

2010

COUNCIL FOR CHILDREN & FAMILIES
Community Based
Child Abuse
Prevention
Request for Proposal



The Council for Children and Families intends to fund four to six new programs in the upcoming year, 2010-2011. The application process is rigorous and highly competitive. A highly scored application is a primary, but not the only factor considered by our Review Committee and Council in final funding decisions. Community need, geographic and program diversity and our desire to reach out to special populations, are all elements in our decision making process.

We recognize the time and effort required to complete the application. In your decision to proceed, please make use of the technical assistance that you feel will be helpful in clarifying any questions you may have. We are happy to offer technical support and are committed to quickly responding to your questions.

- Phone Nancy Gagliano, LICSW, Programs & Evaluation Director at 206-389-3297 e-mail, nancy@ccf.wa.gov or
- Phone Lynette Boado, Program Specialist at 206-389-3296 or e-mail lynette@ccf.wa.gov
- Arrange to meet with the Director of Programs & Evaluation or the Program Specialist at the CCF office.

In composing your Community Need Statement, local technical assistance options may include United Way, or in many communities, the Community Public Health and Safety Network or a local child abuse prevention consortium. Information regarding your local Community Public Health and Safety Network contact can be accessed through the **Family Policy Council** website at www.wa.gov/fpc/ or by calling (360) 902-7880. An additional source of information regarding your community's needs may be contained within the annual report on The State of Washington's Children and County and City Profiles of Child and Family Well-Being. These reports are available online at <http://hspc.org> or you may call the **Human Service's Policy Center** at (206) 685-3135.

If funded, your application serves as the basis for your contract with the Council for Children & Families. Applicants will be responsible for implementing services consistent with those outlined in their proposal.

Some tips for responding to this proposal:

- Review the RFP and Protective Factor/Outcome definitions.
- Expanding a response beyond the specific question asked hurts rather than helps your proposal.
- Clearly show the linkage between the respective components of your proposal; e.g. exhibit a clear relationship between the community need, activities *and* proposed program outcomes.
- Realistically define your proposed outputs, the number of people you expect to serve and with what frequency, intensity and duration.
- Clearly define in the budget proposal and budget narrative which program resources you are asking the Council for Children & Families to fund.

We appreciate your interest in CCF and your efforts in child abuse and neglect prevention.

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Introduction

The requirements of this RFP are based on the latest information regarding best practices in child abuse prevention and family support. Key resources that may be helpful with this grant application are included in the attached bibliography on page 29. In addition, child abuse reporting statistics, data from *The State of Washington's Children*, and federal funding requirements have identified some of the neediest populations to be served by limited state and federal resources.

Eligibility Requirements

1. A community-based non-profit,
 2. Faith-based organization, **or**
 3. A government agency, e.g. school or health department
- Provide **primary** and/or **secondary prevention services** (see definitions in the reference materials section on pages 22-24)
 - Provide **home visiting, parent education/training, parent support or mentoring, and/or crisis nursery services**
 - **Volunteers** and **parent leaders** are involved in program development and ongoing services
 - Provide services from a **strengths-based perspective**
 - **Collaborate or coordinate with community partners** braiding resources and strengthening your community's child abuse prevention network.

Focus for Funding, Protective Factors & Capacity Building

The Council for Children & Families' budget is developed through state general funds and in part through a federal Community-Based Child Abuse Prevention (CBCAP) grant. We anticipate funds will be available for programs from 1-3 years with a maximum of \$50,000 per project in the first year with decreasing amounts in subsequent years (\$35,000, \$20,000) for a total potential three-year grant award of \$105,000. Our intent is to fund 4-6 new programs in the upcoming year.

Funding Focus

Applicants must have at least one of the following funding foci in order to be considered for funding:

- A. Program services will support the needs of families with low income and those struggling to be self sufficient and non-reliant on public assistance. (Support Welfare Reform)
- B. Program services will support the needs of families who are homeless or who are at great risk of becoming homeless, including victims of domestic violence.
- C. Program services for families who do not have English as their primary language.
- D. Provide family support services to ethnic communities over-represented in the statistics for out-of-home care; in Washington State, African American, Latino and Native American families.
- E. Provide services to strengthen healthy parenting partnerships, (e.g., services that foster and promote the well-being of marital relationships, step-families, co-habitants sharing parenting responsibilities).
- F. Program services that support the needs of families affected by disabilities.
- G. Provide services that strengthen healthy father and male involvement in the lives of children.

Protective Factors:

CCF routinely reviews the literature and information on best practices in child abuse prevention. Programs that support these protective factors have the greatest chance of preventing child abuse and supporting families. Each CCF-funded program is required to address at least one of the following Protective Factors.

Services will increase family's ability to:	Appropriate protective factors/outcomes include:
<ul style="list-style-type: none"> • Increase the emotional tie along with a pattern of positive interaction between the parent and child that develops over time. 	<ul style="list-style-type: none"> • Nurturing and Attachment
<ul style="list-style-type: none"> • Obtain accurate information about raising young children, appropriate expectations for their behavior & knowledge of alternative discipline techniques. • Understand & utilize effective child management techniques & having age-appropriate expectations for children's abilities. 	<ul style="list-style-type: none"> • Knowledge of Parenting and Child Development
<ul style="list-style-type: none"> • Cope & bounce back from all types of challenges. • Have adaptive skills & strategies to persevere in times of crisis. • Openly share positive & negative experiences and mobilize to accept, solve, and manage problems. 	<ul style="list-style-type: none"> • Parental Resilience
<ul style="list-style-type: none"> • Seek friends, family, neighbors & other members of the community who provide emotional support & concrete assistance. • Perceive informal support (from family, friends, and neighbors) that helps provide for emotional needs. 	<ul style="list-style-type: none"> • Social Connections:
<ul style="list-style-type: none"> • Obtain financial security to cover day-to-day expenses and unexpected costs that come up from time to time, access to formal supports like TANF and Medicaid, and informal support from social networks. • Perceive access to tangible goods and services to help families cope with stress, particularly in times of crisis or intensified need. 	<ul style="list-style-type: none"> • Concrete Support for Families

Capacity Building Focus

CCF grantees are required to engage in a process to build or expand evaluation of their program. The goal of these efforts is to increase the effectiveness of prevention services across Washington. Along with delivering program services, funded programs are required to increase technical abilities in evaluation for continuous quality improvement. To increase technical abilities programs must have the capacity to work effectively with CCF and consultants through the coaching and technical assistance relationships.

