



# Community Prevention and Wellness Funds Request for Proposals 2019-2020

*Vision: A unified healthy community that celebrates physical, mental, emotional, spiritual, and social well-being.*

*Mission: Working together to improve the quality of life and health of YCCO members by coordinating effective care.*

## BACKGROUND

The Community Prevention and Wellness (CPW) Committee was established in January 2015, as partnership between Yamhill Community Care Organization (YCCO) and Yamhill County Health and Human Services to develop a comprehensive population-based plan for wellness for Yamhill Community members with the principle goal to improve long term population health.

Many of the strategies in the plan are based on work that will be carried out by YCCO or its partner agencies. Some of these strategies, however, need additional support to implement. This Request for Proposals seeks agencies to partner with YCCO to improve the wellness of this community through targeted wellness-related projects programs, and upstream initiatives.

## PROPOSAL TOPICS

Project proposals must align with the CPW Funding principals found <https://yamhillcco.org/about-us/funding-opportunities>.

Projects that CPW has already determined are eligible for funding are listed below. Organizations may submit a proposal for something not found in the list below if it meets requirements of the CPW funding principals:

- Be evidenced-based or promising practices
  - Be aligned with a community health improvement plan or a YCCO strategic plan
  - Meet obligations or contractual requirements based on the specific funding stream
  - Not supplant existing funding streams for systems or programmatic work
- Considerations will be considered for initiatives that are not evidenced-based but have been adapted from an evidenced-based initiative to meet a specific cultural need

Program/ Intervention	Program Overview
Collaborative Problem Solving (parents and school)	<p><b>Collaborative Problem Solving</b> involves two different constructs—collaboration and problem solving. The assumption is that collaboration for a group task is essential because some problem-solving tasks are too complex for an individual to work through alone or the solution will be improved from the joint capacities of a team. People vary in the information, expertise, and experiences that they can bring to bear in order to jointly solve a particular problem. More specifically, collaborative problem solving requires that people share their resources and their strategies in order to reach a common goal via some sort of communication process. Whether in an individual or group task, the group can be either face-to-face or virtual. In both cases, some technology is often used to facilitate collaborative problem solving. Expectations with this program would be that in addition to training employees, an implementation plan would be developed and implemented.</p>
RULER (schools)	<p><b>RULER</b>, an evidence-based approach to teaching emotional intelligence by providing an educational framework that encompasses a set of practices for comprehensive Social and Emotional Learning integration across a school or district. RULER has shown to be improve the following outcomes.</p> <ul style="list-style-type: none"> <li>• Students using RULER have better academic performance</li> <li>• RULER improves school climate</li> <li>• RULER increases students’ emotional intelligence and social skills</li> <li>• RULER decreases anxiety and depression</li> <li>• Students using RULER are less likely to bully other students</li> <li>• Students using RULER have better leadership skills and attention</li> <li>• Teachers have better relationships with students, less burnout, better relationships with admin, more positive about teaching</li> </ul>
Peer Support programs for students; after school mentorship	<p>Youth who develop a sustained trust-based relationship with a caring non-parental adult demonstrate improvements in social, emotional, and behavioral domains. An evidenced based community-based afterschool program that gives school-aged students a safe place with a structured mentorship program that promotes and sustains a positive mentor-mentee interactions.</p>
Source of Strength- (suicide prevention school based program)	<p><b>Sources of Strength</b> is a school-based intervention that focuses on suicide prevention but impacts other issues such as substance abuse and violence. The program is based on a relational connections model that uses teams of peer leaders mentored by adult advisors to change peer social norms about help seeking and encourages students to individually assess and develop strengths in their life. Some of the outcomes of interest includes:</p> <ul style="list-style-type: none"> <li>• Increasing peer leaders’ connectedness to adults</li> <li>• Increasing peer leaders’ school engagement</li> <li>• Increasing Peer leader referral to an adult, when a fellow student is in need of help (crisis and non-crisis)</li> <li>• Among general student population - increased positive perceptions of adult support for suicidal youth and the acceptability of seeking help</li> </ul>

	<ul style="list-style-type: none"> <li>Increased Positive perception of adult support among students</li> </ul>
Positive Family Support/Family Check-up (school based program)	<p>The <b>Positive Family Support/ Family Check-up</b> promotes a school culture that increases family-school engagement and positive working relationships between parents and schools. The PFS-FCU also raises parents' awareness about the school's expectations for positive student behavior and engages parents in promoting these prosocial behaviors. It accomplishes all this by offering schools: 1) evidence-based strategies and materials to engage families successfully, 2) research based parenting resources to share with families, 3) strategies for offering parents specific, sustained feedback about their students' attendance, behavior, and completion of school tasks, and 4) training in how to work with parents in ways that achieve common goals of student success. Parents are more likely to support school staff's efforts when they feel comfortable and welcome in the school, are aware of school expectations, and believe that school staff recognize their student's strengths.</p>
Triple P- Positive Parenting Program	<p><b>Triple P Positive Parenting Program (system)</b> is a universal prevention program that aims to increase the skills and confidence of parents to prevent the development of serious behavioral and emotional problems in their children. Triple P has five levels of intensity. The first level is a media campaign that aims to increase awareness of parenting resources and inform parents about solutions to common behavioral problems. Levels two and three are primary health care interventions for children with mild behavioral difficulties, whereas levels four and five are more intensive individual- or class-based parenting programs for families of children with more challenging behavior problems.</p>
Restorative Practices	<p>A community-based program to implement restorative practices to help build relationships, strengthen communities, encourage accountability within youth. Some of the outcomes of interest includes:</p> <ul style="list-style-type: none"> <li>Reduce crime, violence and bullying</li> <li>Improve human behavior</li> <li>Strengthen civil society</li> <li>Provide effective leadership</li> <li>Restore relationship</li> <li>Repair harm</li> </ul>

