procurement. Any contract arising from this procurement may be terminated by the State if it is determined that gratuities of any kind were either offered to or received by any of the aforementioned officials or employees from the contractor, the contractor's agent or the contractor's employee(s).
- 2. Valid and Binding Offer:** The proposal represents a valid and binding offer to provide services in accordance with the terms and provisions described in this RFP and any amendments or attachments hereto.
- 3. Press Releases:** The bidder agrees to obtain prior written consent and approval from the Department for press releases that relate in any manner to this RFP or any resulting contract.
- 4. Restrictions on communications with DSS staff:** The bidder agrees that from the date of release of this RFP until the Department makes an award, that it shall not communicate with the Department's staff on matters relating to this RFP except as provided herein through the Issuing Office. Any other communication concerning this RFP with any of the Department's staff may, at the decision of the Department, result in disqualification of that bidder's proposal.

## **N. FREEDOM OF INFORMATION**

Due regard will be given to the protection of proprietary information contained in all proposals received, however, bidders should be aware that all materials associated with this procurement are subject to the terms of the Freedom of Information Act, the Privacy Act and all rules, regulations and interpretations resulting there from. Bidder must provide convincing explanation and rationale to

justify each exception from release consistent with Section 1-210 of the Connecticut General Statutes to claim proprietary exemption.

It will not be sufficient for bidders to merely state generally that the proposal is proprietary in nature and therefore not subject to release to third parties to claim an exemption. Price and cost alone do not meet exemption requirements. The particular pages or sections of the proposal that a bidder believes are proprietary must be specifically identified as such. The rationale and explanation must be stated in terms of the prospective harm to the competitive position of the bidder that would result if the identified material were to be released and the reasons why the materials are legally exempt from release pursuant to the above-cited statute.

In any case, the narrative portion of the proposal may not be exempt from release. Between the bidder and the State, the final administrative authority to release or exempt any or all material so identified rests with the State.

#### **O. SET ASIDE AFFIRMATIVE ACTION**

Section 4a-60g of the Connecticut General Statutes sets forth the requirements of each executive branch agency relative to the Connecticut Supplier Diversity Program. Pursuant to that statute, twenty-five (25%) of the average total of all contracts let for each of the three previous years must be set aside.

The State requires that the resultant contractor make a “good-faith effort” to set aside a portion of this contract for a small, minority or women’s business enterprise as a subcontractor. Such subcontractors may supply goods or services. Prospective bidders may obtain a list of firms certified to participate in the Supplier Diversity program by contacting the Department of Administrative Services at (860) 713-5236 or through e-mail at [Supplier.Diversity@ct.gov](mailto:Supplier.Diversity@ct.gov) or access the DAS website.

[http://www.das.state.ct.us/Purchase/SetAside/OSD\\_Search\\_Vendors.asp](http://www.das.state.ct.us/Purchase/SetAside/OSD_Search_Vendors.asp)

### **III. GENERAL PROPOSAL REQUIREMENTS and PROPOSAL STRUCTURE**

#### **A. General Proposal Requirements**

##### **1. Overview of General Requirements**

Bidders must adhere to the Department's rules as established in this RFP for proposal consideration, format and content. The Department of Social Services requires each bidder, at a minimum, to clearly describe how the specifications in the RFP will be met.

##### **2. Disposition of Proposals**

The State reserves the right to reject for non-compliance any and all proposals, or portions thereof, received as a result of this procurement or to negotiate separately any service in any manner necessary to serve the best interest of the State. The State reserves the right to contract for all or any portion of the scope of service or tasks contained within this RFP if it is determined that contracting for a portion of the work will best meet the needs of the State. The State may choose to contract with one or more bidders who choose to submit proposals.

##### **3. Proposal Most Advantageous**

While cost is a consideration and is included in the evaluation criteria, the Department reserves the right to award contracts to bidders whose proposals are most advantageous in meeting the needs of the Department, cost and all factors considered.

##### **4. Proposal Preparation Expenses**

The State of Connecticut and the Department assume no liability for payment of expenses incurred by bidders in preparing and submitting proposals in response to this procurement.

##### **5. Acceptance of Proposal Content**

The contents of this RFP and the proposal of the successful Bidder will become contractual obligations, along with the final contract, if acquisition action ensues. The resulting contract will be a Purchase of Service (POS) contract between the successful bidder and the Department. Parts I and II of the Department's POS contract appear in Appendix I. These are standard terms that have been approved by the Office of the Attorney General and the Office of Policy and Management. Part I of the POS contract describes the services to be provided

including agreed upon outcomes and measures. Part I is drafted based upon the terms and conditions in this RFP and the successful bidder's proposal. The Bidder's proposal must include a Statement of Acceptance (Appendix II), without qualification, of all terms and conditions as stated within this RFP and Parts I and II of the Department's POS contract. A Bidder may suggest alternate language after having accepted without qualification the mandatory terms and conditions as specified in Appendix I. The Department may, after consultation with the Office of the Attorney General and the Office of Policy and Management, agree to incorporate the alternate language in any resultant contract, however the Department's decision is final. Any proposal that fails to comply in any way with this requirement may be disqualified as non-responsive. The Department is solely responsible for rendering decisions in matters of interpretation on all terms and conditions.

## **B. Instructions for Proposal Structure**

### **1. Delivery Condition**

The original (clearly marked) and six (6) exact, legible copies of the proposal must be submitted in properly marked ("Teen Pregnancy Prevention Initiative RFP"), sealed envelopes or sealed boxes by the deadline. In addition, one (1) exact electronic copy of the entire proposal, except for those required documents that cannot be converted into electronic format.

### **2. Proposal Structure**

The Department has structured the proposal submission requirements into four distinct parts. Part 1 contains transmittal information and assurances. Part 2 contains the Organizational Capacity and Structure. Part 3 contains the Scope of Service. Part 4 contains the budget information. Each part must be separated by a tab clearly identifying the specified Part in the proposal.

