



# Southern Regional Quality Improvement Center for Child Protection

## Training Resource Center - University of Kentucky College of Social Work

<b>Requests for Applications</b> <b>“Child Protective Service Casework Supervision Demonstration Projects”</b>	
<i>Issue Date:</i> <p style="text-align: center;">August 7, 2002</p>	<i>Due Date:</i> <p style="text-align: center;">4:30 p.m. EST 9/16/02</p> <p><i>Applications received after this deadline will not be accepted. (Fax or other electronic submissions will not be considered.)</i></p>
<i>Issued by:</i> Chris Groeber, Project Director (859)257-7156	<i>Any questions regarding the RFA must be sent via email to Crystal Collins-Camargo at <a href="mailto:cecetto@uky.edu">cecetto@uky.edu</a>. Reply to all questions will be forwarded to all potential applicants.</i>
<i>Responses are to be forwarded to:</i> SOUTHERN REGIONAL QUALITY IMPROVEMENT CENTER FOR CHILD PROTECTION Attn: Crystal Collins-Camargo Training Resource Center University of Kentucky - College of Social Work 414 Breckinridge Hall Lexington, KY 40506-0056  <i>Note: The original plus 5 copies of any application are required</i>	<i>Period of Performance</i>  10/15/02 to 9/30/03
<i>Overview</i> <p>The University of Kentucky College of Social Work Training Resource Center has been awarded a Child Abuse Prevention and Treatment Act (CAPTA) discretionary grant from the U.S. Department of Health and Human Services (DHHS), Administration on Children, Youth and Families, Children’s Bureau, Office on Child Abuse and Neglect to coordinate the work of the SOUTHERN REGIONAL QUALITY IMPROVEMENT CENTER FOR CHILD PROTECTION (SR QIC). THE QIC serves a region including the states of Alabama, Arkansas, Georgia, Kentucky, Louisiana, Mississippi, Missouri, South Carolina, Tennessee, and West Virginia. The SR QIC will fund approximately three demonstration projects (developed by a public child welfare agency working in tandem with a university social work program and community partner) that will 1) implement and evaluate new techniques or approaches to the casework supervision of frontline caseworkers 2) conduct a rigorous evaluation of the impact of the project on CPS worker skills and client outcomes; and 3) work with the SR QIC to disseminate the findings of this research to child protective service organizations within this region and throughout the country. It will be the SR QIC’s responsibility to facilitate inter-project on-going communication; monitor and provide technical assistance to funded projects and conduct a comparative research in collaboration with individual project evaluators to glean findings that have the potential to improve the outcomes of public child welfare programs.</p> <p><u>Note:</u> Awards will be chosen on the basis of a competitive review and are subject to DHHS funding and continued availability of funds. And continuation funding will be dependent on successful implementation of project activities.</p>	



*Southern Regional  
Quality Improvement Center  
for Child Protection*

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**SECTION I:** *Overview / Statement of Work / Findings: Needs Assessment & Literature Review / Notes to Project Managers/ Reporting Requirements / Products*

A. Overview

Funding from the U.S. Department of Health and Human Services (DHHS), Administration on Children, Youth and Families, Children's Bureau, Office on Child Abuse and Neglect has been used to establish the Southern Regional Quality Improvement Center for Child Protection (SR QIC) in order to promote innovation, evidence-based practice improvements and to disseminate information on promising practices. The SR QIC is one of four centers nationally which have been funded to perform the following functions:

- Increase the capabilities of agencies in identified geographical areas to improve frontline CPS practices;
- Foster the development of collaborative partnerships on the local and regional level
- Promote collaborative problem solving;
- Develop and implement a process to competitively fund research and demonstration projects to promote innovation, evidence-based practice improvements, and advancement of knowledge;
- Establish an information-sharing network to disseminate information on promising practices; and,
- Improve the quality and availability of CPS delivery systems in a specified geographical area.

An Advisory Board represents the SR QIC region of Alabama, Arkansas, Georgia, Kentucky, Louisiana, Mississippi, Missouri, South Carolina, Tennessee, and West Virginia. The Board consists of public child welfare administrators, university faculty, parents and community partners. The Board has guided the development of this initiative with the support of the staff of the University of Kentucky's Training Resource Center (which serves as the fiduciary agent for DHHS funds).

During Federal fiscal year 2002 the QIC performed a needs assessment of the region's public child welfare systems in order to select a focus area for project applications. The region selected by the SR QIC is large and diverse, encompassing 10 states primarily in the rural south. However, the needs assessment revealed many similarities across these primarily rural states and common issues plaguing their public child welfare systems. The QIC implemented a multifaceted or triangulated approach, culminating in a convergent analysis of data collected from multiple sources. This effort allowed the identification of a focus area that responds to a significant need felt across the region that has the potential to impact the quality of service provision as well as child and family outcomes ultimately. The focus area will be the basis for which applications for demonstration projects will be sought.

