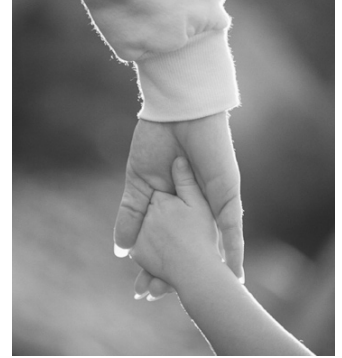


Promising Practices for Child Abuse Prevention Councils in California



How the counties work to coordinate child abuse prevention

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Table of Contents

| | |
|--|----|
| Acknowledgements | ii |
| Section 1: Introduction | 1 |
| Origins of Child Abuse Prevention Councils | 1 |
| Purpose and Importance of a Child Abuse Prevention Council | 2 |
| Notes | 4 |
| Section 2: What Does a Child Abuse Prevention Council Look Like? | 5 |
| External Support | 5 |
| Internal Support | 7 |
| Membership of a CAPC | 11 |
| Notes | 12 |
| Section 3: Policies and Procedures of a Child Abuse Prevention Council | 13 |
| Ethical and Legal Considerations | 13 |
| Stakeholder Diversity | 14 |
| Interagency Coordination Protocol | 15 |
| Cultural Competence. | 16 |
| Community Representation, Responsiveness, and Recognition Programs | 16 |
| Marketing | 17 |
| Accounting | 18 |
| Facility Management | 18 |
| Evaluation | 18 |
| Notes | 20 |
| Section 4: What Does a Child Abuse Prevention Council Do? | 21 |
| Coordination and Collaboration Utilizing a Multi-Systems Approach | 21 |
| Public Forum | 22 |
| Recommending Improvements in Services to Families and Victims. | 22 |
| Public Awareness | 23 |
| Information Dissemination. | 26 |
| Family Support | 28 |
| Promoting Education and Advocacy | 28 |
| Facilitating Provision of Direct Services and Referrals | 32 |
| Professional Trainings | 34 |
| Reporting | 35 |
| Notes | 36 |
| Section 5: Tools for Child Abuse Prevention Councils | 37 |
| Strategic Action Planning for Child Abuse Prevention Councils. | 37 |

| | |
|--|---------|
| SWOT Analysis. | 37 |
| Web-Based Technology | 38 |
| Funding for Child Abuse Prevention Councils. | 38 |
| Financial Planning | 39 |
| Grant Writing | 42 |
| Levels of Collaboration | 43 |
| Non-Monetary Funds. | 44 |
| Blended Funding | 45 |
| Notes | 46 |
| Conclusion | 47 |
| Appendix A: List of California CAPCs, by county. | 49 |
| Appendix B: A Detailed Look at the Code | 59 |
| Appendix C: List of California CAPITs/CBCAPs, by county. | 63 |
| Appendix D: List of California CHAT Grantees, by county. | 72 |
| Appendix E: Sample Personnel Materials for CAPCs | 79 |
| Sample Organizational Chart for a CAPC | 79 |
| Sample CAPC Coordinator/Executive Director Job Description | 80 |
| Sample Table of Contents for CAPC Employee Manual. | 82 |
| Appendix F: Brown Act Summary. | 84 |
| Appendix G: Sample Forms for CAPCs | 88 |
| Memorandum of Understanding Framework | 88 |
| Sample Memorandum of Understanding | 89 |
| Sample Consent to Exchange Confidential/Privileged Information | 90 |
| Sample Consent to Exchange Confidential/Privileged Information (Spanish version) | 91 |
| Sample Conflict of Interest/Non-Competition Disclosure Form. | 92 |
| Sample Conflict of Interest Non-Competition Disclosure | 94 |
| Appendix H: Marketing Materials for CAPCs. | 95 |
| Public Speaking Tips | 95 |
| Press Releases | 96 |
| Press Release Framework | 97 |
| Marketing Workbook for Nonprofit Organizations | 98 |
| Appendix I: Evaluation Materials for CAPCs | 101 |
| Sample Self-Improvement Plan | 101 |
| FRIENDS Outcome Accountability for Family Support Programs' | 102 |