### **3. Required Forms**

Part 1 of the original proposal and all copies must include:

- Addendum Acknowledgement(s)
- Acceptance Statement (Appendix II)
- Workforce Analysis Form (Appendix III)

- Notification to Bidders (Appendix IV)
- Smoking Policy (Appendix V)
- Certification Regarding Lobbying (Appendix VI)

#### **4. Transmittal Letter**

The original proposal and all copies must include a transmittal letter, limited to two (2) pages which addresses all of the factors outlined in Section II -M.

#### **5. Format Requirements**

##### **a. Binding of Proposal**

Each bidder must submit a proposal in a format that will allow updated pages to be easily incorporated into the original proposal. An original (clearly marked – Teen Pregnancy Prevention Initiative RFP) and six (6) exact, legible copies of the proposal must be submitted in loose leaf or spiral bound notebooks with the official name of the organization appearing on the outside front cover of each binder and on each page of the proposal; location is at the bidder's discretion.

##### **b. Tab Sheet Dividers**

A tab sheet keyed to the table of contents must separate each major Part of the proposal; the title of each Part must appear on the tab sheet.

##### **c. Table of Contents**

Each proposal must incorporate a Table of Contents. It is through this Table of Contents that the Department will evaluate conformance to uniform proposal content and format.

##### **d. Cross-referencing RFP and Proposal**

Each section of the proposal must cross-reference the appropriate section of the RFP that is being addressed. This will allow the Department to determine uniform compliance with specific RFP requirements.

**e. Page Numbers**

Each page of each part of the proposal must be numbered consecutively in Arabic numerals from the beginning of the proposal through all appended materials.

**f. Page Format**

The standard format to be used throughout the proposal is as follows:

- Text shall be on 8 ½" x 11" paper in the "portrait" orientation, single-spaced;
- Pitch shall be a maximum of a ten (10) characters per inch;
- Font shall be either Arial or Times New Roman and a minimum of twelve (12) point;
- The binding edge margin of all pages shall be a minimum of one and one half inches (1 ½ "); all other margins shall be 1";
- Graphics may have a "landscape" orientation, bound along the top (11") side; if oversized, graphics may have a maximum of one (1) fold;
- Graphics may have a smaller text spacing, pitch, and font size.

**IV. PROPOSAL CONTENTS**

**A. Part 1 -Transmittal Communication, Forms and Acceptances contained in the order specified below:** Each response must include an original (clearly marked) and six (6) copies properly marked as "Teen Pregnancy Prevention Initiative RFP."

- 1. Transmittal Letter:** The original proposal and all copies must include a Transmittal Letter with the assurance of independence price determination (Section II –L).
- 2. Table of Contents:** For the entire proposal beginning with the Executive Summary including all appendices.
- 3. Executive Summary:** A high level summary limited to two (2) pages that summarizes the content of the Bidders' proposal. The summary

must identify the proposed program model to be implemented, the specified targeted community and must certify that the Bidder is a “qualified” not-for-profit organization or municipality defined as one that has a minimum of five (5) years direct service experience providing youth programming for indigent children and teens from multi-racial and multi-ethnic populations

4. **Addendum Acknowledgement(s):** The bidder must include the signed acknowledgement of their receipt of any and all Addendums issued for this RFP.
5. **Procurement and Contractual Agreements Signatory Acceptance – Appendix II:** The bidder must provide a signed Acceptance Statement, without qualification, of all mandatory terms and conditions (Appendix I).
6. **Workforce Analysis Form – Appendix III:** Bidders with Connecticut work sites must complete this form.
7. **Notification to Bidders Form – Appendix IV (Signed):** This information must include a summary of the bidder’s affirmative action plan and the bidder’s affirmative action policy statement. Additionally, bidders must address in writing the following five factors as appropriate to the bidder’s particular situation. These factors are:
  - Affirmative Action Plan: The bidder’s success in implementing an Affirmative Action Plan;
  - Development of Affirmative Action Plan: The bidder promises to develop and implement a successful Affirmative Action Plan if no successful Affirmative Action Plan is in place;
  - Apprenticeship Program: The bidder’s success in developing an apprenticeship program complying with Sections 46a-68-1 to 46a-68-17 of the Connecticut General Statutes, inclusive;
  - EEO-1 Data: The bidder’s submission of EEO-1 data indicating that the composition of its work force is at or near parity when compared to the racial and sexual composition of the work force in the relevant labor market area; and
  - Set-Aside for Minority Business: The bidder’s promise to set-aside a portion of the contract for legitimate minority business enterprises, and to provide the Department Set-Aside reports in a format required by the Department.

- 8. Smoking Policy – Appendix V:** (Signed Statement if applicable): If the bidder is an employer subject to the provisions of Section 31-40q of the Connecticut General Statutes (Appendix V), the bidder agrees to provide the Department with a copy of its written rules concerning smoking. The Department must receive the rules or a statement that the bidder is not subject to the provision of Section 31-40q of the Connecticut General Statutes prior to contract approval.

**9. Lobbying Restrictions – Appendix VI:** The bidder must include a signed statement to the effect that no funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member or Congress, an officer or employee of Congress or an employee of a member of Congress in connection with the awarding of any federal contract, continuation, renewal, amendment or modification of any federal contract, grant, loan or cooperative agreement.

**10. Contract Affidavits/Certifications** (Appendices VII, VIII and IX)

Connecticut General Statutes Section 4-250 through 4-252 require that State contracts with a value of \$50,000.00 or more be accompanied by a Gift Certification and a Consulting Agreement Affidavit. In addition, pursuant to paragraph 8 of Governor M. Jodi Rell's Executive Order No. 1, bids or proposals for Large State Contracts (having a total cost to the State of more than \$500,000.00) must include a Campaign Contribution Affidavit. A responsive proposal must include a completed Gift Certification (Appendix VII) a completed Campaign Contribution Affidavit (Appendix VIII) and a Consulting Agreement Affidavit (Appendix IX).