Childbirth Education Program (prenatal and postpartum classes)	An evidence-based childbirth education program to provide coping skills, physiology of labor and birth, emotional aspects and childbirth options to the community, breastfeeding and healthy lifestyle. Some of the outcomes of interest includes: <ul style="list-style-type: none"> <li>• Increase breastfeeding rates</li> <li>• Increase understanding of health promoting behaviors</li> <li>• Support attachment between parents and baby</li> <li>• Increase utilization of prenatal and postpartum care</li> </ul>
Others	

## ELIGIBILITY AND FUNDING REQUIREMENTS

Applicants must be 501(c)3 or public agencies. Multiple agencies may collaborate on a project or application, but only one agency may apply as the fiscal sponsor. YCCO will not read or provide feedback on applications in advance of submission but will answer questions and provide technical support in completing the application.

Funding will not be awarded:

- i. To individuals or in the form of scholarships
- ii. For political purposes
- iii. To disburse subgrants
- iv. For any non-charitable purposes outside of the meaning of OAR 501(c)3

Programs addressing populations that are historically or systemically underserved and populations that exhibit ethnic, linguistic, economic, academic, or other disparities will be given preference.

Applicants must submit a current W9 for the applying agency in order to receive payment. If personal health information (PHI) or other confidential information will be exchanged, awardees will sign a Business Associate's Agreement with YCCO. Awardees may be required to submit other financial or organization-specific paperwork upon receipt of grant.

## FUNDING

The number of projects awarded will be determined based on applications. Awards will be up to \$250,000 per year for up to a three year project. Funding will require documentation of expenses and submission of one midyear report and one final report.

## TIMELINE

Funding will be administered for the program as follows:

September 12 <sup>th</sup> , 2019	Request for Proposals released
November 1 <sup>st</sup> , 2019	Applications due
November 15 <sup>th</sup> , 2019	Awards announced
December 15 <sup>th</sup> , 2019	Funding agreements sent
January 1 <sup>st</sup> , 2020	Grant contracts and projects begin

After contracts are executed, funds will be reimbursed biannually after receipt of narrative and expenditure report.

## REPORTING

Reporting will occur biannually. Midyear reports are due July 31<sup>st</sup>, 2020. Final reports are due 30 days after the end of the grant cycle, February 1<sup>st</sup> 2021, unless otherwise agreed-upon. YCCO will provide templates and technical support for completing reports, including one pre-implementation in-person or phone reporting meeting.

## SUBMISSION

Submit completed applications to Emily Johnson at [ejohnson@yamhillcco.org](mailto:ejohnson@yamhillcco.org) or at 819 NE Third St., McMinnville, OR 97128. Applications must be received by midnight on November 1<sup>st</sup>, 2019 to be considered for funding. Please direct questions to Emily Johnson at the email above or at (503)376-7428.

## APPLICATION

**The Application should be 3-5 pages, single-spaced, 12-point font.**

### I. COVER PAGE

Complete Attachment 1.

### II. PROJECT INFORMATION

Describe your project. What is the demonstrated need in your community to fund this program? Is this a new project, expansion, or an existing project? What are the demographics of your population? (Note that YCCO reserves the final decision regarding distribution of funding sources.)

### III. ORGANIZATIONAL CAPACITY

Complete the table below to indicate main points of contact and roles for members of the project team. Additionally, indicate any other community partners, agencies, or volunteers that will collaborate, and how duplication with other agencies' work will be avoided.

	Name and title	Email address	Phone number
Project sponsor/oversight			
Project lead			
Reporting			
Budget and finance			
Other			

### IV. SUSTAINABILITY PLAN

Describe how you intend to continue the work of your project after the funding has been spent.

### V. IMPLEMENTATION PLAN AND TIMELINE

Include a timeline of events and milestones required to complete your project

### VI. BUDGET

See attached budgeting template (Attachment 2). Include in budget fees to background check any employees who will have unsupervised contact with children (See Exhibit C).

## **VII. DATA COLLECTION AND REPORTING CAPACITY**

What is your agency's ability to collect and evaluate data? Is your organization able to share data with YCCO and sign a Business Associate Agreement if personal health information will be shared?

## **VIII. OUTCOME MEASURES**

How will your program measure success? List at least three outcomes you intend to track through your program and what goal or milestone you intend to achieve by the end of the project. How will you measure these outcomes? How will you ensure the fidelity to the evidence-based program? What current accountability measures are in place to measure program outcomes? If awarded, YCCO may independently evaluate the program, and there is an expectation the grantee will cooperate with these processes.

## **IX. TECHNICAL ASSISTANCE**

List any technical assistance needs you anticipate in implementing the proposed project. This may include assistance in completing this application. These projects will be collaborative with YCCO and guided by its Community Prevention and Wellness Committee.

## **X. DISCLOSURES**

List any conflicts of interest you may have if you receive funds from YCCO. This may include, but is not limited to, members of your organization sitting on any of YCCO's committees or governance boards, your organization already receiving funds from YCCO, or if any family members of applicant organization representatives are on YCCO's staff.

## **XI. ATTACHMENTS**

Include letters of support as appropriate.