

ATTACHMENT D
PROVIDER NARRATIVE
Youth Advisory Board

PROVIDER NARRATIVE

Respondents should only submit one Provider narrative per proposal. The provider narrative must address the following topics:

1. GENERAL PROGRAM/SERVICE TITLE (Maximum-2 pages)

This section should cover all important history and development of the organization to date, along with the organizational chart including Board of Directors and any other affiliates. This section of the narrative should also be used to cover all important organizational history and your agency's ability to deliver community-based services to at-risk children and their families. Include the program name (s) as well as the corresponding Service Standard (s) that will be described in the Service Narrative(s).

2. HISTORY OF QUALITY SERVICES (Maximum 1 page)

This section should document that the agency/provider historically has had an acceptable working relationship with the local DCS or other community agencies, if there is no prior relationship with the DCS.

3. COLLABORATION

Bidders must describe their ability and experience with working with a full array of participants in a collaborative manner. This should include DCS and probation staff, the court, service providers, after care providers, youth, and all potential Child and Family Team members, which are not limited to Department or agency staff, but also include family members and those invited by the youth as their sources of support.

4. CULTURAL AND RELIGIOUS COMPETENCE

All staff persons who come in contact with the youth must be aware of and sensitive to the child's cultural, ethnic, and linguistic differences. All staff also must be aware of and sensitive to the sexual orientation of the child, including gay, lesbian, bisexual, transgendered or questioning children/youth. Efforts must be made to employ or have access to staff and/or volunteers who are representative of the community served in order to minimize any barriers that may exist. Bidders must describe how they will meet the above. They must describe their practices and policies for working with and educating youth from diverse backgrounds. This should include their plan for developing and maintaining the cultural competence of their programs, including the recruitment, development, and training of staff, volunteers, and others as appropriate to the program or service type; treatment approaches and models; and the use of community resources and informal networks that support cultural connections.