**11. Prohibition on Campaign Contributions by Prospective State Contractors (Appendix X)**

Pursuant to Public Act 05-05 of the October 25 Special Session as amended by Public Act 06-137, effective on December 31, 2006, "principals" of state contractors and prospective state contractors are prohibited from donating and soliciting certain campaign contributions. A responsive proposal must include a completed State Contractor Principals Collection Form (Form SEEC - SC 1 (Rev. 7/2006) (Appendix X)

**B. Part 2 - Organizational Capacity and Structure**

**1. Summary of Organizational Capacity (Maximum 5 pages)**

The Department is soliciting proposals from qualified private not-for-profit organizations or municipalities to provide teen pregnancy prevention services in the geographical areas identified as having a significantly high incidence of births to teens in the State of Connecticut (see Section IV, C, 2 – "Target Population"). A qualified private not-for-profit organization or municipality is one that has a minimum of five (5) years direct service experience providing youth programming for indigent children and teens from multi-racial and multi-ethnic populations. Private not-for-profit organizations or municipalities that have only acted as fiduciary agents or

funding “pass through” agencies do not meet the experience requirement. A responsive proposal must include a summary of the bidder’s overall qualifications to implement a teen pregnancy prevention program utilizing the identified program models. At a minimum, the summary must include the following specific details regarding the bidding organization and, if applicable, any proposed subcontractors for the direct provision of services:

- a. date of agency establishment, the agency mission at time of establishment, the current agency mission and if the current agency mission is different from the original, a description of the changes in focus that led to the current mission;
- b. agency size, including annual budget, revenues, number and type of personnel;
- c. a listing and brief description of other programs operated by the organization;
- d. organizational changes within the last two (2) years, including any reorganization and/or turnover of key personnel, acquired grants for current programs, lost grants, including the reasons for loss of grants;
- e. the physical facility that will house the actual program including:
  - the address of the facility;
  - the name and number of a contact person who has access to the facility should the DSS wish to visit the site prior to granting awards;
  - bus route accessibility;
  - a statement of how the facility is currently used;
  - description of the surrounding neighborhood;
  - the number of exits from the facility;
  - any renovations that are necessary or planned;
  - problems that have been abated in the last 5 years including, but not limited to, lead paint, pests, mold, asbestos, etc; and
  - recent photographs of the interior and exterior of the facility.
- f. technological capabilities, challenges, and goals of the bidding organization;
- g. agency experience relevant to the functions to be performed under this contract and a listing and summary of recent contracts (defined as contracts that are currently or were during the past five (5) years in effect) for similar services;
- h. experience serving culturally and linguistically diverse populations;

- i. experience providing services that are culturally sensitive and appropriate; and
- j. a description of the agency's ability to meet the bilingual needs of potential program participants.

## **2. Organizational Chart and Description (Maximum 5 pages)**

A responsive proposal must include a functional organizational chart and accompanying narrative detailing how the teen pregnancy prevention program fits within the entire organizational structure. The narrative must also include a description of the relationship between program personnel and the specific tasks and assignments proposed to accomplish the Scope of Service.

Further, the bidder shall describe how existing organizational programs, services, and structure will support the successful implementation of the program.

If the bidder proposes the use of a subcontractor for the direct provision of services, a responsive proposal must also include this information for each proposed subcontractor.

## **3. Bidder's References**

A responsive proposal must include three (3) specific programmatic references for the bidder. References are individuals who are able to comment on the performance of the bidding organization's capacity to perform the services specified in this RFP. The contact person must be an individual familiar with the organization and its day-to-day performance. The references may include the State of Connecticut, however please note that if the reference is an employee of the State of Connecticut Department of Social Services and is part of the evaluation team for this procurement they cannot provide a reference. Bidders are strongly encouraged to contact their planned references to ensure the accuracy of their contact information and their willingness and ability to be a reference. References must include the organization's name, address, current telephone number, and a specific contact person. The Department expects to utilize these references in its evaluation process. In addition, if the bidders' proposal includes the use of subcontractor(s) for the direct provision of services, the bidders' proposal must also include three (3) programmatic references for each proposed subcontractor.

## **4. Key Personnel and Staff Resources**

A responsive proposal must identify key positions that will be responsible for the operation and success of the program. Key positions shall include but are not

limited to a program coordinator who will be responsible for the implementation and management of the program, day-to-day oversight, and attending all program meetings at the request of the Department. The program coordinator will be expected to respond to DSS requests for status updates and all required reports. A responsive proposal must include a job description and candidate requirements for each proposed key position including, but not limited to the program coordinator position. The job description and candidate requirements for the program coordinator position, as well as all other leadership positions identified as a key position in the bidders' proposal, must require a college degree in a closely related field and prior experience working in youth programming.

Key personnel are defined as specified individuals proposed by the bidding organization to fill a key position within the program. A responsive proposal must include a job description for each proposed key position and, if applicable, a resume for the proposed key personnel. Job descriptions must require and, if applicable, resumes of proposed key personnel must include detail regarding past experience working with contracts, credentials, education and training and the percentage of time to be dedicated to this program.

If the key positions identified by the bidding organization are not currently established and/or filled, a responsive proposal **MUST** include a detailed description and timeline of the steps to be taken by the bidding organization to establish and fill the key positions before the anticipated start of the contract, July 1, 2007.

## **5. Reporting Requirements**

The successful bidder shall be expected to report on a quarterly basis in a format to be approved by the Department. These reports will include, but may not be limited to, qualitative and quantitative measures, narrative reporting of highlights and accomplishments, documentation of any programmatic challenges and corrective action plans, and results of client and parent satisfaction surveys.