RFP CHECKLIST FOR GRANT APPLICANTS

The checklist below is for your use to ensure that your application package has been properly prepared.

Total Pages Allowed (Please number all pages) – EXCEEDING THE ALLOWABLE PAGE LIMIT WILL RESULT IN APPLICATION BEING DISQUALIFIED.

- The **Cover Pages** should be **page 1 & 2.**
- One page for a **Table of Contents, page 3**
- One page for the **abstract-print the original on yellow paper, page 4**
- Up to ten pages of narrative (page 5-15)
- Budget Forms- print original on ivory paper – Budget Proposal –page 16; Summary Budget Details – page 17
- All required attachments

GRANT APPLICATION GUIDELINES

1. The maximum funding request is **\$50,000** in year one, **\$35,000** in year two and **\$20,000** in year three for a total award of **\$105,000** over three years.
2. Use **one-inch margins** on all pages.
3. Use the standard font type **Times New Roman. The point size may not be less than 11.**
4. **Do not add flyers, brochures or cover letters.**
5. Submit the **original** application and **15 additional copies.** Copies are **not** required to be color-coded.
6. **Bind** your complete application and each set of copies at the **top middle** with a standard **2-hole punch fastener.** Please, **do not** place your application in a notebook or binder.
7. **CLOSING DATE: The closing time and date for the receipt of application is 4:00 p.m. (PST), Friday, March 12, 2010. Applicant must submit one original, 15 copies and one electronic copy e-mailed to Lynette Boado at lynette@ccf.wa.gov. LATE APPLICANTIONS WILL BE DISQUALIFIED.**
8. **Electronic only applications will not be accepted. FAX applications will not be accepted.**
 - Mail or Deliver Completed Application to:**
Council for Children & Families
605 First Avenue, Suite 412
Seattle, WA 98104
ATTN: Lynette Boado

Applications are accepted via US postal service, hand delivery, courier or overnight service between **8:00 a.m. - 4:00 p.m.**, on, or prior to, the established closing date. Please note enclosed **driving directions** to the CCF office on **page 28.**

For further information, contact Program Specialist, Lynette Boado at (206) 389-3296 who is available to answer questions regarding application requirements and instructions. Applicants should note that **grants to be awarded under this announcement are subject to the availability of funds.**

Please note that Council for Children & Families offers individual technical assistance in developing your grant application. Our commitment is to assist you in whatever way we can in a timely manner.

A. COVER PAGES
 (Should not exceed two pages provided)
2010 Request for Proposal

PROJECT TITLE: _____
 ORGANIZATION: _____
 AUTHORIZING AGENT/ Exec. Dir.: _____
 PROJECT CONTACT PERSON: _____ PHONE: _____
 E-MAIL: _____
 MAILING ADDRESS: _____ CITY: _____ ZIP: _____
 COUNTY: _____ FAX: _____
 YR OF INC.: _____ FEDERAL TAX ID NO: _____

PROGRAM RESOURCES

Please indicate the amount of funding you are requesting from CCF in Year One and your expected request for years two and three. Your request for Year One should match the budget proposal (p. 14)

YEARS REQUESTING FUNDING	1 YEAR _____	2 YEARS _____	3 YEARS _____
CCF REQUEST (Please see Funding Focus, page 3-4 of RFP for specifics)	\$ _____	\$ _____	\$ _____
1. LOCAL MATCH (25%/35%/50% MIN.) FOR FIRST YEAR FUNDING - Match must be at least 25% of TOTAL INCOME * Your cash match requirement is equal to \$1.00 for every \$3.00 requested from CCF. As an example, if you are requesting \$43,000 from CCF you would divide that request by 3 thus establishing a minimum match requirement of \$14,333. Please Note: If you request \$50,000 in CCF funding your minimum match requirement is \$16,667 in cash and in-kind resources.	\$ _____	\$ _____	\$ _____
ESTIMATED COST PER FAMILY	\$ _____		

TOTAL PROJECT PAID STAFF (1= 35+ hrs. /week) _____
 ESTIMATED NUMBER OF VOLUNTEERS _____

Primary Program Service (Check Only One):

- | | |
|--|---|
| <input type="checkbox"/> Crisis Nursery / Respite Services | <input type="checkbox"/> Home Visiting Services |
| <input type="checkbox"/> Parent Education / Training | <input type="checkbox"/> Parents Support / Mentoring Services |

Adjunct Program Service(s):

- | | |
|--|---|
| <input type="checkbox"/> Crisis Nursery / Respite Services | <input type="checkbox"/> Home Visiting Services |
| <input type="checkbox"/> Parent Education / Training | <input type="checkbox"/> Parents Support / Mentoring Services |

Program Service(s) Primarily Target (check one)

- Both Fathers & Mothers Mothers Fathers

Populations to be Served (Choose no more than 3):

- | | | |
|--|--|---|
| <input type="checkbox"/> Families with Children 0-3 | <input type="checkbox"/> Low Income Families | <input type="checkbox"/> Refugee/Immigrant Families |
| <input type="checkbox"/> Teen Parents | <input type="checkbox"/> African American Families | <input type="checkbox"/> Single Parents |
| <input type="checkbox"/> Special Needs Families | <input type="checkbox"/> Tribal Communities | <input type="checkbox"/> Homeless Families |
| <input type="checkbox"/> Latino/Hispanic Families | <input type="checkbox"/> Asian/Pacific Islander Families | <input type="checkbox"/> Non-English Speaking |
| <input type="checkbox"/> Other (Please Specify): _____ | | |

COVER PAGES (continued)

PRIMARY LOCATION (Check both 1 & 2):

1) Western WA _____ Eastern WA _____ Statewide _____
2) Urban _____ Rural * _____

* CCF defines Rural as areas of the state that are identified within the Rural-Urban Commuting Areas Codes as 7 (small town core) – 10 (rural). Please visit the RUCA website at:

<http://depts.washington.edu/uwruca/index.html> for more information or to search by census tract or zip code.

