

BEFORE THE BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

RESOLUTION NO. 09-084

Accepting the Portland Children's Investment Fund Recommendation to Fund Investments in Early Childhood, Child Abuse Prevention/Intervention, Foster Care, After-School and Mentoring Programs; and Offering Advice and Counsel to the City of Portland Concerning the Recommendations

The Multnomah County Board of Commissioners Finds:

- a. In 2002 the citizens of the City of Portland authorized a five-year property tax levy to fund proven children's programs within the City.
- b. The City of Portland and Multnomah County entered into an Intergovernmental Agreement to make certain that the funds received from the Levy are allocated in a manner complementary with a coordinated and comprehensive plan, and to ensure accountability and equity throughout the system. As part of the agreement, the City of Portland created the Children's Investment Fund Allocation Committee to provide citizen oversight of the Levy.
- c. Furthermore, the Board of County Commissioners, through its expertise and experience in children's policy and administration, provides the City Council with advice and counsel. In the past the Board has made recommendations regarding allocations for early childhood care and education, for abused and neglected children and for after school and mentoring programs. The Board is now making recommendations to invest in these programs and in programs to support children in foster care.

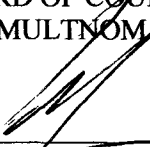
The Multnomah County Board of Commissioners Resolves:

1. The Board accepts the attached recommendation and request from the Portland Children's Investment Fund for investments in early childhood, child abuse prevention/intervention, foster care, after-school and mentoring programs.
2. Furthermore, the Board forwards the recommendation, with its own recommendation for adoption, to the Portland City Council for its consideration.

ADOPTED this 18th day of June, 2009.



BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON


Ted Wheeler, Chair

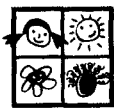
REVIEWED:

AGNES SOWLE, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY, OREGON

By 
Agnes Sowle, County Attorney

SUBMITTED BY:

Ted Wheeler, Multnomah County Chair



portland children's investment fund

Children's Investment Fund Background

In November of 2002, Portland voters approved the Children's Levy which created the Children's Investment Fund (CHIF). In the fall of 2008, voters renewed the levy for another five years. The levy generates approximately \$13 million annually for early childhood, after-school and mentoring, child abuse prevention/intervention and foster care programs. Administrative costs for the fund are capped at 5% of revenues and the fund obtains annual audits to assure compliance with the administrative cap. A copy of the 2008 ballot language for the Children's Levy is attached as Exhibit A.

An Allocation Committee governs the Children's Investment Fund and grants funds to programs serving children and families residing in the City of Portland. The Allocation Committee is comprised of a City Commissioner (Dan Saltzman), a County Commissioner (Ted Wheeler), a representative of the Portland Business Alliance (Ron Beltz), a citizen member appointed by the County Board (Adrienne Livingston), and a citizen member appointed by the City Council (Alissa Keny-Guyer).

Request for County Board Approval

CHIF is requesting that the Multnomah County Board of Commissioners approve the decisions of the Allocation Committee to fund investments in early childhood, after-school and mentoring, child abuse prevention/intervention and foster care programs in the amounts specified in the spread sheet titled "Exhibit B: CHIF Investment Decisions."

Below is a description of the planning process that informed the development of the Requests for Investment (similar to a Request for Proposals), and the review and funding decision processes.

Planning Process (May – October 2008)

Staff met with more than 20 policy level groups and organizations working in our funding areas beginning in the spring of 2008 to gather input on emerging community needs, priorities for funding, and systems issues on which CHIF could have an impact. The following is a list of groups consulted:

- Child Abuse Prevention and Treatment Act (CAPTA) Panel of Multnomah County
- Children's Trust Fund of Oregon
- City of Portland Managers (Office of Neighborhood Involvement, Bureau of Housing and Community Development, Bureau of Planning, Offices of Elected Officials)
- Coalition of Communities of Color
- Dependency (Model Court) Committee of Multnomah County
- Disability Advocates (representatives from Northwest Down's Syndrome Association and Family Action Coalition Team)
- District 2 Child Welfare Advisory Committee
- Early Childhood Council of the Commission on Children, Families and Community
- Family Violence Coordinating Council

- Grantmakers of Oregon and Southwest Washington
- Leaders Roundtable
- Multnomah County Commission on Children, Families and Community
- Multnomah County Domestic Violence Coordinator's Office
- Multnomah County Managers (SUN Service System, Touchstone, Anti-Poverty Services)
- Multnomah Youth Commission
- Oregon Mentors Board and Staff
- Portland Parks and Recreation Managers
- Portland Public Schools, After-School Childcare Coordinator
- Portland State, Tom Keller, Campbell Professor for mentoring at School of Social Work
- Portland Schools Foundation, Connected by 25 (Executive Committee)
- WrapAround Oregon Coordinating Committee

In addition to the discussions with policy level groups, CHIF held three Community Input Sessions (September 15, October 13, and October 23) at various locations throughout Portland which the general public was invited to attend. The meetings were publicly noticed, and all of the groups and individuals currently on CHIF's mailing list, over 1,000 people, were invited to attend the meetings. CHIF staff facilitated small group discussions regarding needs, trends and systems issues in our program areas. Attendees also provided written input on the division of funding between program areas and on the funding process used by CHIF.

Major themes in the input from policy groups and community members across all of our funding areas included increasing services available in the eastern part of the city, and supporting more culturally specific programming. A complete summary of input gathered in each of the funding areas is attached to this memo as Exhibit C.

Development of Requests for Investment (November 2008-January 2009)

As soon as the voters renewed the Children's Levy in November 2008, the Allocation Committee began making the decisions necessary to disburse the funds generated by the levy renewal. Based on public input gathered, the Committee divided the projected levy revenues of approximately \$36 million over three years between the program areas as follows:

- 33% for early childhood programs
- 20% for after-school programs
- 13.5% for mentoring programs
- 20% for child abuse prevention/intervention
- 13.5% for children in foster care

The Committee decided that all current grantees of the fund would be required to compete for funds to continue current programming, and that new programs (i.e. not currently receiving CHIF funding) would also be eligible to compete for funds. The Committee also decided to continue the Leverage Fund established in the previous levy cycle to match private investments in our funding areas. The Committee allocated \$3 million of fund revenues to the Leverage Fund, but agreed to delay making grants from the Leverage Fund until after the competitive grant

funding rounds are concluded. Last the Committee approved a template of the Request for Investment for use in all funding areas.

Funding Process (January 2009- June 2009)

Requests for Investment in all program areas were published in January 2009 and applications were due in March. A copy of the early childhood Request for Investment is attached as Exhibit D as an example. Requests for Investment in different funding areas differed only slightly. CHIF staff hosted two bidders' conferences to answer potential applicants' questions, and to review the funding process prior to the application due date.

CHIF received 125 applications for funding totaling \$97,178,747 – approximately 2.6 times the funds projected to be available over 3 years. CHIF recruited over 100 community reviewers to score the applications and provided them with an orientation session and a scoring rubric to assist them in scoring the applications. Three reviewers scored each application and the scores were averaged to arrive at the final application score. Each team of reviewers met to discuss the applications they read and arrive at final scores after the discussion. Staff facilitated all review meetings.

Staff provided Allocation Committee members with copies of all applications, summaries of all applications, a data sheet for each program area that ranked the applications by score, and included various data points on each application (e.g. funding requested, number and age of children served, hours of service per child, focus population etc.), and staff recommendations for funding.

Public meetings were held to make funding decisions on May 18, 2009 for after-school and mentoring programs, June 1, 2009 for foster care programs, and June 9, 2009 for child abuse prevention/intervention and early childhood programs. Allocation Committee members submitted individual slates for funding to staff prior to the funding meetings, and staff aggregated the individual slates to determine the level of agreement/disagreement on funding individual applications. Funding decisions were made starting with applications all Committee members wanted to fund and proceeding to applications with lower levels of Committee support for funding. Committee members made preliminary funding decisions, invited public comment on the preliminary decisions, and then made final funding decisions.