The following activities comprised the needs assessment: deliberation by members of the QIC Advisory Board; 335 key informant interviews and presentations conducted by members of the SR QIC Advisory Board in each state; 8 focus group conference calls involving forty-nine participants; and a review of sixty state and national level documents related to the child protection system. (Refer to Appendix A for a detailed summary of the results of the needs assessment process).

It is clear from a convergent analysis of this needs assessment that the states in this region, and with all likelihood many nationally, would benefit from research on the impact of structured methods of clinical casework supervision on child protection practice. Current supervision practice in public child welfare has become focused on administrative aspects of supervision due largely to the complexities of reporting and accountability requirements. This comes at a great cost of which agencies are very aware—in preventable staff turnover, worker competence and skill, and potentially in adverse outcomes for the families and children being served. The casework supervision practice most frequently occurring is characterized as triage—in which workers come to the supervisor with a crisis or complex casework problem and the supervisor directs what they should do. This approach, along with many aspects of the SR QIC Request for Applications

traditional child welfare system, promotes a less clinical and perhaps less effective approach to child protection casework—one that focuses on case management and the documentation of activities, rather than treatment outcomes and the development of worker skill. Agency administrators, supervisors and workers alike have expressed a desire for more quality supervision and specifically for techniques focused on the educational and supportive roles of supervision. A review of the professional literature (See Appendix B) as it relates to social work supervision yielded a number of findings which would be of interest to potential applicants, including support for the importance of testing supervisor practice that includes activities focused on these roles.

The results of the needs assessment and literature review has led to the determination to create a regional competition to select demonstration projects that strengthen the quality of casework supervision of frontline child protective service caseworkers. To that end, the Southern Regional QIC seeks to identify approximately three projects that will be funded at a level of not more than \$125,000 per year for a three year implementation period as well as a six month evaluation/close out period at a funding level of not more than \$62,500. Successful applicants will propose a project to address one or more of above-named techniques. Particular attention will be paid to the rigorous research of questions related to the impact of project approaches. QIC staff will facilitate regular communication among funded projects and develop a series of on-line exchanges, teleconferences, and meetings to keep those within the Southern Region who do not receive demonstration project funding abreast of the progress of these pilot programs during the implementation period. In the fifth and final year of the DHHS funding, the QIC will fund and host a conference, develop on-line Learning Labs, and provide other forms of technical assistance in order that critical findings from the demonstration projects can be adapted to the specific circumstances of the ten states in the Southern Region and be shared with students and practitioners in real time as the funded site proceeds through the problem solving process.

Applications are being sought which seek to research the following hypotheses:

1. Structured casework supervision approaches will positively affect child protection *worker practice in assessment and intervention with families*.
2. Structured casework supervision approaches will positively affect *preventable worker turnover*.
3. Structured casework supervision approaches will positively affect *client outcomes*.

In addition, funded projects will participate in a comparative analysis to answer the following research questions for comparative analysis:

1. What models of structured casework supervision in child protection have the greatest impact on *worker practice*?
2. What models of structured casework supervision in child protection have the greatest impact on *preventable worker turnover*?
3. What models of structured casework supervision in child protection have the greatest impact on *client outcomes*?

For the purposes of these research projects, structured casework supervision will be defined as: *A well-defined series of activities purposefully conducted in the supervision of CPS workers designed to enhance workers' ability to think critically and make good decisions regarding the assessment of their cases and application of information gained in their intervention, and to promote empirically-based practice.* *Preventable worker turnover* will be defined in the manner developed for the Child Welfare Workforce Study (APHSA, 2001) to allow for exclusion of turnover due to factors unrelated to the project such as worker pregnancy or relocation. Client outcomes to be measured will be identified based on data already being collected for the Child and Family Service Reviews.

Applicants should draw from the findings of the Needs Assessment and Literature Review to craft a potential intervention model to test the hypotheses. Applications, in their Project Narrative, must clearly articulate the specific supervisory behaviors and activities that would be employed in their supervision process that make up their intervention model. Proposed models should incorporate, but not be limited to, the following:

- Regularly scheduled individual supervision conferences;
- An approach that focuses on the educational and supportive roles of supervision, emphasizing a clinical approach to supervision and, in parallel, casework;
- Techniques that promote enhanced worker critical thinking skills and self-reflective practice;
- Techniques that build worker skill in the identification of important casework questions that get to the heart of issues related to the family maltreatment and apply the knowledge gained in assessment and treatment, and worker capacity to make good casework decisions (As opposed to the traditional, more directive model of supervisors telling workers what to do and think);
- Techniques to promote evidence-based practice, both in the application of theory and research in the professional literature as tools for obtaining guidance in casework, and in the implementation of program evaluation which promote an outcomes orientation to their work with families; and,
- the use of supervisory case review, direct observation, and/or methods to allow supervisors to assess worker skill and gauge progress, and promote learning (as opposed to the traditional model of worker self report of their activities and interaction with clients).

