

# **The Alabama Department of Children's Affairs**



## **MATERNAL, INFANT AND EARLY CHILDHOOD HOME VISITING**

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### **FIRST TEACHER: ALABAMA'S HOME VISITING PROGRAM**

**Request for Proposals  
FY2013-2014**

**Submission Deadline: October 30, 2013**

## **First Teacher: Alabama's Home Visiting Program**

The Alabama Department of Children's Affairs serves as the lead agency for First Teacher: Alabama's Home Visiting Program. We are requesting proposals for implementing home visiting in designated at-risk communities in Alabama. The purpose of this project is for the applicant to provide evidence based home visitation services for the Maternal, Infant, Early Childhood Home Visitation program to improve health and development outcomes for at-risk young children.

### **Background**

The creation of the Maternal, Infant, and Early Childhood Home Visiting Program responds to the diverse needs of children and families in communities at risk and provides an unprecedented opportunity for collaboration and partnership at the Federal, State, and community levels to improve health and development outcomes for at-risk children through evidence-based home visiting programs.

The program is designed: (1) to strengthen and improve the programs and activities carried out under Title V and other community service providers; (2) to improve coordination of services for at-risk communities; and (3) to identify and provide comprehensive services to improve outcomes for families who reside in at-risk communities.

Home visiting services must be tailored to address the identified needs in the target communities. In addition, the selected successful applicants will be expected to implement the designated evidence-based home visiting model(s) and coordinate resources in the communities for health, mental health, early childhood development, substance abuse, domestic violence prevention, child maltreatment prevention, child welfare, education and other social and health services.

### **Targeted communities and selected home visiting models**

The applicant will provide the home visiting programs only in the selected communities:

- Bibb County
- Blount County
- Butler County
- Calhoun County
- Cherokee County
- Chilton County
- Clay County
- Cleburne County
- Colbert County
- Coosa County
- Cullman County
- Dekalb County
- Franklin County
- Hale County
- Jefferson County
- Lamar County
- Marengo County
- Marion County
- Marshall County
- Mobile County
- Monroe County
- Montgomery County
- Morgan County
- Pickens County
- Randolph County
- Shelby County
- Talladega County
- Tallapoosa County
- Walker County
- Winston County

If an applicant has the capacity to provide services in more than one county, a proposal including all counties to be served should be submitted rather than a proposal for each county individually.

The selected home visiting models to be implemented are:

- Parents as Teachers
- Early Head Start – Home Based Option only – using PAT model

Applicants must implement the selected model with fidelity and maintain adherence to the model standards. Applicants must continuously monitor the program to ensure that services are being delivered pursuant to the specified model. The applicant cannot make any adaptations or deviate from the program model without getting prior written approval from the Alabama Department of Children's Affairs and the model developer.

**Total funding available to provide services in all areas: \$5,000,000**

Proposals may not exceed the total funds available for this grant period. The total funds available will cover all thirty counties. DCA has the right to reject any and all proposals.

**Organizational structure and related support services**

Applicants must demonstrate their ability to provide organizational structure and related support services to implement or maintain evidence based home visitation services.

1. Develop and implement work plans and strategies for *First Teacher* home visiting
2. Strengthen the local early childhood system and provide a coordinated approach for parents with young children (prenatal to kindergarten entry.)
  - a. Develop a coordinated or centralized intake process with all family support programming in the community with assistance from DCA.
  - b. Provide a leadership role to ensure participating families receive integrated and coordinated early childhood services across all early childhood sectors in the community.
  - c. Letters of support are required with the applicant's proposal. The required letters of support must outline how the applicant and the resource provider will work together to ensure coordination of services to participants enrolled in the home visiting program, seamless referrals to and from the home visiting program, and availability and accessibility of the resource provider's services to participants enrolled in the home visiting program.
3. Provide coordination between the proposed home visiting program(s) and resources in the targeted community especially regarding health, mental health, early childhood development, substance abuse, domestic violence prevention, child maltreatment prevention, child welfare, education and other social and health services.
4. Establish a referral network to actively recruit eligible participants to participate in the home visiting program.
5. Provide an estimated timeline to reach maximum participant caseloads in each location, per model that the applicant is applying for.
6. Assurance that the home visiting services will be provided on a voluntary basis to participants.
7. Plan for participating in the state's data collection system for this project. Specific benchmarks that must be tracked are listed in the application
  - ✓ Complete data collection and reports in a timely manner.
8. Retain participants in the home visiting program for the entire length of their eligibility minimizing participant attrition rates.