Funding decisions were based on several priorities: 1) continuing funding for current programs that were performing well and that scored well in the Request for Investment process, 2) funding highly scoring new programs, 3) creating a balanced and integrated system of city services, and 4) balancing funding geographically and among mainstream and culturally specific programs.

Exhibit A: 2008 Children's Levy Ballot Measure

Measure 26-94

Renew five-year levy for Children's Investment Fund

Question

Shall Portland continue supporting child abuse prevention, foster children, early childhood, after-school programs, renewing five-year levy starting 2009? This measure may cause property taxes to increase by more than 3 percent.

Summary

Measure would continue financing Children's Investment Fund to support proven programs designed to help children arrive at school ready to learn, provide safe and constructive after-school alternatives for kids, helps foster children and prevent child abuse and neglect and family violence.

This Children's Investment Fund can only be used for:

- Child abuse prevention and intervention, addressing juvenile crime, school failure, drug and alcohol abuse and homeless youth.
- Early childhood programs making childcare more affordable and prepare children for success in school.
- After-school, summer and mentoring programs: promoting academic achievement, reducing the number of juveniles victimized by crime and increasing graduation rates.
- Children in foster care programs: helping foster children succeed who have been abused and neglected.

Accountability measures include:

- Programs funded must be cost effective and have a proven record of success.
- Investment fund subject to oversight by a citizen committee
- Investment fund subject to annual audits.
- Administrative costs cannot exceed 5 percent.

Levy is \$0.4026 per \$1,000 of assessed property value and produces an estimated \$14 million per year for five years.

Portland Children's Investment Fund
Grant Awards 2009

Exhibit B: Children's Investment Fund Grant Awards 2009		
Early Childhood Programs		
Applicant Name	Program Name	Funding Awarded
Albertina Kerr Centers	Kerr Early Intervention Program	545,080
Albina Head Start, Inc.	Early Head Start	1,650,000
Cascade AIDS Project	Kids' Connection	112,038
Friendly House	Preschool	241,532
Hacienda CDC	Portland Ninos	480,000
Immigrant & Refugee Community Organization	Parent & Child Success Program	812,601
Impact Northwest	Parent Child Development Services	530,225
Latino Network	Juntos Aprendemos	420,000
Morrison Child & Family Services	Early Childhood Mental Health Consultation	1,650,000
Morrison Child & Family Services	Listos Para Aprender	1,300,416
Mt Hood Community College	Head Start & Early Head Start	968,450
Multnomah County Library Foundation	Raising a Reader	320,000
Neighborhood House	Child Care Improvement Project	372,740
Neighborhood House	Early Oregon Prekindergarten	1,275,000
Peninsula Children's Center	Early Childhood Success Project	486,506
Portland Community College	Child Development Center, Sylvania Campus	467,942
Portland Public Schools	Head Start	906,451
Early Childhood TOTAL		12,538,981

Portland Children's Investment Fund
Grant Awards 2009

Child Abuse Prevention & Intervention Programs		
Applicant Name	Program Name	Funding Awarded
CARES Northwest	Urgent Assessment Program	600,000
Catholic Charities	Parent Child Involvement Project	275,000
Children's Justice Alliance	Family Stabilization Project	517,425
Children's Relief Nursery	Child Abuse & Neglect Prevention	983,019
Janus Youth Programs	Insights SEEDS	377,037
Janus Youth Programs	Project Metamorphosis	942,660
Lifeworks Northwest	Youth Services Team	468,669
Lifeworks Northwest	Family & Community Alliance	495,552
Listen to Kids	Parent Child Involvement Project	275,000
Lutheran Community Services	Family Support for Africans & Eastern Europeans	527,063
Salvation Army	Parent Child Involvement Project	325,000
Volunteers of America	Family Relief Nursery	747,475
Volunteers of America	Home Free	400,000
Child Abuse TOTAL		6,933,900

Portland Children's Investment Fund
Grant Awards 2009

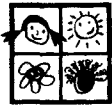
Foster Care Programs		
Applicant Name	Program Name	Funding Awarded
Big Brothers Big Sisters of Metro Portland	Project Hope	352,952
Boys & Girls Aid	Wendy's Wonderful Kids	109,556
Children's Relief Nursery	Helping Children in Foster Care Succeed	175,000
Impact Northwest	Parent Child Development Services - Safe & Together	750,000
Janus Youth Programs	Insights Teen Parent Program - ECHO	470,896
Juvenile Rights Project	School Works	562,643
Legacy Emanuel Children's Hospital	Medical Home for Children in Foster Care	400,000
NAYA Family Center	NAYA Native American Foster Care Services	1,389,027
Self Enhancement, Inc.	SEI Foster Care Program	750,000
Foster Care TOTAL		4,960,074

Portland Children's Investment Fund
Grant Awards 2009

Mentoring Programs		
Applicant Name	Program Name	Funding Awarded
Big Brothers Big Sisters of Metro Portland	Community Based Mentoring	592,796
Big Brothers Big Sisters of Metro Portland	School Based Mentoring	348,044
Boys & Girls Aid	Mentor Portland	483,736
Friends of the Children	Friends of the Children	1,201,655
Immigrant & Refugee Community Organization	African Immigrant Mentoring	255,795
Impact Northwest	Impact Northwest Mentoring	380,934
Lutheran Community Services	Helping a Youth Leap Onward	400,000
Metropolitan Family Services	Experience Corps	535,667
Portland Opportunities Industrialization Center	POIC Mentoring	109,000
Start Making a Reader Today (SMART)	SMART	220,000
Trillium Family Services	Family of Friends	182,000
Mentoring TOTAL		4,709,627

Portland Children's Investment Fund
Grant Awards 2009

After School Programs		
Applicant Name	Program Name	Funding Awarded
Boys & Girls Clubs of Metro Portland	Youth & Family Service Program	450,000
Campfire USA Portland Metro Council	SUN Community Schools - David Douglas School District	618,180
Chess for Success	After-School Chess Club	150,000
Children's Course	First Tee of the Children's Course Outreach Portland	93,600
Community Cycling Center	After School Bike Clubs	207,000
Ethos Music Center	Music Corps	368,313
Girls, Inc. of Northwest Oregon	Comprehensive School Based Program	192,000
Immigrant & Refugee Community Organization	ASPIRE	722,871
Impact Northwest	SUN Community Schools - Whitman ES, Marshall HS	618,180
Metropolitan Family Services	SUN Community Schools - Glenfair MS	275,523
NAYA Family Center	EAGL	500,000
Neighborhood House	SUN Community Schools - Jackson MS	231,817
Northwest Family Services	Latino Family Empowerment	153,940
Open Meadow	Step Up	787,000
Oregon Heath Career Center	aka Science	251,500
Oregon Outreach	Urban Opportunities	251,032
Saturday Academy	After School Program	322,537
Self Enhancement, Inc	SEI After School Program	1,226,211
Tears of Joy Theatre	After School Outreach Program	179,000
After-School TOTAL		7,598,704
GRAND TOTAL		36,741,286



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Exhibit C: PUBLIC INPUT SUMMARY

Background on Input Process

From April through September 2008, Children's Investment Fund (CHIF) staff met with 22 policy level groups and individuals to gather input for the Allocation Committee regarding needs, trends and systems issues related to after-school, mentoring, early childhood, child abuse prevention/intervention and foster care. The questions posed to the various groups are included as Attachment A.

In addition to the discussions with policy level groups, CHIF held three Community Input Sessions (September 15, October 13, and October 23) at various locations throughout Portland. All of the groups and individuals currently on CHIF's mailing list, over 1,000 people, were invited to attend the meetings. A total of 110 people participated in these sessions. CHIF staff facilitated small group discussions regarding needs, trends and systems issues in the following program areas: 1) after school and mentoring; 2) child abuse prevention/intervention and foster care; and 3) early childhood. Attendees also provided written input on the division of funding between program areas and on the funding process used by CHIF. They were also asked to include any general comments.