In addition, proposed intervention models may include:

- Techniques for creating an organizational culture in which support, learning, and clinical supervision and consultation are encouraged;
- The inclusion of peer group supervision in addition to individual;
- The purposeful examination of ethical dilemmas in casework during supervision conferences;
- The inclusion of specific techniques promoted in the literature that are tied to general models of supervision, such as those associated with solution-focused or interactional approaches to supervision.

Underpinning the behaviors/activities outlined in the supervision model, applicants should describe the conceptual and philosophical basis on which the model is built and how this relates to the needs of the applicant's current CPS system. It is important that proposed models be behaviorally specific to allow for identification of effective components through the research process, and the cross-site comparative analysis. Based on applications submitted, some revision of proposed models may be negotiated among QIC staff and awardees to allow for higher quality research and comparison.

Based on the findings of the needs assessment, and to allow for narrowing of data measurement and strengthening of the research design, applicants should focus efforts on worker practice related to the assessment of families in child protection cases, the development and implementation of assessment-driven case plans. Although it is understood that project supervision interventions may impact a wider scope of the CPS process, instrumentation will focus on these areas.

Applicants *must* demonstrate an approach and capacity for the following:

- A partnership that includes the public child welfare agency, university social work program and community involvement. Multi-state applicants will be accepted assuming all other requirements are met. One of these three entities must be identified to act as primary applicant and fiscal agent.
- The community involvement requirement may be met in a number of ways, including but not limited to the active partnership with a nonprofit community agency, contracting with consultants to assist with necessary training or implementation of the proposed model, or the active participation of existing community boards or organizations (such as citizen review panels) in the planning, monitoring and evaluation of projects.
- The partnership(s) with university(ies) is intended to help ensure that these demonstration projects are designed in a manner that allows for two things:

- the adoption of a learning laboratory model in which agency staff, faculty and students are engaged in the learning process associated with the project; and,
- systematic, rigorous evaluation, both process and outcome. Applicants must agree to include in their overall evaluation design participation in the comparative research designed conducted by the QIC. This will include the use of procedures and instrumentation across all funded projects to allow for comparative analysis (See Appendix C for the QIC Research Plan, conceptual model and design requirements). In addition each project must propose a fairly rigorous evaluation that is project specific.
- Each project must share its data with the Southern Regional QIC in order that the findings of *all* projects can be shared with practitioners in each state through the QIC conferences and Learning Labs.
- A capacity to participate in technologically assisted methods of intra-project communication including teleconferencing and on-line discussion boards, as well as strategies to keep states not operating projects and other interested parties apprised of progress, including monthly on-line journaling and conferences.
- Funded projects will reflect the cultural and ethnic diversity/sensitivity with regards to the local area's/agency's population, and consider the inclusion of both rural and urban (if available) participants in the project.
- Funded projects must be capable of initiating the proposed intervention within 90 days of award notification.

The following criteria will be used in the course of reviewing proposed demonstration projects:

- The innovative character of the project which includes response to the critical findings of the needs assessment and literature review;
- The ability of the project to forge creative partnerships between state agencies, universities and the community;
- The rigor of the evaluation design;
- The degree to which the project identifies successful strategies for working with populations that to date, have not been well served by traditional service delivery models;
- The potential of the project to be of use to practitioners in other locales.

Managers of funded projects and QIC staff will collaborate in efforts to identify other sources of funding that can enhance the demonstration projects, support sustainability of successful initiatives, or aid in implementing new initiatives that can complement the demonstration projects. Ultimately, the QIC's ability to award funds in the second, third, and fourth years of this effort is contingent upon the availability of Federal funds and continued support of DHHS for this initiative.

### B. Statement of Work

Those responding to this RFA must:

- Create a model for a Demonstration Project that speaks to one or more aspects of frontline caseworker casework supervision that was listed in Section IA. Preference will be given to projects who incorporate several of these aspects of supervision. The foundation for these techniques/aspects is described in more detail in the Needs Assessment summary Section IC & Appendix A, as well as the Literature Review, Appendix B. Successful applicants should be prepared to develop a specific intervention protocol with appropriate training of staff (in the intervention group) to protect treatment fidelity.
- Describe the evaluation methodology to be used in the Demonstration Project (including identifying those who are responsible for the project design, conducting the assessment, and interpreting the data), and indicate a commitment to participate in the comparative evaluation conducted by the QIC across all funded projects (as described in Appendix C). Proposed evaluation designs must receive required Institutional Review Board approval prior to

implementation to ensure that appropriate protection of human subjects is planned, as required by federal law.