Appendix J: State and Federal Funding. 109

Appendix K: Fundraising Information for CAPCs. 110

- Components of a Grant Proposal. 114
- Sample Cover Letter 120
- Sample Title Page 121
- Sample Abstract/Proposal Summary. 122
- Sample Statement of Purpose 122
- Sample Introduction 122
- Sample Participants/Target Population. 123
- Sample Statement of Need 123
- Sample Goals and Objectives 124
- Sample Evaluation Plan 125
- Sample Project Dissemination Plan. 126
- Sample Form for Evaluating Your Proposal Components 127

Section 1: Introduction

Section 1: Introduction

Child abuse and neglect have become epidemic in America, affecting an estimated one out of every four citizens. An estimated 1,400 children died from abuse and neglect in 2002, according to the National Clearinghouse on Child Abuse and Neglect.¹ Since these figures are based only on reported child abuse, the numbers could be substantially higher. One of the functions of a Child Abuse Prevention Council (CAPC) is to educate those who are mandated to report child abuse so more children can be helped and more perpetrators can be prevented from abusing other victims.

Child abuse prevention is cost-effective. The estimated cost of social services, the criminal justice process, health and mental health care, and other system interventions for untreated or under-treated victims of child abuse is enormous. Investment in prevention is vital in reducing the demands on overburdened intervention and response systems.

The primary purpose of a CAPC is to coordinate the community's efforts to prevent and respond to child abuse. Each CAPC possesses its own personality and defines its own mission, vision, goals, and objectives. A CAPC meets to develop information, coordinate action, and procure resources for child abuse prevention in its county. A CAPC plays a crucial role in coordinating agency efforts to respond to child abuse in its particular county and across the state.

A variety of successful CAPC models can be found in California. This publication is intended to share their best practices in order to help all CAPCs maximize their effectiveness. It also details some specific ways CAPCs address the requirements of the Welfare and Institutions Code (WIC).

Origins of Child Abuse Prevention Councils²

The Child Abuse Prevention Coordinating Council Act was passed by the state legislature in the 1985. The legislature declared that child abuse is one of the most tragic social and criminal justice issues of our time. It found that victims of child abuse and their families face complex intervention systems involving many professionals and agencies; coordination between child protection agencies and professionals improves the response to victims and their families; and the prevention of child abuse requires the involvement of the entire community. The act authorized the allocation of federal grants to county child abuse prevention programs. Currently, these federal grants are called Community-Based Child Abuse Prevention (CBCAP) grants.³ The statute also specified that each county would designate a CAPC.

The Child Abuse Prevention Intervention and Treatment (CAPIT) program was established under Chapter 1398, Statutes of 1982, and AB 1733 (Welfare and Institutions Code Section 18960, et seq.). In 1998, the legislature augmented CAPIT funding as authorized by Chapter 329, Statutes of 1998, and AB 2779. CAPIT program funding was augmented by \$5 million of general funds for a current total of \$14.8 million in general funds. The California State Office of Child Abuse Prevention (OCAP) was vested with the responsibility to: 1) ensure that counties allocated



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revenue through the use of accountable processes that utilize a multi-disciplinary process, including strengthening CAPCs; and, 2) ensure program compliance and accountability to county plans and legislative intent.

The legislature initially established the California State Children's Trust Fund (CSCTF) and authorized counties to establish a county Children's Trust Fund. Funding for the trusts come from birth certificate fees. For every \$7 fee, \$4 is paid directly to the county Children's Trust Fund. Additionally, the local board of supervisors may increase the fee for a certified copy of a birth certificate by \$3 to deposit directly to the county Children's Trust Fund.

Welfare and Institutions Code (WIC) Section 18967 stipulates that each county shall support at least one CAPC—which must meet the criteria in WIC Section 18982—using funding from the county Children's Trust Fund. WIC Section 18983.5 specifies that a council shall be established as a nonprofit, as an independent agency within county government, or as a comparable independent organization as defined by OCAP. In addition, WIC Section 18983.4 indicates that for a county without an existing council, its board of supervisors shall make every effort to facilitate the formation and funding of a council in that county. In the event of more than one council, according to WIC Section 18982.3, the county board of supervisors shall develop criteria for funding and establishing of councils in geographically distinct areas.