9. A plan to increase community awareness of the program and to establish a venue to gather input from the community on an ongoing basis.
10. Participate in Continuous Quality Improvement Efforts.
11. Maintain adequate staffing to fulfill project goals and objectives.

### **Benchmarks**

Successful applicants are required to fully participate in DCA's plan for initial and ongoing time-sensitive data collection for each of the six benchmark areas listed below:

1. Improved Maternal and Newborn Health
  - a. Prenatal Care
  - b. Parental use of alcohol, tobacco, or illicit drugs
  - c. Preconception care
  - d. Inter-birth intervals
  - e. Screening for maternal depression symptoms
  - f. Breastfeeding
  - g. Well-child visits
  - h. Maternal and child health insurance status
  
2. Child Injuries, Child Abuse, Neglect, or Maltreatment and Reduction of Emergency Department Visits
  - a. Visits for children to the emergency department from all causes
  - b. Visits of mothers to the emergency department for all causes
  - c. Information provided or training of participants on prevention of child injuries including topics such as safe sleeping, shaken baby syndrome or traumatic brain injury, child passenger safety, poisonings, fire safety (including scalds), water safety (i.e. drowning), and playground safety
  - d. Incidence of child injuries requiring medical treatment
  - e. Reported suspected maltreatment for children in the program (allegations that were screened in but not necessarily substantiated)
  - f. Reported substantiated maltreatment (substantiated/indicated/alternative response victim) for children in the program
  - g. First-time victims of maltreatment for children in the program
  
3. Improvements in School Readiness and Achievement
  - a. Parent support for children's learning and development (e.g., having appropriate toys available, talking and reading with their child)
  - b. Parent knowledge of child development and of their child's developmental progress
  - c. Parenting behaviors and parent-child relationship (e.g., discipline strategies, play interactions)
  - d. Parent emotional well-being or parent stress
  - e. Child's communication, language and emergent literacy
  - f. Child's general cognitive skills
  - g. Child's positive approaches to learning including attention
  - h. Child's social behavior, emotion regulation, and emotional well-being
  - i. Child's physical health and development
  
4. Domestic Violence
  - a. Screening for domestic violence
  - b. Of families identified for the presence of domestic violence, number of referrals made to relevant domestic violence services

- c. Of families identified for the presence of domestic violence, number of families for which a safety plan was completed
5. Family Economic Self-Sufficiency
- a. Household income and benefits
  - b. Employment or education of adult members of the household
  - c. Health insurance status
6. Coordination and Referrals for Other Community Resources and Supports
- a. Number of families identified for necessary services
  - b. Number of families that required services and received a referral to available community resources
  - c. MOU's: Number of Memoranda of Understanding or other formal agreements with other social service agencies in the community
  - d. Information sharing: Number of agencies with which the home visiting provider has a clear point of contact in the collaborating community agency that includes regular sharing of information between agencies
  - e. Number of completed referrals

**NOTE:** The following assessment tools are **required** for use in gathering some of the data above. Training will be provided to successful applicants in the usage of the tools, the frequency of administration, and the required timeframes for completion.

1. Edinburgh Postnatal Depression Scale (EPDS)
2. Ages and Stages Questionnaire-3 (ASQ-3)
3. Ages and Stages Questionnaire: Social-Emotional (ASQ-SE)
4. Domestic Violence Evaluation Protocol (DOVE) / Abuse Assessment Screen (AAS)
5. Home Observation for Measurement of the Environment (HOME) Inventory-Infant/Toddler (IT) or Early Childhood (EC) (depending upon age of child)

#### Other Important Points to Remember

- The applicant must collect data on all benchmark areas within set time frame.
- All applicants must use the First Teacher statewide data system, Efforts to Outcomes (ETO).
- All applicants must have a designated data manager (ETO Site Administrator) to serve as liaison for program data management. This position will utilize the data system, ETO.
- All ETO site administrators must be experienced with spreadsheets, data management and program reporting.
- Each ETO site administrator must devote time to ETO training and assist site staff with using ETO and data entry.
- The data must be collected for eligible families that have been enrolled in the program who receive services funded with **First Teacher** funds.
- Each benchmark area includes multiple constructs. Applicants must collect data for all constructs under each benchmark area.
- If the same construct appears in more than one benchmark area, applicants may utilize the same data for each applicable benchmark area.