- Identify those responsible for both the demonstration project as well as the financial management of a QIC grant award, and demonstrate partnership with all three entities as previously described and articulate the nature of each entity's involvement.
- Be prepared to share both research findings and financial reports with the Southern Regional QIC in a manner consistent with descriptions of products detailed in Section IE and the sample University of Kentucky Research Foundation contract found in Appendix F.
- Host site visits and participate in all meetings, conference calls, on-line discussions and other strategies organized by the QIC to ensure the orderly exchange of information among participants. Funding for the meetings requiring travel no more than twice per year may be included in the project budget.

### C. Findings: Needs Assessment & Literature Review

A critical aspect of the review of submissions will be the degree to which applicants respond to the challenges that have been identified in the Needs Assessment and Literature Review. The Needs Assessment results are summarized in Appendix A. A review of the literature and a bibliography on issues related to frontline caseworker casework supervision are found in Appendix B.

The review of relevant literature clearly identifies that casework supervision is an important but infrequently researched aspect of social work practice. The impact of supervision on child welfare staff turnover, satisfaction, worker skill and client outcomes has been well documented in the empirical literature. The needs assessment finding that administrative aspects of supervision may impede the effective provision of clinical, casework supervision is echoed in the literature, and there is a call for a structured approach to this latter critical function. Targeted strategies such as formal individual and group supervision meetings, case review, methods of observation of worker practice, the promotion of critical thinking and self-reflective practice rise up as having significant potential for impact. There are numerous techniques or approaches that may be selected for casework supervision, but none have been extensively evaluated, particularly for use in public child welfare which bears many unique characteristics. Many of these models, including those known as solution-focused, task-centered and interactional supervision, have merit for their applicability for this population. Casework supervision models for child protective services would do well to incorporate the infusion of a learning environment that promotes evidence based practice in such a way that is realistic to the workload born by workers region- and nation-wide.

### D. Notes to Project Managers

**Pre-submission Orientation / Letter of Intent** – *Parties interested in submitting an application are required to submit the Letter of Intent to Apply Form (found in Section II) by August 19, 2002.*

- While those who submit Letters of Intent are under no obligation to actually submit applications, no one will be permitted to submit an application unless a Letter of Intent to Apply is received by the SR QIC by 4:30 p.m. EST on August 19, 2002. Letters of Intent to Apply may be mailed to: Crystal Collins-Camargo, Training Resource Center, University of Kentucky - College of Social Work, 414 Breckinridge Hall, Lexington, KY 40506-0056. Letters of Intent may also be faxed to (859)257-3918, or submitted electronically to [cecoll0@uky.edu](mailto:cecoll0@uky.edu). Those submitting Letters of Intent will receive verification of receipt via email.
- Any party interested in developing a Demonstration Project application is strongly urged to participate in a teleconference hosted by the SR QIC following submission of Letters of Intent to Apply. During the period that follows the release of this RFA and the teleconference, written questions can be forwarded via email to Crystal Collins-Camargo ( [cecoll0@uky.edu](mailto:cecoll0@uky.edu) ) to ensure that they can be addressed during the teleconference.

- **Technical Assistance** – Staff of the SR QIC will provide technical assistance during the RFA process to all potential applicants. All potential applicants will have the opportunity to participate in the above named teleconference to ensure that consistent information is provided to all applicants. During this conference, the results of the needs assessment and literature review will be presented, and the research conceptual model and design will be discussed.

Questions concerning the RFA should be directed to a single point of contact in the SR QIC via email: Crystal Collins-Camargo at [cecoll0@uky.edu](mailto:cecoll0@uky.edu) . Summaries of questions and their replies will be posted on the QIC website and forwarded on a weekly basis directly via email to all of the applicant liaisons identified in the Letters of Intent. Additional issues may be raised and clarified prior to the submission of applications. Those exchanges will also be forwarded to liaisons and posted on the QIC website. This will honor the integrity of the competitive process and at the same time provide information that will result in stronger and more meaningful applications. In addition to SR QIC staff, research faculty from the University of Kentucky College of Social Work are available for consultation on project research methodology.