PROJECTED NUMBER OF PARTICIPANTS TO BE SERVED ANNUALLY

(Please complete each category):

Families _____ Parents/Adults _____ Children _____

PREVIOUSLY APPLIED AND/OR FUNDED

Our organization has previously **applied** for CCF (WCPCAN/Children's Trust) Funding:

Yes ___ No ___

If yes, please identify the year(s) and specific program(s) that you applied for:

1. Year () Program:
2. Year () Program:
3. Year () Program:

Our organization has been previously **funded** by CCF (WCPCAN/Children's Trust):

Yes ___ No ___

If yes, please identify the years and specific program that received funding:

1. Year () Program:
2. Year () Program:
3. Year () Program:

PROGRAM MODEL OR INNOVATION

Effective child abuse prevention programs are based on sound theory and research. Indicate if this project is based on a specific program model. If so, please include the research and reference for program evaluation findings for the model you have selected to implement. If you are not implementing a specific model or curriculum please identify your program as innovative and briefly identify research that supports its use with your target population. Describe the theory or research that supports your program design and provide citations for your references

For example:

Model: Parents as Teachers

Curriculum: Utilizing the **Born to Learn**TM curriculum.

Research to Support: Studies have found that parent knowledge of child development and parenting practices significantly improved for families receiving PAT¹.

1. Wagner, M., Spiker, D, & Linn, M.I. (2002). The effectiveness of the Parents as Teachers program with low-income parents and children. *Topics in Early Childhood Special Education*, 22(2), 67-81.

Model: _____

Curriculum: _____

Innovative Program: _____

Research to Support: _____

B. PROJECT ABSTRACT

(5 points)

Please print on yellow paper and use the format per the SAMPLE ABSTRACT on page 17. Please include your abstract on a **separate page**. Summarize your project in 150 words or less.

- Identify the project title and applicant agency at the **top** of the page.
- Provide a clear picture of the project:
 - ✓ population that will be served,
 - ✓ activities (frequency, intensity and duration of each activity)
 - ✓ curriculum (brief overview of content and format)
 - ✓ who will administer the services
 - ✓ number of parents and children to be served yearly

NOTE: If funded, your abstract will be used in Council for Children & Families press and media releases.

Please respond to the following narrative sections (C through I) in ten pages or less (page 5-15 on your application). Use one-inch margins. The text may be single or double-spaced. Please use headings to identify the section.

C. COMMUNITY NEED

(10 points)

Describe the target community's identified need for child abuse prevention relevant to the specific funding foci outlined on pages 3-4 of this RFP. Please include specific:

- Socio-economic needs of the community & target population.
- Risk factors for families.
- Identified needs for child abuse prevention and family support services for the target community
 - ✓ Data confirming these needs (with citations for the data).
- Relationship of the target population to the larger community.
- Current resources that address this need, gaps and limited capacity.
- Requests for services from program participants and community members.
- Information related to your funding focus might include:
 - [A] Data relevant to low-income/TANF identified families.
 - [B] Data relevant to homeless/near homeless families/victims of domestic violence.
 - [C] Data relevant to families where English is not the primary language used.
 - [D] How you will ensure non-duplication of services for your community/target population
 - [E] Statistics on cultural and ethnic groups that are disproportionately represented in out-of-home-care.
 - [F] Identified gaps in the continuum of services available to support families in your community.
 - [G] Data relevant to families with children with special needs.
 - [H] Data relevant to fathers

D. GOAL

The goal of all programs funded by The Council for Children & Families is to prevent child abuse and neglect and promote healthy family development. If you have additional program specific goals please include them.

E. PROGRAM ACTIVITIES

(25 points)

Program services must include at least one or more of the following activities: **home visiting, crisis nursery, parent education/training or parent support or mentoring.**

Describe your proposed services, activities and methods. Include the following elements as a part of your description.

- What program service(s) will you be providing- home visiting, crisis nursery, parent education / training, and/or parent support or mentoring? Please address:
 - ✓ The curriculum, content, or format that will be used in program services.
 - ✓ The population that will be served and how services will be designed to meet their needs.
 - ✓ How service methods will be culturally relevant to the community served.
 - ✓ How will participants be recruited and engaged in program services?
- What are the specific activities and methods? The following elements should be included in the description of activities and methods:
 - ✓ How many families, parents and children will be served in a year for each activity?
 - ✓ What is the duration, frequency and intensity of each program activity?
 - ✓ The steps to be taken and timeline to implement this project.