The successful bidder will be expected to fully cooperate with the data collection and reporting requirements established by the Teen Pregnancy Prevention Initiative evaluator and with any Department staff performing contract-monitoring functions.

A responsive proposal shall describe the bidding organization's ability to comply with the above stated requirements.

## C. Part 3 – Scope of Service

### 1. Overview

Organizations selected through this procurement shall be required to implement programs that utilize identified science-based program models, which have been proven to be effective.

The teen pregnancy prevention services must be provided directly by the bidder, with allowable exceptions only for sub-contracting specialized services where expert knowledge and ability will enhance the provision of services.

Proposals that maximize the Department's resources by incorporating existing programs and services and/or utilizing in-kind or volunteer services may receive priority for funding. The Department will not fund programs through this RFP that duplicate existing programs or services.

### 2. Target Population

Indigent teens at risk of becoming sexually active and/or pregnant who reside in communities with a high incidence of births to teens, as identified by the most recent Department of Public Health (DPH) Data.

#### Percentage of Births to Teen Mothers, 2000 - 2004

Town	2000	2001	2002	2003	2004	mean
1. Hartford	22.00%	20.00%	18.76%	18.73%	20.10%	19.87%
2. New Britain	17.82%	18.30%	17.36%	16.21%	15.99%	17.42%
3. Windham	18.44%	19.00%	15.41%	16.24%	15.43%	17.27%
4. New Haven	18.26%	16.20%	15.04%	13.42%	13.65%	15.73%
5. Bridgeport	16.12%	16.20%	16.10%	14.16%	13.16%	15.65%
6. Waterbury	16.22%	14.80%	14.73%	15.40%	14.48%	15.29%
7. New London	11.89%	13.70%	15.31%	16.40%	14.10%	14.33%
8. Meriden	12.76%	13.70%	12.94%	9.85%	13.67%	12.31%
9. Killingly	12.68%	10.70%	11.84%	10.64%	13.71%	11.47%
10. Norwich	12.39%	10.00%	11.30%	9.00%	12.45%	10.67%
11. East Hartford	12.15%	9.40%	10.07%	10.60%	10.00%	10.56%
12. Ansonia	9.90%	8.10%	10.80%	8.80%	10.23%	9.57%
<b>Connecticut</b>	<b>7.80%</b>	<b>7.40%</b>	<b>7.60%</b>	<b>6.80%</b>	<b>6.96%</b>	<b>7.40%</b>

\* Data compiled by the University of Connecticut Health Center Family Planning Program based on Connecticut Department of Public Health Statistics. (Richter, 2006)

### 3. Program Design: Background

DSS will only accept and evaluate proposals for teen pregnancy prevention services utilizing one (1) of the three approaches described below. Bidders must submit proposals to implement one of the program models described below:

- **Comprehensive Program Model:** DSS may fund up to five (5) comprehensive program models for up to \$260,000 per program year each to serve at least sixty (60) participants in any of the targeted areas in Connecticut. DSS funds will cover expenses for fifty (50) of those participants; bidders must include a provider match to fund at least ten (10) of the total sixty (60) children to be served. Additional points will be awarded to proposals that identify the ability to serve more than the additional ten (10) youth with matching funds. Further, the source of the matching funds must be identified in the proposal. A Bidder proposing to implement a Comprehensive Model must also submit a separate proposal that implements the Service Learning Model in the same community.
- **Service Learning Program Model:** DSS expects to fund up to five (5) service learning program models for up to \$60,000 per program year each to serve at least fifty (50) participants each in any of the targeted areas in Connecticut.
- **Creative Model Approach Programs:** DSS expects to fund up to two (2) creative model approach programs for up to \$160,000 per program year each to serve participants in any of the targeted areas in Connecticut. Each program funded will be expected to serve at least fifty (50) participants.

The Department reserves the right to exceed the anticipated number of specific program models awarded through this RFP based upon the actual number of acceptable proposals received.

Approach	Number of Participants	Applications Required
Comprehensive	60 (50 DSS-funded; at least 10 provider match-funded)	Comprehensive & Service Learning
Service Learning	50 DSS-funded	Service Learning
Creative Model	Minimum of 50 participants	Creative Approach

#### a. **Comprehensive Teen Pregnancy Prevention Model** **(Children's Aid Society-Carrera Model)**

Developed in the 1980s at the Children's Aid Society (Harlem, New York) by Dr. Michael Carrera, this comprehensive, holistic, intensive, long-term approach to teen pregnancy prevention serves boys and girls from high-risk

neighborhoods, ages 10-18. Young people enroll in the program at the beginning of middle school and remain until graduation from high school. Programming occurs five days a week after school and throughout the summer. The model includes six major program components:

- Education
- Family Life & Sex Education
- Employment/Career
- Health/Mental Health
- Self-Expression through the Arts
- Recreation/Lifetime Individual Sports

Underlying the model is a philosophy that creates a “parallel family” structure, providing ongoing, long-term support, encouragement, opportunities and skill development with an eye towards building a productive future.

According to Dr. Carrera, the key to motivating young people to avoid early parenthood is to offer “concrete and hopeful alternatives such as decent employment, a bank account, improvement in school, a place in college, or a meaningful career or vocational track. These are the elements that produce desirable outcomes in young people and reduce teen pregnancy, teen violence, and teen substance abuse” (Carrera, 2005).

Consequently, the emphasis is on helping participants succeed in school; learn about and prepare for the world of work; abstain from sexual activity, while gaining the knowledge, understanding and motivation to be sexually responsible and protected should they become sexually active. Parents and families of the participants are viewed as partners, and are supported by the staff in the shared goal of helping young people succeed. Participants’ health and mental health needs are addressed either through direct services or a case-management approach. The comprehensive nature of the model includes self-expression and self-esteem building through the arts as well as lifelong individual sports that emphasize and teach self-discipline.