Purpose and Importance of a Child Abuse Prevention Council

A CAPC is a community council whose primary purpose is to coordinate the community's efforts to prevent and respond to child abuse. A CAPC provides the following services to its community.

Coordinate services

- CAPCs promote system-wide, multi-disciplinary coordination through meetings, development of protocols, forums for dialogue, directories, and various other activities.
- CAPCs solicit individuals who, because of their interaction with people from other disciplines, become personal agents for coordination.

Synopsis of the Child Abuse Prevention Coordinating Council Act

WIC Chapter 12.5 Section 18980 and following ...

The Code in Brief

Each county shall fund at least one Child Abuse Prevention Council (CAPC), which shall meet the purpose, representation, functions, and committees sections of the Welfare and Institutions Code, using the allocations from the county Children's Trust Fund.

Purpose

A CAPC is a community council whose primary purpose is to coordinate the community's efforts to prevent and respond to child abuse.

Representation

Representation from a number of categories of professional and community agencies is encouraged.

Functions

- Provide a forum for interagency cooperation and coordination in the prevention, detection, treatment, and legal processing of child abuse cases.
- Promote public awareness of abuse and neglect and the resources available.
- Encourage and facilitate training of professionals in detection, treatment, and prevention of child abuse and neglect.
- Recommend improvements in services to families and victims.
- Encourage and facilitate community support for child abuse and neglect programs.

Continued on Page 3 ...

Section 1: Introduction

- CAPCs identify and develop specific models of coordination, such as multi-disciplinary teams, multi-disciplinary interview teams, and hospital Suspected Child Abuse and/or Neglect (SCAN) teams.

Train professionals

- CAPCs develop ways for local agencies and disciplines to train each other in order to increase mutual understanding and effective interactions.
- CAPCs organize local conferences for professionals to improve their skills and bring new ideas to their jobs.

Raise awareness of child abuse issues

- CAPCs inform the public of child abuse issues through public awareness campaigns, including media, publications, and speakers bureaus.

Advocate

- CAPCs inform local agencies of legislative and policy developments that affect children and families.
- CAPCs conduct local systems reviews and advocate for improvements at the county and local levels.

Develop resources

- CAPCs provide low-cost or free trainings and information resources.
- CAPCs facilitate coordination of additional resources into local areas for the purpose of enhancing the local infrastructures' abilities to respond to child abuse.

Continued from Page 2 ...

Committees

- Committees may be formed to carry out specific functions.
- Councils receiving funding under this chapter shall develop a protocol for interagency coordination and provide yearly reports to the county board of supervisors.
- Councils receiving funding shall provide a local cash or in-kind match of 33-1/3 percent or a partial match of \$1 for every \$3 in grant funds.

See Appendix B or www.leginfo.ca.gov for a detailed look at the code.

Notes

1. National Clearinghouse on Child Abuse and Neglect, "Child Abuse and Neglect Fatalities: Statistics and Interventions," <http://nccanch.acf.hhs.gov/pubs/factsheets/fatality.cfm>.
2. Refer to Appendix A for a list of California CAPC contacts.
3. Refer to Appendix C for a list of California CBCAP contacts.

Section 2: Organizational Structure

Section 2: What Does a Child Abuse Prevention Council Look Like?

Successful Child Abuse Prevention Councils (CAPCs) can differ from each other and still be in compliance with the Welfare and Institutions Code (WIC). Some are nonprofit 501(c)(3) organizations, which allows them to seek funding from foundations. Others are independent agencies operating within the county government.

Sometimes, as in Los Angeles County, an umbrella organization focuses on the overarching issues while community councils involve “front-line” workers, who then work directly with children and families. In this case, both can be called CAPCs, though they serve very different purposes. In other counties, the CAPC is a small organization satisfying all the requirements of the WIC through the work of a small and dedicated core group of people. Whichever form a CAPC takes, it is important that a CAPC is independent and can function objectively to make recommendations for the prevention of child abuse.