F. OUTCOMES

(15 points)

CCF grantees are required to engage in a process to build or expand evaluation of their program. The goal of these efforts is to increase the effectiveness of prevention services across Washington. Programs funded are expected to show measurable progress toward development of service outcomes as a requirement for continued funding. **If funded, outcome data is reported to CCF annually.**

In this section, you will identify/address:

- ✓ One Protective Factor
- ✓ Outcomes, Indicators and Measurement tools that will be used in this project.
- ✓ Participant Satisfaction,

Protective Factor:

Based on research and the past experience of funded projects, CCF has identified six protective factors that contribute to the health and well being of families and children. CCF views these protective factors as the long-term outcomes of the project. Please review relevant protective factors noted in Focus of Funding, Protective Factors & Capacity Building Section (pages 3-4). The purpose of your project is to work toward building this protective factor with the participants being served. **Please identify one of these protective factors that you believe your project will help to develop during the period of this grant.**

Projects will work toward at least one of the following protective factors/outcomes:

- Increase parents'/caregivers' positive **NURTURING AND ATTACHMENT** with their children.
- Increase parents'/caregivers' **KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT**,
- Parents/caregivers develop **PARENTAL RESILIENCE**.
- Increase parents'/caregivers' use of effective **SOCIAL CONNECTIONS**.
- Increase parents'/caregivers' **CONCRETE SUPPORT**

Outcomes, Indicators, Measurement Methods & Participant Satisfaction

What are Outcomes, Indicators and Measurement Methods?

Outcomes: The hoped for or anticipated long-term protective factor goal of the project; e.g., increase parent/caregivers understanding of child development

Indicators: The specific areas of targeted change that will demonstrate participant gains or modification in skills, knowledge or behaviors. Outcomes and their indicators are necessarily well-linked (Improved communication skills will be reflected by a specific parent-child communication technique such as reflecting back what a child has said and might be feeling).

How do I identify Indicators? In preparation for responding to this section consider the following questions:

- What new skills, knowledge and abilities will parents/caregivers/families develop?
- What new behaviors will parents/caregivers/families develop? What behaviors will they change?
- How will their lives be improved or enhanced by participation in the project?
- What difference will it make in accessing supports within the community where they live?
- What health or mental health benefits will participants experience?
- What will be the indicators of participant satisfaction with services?

Measurement Methods: The evaluation tools and data collection methods you will use to evaluate program outcomes.

Participant Satisfaction

Programs are required to assess **participant satisfaction with services by asking participants one of two standardized questions:**

- *On a scale from 1 (not at all satisfied) to 5 (very satisfied), how satisfied were you with the program?*

Or

- *On a scale from 1 (least valuable) to 5 (most valuable), how would you rate this program?*

Applicants should specifically identify how this data will be collected and if there are other elements of participant satisfaction you will be measuring.

Please format your response according to the following example:

(This example is based on an education program for parents of 3-5 year olds that uses a combination of mini-lectures, group discussions, role play and skill practice, parent presentations, community representative presentations and homework exercises.) Examples are also noted on page 20.

Protective Factor: Knowledge of Parenting and Child Development

Outcome 1: Increase non-punitive discipline and guidance skills

Indicators:

1. 90% of program graduates, (parents attending 10 of 13-sessions) will demonstrate increases in at least two methods of positive communication techniques with their children.

Defined as:

- Giving praise for good behavior
- Holding Family Meetings
- Identifying and expressing emotions
- Regulated response to child's expression of frustration or anger
- Saying "I love you"

Measurement Tool: Parent Communication & Guidance Questionnaire developed by our agency.
Frequency: Pre-test; first class session. Post-test; final class session/week 13.

Participant Satisfaction: The post-questionnaire contains a number of items related to participant satisfaction including question B required by CCF. One section allows participants to provide feedback regarding the specific elements of the parenting curriculum. Another asks participants to rate the class in terms of the class process, activities, and the effectiveness of the facilitators. This data will be summarized and reported in both statistical and narrative formats.

(See reference materials on pages 18-20 for additional information on protective factors/outcomes.)

G. OUTPUTS

(15 points)

In the **Activities** section you described your services. In this section please quantify these activities. Please describe your expected outputs (counts) and the data to be collected that will help identify the progress (units produced) of this project and its ability to meet identified long-term goals and identified activities.

For example:

- Demographic information on participants (age, gender and ethnicity) *For example, we expect this program to annually serve 40 African American low-income families.*
- Number of participants/attendance. *For example, we expect to have an average of 10 participants in each class for a total of # participants.*
- Number of units of service provided (classes, groups, visits, placements, events planned, materials produced and distributed, training opportunities, etc.) *For example, we expect to provide one parent education class series per quarter. Each series meets once per week for 2 hours for 10 consecutive weeks.*

(If funded, this data is reported to CCF quarterly.)

H. COMMUNITY RESOURCES & SUPPORTS

(10 points)

The Council for Children & Families values collaborations that help a community build a broader child abuse and neglect prevention network. In this section, please demonstrate how your proposed program will coordinate or collaborate with other existing resources in your community. CCF also requires that parents/program participants are involved in the planning and decision-making related to your program. Please explain how parents will be engaged and participate in this way. **(An example of how your partnerships can be formatted/demonstrated can be found on page 21. The number of partnerships is understood to be proportional to the size of the applicant agency and the community served).**

- You must have at least **one letter of support from a parent** in the community that your program intends to serve.
- **For collaborative project proposals, please attach Memoranda of Understanding for each organization providing program services.** Documents must include clear roles and responsibilities of each partner.
- For every organization identified as a resource in this project, please attach a **letter of agreement** indicating their contribution (volunteers, funds, referrals, marketing, etc.) to the proposed project.
- **Include letters of support from organizations or persons who have an interest in the success of this project.** Letters of support may include those from social service providers, advisory committee and board members, community leaders, educators, clergy, business leaders, etc.

A minimum of five letters is required.

Community Health and Safety Networks:

The Council for Children & Families encourages applicants to explore potential supports from their regional **Community Public Health and Safety Network** whenever possible. Information regarding your local Community Network contact can be accessed through the Family Policy Council website at www.wa.gov/fpc/ or by calling (360) 902-7880.

I. APPLICANT AGENCY ORGANIZATIONAL CAPACITY

(10 points)

In this section the Council for Children & Families is seeking information that will document the applicant agency's ability to successfully carryout this project. If the agency is newly developed, the Executive Director and/or board members may be required to agree to a background check by the Washington State Patrol. Please note that the applicant agency must meet the eligibility requirements.