- Applicants must show improvement in at least four of the benchmarks by the end of three years. This will be demonstrated by the applicant showing improvement in at least half of the constructs under each benchmark area.
- Standard measures for each construct within a benchmark area will be provided by DCA.
- Successful sites should expect participation in a significant amount of required training related to the MIECHV initiative and ETO system prior to enrolling any children/families.

Applicants must collect individual level demographic and service utilization data on the participants being served by the home visiting program to analyze and understand the progress that children and families are making. Individual-level and service utilization data may include but are not limited to the following:

1. Number of completed home visits/number of possible home visits and duration of the home visits
2. Demographic data for the participant child(ren), pregnant woman, expectant father, parent(s) or primary caregiver receiving home visiting services including child's gender, age of all family members (including age in month for child), at each data collection point and racial and ethnic background of all participants in the family;
3. Participant child's exposure to languages other than English; and
4. Family socioeconomic indicators (e.g., family income, employment status)

Applicants must comply with the DCA data and safety monitoring plan including privacy of data, administration procedures that do not place individuals at risk of harm and compliance with applicable confidentiality provisions such as HIPPA and FERPA. Applicants must ensure that all staff involved in the home visiting program will be provided relevant training on these topics.

### **Continuous Quality Improvement (CQI)**

The goal of CQI for Alabama's First Teacher home visiting program is to improve services provided to children and families enrolled in the program. Training will be utilized to establish a shared understanding of the CQI process and to discuss how it will be utilized at state and local levels to assure the provision of quality services to families in local communities. Representatives from local program sites, as direct providers of home visiting services, will serve as a critical conduit of knowledge of the day-to-day implementation of home visiting services at the local level. CQI will become standard practice at both state and local levels. More information will be provided to successful applicants.

### **Staffing & Personnel Requirements**

Applicants will follow the selected program model standards and minimum requirements for staffing. Applicants will not deviate from the key components of the program model(s). Personnel including family support workers and supervisors must be well trained and competent as demonstrated by their education such as nurses, social workers, or educators. It is highly desired that all family support workers possess a Bachelor's degree or higher education in a related field, however model fidelity is paramount.

DCA will provide support for professional development that is specific to identified home visiting models, as well as training to meet the domains of learning, best practices, and additional training needs. It is also expected that the applicant must provide ongoing and model specific training to all staff. It is vital the home visiting staff recognize the

critical role that data collection has in this program. Family support workers must understand the importance of accurate and timely data collection.

Applicants must follow the minimum staffing requirements noted by the model developer. Personnel must be hired in a timely manner not to exceed 60 days after the application is awarded. The organization must have an adequate plan in place to ensure that there is no disruption in services to participants during a staff vacancy. Staff must have adequate time allotted to deliver the program as intended.

Program administrators must have a demonstrated ability to utilize data to improve staff performance, monitor program outcomes and continuously improve the program. This program has significant data collection requirements.

### **Non-Supplanting Rule**

These federal funds cannot be used to supplant. Funds will in no event take the place of state, local and other non-federal funds. Additionally, as a required maintenance of effort, these funds may not be used to continue services for which funding has been or is expected to be lost.

### **Required Reporting**

Successful applicants shall prepare:

- monthly expense report
- monthly activity reports,
- an annual program and financial report

The activity reports shall include the following information at a minimum. Additional information may be requested by DCA:

- Home Visiting Program Goals and Objectives
- Program Update
- Progress Toward meeting Legislatively Mandated Benchmarks
- Home Visiting Programs Continuous Quality Improvement efforts
- Administration of the home visiting program model
- Technical Assistance Needs

### **Performance Measures**

Successful applicants must show improvement in at least four (out of the six) benchmarks by the end of three years. This will be demonstrated by the applicant showing improvement in at least half of the constructs under each benchmark area.