Typically, a comprehensive program serves 50 boys and girls. DSS is requiring that bidders serve at least ten (10) additional children with matching funds, the source of which must be identified. A qualified, expert and dedicated staff is essential to the success of such a program. Ideally, the program is neighborhood-based, located in a safe and accessible facility that can accommodate the varied nature of the program activities.

### **Components**

**Education** - The relationship between school failure and early parenthood is well documented. Consequently, the Education Component is critical to the success of the Comprehensive Teen Pregnancy Prevention Model. This component includes: individual academic assessments and plans; homework

help; tutoring; regular communication with appropriate school personnel; report card monitoring; assistance with college searches, PSAT/SAT preparation, applications, financial aid, etc.

**Employment** - This component exposes program participants to the world of work, including career exploration and employment opportunities. Age-appropriate activities occur on a weekly basis through Job Club, conducted by qualified program staff. Participants are paid stipends for Job Club activities. A portion of earnings should be deposited in individual bank accounts, which should be set up through arrangements with a local bank. The employment component may include entrepreneurial activities, facilitation of summer employment, job site field trips and role model guest speakers.

**Family Life and Sex Education** - Age appropriate, weekly, curriculum-based family life and sex education classes are conducted by qualified staff, typically in semester-length cycles. Groups are separated by age and developmental stage, and participants' progress to the next level as they mature. Abstinence is emphasized. However, information and counseling on pregnancy prevention and safe sex is stressed if and when participants become sexually active. Curriculum content includes, but is not limited to: discussion of sexual anatomy, reproduction, contraception, HIV/AIDS, sexually transmitted diseases, healthy relationships, gender roles, and body image.

**Self-Expression through the Arts** - In this component, participants are provided opportunities for self-expression and self-esteem enhancement through activities related to the arts. Activities may include performing arts (theatre, dance, music), visual arts (crafts, fine arts, photography, film/video projects), writing and poetry, culinary arts and others. Involvement in a variety of arts experiences facilitates exploration of themes related to culture, racism, family, values, and gender roles. The Self-Expression component may be taught by professional or amateur artists, theatre and craft specialists, etc.

**Health and Mental Health** - The health and mental health needs of program participants affect all aspects of their lives, not only in the program, but also in school, at home and in the community. Although the Children's Aid Society-Carrera Model includes direct provision of comprehensive medical, dental and mental health services by the program, this degree of service is most likely not possible in the DSS-funded programs. However, a case-management approach to identifying participants' needs, making appropriate referrals and ensuring that care is received, is crucial. This approach likely will involve linkages with the Husky program, School-Based Health Centers, Community Health Centers, Family Planning Clinics, mental health clinics/agencies, and other local providers. Some programs may have qualified mental health professionals, social workers, psychologists, etc., on staff; others may establish referral protocols.

**Lifetime Individual Sports/Recreation** - In this program component, participants learn skills in a variety of sports that can be practiced on a lifelong basis, such as: swimming, golf, tennis, horseback riding, bicycling, etc. These are all sports that require mastery of specific skills as well as self-discipline and impulse control qualities that are essential in other aspects of life. In addition, participants are also provided time to engage in supervised, structured activities and games that require cooperation, physical activity and exercise.

**A responsive proposal for the development and implementation of a comprehensive teen pregnancy prevention model must address the stated program components and each of the following items in the proposed program design:**

- **target population**, including demographics of the community and the specific participants who will be recruited with a breakdown by age, gender, ethnicity, income, and residence;
- **recruitment**, including letters of agreement from the entities with whom you plan to work, details regarding the methodology you intend to use for recruiting the participants, and how you plan to keep the participants involved in the program once they are enrolled;
- **transportation**, including details regarding how participants will get to the program site in a timely manner and how they will get home at the end of each program day. Include assurances that transportation arrangements will accommodate attendance during the entire scheduled daily programming hours;
- **staffing**, including job descriptions for all personnel, and resumes of current agency staff who will be assigned to the program;
- **component implementation**, including details regarding specific component staffing, scheduling, frequency, and the duration of the component activities;
- **the physical facility**, including location in relation to where the participants live and attend school; square footage; total capacity; number and capacity of rooms; how the facility can simultaneously accommodate different component activities and age groups;
- **anticipated subcontracts** for specific components or services;
- **the source of matching funds and the ability to serve at least, if not more than, 10 additional children** with those funds.

**Note:** More information on the Carrera model of teen pregnancy prevention can be found at the Carrera Adolescent Pregnancy Prevention website:

<http://stopteenpregnancy.com>

## **b. Service Learning Model Approaches to Teen Pregnancy Prevention**

Programs utilizing the Service Learning Model include two major components: 1) volunteer service in the community (such as tutoring, working in nursing homes, public beautification/clean-up activities); and 2) regular (once or twice weekly), curriculum-based structured group time to prepare for and then reflect on the community service projects, as well as address adolescent life issues. Participants develop relationships with program staff, and gain a sense of competence and autonomy, experiencing the power of making a difference in other people's lives. Research on the effectiveness of this approach shows an actual reduction in teen pregnancy rates while the youth are involved in the program. Evaluation data also indicate that participants reduce their sexual-risk taking behaviors (Kirby, 2004). Two specific Service Learning program models, described below, have been evaluated and shown to be effective.

### **Option 1. *Teen Outreach Program (TOP)***

This positive youth development program, initially established in 1978, has served thousands of youth across dozens of states, and has been described as "the best evidence we have that social programs can prevent teen pregnancy" (Kirby, 1997). *Teen Outreach* was developed as a school-based program that involves young people in volunteer activities in their communities. The volunteer work is linked to a classroom curriculum that touches on a variety of topics ranging from family conflict to human growth and development. This blend of activities allows students to become "help givers" as opposed to "help receivers," and thereby empowers participants with an increased sense of autonomy (Allen, et al., 1990). Evaluation data on the effectiveness of the *Teen Outreach Program* have consistently shown a reduction in teen pregnancy and school failure rates when compared to control subjects (Allen, et al, 1997).