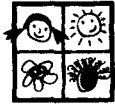
Introduction of Summary

A summary of the most common themes of all the input received through these processes follows. ***The themes in each program area are arranged in order of priority with the first representing the most frequently mentioned input and subsequent entries following in frequency mentioned.***

We greatly appreciate the input and perspectives shared by all groups and individuals. The Allocation Committee will use this information to assist them in setting funding priorities.

Below is a list of the policy groups that provided input as part of this process:

Child Abuse Prevention and Treatment Act (CAPTA) Panel of Multnomah County
Children's Trust Fund of Oregon
City of Portland Managers (Office of Neighborhood Involvement, Bureau of Housing and Community Development, Bureau of Planning, Offices of Elected Officials)
Coalition of Communities of Color
Dependency (Model Court) Committee of Multnomah County
Disability Advocates (representatives from Northwest Down's Syndrome Association and Family Action Coalition Team)
District 2 Child Welfare Advisory Committee
Early Childhood Council of the Commission on Children, Families and Community
Family Violence Coordinating Council
Grantmakers of Oregon and Southwest Washington



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Leaders Roundtable

Multnomah County Commission on Children, Families and Community

Multnomah County Domestic Violence Coordinator's Office

Multnomah County Managers (SUN Service System, Touchstone, Anti-Poverty Services)

Multnomah Youth Commission

Oregon Mentors Board and Staff

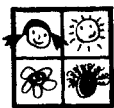
Portland Parks and Recreation Managers

Portland Public Schools, After-School Childcare Coordinator

Portland State, Tom Keller, Campbell Professor for mentoring at School of Social Work

Portland Schools Foundation, Connected by 25 (Executive Committee)

WrapAround Oregon Coordinating Committee



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Summary of Most Common Themes from Public Input

I. General Themes

The items included in this section are common issues, needs and trends that cross all program areas, as identified during discussions with policy groups and at the Community Input Sessions.

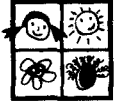
This list is not prioritized.

- Fund services in eastern part of the city; increased service needs in all funding areas in East Portland due to the shift of poverty east
- Provide culturally-specific services to improve support for children of color
- Increase cultural competency in assessing and planning intervention based on child's needs and strengths; address disproportionate representation of children of color in multiple systems (child welfare, juvenile justice, school suspension/expulsion)
- Assure children with disabilities are included in and served by CHIF funded programs
- Support and expand existing programs that are effective, including programs at risk of cuts from other funders (i.e. Wraparound Oregon, county-funded services for at-risk children)
- Focus funding on programs that work to prevent children from ever entering the child welfare system
- Fund applicants that demonstrate they are aligning with others to solve complex problems
- Assure programs adequately budget for training pertinent to program models
- Assure adequate budgets for transportation included with services
- Assure adequate funding is available for CHIF to work with other funders (e.g. Multnomah County) to build capacity and training within systems for quality improvements; pool training resources to address common training needs

II. Recommendations for Division of Resources by Program Area

In addition to asking about needs, trends and systems issues, policy groups were asked to make resource allocation recommendations across all program areas. Policy groups did not offer substantial input on this issue.

As part of the Community Input Sessions, participants were asked to respond, in writing, with a percentage recommendation of how the Allocation Committee should distribute the available funding among program areas. Of the 110 people attending the Community Input Sessions, 73 (66%) provided allocation advice. Forms were submitted anonymously, so individual biases that may have influenced recommendations are unknown. Of the people present at the Community Input Sessions, slightly less than half represented After School/Mentoring programs; about one-third Early Childhood and about one-fifth Child Abuse Prevention/Foster Care.



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Based on the recommended percentages given by participants, we calculated the median allocation percentage in each program area. The median figures suggest that funding should be equally distributed, one-third each, across three funding areas; 1) Early Childhood; 2) Child Abuse Prevention & Foster Care; and 3) After School & Mentoring. Within the grouping of Child Abuse Prevention and Foster Care, the median figures suggest that slightly more than half of the funding be focused on prevention. For After School and Mentoring, participants recommend that slightly more than half of the funding be dedicated to After School programming.

III. Program Specific Issues

This section is a summary, by program area, of the most common themes in all the input received through the discussions with policy groups and the Community Input Sessions. *The themes in each program area are arranged in order of priority with the first representing the most frequently mentioned input and subsequent entries following in frequency mentioned.*

Early Childhood

Needs/Gaps

Childcare

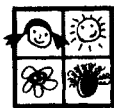
1. Subsidized child care; especially in conjunction with other supportive services (i.e. affordable housing, basic needs assistance)
2. Respite care – especially for evenings, weekends; children with disabilities; children in relative foster care
3. Build capacity of providers to better care for children with disabilities
4. Supports to improve quality of child care
5. Integrate parent education into early care and education programs

Early Education/Literacy

1. Increase capacity of Head Start and Early Head Start, including ability to serve children above 100% of Federal Poverty Level (FPR)
2. Expand early pre-k services for 0-3; only meeting 4% of need in the state
3. Support school readiness of Latino and immigrant children and the education and literacy of their parents
4. Early literacy/school readiness programs; include strong parent engagement component
5. Link early childhood programming to schools; engage elementary principals

Family Support

1. Continue to support family home-visiting and child-development services, and assure that home-visiting child development programs are connected to comprehensive family



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services that help support family basic needs (i.e. housing, food, preventative health care, other forms of assistance)

2. Early prenatal and parent education services for pregnant women

Child Social/Emotional Development

1. Expand early childhood mental health consultation services to reach more childcare providers and preschool sites
2. Access for early childhood services at homeless shelters, transitional housing sites, domestic violence shelters, indoor parks; meet families where they are
3. Outreach to pediatricians to help them understand where to refer families when they see social/emotional issues in children or mental health issues in parents

Child Health

1. Free or affordable dental care for young children

System Issues

1. Home-visiting programs often not given adequate funding for mileage, translators, case coordination with other service providers; support smaller caseloads for better case coordination with other providers/systems in child/family's life
2. Limited supply of bilingual EC workforce (many languages, need many translators) – teachers, home visitors, parent educators, nurses, mental health counselors, etc; need for materials to be translated into multiple languages translation of materials
3. Coordination between early childhood providers to reduce duplication and better meet the variety of needs of families served; specifically better connections between education-based services (e.g. preschool, Head Start) and specialty programs (e.g. health, mental health, trauma interventions)
4. Need to strengthen the linkage between EC services and schools to better support children transitioning into kindergarten, especially children with delays, behavioral or other challenges; need tools to assess readiness of all children

Child Abuse Prevention

Needs/Gaps

Universal Prevention

1. Extensive local public health campaign intended to change community norms about child abuse/neglect. Messages to address: challenges of parenting and asking for help is ok; averting sexual abuse of adolescent girls
2. Universal prevention education for all families: prenatal care to prevent physical abuse; low and no cost parent education/child development classes for public; deliver prevention services through child care providers



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3. Primary prevention around domestic violence. Education and tools for middle school children and teachers; prevention information in human development and health courses
4. Free/affordable family activities
5. Screening services at birth to identify risk and referrals to support services

Family Support and Preservation Services

1. Respite care services, for all ages, but specifically children 0-5 with disabilities and relatives caring for children
2. Long-term support for families where chronic neglect is a major challenge
3. Client assistance funds for basic needs as a supplement to family support services that include mental health treatment; including teens
4. Family support services to keep families out of the child welfare system; outreach and support to families reported to the child welfare hotline for whom a case is not opened
5. Family preservation services to keep children and youth with their biological families
6. Extended reunification services for families after family is reunited and DHS case closes
7. Support for relatives caring for children who are not formally connected to DHS; flex funds for resources (i.e. childcare, transportation, food) and support services (i.e. mental health, parent support groups)
8. Evidenced-based parenting programs for families with very young children through high school youth

Focus Populations

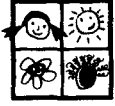
1. Focus on preventing children of color from entering the foster care system; African American and Native American children are especially over-represented in the child welfare and foster care system compared to their proportion of the general population
2. Culturally specific services in all areas especially respite care for families caring for relatives and for foster families, family support and preservation programs, parenting programs; services need to come from within community so families trust providers
3. Programs that serve teen moms, especially teen moms of color
4. Services to children of incarcerated parents to help keep them connected to their parents and services to pregnant women in prison
5. Therapeutic intervention services for children who have been exposed to domestic violence or other traumatic events