SR QIC staff will provide ongoing technical assistance to funded projects on programmatic and evaluation issues. In addition, QIC staff will facilitate on-line information sharing that is accessible to the broader community. This will engage students and practitioners across the region and nation in the work of the QIC subgrantees, help address the barriers they encounter and share in the successes they experience. Communication, via regular cyber conferences and an intranet for region-wide information sharing within the SR QIC Network, will enable unfunded states in the region to be involved and track the process, allowing them to consider replication of favorable research findings. This will culminate in a planning conference during QIC Year Five in which project and comparative research findings will be presented, analyzed, and strategies for appropriate replication developed.

- **Nature of the Awards** - Demonstration projects may request up to \$125,000 in QIC funds for each of the three implementation years. These awards must be matched by an annual commitment of at least 25% of the total funds requested in combined cash or in-kind contributions on the part of the applicant. Therefore, an applicant requesting \$125,000 of QIC funds must provide a match of at least \$31,250 (25% of the total funds requested).  
Sample Calculation of Match:  $\$125,000 \times 25\% = \$31,250$

It is anticipated that in QIC Year 5 (Sub-grantee, Year 4), up to \$62,500 will be awarded to each of the demonstration projects. These funds are to be used principally for the purposes of completing the evaluation of the project, disseminating individual findings and aiding QIC staff in efforts to help other states implement encouraging findings arising from the demonstration projects. Southern Regional QIC staff will help grantees plan a comprehensive dissemination strategy.

- **Submissions** – Section II includes a checklist for applications and RFA cover page. In addition, applicants are required to submit a detailed “Project Narrative”. This narrative is not to exceed fifteen double-spaced pages with one inch margins and should:
  - Outline the rationale / need for their initiative, the design and scope of the project, and its evaluation methodology.
  - Explain the administrative structure of the project and document a capacity for managing a project of this scale.

In addition to the narrative, the application will also require an executive summary (1 page), a

detailed budget (with justification), a logic model representation of the proposed project (See Appendix D for an example), project timeline, and vitae for key members of the leadership team. Applicants should attach letters of commitment from each partner (as described on page 5).

The original plus five copies of the complete application packet should be mailed to: Crystal Collins-Camargo, Training Resource Center, University of Kentucky - College of Social Work, 414 Breckinridge Hall, Lexington, KY 40506-0056, and must be received by the SR QIC by 4:30 p.m. EST on September 16, 2002. Faxed or electronic applications will *not* be accepted.

- **Contractual Considerations** – Any recipient of Southern Regional QIC funding will become a sub-contractor of the University of Kentucky Research Fund (UKRF). Oversight responsibilities regarding all sub-contractors will be shared between the QIC and the University of Kentucky’s Office of Sponsored Projects Administration in accordance with the terms outlined in their contracts (a sample of which is found in Appendix F).

The final UKRF contract will stipulate that project expenses will be handled on a cost-reimbursement basis only and upon receipt of the appropriate invoices / reports submitted monthly to the SR QIC. Applicants therefore must have the ability to begin the program with sufficient start up funds as reimbursement will occur after the first month.

Applicants should take care to review the key terms of the UKRF contract, though it is anticipated that all sub-contractors must find them acceptable. Any concerns or exceptions should be noted in writing and must be brought to the attention of Ms. Collins-Camargo at least one week prior to the submission of the application. The key passages are:

- Article III – Consideration, Records and Billing Instructions
- Article VI - Patents and Inventions
- Article VII – Proprietary or Confidential Information
- Article VIII – Assignments & Subcontracts
- Article X – Insurance
- Article XI – Suspension
- Article XIV – Certifications
- Article XV - Order of Precedence

\*\*any unresolved differences may prevent final funding despite high ranking following the application review process

- **Compliance Issues** – It is expected that Project Managers will follow appropriate protocol to ensure that SR QIC awards are handled in a manner consistent with federal government and the Department of Health and Human Services regulations. Project planners need to be particularly mindful of the following sections of the Code of Federal Regulations:

*45 CFR, Part 10, Part 74, Part 75, Part 76, Part 80, Part 81, Part 84, Part 86, Part 91, Part 92, Part 93.*

- **Review of Submissions / Selection Criteria** – A panel of three reviewers with expertise in this subject area from outside the region will review and score submissions using a system that awards points for each of the following criteria:

- Project Design [Maximum Value: 50 points]  
*Important Considerations: To what degree does the application: a) respond to critical findings of the Needs Assessment and Literature Review; b ) have the potential to positively impact the skill of CPS practitioners, service provision and ultimately the goals of safety, permanency and well-being of children and their families; c) have the potential to generate findings that will contribute in a meaningful way to the field of child protection and benefit other child welfare systems; d) make innovative use of technology and the*

*resources currently available to the partnering organizations; d) represent an effort that, given positive evaluation findings, is sustainable through development or reallocation of existing streams of state/federal or other grant funding.*