Successful bidders who propose utilizing the *Teen Outreach Program* in their community will be required to purchase the official curriculum and operations manual from the Wyman Center ([www.wymanteens.org](http://www.wymanteens.org)) prior to program implementation.

*Teen Outreach* is a one-year program targeting boys and girls between the ages of 12 and 17. The program materials are available in English only, or with a Spanish adaptation manual. The program can be implemented in any of four ways: 1) as an in-school requirement that is part of a core course; 2) as an in-school elective; 3) as an after-school program with volunteer participation; or 4) as a community-based program aimed at providing enrichment for the program participants. *Teen Outreach* is designed for either a school year calendar or any consecutive 9-month period. In order to reap the maximum benefits from this approach to teen pregnancy prevention, it is recommended that small groups of 20-25 youth meet at least once or twice per week, led by trained facilitators. Participants perform at least 20 hours of community service per school year. Bidders may choose to target one or more

age/developmental groups corresponding to the four levels of the *Teen Outreach* curriculum, *Changing Scenes*.

*Changing Scenes* is divided into developmentally progressive components targeted to four different age groups: 1) 12-13 year-olds; 2) 14 year-olds; 3) 15-16 year-olds; and 4) 17 year-olds. The curriculum emphasizes healthy decision-making about life options. Topics include values; human growth and development; school issues; relationships; sexuality; dealing with family stress; and issues related to the emotional and social transitions from adolescence to adulthood. Communication and decision-making skills are addressed. Group sessions are interactive and developmentally oriented, and may include use of videos, guest speakers, art projects, journal writing, and role-playing.

The community service component involves supervised volunteer opportunities arranged in a variety of settings, depending on the individual community needs and an individual student's interests. Examples of activities include work as aides in hospitals or nursing homes, participation in walk-a-thons, peer tutoring, outdoor projects, such as neighborhood clean up or beautification work, etc. Volunteer events may be arranged for individual participants, small groups or large groups, depending on the nature of the activity and/or setting. The service learning experiences are discussed during the regular group meetings, and include: planning and preparing for the volunteer opportunities; exploring issues such as self-confidence, social skills, assertiveness, self-discipline; and reflecting on their own and others' volunteer experiences. (Allen, 1997)

Classroom discussions are led by trained facilitators. Groups meet one to three times per week. Staffing patterns for this model include a classroom facilitator and a community service coordinator. Bidders interested in implementing the *Teen Outreach Program* model in their community may identify in-kind contributions by local schools and community service organizations. Bidders must provide evidence of community acceptance and support. Letters of agreement should be presented, indicating willingness to be an active member of a Community Advisory Steering Committee. The Advisory Steering Committee will convene on a regular basis to plan and develop the local *Teen Outreach Program*. Committee members will serve as resources, with emphasis on identifying developing community service sites, which are key to the program's success.

**Note:** More information on the Teen Outreach Program can be found at [www.wymanteens.org](http://www.wymanteens.org).

## **Option 2. Reach for Health (RFH)**

*Reach for Health* (RFH) was originally developed in 1994 at two middle schools in Brooklyn, New York. *RFH* was specifically developed for African-American and Hispanic youth living in urban areas. As in the *TOP* program described above, the *RFH* program combines a classroom component with community service work. This intervention targets 7<sup>th</sup> and 8<sup>th</sup> grade middle school students, both male and female.

Students participate in RFH over the course of two full school years. Participants are assigned to a supervised community placement, where they spend approximately three hours per week for 30 weeks. In addition to that off-site work, students attend weekly health lessons--35 lessons in the seventh grade and 30 in the eighth grade. These weekly sessions are designed for groups of 20-25 boys and girls, and are meant to supplement a traditional health class curriculum. The health curriculum utilized by *RFH* is *Teenage Health Teaching Modules*. A trained facilitator/educator conducts the weekly group meetings. The curriculum focuses on three primary health risks: drug and alcohol use, violence, and sexual behaviors that may lead to pregnancy, sexually transmitted diseases or HIV infection. During these weekly group sessions, students also share and reflect upon their community service experiences. Implementation of the *RFH* program requires collaboration between middle schools and community service sites. In the original implementation of *RFH*, a full-time, on-site coordinator was hired to manage activities between school and community sites as well as communication among various agents, including students, parents, school administrators, teachers, field site mentors and other community site staff. At the middle school, health teachers delivered the classroom component of *RFH*. However, *RFH* may also be offered as an after-school program.

Successful bidders who propose utilizing *Reach for Health* will be required to purchase the official curriculum and operations manual prior to program implementation. More information on *Reach for Health* can be found at [www.socio.com](http://www.socio.com)

**A responsive proposal for the implementation of a service learning model approach to teen pregnancy prevention must address the stated program components and each of the following items in the proposed program design:**

- which **Service Learning model** will be implemented (either *Teen Outreach Program* or *Reach for Health*);
- **target population**, including demographics of the community and the specific participants who will be recruited with a breakdown by age, gender, race, ethnicity, income, and residence;
- **recruitment**, including letters of agreement from the entities (e.g., schools, community service agencies and potential placement sites) with whom you plan to work, details regarding the methodology you intend to use for recruiting the participants, and how you plan to keep the participants involved in the program once they are enrolled;
- **transportation**, including details regarding how participants will get to program or community service sites in a timely manner and how they will get home at the end of each program day. Include assurances that transportation arrangements will accommodate attendance during the entire scheduled daily programming time slot;

- **staffing**, including job descriptions for all personnel, and resumes of current agency staff who will be assigned to the program; and supervisory structure;
- **the physical facility**, including location in relation to where the participants live and attend school; square footage; total capacity; number and capacity of rooms; how the facility can simultaneously accommodate different activities and age groups as needed; and
- **anticipated subcontracts** for specific components or services.