Health

1. Dental care for children and older youth

System Issues

1. Need for a seamless service system. Co-location of basic needs supports and family support services
2. Limited supply of culturally specific providers doing child abuse prevention and intervention work; need to support existing providers to develop capacity of other culturally specific groups interested in providing services to their respective communities



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3. Service providers need specialized training and access to consultation to support them in their work with children/families who have experienced domestic violence and children who have experienced trauma
4. Need for centralized case planning for families with multiple service needs (e.g. Wraparound Oregon)
5. Improve training, skills and retention of line staff

Foster Care

Needs/Gaps

Foster Care Youth

1. Transitional services for youth aging out of the foster care system
2. Increased visitation services for foster children with their biological parents and siblings to support successful reunification
3. Mentoring for children in foster care
4. Additional support for children in foster care during all the major school transitions (Kindergarten, 5th to 6th; 8th to 9th, after high school)

Foster Care Families

1. Provide additional support services for relative foster care, including respite care
2. Readily accessible flex funds and/or donated slots for foster children to participate in enrichment activities that include transportation
3. Support for relative search services and connection of children to extended family members instead of placements with non-family foster care
4. Services that enhance communications between foster families and biological families
5. Child care for all children in a foster family

Health and Mental Health

1. Health, mental health and dental screening and assessment on all children entering foster care
2. Services that assess and treat children who have experienced trauma to minimize behavioral problems that lead to multiple placements and exacerbate trauma
3. Services to assure children in foster care receive appropriate behavioral supports and services from schools and DHS

Focus Populations

1. Culturally specific services in all areas, especially for Native American and African American children, to address over-representation in the child welfare system
2. Specialized foster care for children and youth who have sexualized behavior to prevent them from being institutionalized
3. If Measure 61 passes, potential for more children entering the foster care system



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System Issues

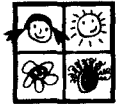
1. Overrepresentation of children of color in foster care
2. Need to increase emphasis on cultural competence of foster families: recruit and retain foster care families of color, and better training/support to improve the cultural competence of mainstream foster families serving children of color
3. Need to increase the supply of quality foster families through enhanced recruitment and training efforts
4. Lack of culturally appropriate assessments for intake in systems working with youth (juvenile justice, child welfare, etc.). Over-representation of children of color in systems due in part to inappropriate assessment of children's needs/strengths at intake
5. Lack of substance-free housing for families who have completed treatment, are working to stay sober, and seeking to reunite with their children
6. Weak connections between DHS child welfare and community service providers resulting in limited referrals of families by DHS to community-based family support services
7. Need for a trauma-informed service system (i.e. assessment tools, training)
8. Need for centralized case planning for families with multiple service needs (i.e. Wraparound Oregon)
9. Improve training, skills and retention of line staff
10. Align CHIF funding with the multiple statewide efforts currently underway to improve the foster care system.

After-School

Needs/Gaps

Programming Needs

1. Summer programming including access to summer food program
2. Services for children in school transitions (between elementary and middle and middle and high school); special focus on 8-9th especially for children coming from K-8 and for youth with failures in core classes at 8th grade level
3. Outdoors/nature and environmentally focused programming
4. Programs that offer a full range of services and are connected to the school day
5. Programs that provide a higher level of engagement and require a higher level of commitment; education for parents/SUN Coordinators on commitment level required
6. College preparation and career exposure; programs that help connect school to real world
7. Drop out prevention programs and services that address children's needs when they fail to attend school
8. Scholarships for income eligible children to get into fee-for-service childcare programs at particular schools
9. Programs focused on health, fitness, and nutrition
10. Teen sports/programs



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11. Service learning projects
12. Academic support
13. Enrichment programs for the newly converted K-8 schools in low resource areas
14. Music programming
15. Computer instruction
16. Credit recovery opportunities for students who have failed a 9th grade class, taking them "off-track" for graduation.
17. Gang prevention services

Focus Populations

1. Services for Latino youth (consistently underachieving)
2. Services for immigrant populations.
3. Services for the K-3 population; services for kindergartners at SUN sites because SUN does not typically serve this age group

Geographic

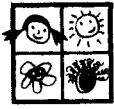
1. Significant need for more services in East Portland due to shift of poverty east

System Issues

1. Involve school districts in planning after school programming in an effort to better connect to academic achievement (address downward slide in academic indicators as children get older)
2. Improve recruiting, training, skills and retention of after-school line staff
3. Transportation to and from after-school activities is a barrier to participation
4. Need to track children and youth through transitions; no one in charge of shepherding children from one institution to another and this is where many at-risk youth lose ground
5. Align with Connected by 25 to assure youth identified as at-risk for dropping out are prioritized for use of existing resources
6. Affordable child care for school aged children of low-income working parents that covers before/after-school, school vacation and in-service days
7. Coordinated data gathering and/or data sharing across systems
8. Need to work at the school district level to coordinate after school efforts
9. Need for better communication between after school providers and classroom teachers
10. Directory of After School programs; opportunities for networking and collaboration

After School Funding Focus

At the three Community Input Sessions, attendees who participated in the After School small group discussions were asked to provide feedback as to whether or not funding for After School programs should continue to be restricted to programs that serve 4th through 8th grade students. Responses ranged from keep the focus on 4th through 8th grade to expand the focus to include students in grades K through 12. The most common recommendation was to expand the focus to include 9th grade students, in an effort to provide additional supports during the transition from 8th to 9th grade.



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Mentoring

Needs/Gaps

1. Male mentors for boys aged 9-12 who are being raised by single mothers who want their child to have a male role model
2. Programs with creative strategies to recruit men; possible focus on group and activity-based mentoring
3. Mentoring programs for immigrant populations, and culturally specific mentoring
4. Need to address teenage coming of age issues in mentoring curriculum
5. Mentoring programs for children who transition out of Head Start

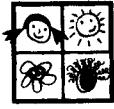
Systems Issues

1. Group mentoring may be more appropriate in many communities of color; best practices for mentoring may differ amongst cultural communities
2. Improve mentor retention by helping mentors move up or down the commitment continuum as their circumstances/talents/needs dictate
3. Advocate for state funds for mentoring
4. Build ways to increase volunteerism
5. Need for risk assessments of children before referral for mentoring services; children with high number of risk factors may not be appropriate for participation in low intensity mentoring programs
6. Need opportunities for mentoring programs to network and partner
7. Increased service costs to overcome language and cultural barriers
8. Challenging to track data on mentees due to high mobility rates; collaboration with school districts needed

IV. Public/Private Collaboration and Leverage Fund

CHIF hosted a special meeting of the members of Grantmakers of Oregon and Southwest Washington to discuss current community needs, and ways in which CHIF might partner with private funders. CHIF provided background and history on the Leverage Fund in which CHIF funds were matched with private foundation funds to invest in projects in CHIF funding areas. The following list represents the suggestions by the group for how CHIF might collaborate with private funders in the future. ***This is not a prioritized list.***

- Consider geographic partnerships where a private foundation provides funding for a program outside the city (county or tri-county perhaps) and we provide funding in Portland
- Add a collaboration committee to CHIF to work on creating public/private partnerships
- Consult recent United Way community needs assessment; possibly work with them to jointly RFP



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- Consider using a version of challenge grant approach: grantee makes a proposal to CHIF that includes a plan to garner matching funds from private sources; we approve the grant but don't actually start funding until matching funds are secured. Would allow for more thorough vetting on our side, a more transparent process for potential grantees, and would assure that projects are right-sized – i.e. we're not increasing the size of a grant beyond what a grantee can reasonably handle
- Work with other funders (government and private) to offer joint funding opportunities, joint application review; challenge other funders to partner with CHIF to address and meet system needs

V. Other General Feedback Themes

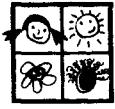
This section is a compilation of other general feedback themes received throughout the process. Included in this summary is input about the CHIF funding process and other general comments shared on written forms completed at the Community Input Sessions. Additionally, verbal comments from policy groups and the small group discussions, not otherwise captured, are included. *This is not a prioritized list.*