- **Strength of the Collaboration** [Maximum Value: 10 points]  
*Important Considerations: To what degree does the application: a) foster innovative and meaningful partnerships between state / county welfare departments, universities, the community and families; b) allow agencies to better serve populations that may have been underserved by traditional service delivery models; c) demonstrate a learning laboratory approach.*
- **Evaluation Methodology** [Maximum Value: 20 points]  
*Important Considerations: To what degree does the application: a) make effective use of university resources; b) include a rigorous approach to evaluating key project components meeting the requirements of the Research Plan (as articulated in Appendix C); c) include both process and outcome evaluation techniques; d) demonstrate commitment to participate in the comparative evaluation conducted by the QIC; e) demonstrate a capacity to work with the Southern Regional QIC to develop a plan for dissemination of findings.*
- **Capacity and Experience** [Maximum Value: 10 points]  
*Important Considerations: To what degree does the application: a) include individuals with sufficient experience to successfully implement a demonstration project and in key leadership positions; b) demonstrate that there is both the time and capacity on the part of project principals to guide project.*
- **Budget** [Maximum Value: 10 points]  
*Important Considerations: To what degree does the budget : a) support that the undertaking can realistically be implemented at the scale outlined in the narrative; b) attracted additional cash and in-kind support beyond that which is required by the terms of the match formula.*

The review of applications will take place between September 17 and September 30, 2002. The SR QIC will consider geographical needs and compatibility of proposed projects for cross-site evaluation in the review of applications, and these factors will impact final award decisions. The announcement of awards is expected no later than October 15, 2002.

#### E. Reporting Requirements

Demonstration projects are expected to file a mid-year progress report as well as a final report for each funding year. Due dates for progress reports will be set once award decisions are made. Both will highlight the progress of the Demonstration Project to that point, articulate intermediate research milestones and findings, and summarize fiscal activity. Reimbursements will be handled on a monthly basis.

Project managers will also be expected to participate in monthly on-line journal discussions (a monthly on-line problem-solving process that will aid in the documentation of project implementation), monthly conference calls, video conferences, and meetings in addition to hosting annual site visits by Center staff (which will be done in partnership with the SR QIC Advisory Board).

#### F. Final Products

In addition to the reports detailed in the previous section, all projects funded by the Center are expected to

share their projects' findings (including evaluation data) in a manner that will allow for subsequent comparative research and dissemination of that material by the Center, its sponsors, and authorized collaborators.

A major focus of the SR QIC's fifth year will be a concerted effort to help the states within the Southern Region determine how demonstration project results can be adapted to their particular circumstances. It is anticipated that the findings will be presented at a major conference and that the SR QIC will provide technical assistance to each of the states in the period following the conference to aid implementation efforts.

The following statement must be included in products of the SR QIC Demonstration Projects:

This document was made possible by grant #xx-xx-xxxx from the Children's Bureau, Administration on Children, Youth and Families, Administration for Children and Families, US Department of Health and Human Services. The contents are solely the responsibility of the authors and do not represent the official views or policies of the funding agency. Publication does not in any way constitute an endorsement by the Department of Health and Human Services.

It is expected that project managers will follow appropriate protocol to ensure that QIC awards are handled in a manner consistent with federal government and the Department of Health and Human Services regulations. (Including local Institutional Review Board Approval requirements.)

**SECTION II: Letter of Intent to Apply Form/ Demonstration Project Application Cover Page/ Application Checklist**

A. Letter of Intent to Apply Form

The following form must be completed and submitted via mail, email or fax by 4:30 p.m. EST on 8/19/02

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

Dear Southern Regional QIC Staff,

Our organization would like to express an interest in applying for the available SR QIC funding. Our contact information is as follows:

Agency Name \_\_\_\_\_

Agency Contact Person and Position \_\_\_\_\_

Contact Person Telephone/Fax \_\_\_\_\_

Contact Person E-mail Address \_\_\_\_\_

Contact Person Mailing Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other potential partners in our application, if known at the time of submittal:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

We understand we are under no obligation with regards to this Letter of Intent to Apply, but understand this will enable us to participate in the technical assistance teleconference and receive information on questions asked and their answers prior to the application due date. We  do  do not plan to participate in the teleconference.