It is also important that a CAPC encourages participation from a wide variety of agencies and individuals, some of which are spelled out in the WIC. A council’s membership should include parent and consumer groups, reflecting the racial and ethnic composition of the county. Councils are encouraged to develop a formalized strategy for involving parents and consumers. In addition, outreach programs need to be ongoing to encourage and solicit community agencies and local businesses to volunteer time and resources toward child abuse prevention goals.

Referrals for participants from the health and mental health care sector can come from:

- Child Abuse Treatment (CHAT) grant communities¹
- Community-Based Child Abuse Prevention (CBCAP, formerly CBFRS) organizations²

External Support

CAPC membership should include representatives from the community, civic organizations, and religious communities. CAPCs should also encourage membership from Multi-Disciplinary Interview Teams or Centers (MDITs/MDICs), regional centers, the faith community, and a variety of racial and ethnic groups, including recent immigrants.

Community participation and support for CAPC programs can take a variety of forms, not the least of which can be financial help and promotion opportunities for CAPC messages. Businesses, service clubs, and service organizations can all work toward CAPC goals.



In Los Angeles County, all of the requirements of the WIC are met, but not all by the same organization. The Interagency Council on Child Abuse and Neglect (ICAN) is in charge of data analysis and report, and they publish several large reports each year. LA County Department of Children and Family Services (DCFS) is in charge of Family Support Services. The LA County community councils do not provide direct services to children and families, although some of their members do.

Local Government

Obtaining support from key politicians in the community is essential. Outreach and communication should be maintained with the following offices:

- Mayoral
- Board of Supervisors
- Board of Education
- Department of Health and Human Services
- County Commissioner
- City Attorney
- County Council
- Law Enforcement
- County Probation

Policymakers can provide policy support both for the “primary prevention” message and for early intervention and support programs. CAPC staff should review current local policies on child abuse prevention and become familiar with various agencies’ roles in prevention and intervention programs. It is also helpful to secure permission to have expert outsiders review and provide comments about the policies in light of the programs currently in place or under consideration. Lastly, a CAPC can suggest changes through appropriate channels to ensure policy-level support needed for these programs.

State Agencies

Various state agencies are mandated by legislature to provide support and technical assistance via funding and/or resources to child abuse professionals. Some of these relevant to CAPC goals include:

- Department of Social Services, Office of Child Abuse Prevention
www.dss.cahwnet.gov/cdssweb/ChildAbuse_188.htm
- The Children’s Section of the Office of Emergency Services, Criminal Justice Programs Division (OES)
www.oes.ca.gov
- California Children and Families Commission
www.cafc.ca.gov
- California Department of Education Healthy Start
www.cde.ca.gov/healthystart/
- Department of Health Services, Maternal and Child Health Branch

Excerpts from Relevant Code Sections

Structure of a Child Abuse Prevention Council

Overall Structure WIC Section 18983.5

Councils funded shall be established as nonprofits, as independent agencies within county governments, or as comparable independent organizations, as defined by the state’s Office of Child Abuse Prevention (OCAP).

Council Membership WIC Section 18982.1

Council members shall encourage membership from public Child Welfare Services (CWS), criminal justice organizations, prevention and treatment services, community representatives, parents, and other consumers of the services. Representatives for each discipline may include the following:

- Public Child Welfare Services (CWS)
- County Welfare or Children Services Department
- Probation
- Licensing
- Criminal Justice (e.g., law enforcement, district attorney’s office, courts, coroner)
- Prevention and Treatment Services (e.g., medical and mental health services, community-based organizations, public and private schools)
- Community (e.g., volunteers, civic organizations, faith-based groups, parents, consumers)

Section 2: Organizational Structure

www.dhs.ca.gov/pcfh/mchb/dvs/dvsindex.html

- Attorney General's Office
www.caag.state.ca.us
- Department of Justice, Office of Victims of Crimes
www.ojp.usdoj.gov/ovc/help/links.htm
- National Organization of Crime Victim Compensation Boards
www.nacvcb.org