Application and Decision-making Process

- Be clear about expectations and evaluation criteria; how decisions will be made; funding limitations; distribution throughout the City
- Consider collaborative/multi-agency applications
- Open the process to organizations that do not currently receive CHIF funding
- Make sure the applications are reviewed and scored by people from diverse backgrounds, with content expertise
- Population specific needs should be met: immigrants, refugees, fathers, teens
- Make allocation decisions based on the scores, highest scoring proposals are awarded funding
- Consider other factors, not just scores, when making award decisions

Other

- Start a small grants program where youth both serve as reviewers and as beneficiaries of the grants
- Allow funding for computers
- Increase allowable administration rate for agencies; 5% is not enough
- Increase the involvement of schools (e.g. administration, PTAs) with CHIF
- Continue to build networking opportunities amongst CHIF funded grantees
- Need "buy-in" from children, youth, parents and SUN system on the importance of commitment to after school programs

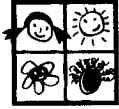


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ATTACHMENT A

Questions for Policy Level Groups

1. If group is concerned with children generally:
Over the life of the fund, CHIF has invested 48% in early childhood programs, 17% in child abuse prevention/intervention programs and 35% in after-school and mentoring programs. Should this change or stay the same and why?
2. What are biggest priority needs that you are aware of in relevant funding areas (early childhood, child abuse prevention/intervention, children in foster care, after-school and mentoring)?
3. Any current systems issues or projects addressing systems issues that CHIF should address or build upon in our funding areas?
4. Are there services or types of services that we are currently funding that you feel strongly should not go away?
5. What needs within our funding areas would you prioritize if future revenues exceed expenses for all current programming i.e. if we have "extra" money?
6. CHIF set aside a portion of revenues for a Leverage Fund to encourage private funders to invest in our program areas by matching their investments. Are there other ways CHIF could leverage our funds?
7. Any other groups/people you think we should talk to?



portland children's investment fund

Exhibit D

Invitation to Submit a Request for Investment in Early Childhood Program Services to be Delivered in the City of Portland

Publication Date: January 21, 2009

Summary of RFI

Available Funding:	Approximately \$12,124,624 will be available for a 36-month period through the City of Portland Children's Investment Fund. Individual grants will be capped at \$550,000 <u>per year</u> , per proposal. Total investment by the Children's Investment Fund in an organization will be limited to 30% of annual organization revenue.
Due Date, Time & Place:	Monday, March 2, 2009 by 5 PM <u>The application and all attachments must be submitted in electronic format. No paper submissions will be accepted. Submit applications and all attachments via email to mmcelroy@ci.portland.or.us, OR submit on compact disc to 319 SW Washington St., Ste. 310, Portland, OR 97204.</u>
Bidder's Conference:	Applicants are strongly encouraged to attend one of two Bidders' Conferences which will be held on February 3, 2009 from 9-10 am, and on February 9, 2009 from 12-1 pm in the Auditorium (2 nd Floor) of the Portland Building, 1120 SW 5 th Avenue.
Period of Award:	36 months (7/1/09 – 6/30/12)
Eligible Applicants:	Not for Profit Corporations – 501(c)(3), Schools, Government Agencies, For Profit Entities. These groups may also apply as a consortium of organizations through an identified lead agency/fiscal agent.
Requested Services:	Early childhood program services for children aged 0-5 and their parents or guardians.

Goal of Services:	To help children arrive at school ready to learn and succeed in school.
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Request for Investment in Early Childhood Programs

Guidelines and Requirements

Introduction

In November 2002, Portland voters passed Measure 26-33, known as the Portland Children's Initiative. The measure established the Portland Children's Investment Fund (CHIF). CHIF invested an average of \$10.3 million per year over five years in proven programs located in the City of Portland to help prepare young children for school, prevent child abuse and neglect, provide safe and constructive before and after-school alternatives and mentoring relationships for children.

In November 2008, Portland voters renewed the Portland Children's Initiative for an additional five years beginning July 1, 2009. Depending upon annual tax receipts, CHIF will invest approximately \$13 million per year in proven programs in early childhood, child abuse prevention/intervention, foster care, after school and mentoring. All investment recommendations are made by a five-member Allocation Committee that is composed of one City of Portland Commissioner, one Multnomah County Commissioner, one representative of the business community, and two citizens with expertise in children's issues.

CHIF seeks to increase the capacity for selected programs to deliver services and to implement proven programs, thereby improving outcomes for young people and for the community. These improved outcomes may be reflected in increased school success and graduation rates, decreased juvenile crime and substance abuse rates, and lower rates of child maltreatment.

RFI Objective, Community Input and Funding Priorities

After an extensive community input process in which CHIF consulted with policy level groups, school districts, service providers and the community, the Allocation Committee decided to invest in proven early childhood programs that help children arrive at school ready to learn and succeed in school including, **but not limited to**, the following services prioritized in public input: Head Start, Early Head Start, scholarships to quality childcare settings on a sliding fee scale for low-income families, childcare quality improvement services, early childhood mental health consultation, home visiting services that offer intensive, longer term child development and family support services, parenting support and education, and early literacy.

CHIF is releasing Requests for Investment (RFI) for programs in five funding areas (early childhood, child abuse prevention/intervention, after school, mentoring, and foster

care) in early 2009. Some programs may be eligible to receive funding under the Guidelines and Requirements of more than one RFI (e.g. a child abuse prevention program that serves children aged 0-5 may fit under the Guidelines and Requirements of both the Early Childhood RFI and the Child Abuse Prevention/Intervention RFI). Programs may submit the same application for funding in more than one category. The application will be scored by one review committee, and if the program is funded in one category, it will be removed from consideration for funding in the second category in which it was eligible to request funding. If the application is considered but not funded in one category, it will be considered for funding in the second category for which it was eligible to apply.

Funding Guidelines

Available Funding and Funding Limitations

Approximately \$12,124,624 will be available for a 36-month period. Individual investments will be capped at \$550,000 per year, per application. All applicants must request at least \$30,000 per year.

Applicants must demonstrate that CHIF funding will comprise no more than 30% of the applicant's revenues for its last closed fiscal year. Applicants must include all funding they are requesting from CHIF in all program areas in calculating this amount.

Eligible Service Population

Children aged 0-5 and their parents or guardians.

Duration of Investment

CHIF funding is available for 36 months of service provision beginning July 1, 2009 and ending June 30, 2012.

City of Portland Residency

All beneficiaries of CHIF investments (i.e. children served) must be residents of the City of Portland.

Eligible Forms of Assistance

Proposed programs should directly serve children and families.

City of Portland Rules and Guidelines

Funded organizations will be required to follow City of Portland EEO hiring guidelines and contracting rules¹, provide proof of liability, automobile and workers compensation insurance and provide additional assurances as required by CHIF staff.

¹ PCC 3.100.005 provides in part: It is unlawful to discriminate on the basis of race, religion, color, sex, marital status, familial status, national origin, age, mental or physical disability, sexual orientation or source of income in programs, activities, services, benefits, and employment whether carried out by the City of Portland, directly or through a contractor or any other entity with whom the City of Portland arranges to carry out its programs and activities except as allowed by federal law, rules and regulations.

Application Components

Application Cover Sheet

Applicants must include a complete application coversheet using the form attached in Exhibit A.

Narrative Response and Formatting Requirements

Applicants must submit responses to each numbered section and lettered subsection of the RFI. Narrative responses must be formatted as follows:

- One-inch margins on each page
- No less than 12-point type
- Page number and program name listed at the bottom of each page
- Comply with page limits listed for each section

Required Attachments

All applicants must submit the Checklist of Required Enclosures (Exhibit B) with the following documents:

- Proof of 501(c)(3) status (where applicable)
- Detailed FY 9/10, FY10/11 and FY11/12 proposed program budgets including sources and uses for all funds using the attached budget form in Exhibit C.
- Annual organization-wide budgets for the current operating fiscal year, and the most recent closed fiscal year that include sources and uses of all funds. Please clearly state the starting and ending months of the organization's fiscal year.
- If the applicant has revenues of at least \$1 million for the last closed fiscal year, applicant must submit a recent audited financial statement.
- If the applicant has annual revenues of less than \$1 million for the last closed fiscal year, the applicant is not required to submit an audited financial statement with the application, but will be required to obtain an audit prior to receiving any funding from CHIF.