- A. **State the mission of the applicant agency.**
- B. **Briefly describe the applicant agency's experience providing Child Abuse Prevention and Family Support Services** including current and former program services. If relevant program results are available such as graduation/retention rates or program outcomes achieved, please include them.
- C. **Briefly describe the staff needed to carryout project services.** Include the number of full-time equivalents (FTE) positions and qualifications of staff (direct and indirect). Indicate if personnel are in place or will be new hires. Relevant job descriptions and resumes will be required by **July 16th** if funded.
- D. **Briefly describe the volunteers needed to carryout project services. The use of volunteers is a funding requirement.**

Please include the following and be specific:

- Number of community volunteers that will be involved in the project
 - Job duties of volunteers
 - Volunteer training and supervision plan
 - Agency's current use of volunteers
- E. **Describe agency recruitment systems and experience and/or ability to work with the identified target population.**
 - F. **Describe the applicant's experience in successful compliance with grant requirements** (not necessarily for CCF), and completion of a project grant contract. Please note if this is the first grant application submitted by the applicant to CCF or any **other** funding source.
 - G. **If your agency was a recipient of a Council for Children & Families (Children's Trust/WCPCAN) grant within the past ten years please describe your success with that funding cycle and the status of the previously funded program today.**
 - H. **Describe your plan to continue the project beyond CCF funding.** Submit any current agreements for funding this project by other organizations as attachments.

J. BUDGET PROPOSAL

(10 points)

A. Budget Summary

- Use the "Budget Proposal" form provided on **page 14** detailing your proposed year-one budget. Submit this portion of your application on **ivory-colored** paper.

- If you indicate in-kind income, please note the source (provider) of this income on the form and provide a letter of agreement that verifies this contribution. The source of in-kind is always from an organization **outside** of the applicant agency.
- Use the “Summary of Budget Details” form on page 15 to explain each category and how the funds will be utilized.

B. Match Requirements: Inadequate match will disqualify an applicant. Please note, if you request \$50,000 in funding, your minimum match requirement is \$16,667 in cash and in-kind resources. (Formula: amount of match = \$1.00 for every \$3.00 requested from CCF) *The local match must be at least 25% of the total proposal budget for the first year.*

K. ATTACHMENTS

Mandatory Requirements

Please attach the following documentation:

- For Private Non-Profit organizations: **A Copy of the letter granting tax exempt status** (e.g., under 501(c) (3) of the IRS code).
- **List of current board members**, including their tenure, affiliations and current employment.
- The **most recent financial statement for the past two years**. Clearly indicate where this proposed project fits in the financial structure of the organization.
- **The organization’s current-year operating budget**. Clearly indicate where this proposed project fits into the financial structure of the organization.
- **Letters of Support, Collaboration, Agreement**
- **Letter of authorization and approval from the agency Executive Director**. This letter should identify a back-up contact person if the primary contact person is not available for an extended period of time. Any changes in this status must be reported to CCF if this project is funded.

BUDGET PROPOSAL for Fiscal Yr.: _____

AGENCY: _____ PROJECT: _____
 ADDRESS: _____ CITY: _____ WA ZIP: _____
 PHONE: _____ FAX: _____ FED. TAX I.D. NO.: _____
 AUTHORIZING AGENT: _____ CONTACT PERSON: _____

SUMMARY OF PROJECT INCOME

		DOLLAR AMOUNT
1) Applicant Agency	1A) Cash Contribution	
	1B) Project Fees	
2) In-Kind	2A) Donated capital/equipment/supplies Source: _____	
	2B) Donated professional consultants Source: _____	
3) Other Grants (Please specify grant source)	3A) 3B)	
4) Private Cash Donations		
SUB-TOTAL		
5) CCF Request		
TOTAL INCOME		

Please indicate all sources of cash and in-kind resources for funding of the proposed project. Applicant Agency contribution must be a minimum of 25% of the total project for the first year. (**Sub-Total must be at least 25% of Total Income**). The application will be disqualified if this requirement is not met. **Do not include pending funds.** Do not include unpaid volunteers as in-kind. **In-kind Income and Expenses must balance** and show a direct relationship. Please double-check all figures as miscalculations will result in a lower score. Please call CCF if you have budget questions.

SUMMARY OF PROJECT EXPENSES

EXPENSES	CCF REQUEST	LOCAL & OTHER CASH	IN-KIND
A. PERSONNEL			
B. SUPPLIES			
C. OTHER SERVICES & CHARGES			
D. EQUIPMENT & CAPITAL			
E. TRAVEL			
F. CONTRACTED SERVICES			
G. INDIRECT (max. 10% of CCF, max. 15% of TOTAL)			
TOTAL			

Do not budget in the shaded areas.

SUMMARY OF BUDGET DETAILS

CATEGORY	CCF	LOCAL CASH	IN-KIND	TOTAL
Personnel				
Supplies				
Equipment				
Other Services and Charges				
Travel				
Contracted Services				
Indirect				
Total				

REFERENCE MATERIALS

Sample Abstract
Definition of Protective Factor (Outcome) Goals
Formatting Program Outcomes
Program Outcomes Example
RFP Definitions
Sample Budget Forms
Commonly Asked Questions
Driving Instructions to CCF
RFP Resources Bibliography
Family Support Principles

SAMPLE PROJECT ABSTRACT
(Print on Yellow Paper)

PROJECT NAME: Example CAP
AGENCY: Community Services

This is a parent education program targeting low-income parents with pre-school children age's three to five. The project's outcomes are to improve parents' effective communication skills and knowledge of non-punitive discipline techniques. This program will provide three 13-session parenting classes and two follow-up home visits to 15 participants per session for a total of 75 low-income parents served each year. Class topics will include parent-child communication methods, understanding child development and positive discipline techniques. Methods include didactic learning, role play and peer support. Books and videos will be available for use at home as well as support from other class parents and facilitators. Childcare will be provided on-site during all class sessions.