Sincerely,

B. Demonstration Project Application Cover Page / Application Checklist

**Southern Regional QIC Cover Page**

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

Applicant State: \_\_\_\_\_

Primary Applicant Organization: \_\_\_\_\_

Primary Contact Name and Position: \_\_\_\_\_

Contact Person Telephone/Fax \_\_\_\_\_

Contact Person E-mail Address \_\_\_\_\_

Contact Person Mailing Address \_\_\_\_\_

Application Partner Organizations and Primary Contacts:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Application Checklist**

- Letter of Intent to Apply Submitted by due date
- Teleconference participation (\_\_\_ Yes \_\_\_ No)
- Project Narrative (15 double spaced pages)
  - Outline the rationale / need for their initiative, the design and scope of the project, and its evaluation methodology.
  - Explain the administrative structure of the project and document a capacity for managing a project of this scale.
- Executive summary (1 page)
- Detailed budget (with justification)
- Logic model representation of the proposed project and research methodology
- Project timeline
- Vitae for key members of the leadership team.
- Letters of commitment from each partner

### **SECTION III: List of Appendices**

Due to the volume of information, many of the appendices are provided as separate documents in the electronic version of the RFA.

Appendix A: Needs Assessment Summary

Appendix B: Literature Review & Bibliography

Appendix C: SR QIC Research Plan, Conceptual Model and Design

Appendix D: Sample Logic Model

Appendix F: Advisory Board Roster

Appendix E: Introduction to the Southern Regional Quality Improvement Center and the University of Kentucky's Training Resource Center

Appendix F University of Kentucky Research Foundation Sample Contract

#### **APPENDIX D: Sample Logic Model**

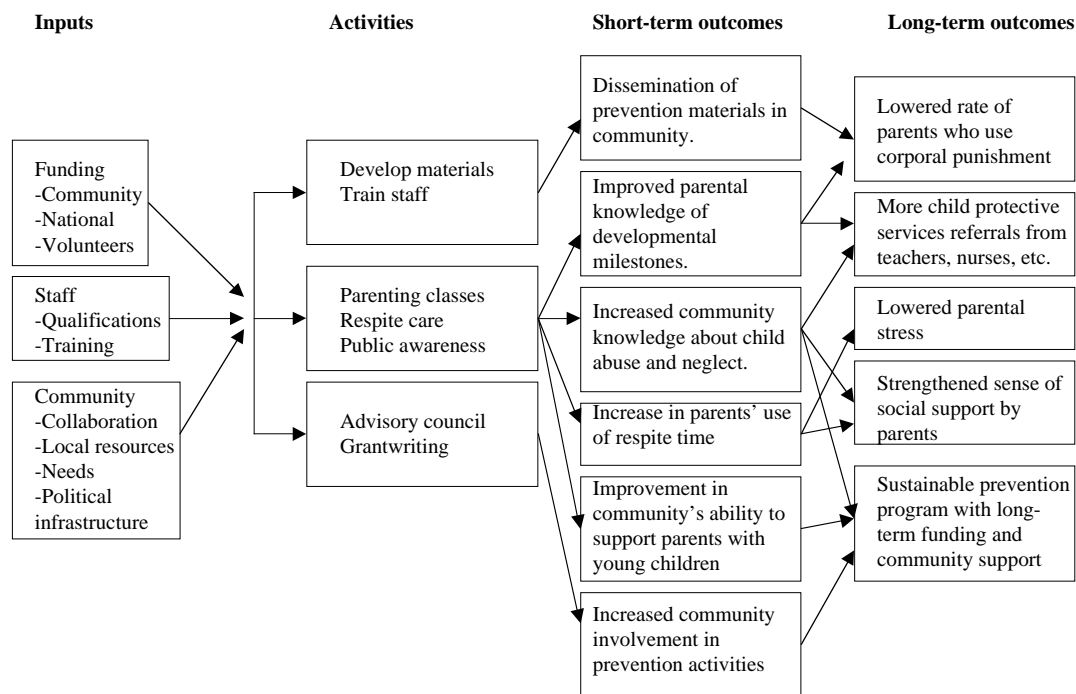
A logic model is a tool that presents the conceptual framework for a proposed program or project (including evaluation) and explains the linkages among program elements. It summarizes the logical connections between and among the problem/conditions/ issues that are the focus of program/project/research/evaluation, goals and objectives, the target population, the proposed activities/services/interventions directed toward the target population, and the expected short- and long-term changes the initiative is designed to achieve. Program developers should work together with evaluators to develop the logic model so that the actual workings of the program are described and translated into evaluation terms.

Goals are the end product of an effective project. Objectives are measurable, time-based statements of intent linked directly to program goals and marking quantifiable interim steps for achieving those goals. Activities are the services a program delivers and the means to achieving desired outcomes. Outcomes are what the program hopes to achieve with each target group. They are the intended *results* of the program, not the *process* of achieving them. Short-term outcomes are the direct results of the program activities on its participants. They show a measurable change (often starting with “to increase” or “to decrease”) and should demonstrate why the program activities will lead to the long-term outcomes. Long-term outcomes are the ultimate goals of the program.