Failure to submit required enclosures may disqualify the application from consideration.

Application Process

Bidders' Conference

CHIF will hold two Bidders' Conferences on February 3, 2009 from 9 – 10am, and February 9, 2009 from 12 -1pm, both in the Auditorium (2nd Floor) of the Portland Building located at 1120 SW 5th Avenue, Portland, OR. The bidders' conference is not mandatory, but it is highly recommended that all potential applicants attend. The purpose of the Bidders' Conference is to review the requirements and necessary forms for the RFI, and answer any questions from potential applicants regarding the

application components and/or process. Questions and answers from the bidders' conference will be available at www.childrensinvestmentfund.org within 5 business days of each conference.

Application Submission

Applications will be due by 5 pm on March 2, 2009. Applicants may submit their completed application electronically to Meg McElroy at the following email address: mmcelroy@ci.portland.or.us. All attachments to the application must also be submitted electronically.

Alternatively, applicants may submit completed applications on a compact disc by delivering the compact disc to 319 SW Washington Ave., Ste. 310, Portland, OR 97204. All attachments to the application must be included on the compact disc.

Please do **not** submit a PDF of the entire application so that staff can separate attachments as necessary. No paper applications will be accepted and all applications must be received in person or electronically by 5 pm. Staff will acknowledge receipt of all applications via email within 5 working days of receipt.

Review and Scoring

Each proposal will be scored by review committees composed of volunteers from the academic community, the business community, private foundation staff, government agency staff, non-profit staff and the community. These individuals will read, review, and score each proposal based on the criteria defined in the following Application Directions.

Funding Decisions

The Allocation Committee will make funding recommendations based on scores and other community conditions in order to foster a balanced and integrated citywide system of services. The Committee will make funding recommendations in late May and early June. CHIF staff will notify all applicants of the time, date, and place of Allocation Committee meetings in which the Committee will make funding decisions affecting the applicant by April 1, 2009. The Allocation Committee's funding recommendations will then be reviewed by the Multnomah County Commission and submitted for final approval by the Portland City Council. Final funding decisions shall be made at the sole discretion of the Portland City Council. The offering of this RFI does not constitute a commitment to fund by the City of Portland or CHIF.

Notification

CHIF intends to notify all applicants of the results of the selection process promptly upon the decision of the City Council. It is anticipated that notification will occur no later than June 30, 2009, with contracts to begin on July 1, 2009.

Applicants selected for funding will receive written confirmation of selection. Funds will be available for use by selected projects after grant agreements with the City of Portland have been executed.

Questions or Comments

Questions or comments about this Request for Investment may be addressed to Lisa Pellegrino, Program Director, at epellegrino@ci.portland.or.us, 503.823.2939 or 503.740.1993, or Lisa Hansell, Manager, Child Abuse Prevention/Foster Care Portfolio at lisa.hansell@ci.portland.or.us, 503. 823.4133.

Application Directions

Rating Criteria and Instructions

Applicants must respond to each of the following numbered sections. Each numbered section below is worth a portion of 100 possible points. In addition, applicants may be eligible to receive 6 possible bonus points as described below. Please be clear and specific in your responses and assure that you have responded to all parts of the question. Applicants who fail to address a portion of the question will receive fewer points.

PLEASE USE A SEPARATE PAGE(S) FOR EACH RESPONSE AND LABEL EACH RESPONSE WITH THE SECTION TITLE AND NUMBER.

I. Program Design (25 points)

Please answer all subparts and label your responses to correspond to the appropriate subpart. [4 page maximum]

A. Provide a one paragraph summary of the program for which you are requesting funding that includes a general description of the services you intend to offer.

B. Please provide the specific program information requested using the headings listed below in your response.

- 1. Number Served:** Provide the number of children, and if applicable parents, you intend to serve annually for each of the grant years. Explain the basis for this projection and whether the number represents a duplicated count or an unduplicated count. If there are several different service components in the proposed program, include numbers served for each program component.

Example:

We expect to serve 70 children per year with home-visiting services and parent-child interaction group services. Home-visiting services will be offered to the primary child enrolled and his/her family throughout the year based on the family's needs. Parent-child interaction group services will be available to the child/parent throughout the year. This projection is based on the number of slots we have allotted for these services. Actual numbers of children served may be higher if there is turnover among the slots.

Some families have multiple children and our services may also benefit those children, but we only count the primary child enrolled in our program toward our goals for children served. We do not count siblings as part of our numbers served unless the sibling is also enrolled as a primary client in our program.

2. **Target Population and Geographic Location:** Identify the target population and geographic area the program proposes to serve and explain why you have made these choices. Applicants who predominantly serve children residing in the eastern part of Portland (roughly east of 82nd Avenue), or offer services at a site located in this area, will receive three bonus points.
3. **Client Recruitment:**
 - a. Describe the outreach methods you intend to use to recruit clients for the proposed program, including any specific methods to assure effective outreach to children with disabilities.²
 - b. Describe any processes in place to assess effectiveness of outreach methods.
 - c. If applicable, describe how clients will be referred to the program by others, and describe any processes that will be used to track referral sources.
4. **Client Enrollment, Eligibility and Exit:**
 - a. Describe the child/client intake and/or enrollment process including any eligibility requirements.
 - b. Describe whether and how the program obtains informed consent from children or their parents, and obtains a release of information from clients.
 - c. Describe any processes in place for exiting participants from the program.
5. **Service Activities:**
 - a. Describe the service activities that will be provided by your proposed program.
 - b. Include a description of any curriculum that will be used in the program.
 - c. Describe how you plan to accommodate children with disabilities who enroll in the program.
 - d. If applicable to your program design, describe how the service activities support children through key transitions such as birth, entering foster care or entering kindergarten.
6. **Service Intensity:** Describe the total amount of service (unit and duration) you will make available to each child/client. Of the total service you make available to children/clients, what amount or percentage of the service do you expect the typical child/client to participate in and why?

² An individual with a disability is a person who has a physical or mental impairment that substantially limits one or more of the major life activities of such individual, has a record of impairment, and is regarded as having such an impairment.

Example:

Our service goal is that the child/family will complete 2 home visits per month for a 12-month period and each home visit will last 1-hour per visit per child/family; each child/family would complete a total of 24 home visits during a year. We will offer more visits or fewer visits to child/family based on their needs. We expect that the typical child/family will complete a minimum of 18 home visits per year due to canceling visits, illness, or no show to visits.

Our service goal is also that child/family will complete one monthly parent/child interaction group session per year. Group sessions are provided each week for 1.5 hours per group. We expect that the typical child/family will complete a minimum of 10 group sessions due to their schedule, interest, illness or other obligations.

We expect families to enroll and remain in service for at least a 12-month period. In total, our service goal is that each child/family will complete 24 hours of home visiting services per year and 18 hours of group services per year. At minimum, we believe the typical child/family will complete 18 hours of home visit services and 15 hours of group services per year.

In a program year, we expect that 10% of child/family served will complete the total service goals for home visits and groups; 70% of child/family served will complete the minimum number of home visits and groups; and 20% of child/family served will not complete the minimum amount of home visits and groups. We anticipate that some will not complete the minimum service amount due to turnover of child/family in the program, child/family enrolling mid-year during a reporting period, and lack of engagement by some families.

7. Staffing:

- Provide a list of key direct service and management positions that will deliver and supervise the proposed program. Direct service positions are defined as staff that works face-to-face with children/clients.
- List the job responsibilities, education level and years of experience required for each position.
- Provide the current ratio of direct service staff to children [or caseload of staff if applicable], or the ratio you plan to implement if you are proposing a new program. If there are several different service components in the proposed program, provide ratios for each component.
- Discuss how your proposed staffing plan may need to be adjusted to assure inclusion of children with disabilities.