NOTE:
If funded, your abstract will be used in CCF press and media releases.

PROTECTIVE FACTOR GOALS

WORKING Operationalized Definitions

The Council for Children & Families routinely reviews the literature and information on best practices in child abuse prevention. Through that process we have determined that the following areas make the most difference in determining a child's chances for growing up in a protective environment. Programs that support these protective factors have the greatest chance of preventing child abuse and supporting families. CCF funded programs must focus on and demonstrate positive outcomes in at least one of these protective factor goals.

1. Nurturing and Attachment:

The emotional tie along with a pattern of positive interaction between the parent and child that develops over time.

2. Knowledge of Parenting and Child Development:

Accurate information about raising young children, appropriate expectations for their behavior & knowledge of alternative discipline techniques. Understanding and utilizing effective child management techniques and having age-appropriate expectations for children's abilities.

3. Parental Resilience

The ability to cope & bounce back from all types of challenges. Having adaptive skills and strategies to persevere in times of crisis. Family's ability to openly share positive and negative experiences and mobilize to accept, solve, and manage problems.

4. Social Connections:

Friends, family members, neighbors & other members of the community who provide emotional support & concrete assistance. Perceived informal support (from family, friends, and neighbors) that helps provide for emotional needs.

5. Concrete Support for Families

Financial security to cover day-to-day expenses and unexpected costs that come up from time to time, access to formal supports like TANF and Medicaid, and informal support from social networks. Perceived access to tangible goods and services to help families cope with stress, particularly in times of crisis or intensified need.

FORMATTING PROGRAM OUTCOMES

Identify the outcomes that best correspond to your proposed program services and that you believe your project will help to develop and that you will measure during the period of this grant.

Identify one program outcome

1.

OUTCOME INDICATORS

Indicators show clear and specific measurable movement towards the outcome. Identify no more than 4 indicators for your program outcome.

Outcome 1:

Indicators:

- 1.
- 2.
- 3.
- 4.

MEASUREMENT DEFINITIONS

For each outcome indicator, define the corresponding change in skills, behaviors or knowledge that will be gained or modified by participants in relationship to program outcomes.

Indicators:

1.

Defined as:

2.

Defined as:

OUTCOME EVALUATION PLAN – Measurement Method

The outcome evaluation plan should identify the measurement tools, methods and the frequency that you will be collecting data regarding program progress.

Outcome 1.

Indicators:

1.

Defined as:

2.

Defined as:

Measurement Tool:

Frequency of data collection:

PROGRAM OUTCOMES EXAMPLE

Program Outcome

1. Increase parents/caregivers knowledge of child development and developmentally appropriate expectations

OUTCOME INDICATORS

Indicators show clear and specific measurable movement towards the outcome. Identify no more than 4 indicators for your program outcome.

Indicators:

1. Parents will demonstrate an increased knowledge of age-appropriate skills and abilities of their children
2. Parents will demonstrate realistic, developmentally appropriate expectations for their children

MEASUREMENT DEFINITIONS

For each outcome indicator, define the corresponding change in skills, behaviors or knowledge that will be gained or modified by participants in relationship to program outcomes.

Indicators:

1. Parents will demonstrate an increased knowledge of age-appropriate skills and abilities of their children
Defined as: Parents will correctly identify age ranges when specific developmental tasks should be met
2. Parents will demonstrate realistic, developmentally appropriate expectations for their children
Defined as: Parents will give tasks that the child is able to accomplish. Parents will assist child with tasks too difficult. Parent will allow child to be autonomous, yet provide safe and healthy boundaries

OUTCOME EVALUATION PLAN – Measurement Method

The outcome evaluation plan should identify the measurement tools, methods and the frequency that you will be collecting data regarding program progress.

Outcome: Increase parents/caregivers knowledge of child development and developmentally appropriate expectations

Indicators:

1. Parents will demonstrate an increased knowledge of age-appropriate skills and abilities of their children

Measurement Tool: Developmental Skills Strips Checklist

Frequency of data collection: Pre-test administered at second class session and post test administered at final class session

2. Parents will demonstrate realistic, developmentally appropriate expectations for their children

Measurement Tool: Adult/Adolescent Parenting Inventory

Frequency of data collection: Pre –test at second class session and pot-test administered at final class session

**COMMUNITY
SUPPORTS**

Community
College



Community College:
 Provides Parent Education Instructor. FSC provides Intern Site & Supervision.

Parent Leadership:
 Advisory Committee Member.

Community Health & Safety Network:
 Provides (matching) funds & community volunteer resources

Health Department & WIC:
 Provides referrals & infant resources

Community Mental Health:
 Provides child & adult assessments & therapeutic services. One parent education series will be offered on-site @ Community Mental Health.

Child Care Resources:
 Provides Therapeutic Child / Day Care

**COMMUNITY-B
 RFP DEFINITIONS**



PRIMARY PREVENTION: activities, services, and programs directed toward the general population which prevent the onset of child abuse and/or neglect.

SECONDARY PREVENTION: activities, services, and programs targeted to "at-risk" populations which prevent the onset of child abuse and/or neglect.

TERTIARY PREVENTION: activities, services, and programs directed toward individuals and families who have engaged in abusive and/or neglectful behavior toward children and require services (e.g., Child Protective Services) to prevent recurrence. Tertiary prevention is not funded by CCF.

ACTIVITIES: The specific tasks required to achieve the stated outcomes. E.g. provide information to parents/caregivers on child development birth to five through weekly 2-hour parent education classes.