**c. Creative Model Approach to Teen Pregnancy Prevention**

Applicants choosing the Creative Model Approach to Teen Pregnancy Prevention must describe their program in detail, beginning with a literature search that details the scientific evidence supporting their specific approach to reducing teen pregnancy and adolescent childbearing. Applicants must describe how the program will reduce teen pregnancy in a prospective manner, including how many will be served, how it is evidence based, and agree to be evaluated by the Department's evaluator. Each program funded will be expected to serve at least fifty (50) participants.

**A responsive proposal for the implementation of a Creative Model Approach to Teen Pregnancy Prevention must address each of the following items in the proposed program design:**

- **target population**, including demographics of the community and the specific participants who will be recruited with a breakdown by age, gender, race, ethnicity, income, and residence;
- **recruitment**, including letters of agreement from the entities (e.g., schools, community service agencies) with whom you plan to work, details regarding the methodology you intend to use for recruiting the participants, and how you plan to keep the participants involved in the program once they are enrolled;
- **transportation**, including details regarding how participants will get to the program in a timely manner and how they will get home at the end of each program day. Include assurances that transportation arrangements will accommodate attendance during the entire scheduled daily programming time slot;
- **staffing**, including job descriptions for all personnel and resumes of current agency staff who will be assigned to the program; and supervisory structure;

- **the physical facility**, including location in relation to where the participants live and attend school; square footage; total capacity; number and capacity of rooms; how the facility can simultaneously accommodate different activities and age groups as needed; and
- **anticipated subcontracts** for specific components or services.

#### **4. Implementation Plan (Maximum 10 pages)**

A responsive proposal must include a work plan that includes a timeline for program implementation. It is anticipated that there may be a start-up period of 60-90 days prior to actually providing program services to the participants. Start-up activities may include staff hiring, negotiation of subcontracts and/or other collaborative arrangements, recruiting of program participants and identification of community service placement sites for Service Learning programs. At a minimum, the implementation plan should address the following:

##### **For proposals to implement a Comprehensive Program Model:**

- staff recruiting, hiring, orientation and training plan;
- facility identification and preparation needs;
- recruiting of program participants;
- establishment of subcontracts and/or cooperative arrangements with collaborating entities;
- how and when each program component will be designed and implemented;
- how parents will be involved in the program;
- how the participants' schools will be involved in the program.

##### **Comprehensive programs are required to provide year-round services.**

Summer programming may differ from the format provided during the school year. Substantive scheduled daily activities, however, are expected to occur throughout the summer months and during school vacations.

##### **For proposals to implement a Service Learning Program Model:**

- staff recruiting, hiring, orientation and training plan;
- facility identification and preparation needs;

- recruiting of program participants;
- subcontracts and/or cooperative arrangements with collaborating entities;
- identification of community service sites;
- how parents will be involved in the program;
- how the participants' schools will be involved in the program.

**For proposals to implement a Creative Model Programs:**

- staff recruiting, hiring, orientation and training plan;
- facility identification and preparation needs;
- recruiting of program participants;
- how and when each program component will be designed and implemented;
- subcontracts and/or cooperative arrangements with collaborating entities;
- how parents will be involved in the program;
- how the participants' schools will be involved in the program.

**Creative Model Approach programs are required to provide year-round services.** Summer programming may differ from the format provided during the school year. Substantive scheduled daily activities, however, are expected to occur throughout the summer months and during school vacations.

**NOTE: DSS will provide basic orientation and training, as well as technical assistance as needed, for contractors implementing each of the program models.**

**5. Outcome Measures**

Data collection and the accurate, timely reporting of the data collected will be an important administrative responsibility of each successful bidder. The Department will also monitor, at regular intervals, actual program achievement relative to established measurable program outcomes. Proposals must include detailed experience in collecting and reporting data, including but not limited to, using pre and post tests, the frequency of use, and an overall description of working with an independent evaluator.

## **6. Evaluation**

All funded programs will be required to participate in an independent DSS-funded evaluation. Awarding of funds will be contingent on grantee's agreement to cooperate fully with the evaluator. DSS has retained the services of Philliber Research Associates, Inc. (PRA) of Accord, NY. PRA is headed by Dr. Susan Philliber, a nationally known evaluator of teen pregnancy prevention programs in the United States.

Evaluation will address both process and impact, and will involve careful documentation of program activities and participant outcomes. PRA will provide evaluation tools and training. Client and parent satisfaction surveys will be included in the data collection efforts.

Data collection and the accurate, timely reporting of the data collected will be an important administrative responsibility of the successful bidder. Contractors will be required to collect data on a regular basis and submit to PRA and/or DSS, as requested, for compilation and analysis. Annual reports on each program will be prepared by PRA and issued to DSS and the individual programs.

A responsive proposal shall include the Bidders' willingness and ability to comply and cooperate with the evaluation process.

## **7. Department Oversight**

The Department will provide programmatic oversight and support including:

- providing initial orientation and basic training for Comprehensive and Service Learning types of program models;
- approving orientation and basic training plan for Creative Model programs;
- monitoring the Contractor's performance and requesting updates as appropriate;
- responding to requests for policy interpretations;
- providing technical assistance to the Contractor as necessary to accomplish the expected outcomes; and
- providing a project liaison.

Should a Bidder require additional support, a responsive proposal must specify, in detail, the type of support the Bidder requires from the Department to implement the program.

#### **D. Part 4 – Budget**

Each response must include cost information and other financial information in the following order:

##### **1. Audited Financial Statements**

Audited financial statements or equivalent information for the applicable legal entity (Contractor) must be provided for each of the last two (2) appropriate fiscal years.