Example (for one staff position):

3 full-time Parent Educators

Job responsibilities: visits child/family in home. Provides child development activities, instruction, and support to child and family; offers coaching to parent to support positive parent-child interaction and models behaviors; uses screening and assessment tools to determine family needs and goals; works with family to create family goals and case plan; supports family to implement case plan, monitors child development and parent-child interaction.

- *Minimum level of Education: Bachelor's Degree in early childhood education and development or related field. Degree requirement can be waived in cases of substantial experience in the field, or in cases where program needs culturally specific/ multilingual staff.*
- *Staff to client ratio: Caseload per full time home visitor is 20 families. Caseloads for part-time parent educators are pro-rated based on part-time status (e.g. .75 FTE Parent Educator would have a caseload of 15 families). Case loads for Parent Educators are occasionally adjusted if a Parent Educator is working with a very high needs client/family or if the Parent Educator is working with a child/family with disabilities. In those cases, one Parent Educator may have a slightly smaller caseload while another Parent Educator has a slightly higher caseload.*

For group services, there is 1 staff person present for 5 families attending. Due to the nature of group work in which a parent may bring more than one child to group sessions, there are typically two staff working together on each group session and between 4 – 8 families (8 – 16 total parents and children) attending group sessions.

II. Proven and Effective Programs (30 points)

Please answer all subparts and label your responses to correspond to the appropriate subpart. [4 page maximum]

CHIF will invest in proven programs and programs employing best practices shown to be effective in improving the lives of children and/or families. Proven and effective programs and practices have three main features:

- They are based on best practice standards, have processes in place to monitor fidelity to standards and consistently demonstrate fidelity to standards.
- They have processes in place to assess and monitor intended client outcomes, and they achieve intended client outcomes.

- They use some or all of these processes and data to gauge program quality and make program improvements.

A. Design Rationale and Monitoring Fidelity to Standards

In Section I above, you provided extensive details on the design of the program you are proposing CHIF fund. In this section we are seeking information on the practices, standards and rationale behind the program design elements you discussed in Section I and the processes in place to assure that the program is carried out as designed.

1. Program Design Rationale

Describe the best practices, standards in the field, and/or other rationales upon which the program design is based. Please reference relevant research that validates the practices or standards upon which the program design is based. Please refer to www.childrensinvestmentfund.org/funding/ on our website for current research articles. CHIF recommends referring to the research referenced on our website wherever applicable. If no research is available on some design elements of your program, discuss your rationale for the particular design element.

Address the following elements of program design in your response:

- a. Client recruitment (methods)
- b. Client enrollment, eligibility, and exit
- c. Service activities
- d. Intended service intensity and expected participation levels
- e. Staffing (types of positions, level of education/experience required, and ratios)

2. Process for Monitoring Program Participation

- a. Describe any processes the program uses, or will use, for tracking attendance. If the proposed program has multiple components, describe the process for tracking attendance for each component.
- b. Describe how the program has used, or plans to use, attendance information to calculate and monitor participation rates of children/clients in the program. If the program was offered in the past, provide participation data from the previous year of program delivery.

Example:

We track the scheduled home visits and completed home visits for each primary child enrolled in our program. This information is tracked individually in his/her client chart. We also track group attendance for each primary child enrolled and that information is also tracked individually in each client's chart.

From their charts, their scheduled and completed home visits and group attendance data are entered into a data base that tracks service

implementation across all children/families enrolled in our program. We aggregate those data for various service periods (e.g. during a quarter, every six months, during an annual period) to look at how our clients are doing in the aggregate in completing services compared to the overall service goals for our program.

Participation Data from July 1, 2007 – June 30, 2008:

Home Visits Participation

We served a total of 82 children and their families during the year (our service goal was 70 children/families). Among those children/families:

- 5% (n=4 children/families) completed home visits to meet the full service goals.*
- 60% (n=49 children/their families) completed home visits to meet the minimum service goals.*
- 35% (n=29 children/their families) completed fewer home visits than the minimum service goals.*

Group Participation

- 0% met the full service goal (attending 18 groups)*
- 44% (n=36 families) met the minimum service goal (attended 15 groups sessions).*
- 66% (n=46) did not complete the minimum service goal (attended fewer than 15 groups sessions).*

3. Process for Monitoring Program Implementation

Describe any processes the program uses, or will use, for tracking and monitoring program implementation. At minimum, include the following in your description:

- The kind of information that is tracked and monitored about program implementation.
- The methods by which the information is tracked and monitored.
- The frequency with which the information is tracked and monitored.

Example (of two types of information a program might track on program implementation; this example is not a complete answer):

Each month, parent educators submit a report to the program manager detailing the total number of families on their caseload, the number of continuing families and the number of families that have exited the program. They also report the number of families where one or more family member has a developmental disability. The program manager uses this information to assure staff members carry caseloads consistent with the model.

Twice a year, the program manager accompanies each of the parent educators on at least one home visit. The program manager, utilizing a standardized assessment form, evaluates the quality of the home visit. Assessment findings, strengths and areas for improvement, are reviewed with each parent educator.

B. Assessing, Monitoring and Achieving Client Outcomes

Based on the proposed program that you described in Section I (Program Design), respond to the questions below by describing the processes the program has for assessing, monitoring and achieving client outcomes. If the program you are proposing is new, then respond to the questions below by describing the processes the program plans to use for assessing, monitoring and achieving client outcomes.

1. Client Outcomes

Consult Exhibit D for a menu of outcomes that CHIF currently tracks, or plans to track, in this program area. List any outcomes from this menu that you currently track, or would plan to track, for participants in this program.

2. Assessing and Monitoring Client Outcomes:

- a. Describe any processes and tools the program uses, or plans to use, for assessing whether children/clients have achieved the intended outcomes. Include a description of any surveys, screening tools, assessment tools, interview protocols, and/or case note forms you currently use or plan to use and specify the frequency of administration.
- b. Discuss how the survey or assessment instrument responses are scored to determine whether the child/client achieved the specified outcome.
- c. If you have offered this program in the past, provide data demonstrating your program's outcomes with children/clients in the past program year.
- d. If you have a logic model for program inputs and outcomes, please include it with your response to this question.

We understand some organizations have limited capacity to evaluate and report outcomes. Proposals should include provisions for as much of the information requested above as possible.

C. Gauging Program Quality and Effectiveness

Describe the processes that the program uses or will use to review the quality and effectiveness of program services. At minimum, include in your description how the program will use the processes and data gathered as described in Sections II.(A)(2)(a) and II.(A)(2)(b) above to assess the quality of the program delivery. Address how you determine, or will determine, which elements of the program are working well and which are not, and explain how you change or will change the program to make improvements.

If you have offered this program in the past, provide examples demonstrating how you used the processes described above to make program changes and improvements.

III. Program Budget, Budget Narrative and Cost Effectiveness (15 points)

A. Budget

All applicants must submit a detailed FY 09/10, FY 10/11 and FY 11/12 proposed program budgets including sources and uses for all funds using the attached budget form in Exhibit C.

The following expenses will **not** be reimbursed by CHIF:

- Out of town travel (unless training is required for a funded project);
- Phone systems or other significant office equipment;
- Fundraising expenses;
- Fees or dues to a statewide, national or international organization;
- Depreciation;
- Interest;
- Expenses categorized as "other" or otherwise not delineated.

B. Cost Effectiveness and Budget Justification

Please answer all subparts and label your responses to correspond to the appropriate subpart. [4 page maximum]

1. Salaried and Hourly Personnel

List the job title, staff member name, (if known), part time or full time status, and percentage of that time working on the CHIF funded program. Indicate how this person is essential to the proposed program and why it is necessary for CHIF to pay this person's salary. All positions listed in Section I.(B)(7) should be included in the budget. List the salary or the hourly rate of pay for each position. List the total other costs associated with each employee such as taxes and benefits.