ADVISORY COMMITTEE: A group of community members who meet periodically to review, discuss, and make recommendations regarding program services. This group operates most effectively when it includes people with a broad range of knowledge, experience, skills, and backgrounds representing the larger community. This group must include participants and community parents.

COMMUNITY NEED: Documentation of need for child abuse prevention services in the community, this might include: statistics of reports of child abuse and neglect, case load size of CPS workers, statistics of poverty, unemployment, school performance, or program waiting lists, and needs assessment survey data.

COMMUNITY SUPPORT: Organizations, agencies and individuals who believe this is an effective approach that is needed in the community and are willing to advocate for it.

COMMUNITY RESOURCES: Organizations, agencies and individuals who are willing to offer time and resources to ensure the project goals are achieved. Letters of collaboration/inter-agency agreements must be provided if community collaboration or coordination commitment is indicated in the proposal. Financial contributions from partners must be reflected in the budget as well.

COMMUNITY VOLUNTEERS: Community members with a variety of skills and talents who provide direct or support services to the proposed project. There may be some overlap between professional and community volunteers. However, community volunteers generally give assistance to the project where needed and offer a more flexible role. These individuals are contributing their time and expertise for the good of the project and are not financially compensated for their efforts. **Do not include volunteer worth as a part of your budget proposal.**

CONTRACTED SERVICES: Project resources the applicant agency secures through contractual agreements with individuals or organizations to develop or implement program services.

CRISIS NURSERY: This refers to respite care services for families in crisis who have not yet been abusive to their children. In order to empower families to better manage crisis events, one of the above mentioned prevention approaches is likely paired with a crisis nursery program. This service may use both home-based and center-based approaches.

CULTURALLY COMPETENT SERVICES: Program services adequately recognize the influence of race, ethnicity, family structure and culture on program participants and staff, and are appropriately presented within the context of the culture of the community being served. Program staff has adequate knowledge, experience and training related to the culture/community being served and exhibit skills which support the positive growth and development of program participants. When needed, program services are adapted to better reflect the needs of the community/culture being served. Program services promote diversity and create a cultural environment where all people are valued and respected as individuals.

CULTURALLY RELEVANT PROGRAMS: Program services are presented in the context of the culture and traditions of the specific program participants. Location, setting and staff present an environment which is reflective of the community being served, and program services meet the identified needs of participants. Barriers to service are eliminated, and services are delivered in a manner congruent with participant's language, culture, values, religion and decision-making style. Programs recognize people of diverse perspectives arise from a multitude of differences as well as some commonalities and they must be involved in defining and creating the desired environment.

HOME VISITING: This refers to services provided in the home of the participant, or at a mutually agreed upon location, using a one-to-one approach. Activities and topics discussed are determined by the agreed upon goals of the participant. Services may be provided by a paid professional or paraprofessional, or by volunteers.

IN-KIND RESOURCES: Supplies, equipment, and tangible goods and services offered by **outside** organizations, agencies and individuals to ensure the project objectives are achieved. This includes the services of outside professionals who provide direct services to the project, but who are paid by their own agency.

INTER-AGENCY AGREEMENT: Written agreements between two agencies for the provision of services to participants. These agreements should include the relevant activities of both organizations to meet the goals and objectives of the program. The Agreement should be signed by both organizations. See WCPCAN for an EXAMPLE if necessary.

LEGAL-FINANCIAL-TAX STATUS: Documentation showing that the parent agency is a 501(c) (3) organization or a government entity (school, DSHS, DOH, DCTED, etc.).

MODEL CHILD ABUSE PREVENTION PROGRAMS: Program models and services which have shown to be successful and provide existing research data to support this claim.

OUTCOMES: The hoped for or anticipated long-term protective factor goal of the project; e.g., increase parent/caregivers understanding of child development.

OUTCOME INDICATORS: Outcome indicators are the specific areas of targeted change that will demonstrate participant gains or modification in skills, knowledge or behaviors. Outcomes and their indicators are necessarily well-linked (Improved communication skills will be reflected by a specific parent-child communication technique such as reflecting back what a child has said and might be feeling).

OUTPUTS: The quantity of services provided, including numbers served, frequency of services, dose of services, etc. (e.g., 48 parents are provided 6 hours of information on child development annually. 1 FTE staff provides 24 hours of education on child development annually). Other examples include: number of parents completing a class, number of volunteers trained, number of books checked out, percentage of class attendance, percentage of satisfaction surveys completed, frequency of Advisory Committee meetings, number of home visits completed and number of families referred to CPS.

PARENT AGENCY: The agency taking full responsibility for the implementation of this project. Letters of commitment from the agency Executive Director and/or the Board of Directors are required.

PARENT EDUCATION: This refers to structured classes, using a specific curriculum or prepared topic for participants. This may be a time-limited weekly series of classes, or a set of individually scheduled workshops.

PARENT LEADERSHIP: Individuals who have participated regularly in program services as well as volunteer their time to assist with the provision of program governance or services. E.g. A young mother completes a 6 week parenting class and participates in a parent child play group. After completing the class she volunteers to assist with the next six-week parenting session to greet parents, assist with class assignments, remind participants of class and arrange treats.

PARENT SUPPORT: This refers to on-going support groups where participants choose the topic. It may be free form discussion, or periodic guest speakers invited to lead a discussion.

PARTICIPANT SATISFACTION: The methods and tools used to evaluate how participants felt about the services they received. This is usually a short survey questionnaire; however, methods can include a phone interview, a focus group discussion or a personal interview. Usually the ability to give open and honest responses is best achieved with the ability to respond anonymously. Sample forms have been included.

PRIOR RESEARCH: Any written documentation that supports the theory and methods of your project. This could include professional journal articles, official reports, evaluation reports written for your organization by an independent evaluator, or surveys you have conducted which support the effectiveness of your program approach. Citation information should include author, dates, and publication.