## PROPOSAL FORMAT AND CONTENT

### **Instructions**

The Alabama Department of Children's Affairs announces the request for proposals for First Teacher: Alabama's Home Visiting Program. Please follow the directions in the application carefully. Make sure you read this RFP thoroughly before completing.

Eligible Entities: Military Agency, Non-profit 501(c) 3, school system, college or university.

Please send one clipped unbound copy and four stapled copies of the completed application *and* all supporting materials (i.e., support letters). DO NOT SEND binders, folders, or covers. Application can be no more than twenty numbered pages (excluding application forms and budget), double-spaced, Times New Roman or font, 12 inch font size, with one inch margins. No applications will be accepted after 5:00 p.m. on deadline.

Please mail or hand-deliver application to:

Dr. Susan McKim

First Teacher: Home Visiting RFP  
Alabama Department of Children's Affairs  
P.O. Box 302755  
Montgomery, Alabama 36130

<http://www.children.alabama.gov>

*Go to the First Teacher Link and click on "First Teacher Request for Proposals"*

Grantor: Alabama Department of Children's Affairs

Contact Persons: Dr. Susan McKim or Amy Floyd

P.O. Box 302755

Montgomery, Alabama 36130

[susan.mckim@dca.alabama.gov](mailto:susan.mckim@dca.alabama.gov) or

[amy.floyd@dca.alabama.gov](mailto:amy.floyd@dca.alabama.gov)

334-353-2700

### **Format Requirements**

#### **Aspect**

Length

#### **Requirement**

There is a 20-page limit for the background, demonstrated experience, community partnerships, community narrative and all action plan sections. All other sections of the proposal are not included in the page limit. Proposal must be in a minimum of 12 point font. A smaller font may be used for tables, figures or maps.

Font size

Must be a minimum of one inch on all sides.

Margins

Spacing

Double-spaced

Proposal content

Failure to adhere to prescribed instructions, format requirements, or proposal content will result in disqualification (rejection) of the proposal.

## **Proposal Content**

### Cover Page

The cover page identifies the applicant's legal name, federal identification number, and key contact information for the project. Provide the legal name of the applicant entity. This must be the entity associated with the Federal Identification (ID) number per the Internal Revenue Service (IRS). If the entity operates under another name as a "d/b/a" (doing business as), please include that in the legal name.

### **Program Content**

Your narrative statement should result in an understanding of your community's identified need for evidence based home visitation. In narrative format, the applicant shall describe each of the items listed below:

#### **Applicant's Background and Demonstrated Experience**

Identify other projects in which the applicant is currently providing or has provided services similar to the services described in this RFP.

Describe other similar contracts or projects currently undertaken by the applicant.

Describe level of experience within the organization in providing evidence based home visitation services. If none, describe how your organization will provide evidence based home visiting.

Describe educational and professional background of the program personnel. Specify experience in early childhood systems development at the state and local level as well as providing evidence based home visitation services.

#### **Community Partnerships**

Identify any established partnership relationships within the community that will enable the applicant to fulfill the goals of this program.

#### **Community Narrative**

Analyze the data regarding your community found in the state's needs assessment

1. Include background information about the community to help illustrate why the risk factors are high.
2. Include information regarding what activities the community and your organization have attempted in the past to lower the risk factors present in the community.
3. Include current activities that the community and your organization are pursuing or actively engaged in to lower the risk factors present in the community.

Provide an analysis of the strengths, challenges and opportunities that are present in the community: (note – this information may be presented in table/chart form)

1. What strengths or assets are present in the community that enables young children and their families to thrive?
2. What are the weaknesses or challenges the community is facing that is presenting barriers to families with young children in achieving positive outcomes?

3. What are the opportunities present in the community that have not been fully explored or implemented that will assist young children to achieve positive outcomes?