##### **2. Budget Narrative (Maximum 10 pages)**

The proposal must include a narrative that explains and details the anticipated program costs, including a rationale for each line item included in the budget. The narrative must include a listing and brief explanation of each staff position, including number of hours worked weekly, number of weeks worked during the year, and hourly rate.

##### **3. Budget**

###### **a. Funding Allocation**

Budget appropriations for the three types of teen pregnancy prevention program models are as follows:

- Comprehensive Program Model: up to two hundred sixty thousand dollars (\$260,000) per program year.
- Service Learning Model: up to sixty thousand dollars (\$60,000) per program year.
- Creative Model Approach: up to one hundred sixty thousand dollars (\$160,000) per program year.

###### **b. Line Item Budget**

To be responsive, the bidder's proposal must include three annual line item budgets for the total proposed cost utilizing the forms provided. The budgets must include line items for all expenses to be incurred through the delivery of services in accordance with this RFP and must comply with the state-wide cost standards published by the State of Connecticut Office of Policy and

Management. The cost standards are available on-line at:[http://opm.state.ct.us/finance/pos\\_standards/coststandards.htm](http://opm.state.ct.us/finance/pos_standards/coststandards.htm)

In addition to required compliance with the published cost standards, Bidders are advised that a responsive budget must limit annual administrative costs to eighteen percent (18%) of the total budget over the contract period.

Bidders seeking to implement a Comprehensive Program must provide evidence of matching funds at a minimum of 10% (\$26,000) per program year. The source and amount of these funds must be documented in the proposal.

### **c. Payment Structure**

Resultant Contractors shall be paid in accordance with expenditures incurred in accordance with the approved line-item budget. While specific payment terms will be finalized during contract negotiations, it is anticipated that payments will be made on a quarterly basis, contingent upon the Contractor's timely compliance with the terms of the contract including, but not limited to the Contractor's submission and Department's acceptance of all required reports and payment requests.

## V. PROPOSAL EVALUATION

### A. Overview of Proposal Evaluation

The Department of Social Services will conduct a comprehensive, fair and impartial evaluation of proposals received in response to this competitive procurement effort.

1. **Evaluation Organization:** An evaluation team has been established to assist the Department of Social Services in selection of contractors. The Department reserves the right to alter the composition of this Team. The evaluation team will be responsible for the recommendation to the Commissioner of the Department. The Commissioner will notify the selected bidder(s) that the organization(s) has been awarded the right to negotiate a contract with the Department for the Teen Pregnancy Prevention Initiative.
2. **Phases of the Evaluation:** The evaluation will be conducted in five phases:
  - a. Phase 1 – Evaluation of Minimum Requirements
  - b. Phase 2 – Evaluation of Organizational Capacity and Structure, including Key Positions and Key Personnel
  - c. Phase 3 – Evaluation of Proposed Program Design
  - d. Phase 4 – Evaluation of Financial Stability and Budget
  - e. Phase 5 – Proposal Ranking

### B. Phase 1 – Evaluation of Minimum Requirements

The purpose of this phase is to determine whether each proposal is sufficiently responsive to the minimum RFP requirements to permit a complete evaluation of the Program Design and Budget sections of the proposal. Proposals must comply with the instructions to bidders contained throughout. Failure to comply with the instructions may deem the proposal non-responsive and subject to rejection without further consideration. The Department reserves the right to waive minor irregularities.

The minimum requirements for a proposal to be given consideration are:

1. **Submission of a Letter of Intent:** The Issuing Office must have received, NO LATER THAN 3:00 pm local time on **Wednesday, March 14, 2007**, a letter of intent from the Bidder that meets all of the requirements in Section II C of this RFA.
2. **Deadline – Closing Date:** The proposal must have been received before the closing of acceptance of proposals.

3. **Delivery Condition – Copies Necessary:** The original (clearly marked) and six (6) exact, legible copies of the proposal must be submitted in properly marked sealed envelopes, or sealed boxes, by the deadline.
4. **Compliance with the requirements for the Proposal Contents** for Part 1 as specified in Section IV A 1 through 11 of this RFP.

**C. Phase 2 – Evaluation of the Organizational Capacity and Structure, including Key Positions and Key Personnel**

Only those proposals passing the minimum requirements will be considered in Phase 2 – The Department will evaluate the experience of proposed key personnel, agency and individual resources, qualifications and affirmative action achievement (as demonstrated on the Work Force Analysis Form) of the bidder and any subcontractors. The Department will determine to what extent the organization and its key personnel have the capacity to work effectively with the Department to successfully implement a teen pregnancy prevention program. The Department will also assess the capability of the organization to take on the workload that would be generated by this contract and the bidder's financial ability to undertake the contract. The Organization and Key Personnel section of the proposal will be worth twenty-five percent (25%) of the available points for the entire proposal.

**D. Phase 3 – Evaluation of the Program Design**

The Evaluation of the Program Design. The State reserves the right to reject any and all proposals. The Program Design section of the proposal will be worth fifty percent (50%) of the available points for the entire proposal.

**E. Phase 4 – Evaluation of the Budgets**

The annual budgets will be evaluated only for bidders who achieve a minimum of 75% of the total available points in Phases 1, 2 and 3. The budgets will be worth twenty-five percent (25%) of the available points for the entire proposal submission. The budgets and the budget narrative will be examined and scored for:

- reasonableness;
- compliance with the published statewide cost accounting standards;
- appropriate administrative costs;
- overall budget completeness;
- amount and source of matching funds provided \*

\*Matching funds required for Comprehensive Programs.

## **F. Phase 5 – Ranking of the Proposals**

After the evaluation team has scored the proposals, the points awarded will be totaled to determine the ranking. Recommendations, along with pertinent supporting materials, will then be conveyed to the Commissioner of the Department of Social Services. The Commissioner, at his discretion, reserves the right to approve or reject the recommendations of the Evaluation Committee.

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