PROFESSIONAL VOLUNTEERS: Individuals with specific knowledge and/or expertise in a specific program area who provide direct services to program participants and/or staff, e.g. A banker who facilitates a workshop on budgeting and money management, or a Professor of Child Development who trains child care providers, etc. They are not paid for their participation in the program, but their worth is valued at \$25.00/hr at the end of the fiscal year. **Do not include this in the budget proposal.**

PUBLIC EDUCATION/AWARENESS CAMPAIGN: This refers to community-based activities which increase the awareness of the impact child abuse has on our communities and calls community members to action to prevent child abuse and neglect.

SAMPLE SUMMARY OF BUDGET DETAILS

CATEGORY	CCF	LOCAL CASH	IN-KIND	TOTAL
Personnel				\$ 27,720
.75 Coordinator	\$ 15,400	\$6,300		\$21,700
Child Care Staff		2,500		2,500
Benefits	2,020	1,500		3,520
Supplies				\$ 2,930
Baby toys	\$ 300			300
Books/Training		\$ 2,100		2,100
Folders		80		80
Office Supplies		450		450
Other Services & Charges				\$ 4,200
Insurance		\$ 650		\$ 650
Phone		600		600
Postage		500		500
Copying		800		800
Staff Training		250		250
Space Rental			\$ 1,400	1,400
Travel				\$ 1000
Participants	\$ 250			\$ 250
Volunteers	250	\$ 350		600
Staff Training		150		150
Contracted Services				\$ 6,650
Co-Instructor			\$ 3,600	\$ 3,600
Volunteer Trainers	\$ 500	\$ 2,200		2,700
Clinical Consultants		350		350
Indirect	\$ 2,080	\$ 5,420		\$ 7,500
Total	\$ 20,800	\$ 24,200	\$ 5,000	\$ 50,000

COMMONLY ASKED QUESTIONS

2. Can CPS involved clients be served by this funding? **No more than 20% of participants served through CCF funding may be CPS involved.**
3. What is included in indirect expenses? **This includes expenses like bookkeeping, Executive Director Administration costs, and agency wide expenses that affect all programs.**
4. What is included in In-Kind expenses? **Any contributions from agencies outside of the applicant agency, e.g. meeting sites, printing, transportation, food, layettes, door prizes, curriculum materials, staff, etc.**
5. Can I use all of the funds for personnel? **Yes, frequently the bulk of family support services are direct services from staff. Quantity and qualifications must be justified, however.**
6. How do I figure out the required match? The cash match is 25% of the total project cost including both CCF and local match income. **Your cash match requirement is equal to \$1.00 for every \$3.00 requested from CCF. As an example, if you are requesting \$43,000 from CCF you would divide that request by 3 thus establishing a minimum match requirement of \$14,333. Please Note: If you request \$50,000 in CCF funding your minimum match requirement is \$16,667 in cash and in-kind resources.**
7. Are the budget pages included in the 10 page limit? **No, the ten pages of narrative should include the following: Community Needs Statement, Goal of the Project, Program Activities, Outcomes, Outputs, Community Resources & Supports and Applicant Agency Contribution. The cover pages, Abstract and Budget Pages are additional pages.**

Please do not hesitate to call Nancy Gagliano, LICSW Director Programs and Evaluation or Lynette Boado, Program Specialist at the Council for Children & Families with additional questions regarding RFP completion.

nancy@ccf.wa.gov 206-389-3297

lynette@ccf.wa.gov 206-389-3296

**Driving Directions to
COUNCIL FOR CHILDREN & FAMILIES
605 First Avenue, Suite 412
Seattle, WA 98104**

Location: The CCF office is located in downtown Seattle in the heart of Pioneer Square in the Mutual Life Building. The building is located on the west side of 1st Avenue, just north of Yesler Street. The entrance to the building is located next to the Magic Mouse toy store. The CCF office is on the fourth floor, suite 412.

From I-5 Southbound:

- Take exit 165A toward James Street
- Merge onto 6th Ave
- Turn right at Columbia
- Turn left at First Ave

From I-5 Northbound:

- From I 5 Northbound take exit 164A for James Street/Dearborn Street toward Madison St
- Follow signs for James Street
- Turn left at James Street
- Turn right at 4th Ave
- Turn left at Columbia
- Turn left at First Ave

RFP Resources Bibliography

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Daro, Deborah and Karen McCurdy. *Preventing Child Abuse and Neglect: Programmatic Interventions*. Child Welfare. 73(5). September-October, 1994.

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Karr-Morse, Robin. *Ghosts from the Nursery*. Atlantic Monthly, 1998.

Lieberman, Alicia F. *The Emotional Life of the Toddler*. Simon & Schuster, The Free Press, 1993.

McCurdy, Karen. *Home Visiting*. National Committee to Prevent Child Abuse Report, 1995.

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Repucci, N. Dickon, Preston A. Britner, and Jennifer L. Woolard. *Preventing Child Abuse and Neglect through Parent Education*. Baltimore, MD: Paul H. Brooks Publishing Co., 1997.

Search Institute. *40 Developmental Assets Among Seattle Youth*. Minneapolis, MN: Search Institute, 1997.

Principles of Family Support Practice

1. Staff and families work together in relationships based on equality and respect.
2. Staff enhance families' capacity to support the growth and development of all family members—adults, youth, and children.
3. Families are resources to their own members, to other families, to programs, and to communities.
4. Programs affirm and strengthen families' cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society.
5. Programs are embedded in their communities and contribute to the community-building process.
6. Programs advocate with families for services and systems that are fair, responsive, and accountable to the families served.
7. Practitioners work with families to mobilize formal and informal resources to support family development.
8. Programs are flexible and continually responsive to emerging family and community issues.
9. Principles of family support are modeled in all program activities, including planning, governance, and administration.

From: *Guidelines for Family Support Practice* (1996)
(Chicago: Family Resource Coalition)