### **Project Plan**

The Project Plan shall include clearly articulated goals and objectives for home visitation program that meet the requirements outlined in this RFP. The action plan should describe how the program can contribute to developing a comprehensive, high-quality early childhood system that promotes maternal, infant and early childhood health, safety, and development and strong parent-child relationships. The plan should describe strategies for integrating the program with other programs and systems in the targeted community that are related to maternal and child health as well as early childhood development and well-being. The plan should include the following:

#### Timeline of Activities

Please create a timeline that identifies each of the following activities for the first year of the grant. The timeline should be in a chart format. Please include the following items as well as other significant activities that you intend to carry out:

- A timeline for obtaining curriculum or other materials needed
- A timeline for recruiting and hiring staff
- A timeline for providing required model training
- A timeline for providing data collection training
- A timeline for recruiting participants for the program
- A timeline for reaching maximum staff caseloads

#### Program Model Fidelity

Please respond to the following questions in your narrative:

How will your organization establish fidelity to the selected home visiting model? Be sure to include information about fidelity standards or protocols recommended by the developer.

How will you maintain fidelity to the evidence based home visiting model?

Please describe any anticipated challenges to implementing and maintaining fidelity to the evidence based home visiting model.

#### Implementation Capacity

Describe your organizational capacity to implement and deliver the evidence based home visiting program.

#### Experience

Describe your current and prior experience (if any) with implementing the model selected, as well as your current capacity to support the model. Note: Prior experience is not a requirement for successful applicants.

#### Staffing Needs

Describe how you propose to recruit, hire and retain qualified staff for all positions. Be sure to include the designated data manager/ETO site administrator.

Are there enough individuals in your organization or in your community with the necessary qualifications to successfully implement the program model as proposed?

A description of how and what types of initial and ongoing training and professional development activities will be provided.

Describe your staff vacancy plan. This is how the organization will ensure that services to participants are delivered with fidelity in the event of a vacancy of a family support worker lasting more than one week.

What staff training is needed to deliver services –model specific and specific to the program in order to deliver the program effectively? Please list model specific training and then all additional program specific training.

#### Continuous Quality Improvement

Who will be responsible for data collection?

Who will be responsible for data input?

Who will analyze and report the data?

How is the data used once it is analyzed?

#### Participants

Please describe the proposed participants.

- Describe the targeted population for the home visiting program.
- Estimate the number of families to be served by the program.
- Estimate the number of home visits to be provided by the program.
- Describe your outreach and recruitment plan to reach your capacity.
- Describe your current resource and referral network to assist families.
- Assurance that individualized assessments will be conducted on participant families and services will be provided in accordance with those individualized assessments.
- Assurance that services will be provided on a voluntary basis.
- Assurance that priority will be given to serve eligible participants who meet one or more of the following criteria:
  - o Low income,
  - o Pregnant women who have not attained age 21,
  - o A history of child abuse or neglect or have had interactions with child protective services,
  - o A history of substance abuse or need substance abuse treatment,
  - o Are users of tobacco products in the home,
  - o Have, or have children with, low student achievement,
  - o Have children with developmental delays or disabilities,
  - o Are in families that include individuals who are serving or have formerly served in the armed forces, including families that have members of the armed forces who have had multiple deployments outside of the United States.

#### System Building

Describe your proposed plan for coordination between the proposed home visiting program and other existing programs and resources in the targeted community, especially regarding health, mental health, early childhood development, substance abuse, domestic violence prevention, child maltreatment prevention, child welfare, education, and other social and health services. How do you plan to remove barriers for families seeking needed services particularly domestic violence prevention, mental health treatment, and substance abuse treatment? Do you plan to implement a centralized or coordinated intake process?

#### **Letters of Support**

Letters of support are required. Each letter should outline how the applicant will work collaboratively with the home visiting program to procure needed services for

participants. Letters must be obtained from each of the organizations listed below that serve the targeted geographic area.

1. local domestic violence organization
2. local child welfare agency (DHR)
3. local entity providing pre-k services or local school system
4. county Children's Policy Council

Letters must be included with the proposal. Letters received separate from the proposal will not be considered, and the proposal may be rejected for not containing all required proposal content.

### **Audit**

Include a copy of your most recent audit with your original proposal. Only one copy of the audit is needed and you do not need to include it with each of the copies.

### **Budget**

A budget must be included in the proposal on the form included in the application package. A budget narrative must be included and describe how the budget was calculated and justify the expenses detailed. The applicant will submit a line item budget of anticipated direct project costs for the period of October 1, 2013 to September 30, 2014.

### Salary/Benefits

List all staff directly funded, wholly or partially with these funds, including FTE. Employee's name (if current staff), credentials, and position title must be listed. Justification must include the total annual salary and fringe benefits paid to the employee, as well as the total annual salary and fringe benefits charged to this project.