2. Contracted Services

Please identify any community organization(s) that are proposed to receive funds as subcontractors under this proposal and briefly describe what services they will provide. Please break down how subcontractor funds will be spent. For any staff positions that will be funded through the sub-contract, please include the position titles, percentage full-time equivalent that will be paid for with CHIF funds, and the hourly pay rate for each position.

3. Program Materials and Supplies

Please indicate what types of materials and supplies you will purchase for your program with CHIF funds and why they are necessary for the proposed work.

4. Other Program Expenses

Other program expenses are expenses incurred in delivering the program that are not materials and supplies. These expenses may be direct (e.g. client

assistance fund, participation incentives, volunteer recognition), or indirect (e.g. rent for space in which program activities are conducted, utility expenses for program space or program staff offices, equipment leases for equipment used to create program materials, phone expenses for program staff). All expenses listed in this category must relate to program delivery and each line item must be justified.

If indirect other program expenses are included in your budget, please explain how these costs are allocated across programs and show how you calculated the amount you have budgeted for the particular line item. Any reasonable allocation method is acceptable including allocation of expenses per employee, allocation using time records or time studies, or allocation using square footage. If different methods are used for different types of indirect other program expenses, please specify.

Other program expenses cannot include administrative expenses.

Example (allocation method for indirect other program expenses):

Telephone expenses are allocated by the FTE associated with the program. The proposed program will use 2.5 FTE. The organization employs 10 FTE so we are allocating 25% of telephone costs to the proposed program. Typical annual phone costs are \$3,600 so we have budgeted \$900 for this line item.

5. Data Management and Evaluation Expenses

Applicants can charge up to 5% of their program cost for data gathering and management and/or evaluation expenses. Please breakdown data management and/or evaluation expenses you are requesting CHIF fund. Explain how expenses listed in the budget are related to the data gathering and analysis tasks you described in your response to Section II.(B) above. If staff and or subcontractors are listed, describe their duties and explain why their time is necessary for data collection, management and/or evaluation.

6. Administrative Expenses

Administrative expenses will be reimbursed by CHIF at the rate of up to 15% of program expenses.

- Administrative expenses are defined as those that are incurred in the general operation and management of the agency and are listed on the IRS Form 990 as "Management and General Expenses." Administrative costs can include, but are not limited to, the following: salaries and expense of the chief officer of the organization and that officer's staff; general legal services; accounting; general liability insurance; office management; auditing; bookkeeping, accounting services, payroll, prorated administrative postage, janitorial services.
- Administrative expenses must be broken down by line item.

Explain why the administrative expenses listed are necessary and justified. Describe the basis upon which administrative expenses are allocated for the proposed program. Any reasonable allocation method is acceptable and may include allocation of expenses per employee, allocation using time records or time studies, or allocation using square footage. If different methods are used for different types of administrative expenses, please specify.

Example (of allocation method):

Payroll expenses are allocated by employee. The proposed program will employ 3 FTE, and the agency has a total of 15 FTE. Therefore 3/15 or 20% of payroll expenses are allocated to the administrative expense of operating the proposed program. Typical annual payroll expenses are \$3,000 so we have budgeted \$600 for this line item.

7. Other Resources

Please detail other sources of funding and non-monetary resources your organization owns or has access to that will contribute to the success of the program. Examples of non-monetary resources include computers, facilities, program space, equipment, vehicles, volunteers, etc. Please also describe any elements of partnerships or collaborative relationships that the applicant believes enhances its cost-effectiveness (e.g. donated or subsidized facilities, donations of staff time, location at a SUN Community School that provides a coordinator for extended day programs).

IV. Organizational Capacity (15 points)

Please answer all subparts and label your responses to correspond to the appropriate subpart. [2 page maximum]

CHIF is interested in investing in organizations that have sufficient capacity to successfully implement and maintain a cost effective, proven program. Describe the organization's capacity to implement the proposed program including the following:

- A. Evidence of organizational track record of providing the type of service or actual service for which you are requesting CHIF funding.
- B. A description of the process for recruiting and hiring staff for the program.
- C. A description of the process by which staff is supervised (e.g. number and frequency of meetings between direct service staff and supervisory staff; performance reviews).
- D. A description of any training provided for staff and any processes used to assess effectiveness of training.
- E. A description of any processes in place for performance evaluation of staff.
- F. A description of how the proposed program fits into the organization's short and long-term strategic plans, and how the organization's current operations will be impacted by receipt of the requested CHIF funds.

**V. Culturally Competent and Culturally Specific Programs and Organizations
(15 points)**

Please answer all subparts and label your responses to correspond to the appropriate subpart. [3 page maximum not including chart]

CHIF values equity, access and diversity among the children served by the programs it funds. In order to support its values and invest in quality programs for children, CHIF is interested in funding the following types of programs:

- Culturally specific programs offered by culturally specific organizations
- Culturally specific programs offered by culturally competent mainstream organizations
- Culturally competent programs offered by culturally competent mainstream organizations

Definition of Culturally Competent Program and/or Organization: A program or organization that values diversity and provides for the full acceptance of cultural differences by establishing environments, resources, and supports that incorporate the strengths of different cultural groups in the design and implementation of public policy and programming.

Definition of Culturally Specific Program and/or Organization:

- Majority of clients served are from a specific cultural community (e.g. African American, African, Asian-Pacific Islander, Native American/Alaska Native, Latino/Hispanic, Slavic).
- Predominance of bilingual and/or bicultural staff that reflects the community served (e.g. African American, African, Asian-Pacific Islander, Native American/Alaska Native, Latino/Hispanic, Slavic).
- Organizational or program environment is culturally focused and identifiable by consumer as such.
- Established and successful community engagement and involvement with the culturally specific community being served.

Please provide the information requested in each subpart below. In order to make the proposal easier to read and score, the narrative should follow the structure outlined below and each section should include the titles listed below.

A. Demographic Characteristics of Clients, Direct Service Staff, Management Staff, and Board Members

Create the table (on the following page) in your application and complete it for your proposed program.

1. If the program you are proposing currently exists, complete the table with data as of January 1, 2009.

2. If the program you are proposing is a new program to your agency, then complete the program client and direct service staff data sections as projections, and complete the organizational client, management staff and board data sections based on actual data as of January 1, 2009.
3. You may add additional demographic variables as additional rows to the table if you choose (please do not add additional columns). Additional demographic variables may include primary language spoken, income level, sexual orientation, and any other uniquely identifiable population.

B. Staff and Board Training

1. Describe how the organization trains staff and board members to deliver culturally competent services to the cultural groups it serves.
2. How frequently did staff and board members attend training last year related to cultural competency?
3. What effects did training have on service delivery?

C. Program Materials and Resources

Does the organization use program and resource materials based in the language and customs of the population(s) it serves? If so, describe the types of materials that are translated and/or adapted to be culturally relevant to the service population. If materials are translated, please specify into which languages they are translated.

D. Community Engagement

1. If the program focuses on specific populations for service, describe how the program uses culturally competent methods to recruit and engage the intended population.
2. Describe evidence of the organization's track record of providing services to the population you intend to serve with CHIF funds.

E. Program Designation and Justification

State whether your program is a culturally specific program offered by a culturally specific organization, a culturally specific program offered by culturally competent mainstream organization or a culturally competent program offered by a culturally competent mainstream organization. Using the definition of culturally competent organizations/programs, and, if applicable, the definition of culturally specific organizations and programs, as well as the information discussed in your responses to questions in Section V. (A-D), explain why you have chosen this designation.

Applicants who successfully demonstrate (based on the definition of culturally specific organizations and programs and on the information provided in response to questions in Section V (A-D) above), that they are a culturally specific program offered either by a culturally specific agency or a mainstream agency will receive 3 bonus points.

	# people served by program	% of people served by program	#people served by organization	% of people served by organization	# direct program staff	% of direct program staff	# of management staff	% of management staff	# of board of directors	% of board of directors
Racial/Ethnic										
African American										
African										
Asian/										
Pacific Islander										
Latino/Hispanic										
Native American/										
Alaska Native										
White (non-Hispanic)										
Slavic										
Other (please specify)										
TOTAL										
Gender										
Female										
Male										
Transgender										
TOTAL										