The logic model should also include output measures and outcome measures. Output measures are tools, or indicators, to count the services and goods produced by a program: the number of people receiving a service, number of services delivered, number of responses to an outreach, etc. Outcome measures are indicators of the actual impact or effect a program's activities have on the problem or situation. A program's progress is evaluated by comparing outcomes to objectives by means of measures. Outcome measures are expressed in a quantifiable form and indicate the degree to which the program is achieving its objectives, and should relate directly to the objectives and to the outcomes. There can be outcome measures for intermediary impacts as well as ultimate or final impacts.

A logic model can be illustrated as a set of activities or processes displayed in boxes and connected with arrows to results or outcomes. A sample logic model is shown in the exhibit below.

**Exhibit: Sample Logic Model for a Child Abuse Prevention Demonstration Program**



This exhibit shows a set of inputs that precede program implementation, including community need, existing services, staff qualifications, existing collaboration, funding sources and political infrastructure. Activities designed to address child abuse prevention include parenting classes, respite care, and a public awareness campaign. The short- and long-term outcomes are expressed in specific, objective and measurable terms.

Information on the development of logic models is available on the Internet at <http://www.uwex.edu/ces/pdande/Evaluation/logicmodels.htm>, or [http://www.extension.iastate.edu/cyfar/capbuilding/outcome/outcome\\_logicmdir.html](http://www.extension.iastate.edu/cyfar/capbuilding/outcome/outcome_logicmdir.html)

*Appendix F:*  
*Southern Regional Quality Improvement Center for Child Protection*  
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**Appendix G: Introduction to the Southern Regional Quality Improvement Center  
and the University of Kentucky's Training Resource Center  
University of Kentucky College of Social Work**

**FACT SHEET**

**Mission of the Quality Improvement Centers:** to improve the Child Protective Services system by addressing issues(s) that are integral to developing new CPS strategies, which may include but are not limited to: determining appropriate levels of risk and child safety, ways to build and sustain community partnerships, and appropriate outcome measures by which to gauge the effectiveness of reform efforts.

**The Quality Improvement Centers will perform the following functions:**

- Increase the capabilities of agencies in identified geographical areas to improve frontline CPS practices;
- Foster the development of collaborative partnerships on the local and regional level
- Promote collaborative problem solving;
- Develop and implement research and demonstration projects to promote innovation, evidence-based practice improvements, and advancement of knowledge;
- Establish an information-sharing network to disseminate information on promising practices; and
- Improve the quality and availability of CPS delivery systems in a specified geographical area.

**UK QIC Geographical Region:** Alabama, Arkansas, Georgia, Louisiana, Mississippi, Missouri, Kentucky, South Carolina, Tennessee, and West Virginia

**Objectives of the UK QIC:**

- To create **regional Learning Laboratories** in each of these states that will provide collaborative problem-solving, program evaluation and practice improvement in child improvements that build lasting capacity in public and private agencies throughout the region's protective services. These Learning Laboratories, supported by the QIC, will be places where practitioners, researchers, community partners and recipients of service focus and work together to solve child protection practice issues.
- To provide ongoing collaboration with local communities within the specified region to create **demonstration projects focused on evidence-based practice improvements** that measure outcomes and will improve child welfare delivery systems. Using an evidence base for all programs will provide a foundation of practice that will be expanded and evaluated.
- To support practice improvements that **build lasting capacity** in public and private agencies in the region by expanding university and community partnerships to provide a reinvigorated research and community support base for

ongoing work, to train future practitioners in state of the art practice and to provide training partnerships that allow for expanded use of state and federal funding.

**Learning Laboratory Network Partnerships** include

- Public Child Welfare Agencies
- Universities
- Community agencies
- Recipients of service

**UK QIC Advisory Board:**

- Arkansas: Patricia Page, Assistant Director, Division of Children and Family Services
- Louisiana: Kenneth Millar, Ph.D., Dean, School of Social Work, Louisiana State University
- Georgia: Randy Jenkins, MSW, Parent Advocate
- Missouri: Carrie Bolm, LCSW, Program Development Specialist Division of Family Services
- Kentucky: Kay Hoffman, Ph.D., Dean, College of Social Work, University of Kentucky
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- Alabama: James Adams, Ph.D., Dean, School of Social Work, University of Alabama,
- Tennessee: Sherry Abernathy, Director of Child Protective Services, Tennessee Department of Children’s Services
- Mississippi: Kim Shackelford, University of Mississippi
- South Carolina: Lynn Taylor, Ph.D., Executive Director, Prevent Child Abuse South Carolina
- Kim Hamilton, Parent Representative from Kentucky,
- Melissa Lim Brodowski, Program Officer, Children’s Bureau (Ex-Officio)

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