### Subcontracts

The applicant is permitted to subcontract for the performance of certain services. If services performed for any activities outlined in this RFP are to be subcontracted, the applicant must include a description of subcontractor, scope of work to be performed by each subcontractor, subcontractor qualifications, and estimated dollar amount of each subcontract. NOTE: Expenses to be paid to a subcontractor must be outlined in an agreement, contract or MOU/MOA. It must be reviewed and approved by DCA prior to execution.

### Equipment

List any equipment anticipated to be purchased with these funds. Equipment is defined as any item with a cost or value of \$5,000 or more and with an anticipated useful life of one year or more. If the item does not meet this definition, it should be included in "other" costs.

### Other

All other anticipated expenses using funds must be listed on the line item budget and justified. This category includes: office supplies, educational supplies, project supplies, incentives, communication, rent and utilities, training, information technology-related expense, travel, etc. This will include any equipment costs not meeting the above definition for equipment.

### Travel

DCA will not support travel amounts in excess of limits established by the State of Alabama. If you provide actual cost reimbursement, review the limits to insure that you are within the guidelines.

### Federally Approved Indirect Rate

If the applicant charges indirect costs, a copy of the current, signed federally approved indirect cost rate agreement must be submitted with the proposal. The applicant may charge an Administrative Cost not to exceed a maximum rate of 10% of the total contractual amount, regardless of the negotiated rate.

### **Scoring of Proposals**

A maximum of 100 points may be awarded to each proposal. Proposals scoring less than the minimum average score will be rejected. Accepted proposals will be evaluated based on the following criteria:

- All parts of each section are included and addressed.
- Descriptions and detail are clear, organized and understandable.
- Descriptions are responsive to the intent of the RFP objectives.
- The overall ability of the applicant, as judged by the evaluation committee, to successfully complete the project within the proposed schedule. This judgment will be based upon factors such as budget, project management plan and availability of staff.

### **Proposal Component Weight Potential Maximum Score**

Cover Page	Required
Background & Demonstrated Experience Narrative	10
Community Partnerships and Narrative	20
Project Plan	40
Letters of Support	10
Budget and Budget Justification Narrative	20
	<b>100 points maximum</b>

COVER PAGE  
First Teacher Competitive Expansion Application  
OCTOBER 1, 2013-SEPTEMBER 30, 2014

Applicant Name \_\_\_\_\_

Applicant's Address \_\_\_\_\_

Requested Funding Level \_\_\_\_\_

**CERTIFICATION:**

I have reviewed and approve the attached application/budget and believe it to be reasonable and necessary to carry out the proposed activities.

\_\_\_\_\_  
Signature of Chief Financial Officer

\_\_\_\_\_  
Date

I certify that I am authorized by the governing board of the above-named agency to submit this application, that the program will be implemented as described in the approved application, and that the governing board is responsible for complying with all state and federal requirements, including the resolution of any audit exception.

\_\_\_\_\_  
Signature of Chief Executive Officer

\_\_\_\_\_  
Date

**Home Visiting Model:**

Parents as Teachers       Early Head Start-Home Based Option (using PAT model)

**Person authorized to give final approval and sign application and contract:** *(e.g. Executive Director)*

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Email: \_\_\_\_\_ Contact Number: \_\_\_\_\_

Fax Number: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Fiscal Director: \_\_\_\_\_

Email: \_\_\_\_\_ Contact Number: \_\_\_\_\_

Program Administrator: \_\_\_\_\_

Email: \_\_\_\_\_ Contact Number: \_\_\_\_\_



Standard Budget Form  
**First Teacher – FY2013-14**

**First Teacher Budget Worksheet**

<b>First Teacher Budget Worksheet</b>		
Name of Program:		
Date:		County
Contact Person:		Phone:
<b>Category</b>	<b>Amount</b>	<b>Detailed Explanation of Request (add lines as needed)</b>
<b>Personnel</b>		
<b>Fringe Benefits</b>		
<b>Travel</b>		
<b>Equipment</b>		
<b>Supplies</b>		
<b>Contractual</b>		
<b>Other</b>		
<b>Total Direct Charges</b>		
<b>TOTAL</b>		