Internal Support

Information from CAPCs across the state shows that the one factor essential to a CAPC's success is having a dedicated staff member, at least part time, with a desk and a phone. However, some CAPCs are still working toward this point and are meanwhile led by dedicated volunteers. Another important factor is an active and supportive board of directors. The ways in which the board of directors, advisory boards, committees, and members interact may vary, as long as the CAPC is careful to follow the WIC. The following is a description of board and staffing patterns amongst CAPCs.³

Board of Directors

CAPC leadership must be aligned with the organization's mission, vision, and strategic goals. The board of directors is ultimately responsible for the performance of the organization in all areas of its work and for overseeing the administrative affairs of the council. Each board member must understand his or her collective responsibility and individual role. Terms for board members should be staggered to ensure that some continuity is carried over from year to year. Term limits should be specified in the bylaws and adhered to.

Board members should concentrate on policy setting rather than day-to-day management, which is better done by staff and committees. Board members should work to recruit other people who bring needed skills to the board, such as lawyers and grant writers. The board should develop a mechanism for evaluating its effectiveness and holding members accountable for their responsibilities, agreements, fundraising commitments, and service as spokespeople for the organization. Board members should also assist in financial planning and obtaining support for their CAPC.

Council Committees

Committees are formed to help a CAPC achieve specific goals and address specific issues. Committees should have a clear purpose, include active memberships with organized, focused members, meet regularly, and represent the CAPC as a whole. Each committee member must understand his or her collective responsibility and be clear on his or her individual role. At minimum, every CAPC board should include an executive committee, a personnel or human resources committee, and a fund development, budget, or fiscal committee. Other potential committees listed in WIC Section 18982.3 may be formed to carry out specific functions, such as:



The Child Abuse Prevention Council of Sacramento brought their Board of Directors from thirteen members to forty between 1999 and 2003. They developed a board recruitment process, board education materials and protocols, and a membership structure including an annual evaluation and a manual. The new board was instrumental in helping the council achieve their capital campaign goals, resulting in the purchase of a new administration and training facility.

- Interagency coordination teams
- Multi-disciplinary personnel teams
- Professional training teams
- Public awareness teams
- Service improvement teams
- Parent involvement teams
- Advocacy teams
- Legislation teams

Advisory/Auxiliary Board

Some CAPCs have developed auxiliary boards to assist in fundraising events and activities. Busy members of the community may be able to commit to, and their expertise more appropriate for, an advisory committee role rather than involvement in the full range of activities of a board of directors. An auxiliary board can be useful in designing a program to attract funders and can carry some of the specific responsibilities otherwise given over to the staff and the board.

Coordinator/Executive Director

Ideally, if a council is expected to consistently provide the child abuse prevention activities as described in the WIC, it needs a paid coordinator. The coordinator communicates with local government, manages volunteers, writes grants, maintains important records, and ensures that action plans are followed. A coordinator makes it possible for a CAPC to generate new sources of funds, to develop new activities, and to become a stable entity in the community.⁴

In order to ensure ideal operations of a CAPC, the coordinator must have knowledge and experience in both fiscal and facility management. Specifically, the coordinator should have the following abilities:

- Subject matter expertise in the child abuse field
 - Financial management experience
 - Planning, implementing, and monitoring short- and long-range budgets
 - Ensuring timely and accurate preparation of reports
 - Researching, reviewing, and preparing grant proposals for various programs and projects
 - Monitoring all grant-funded programs' compliance with funding criteria
 - Interfacing with governmental agencies regarding requirements for obtaining funds and monitoring procedures
 - Risk management experience



The Contra Costa County CAPC Advisory Board, led by members originally drawn from the local Junior League, is in charge of ongoing fundraising activities and designing materials to make child abuse prevention accessible to a large audience. The CAPC Coordinator works with the Auxiliary Board to develop budgets and ensure that events reflect CAPC priorities.

Section 2: Organizational Structure

- Human resource management skills
 - Hiring, training, and development of staff
 - Developing personnel policies and procedures
 - Ensuring a safe work environment
 - Encouraging diversity in the workplace
 - Conflict management
 - Coaching and team building
 - Volunteer management
- Coordination and organizational skills
 - Experience coordinating programs
 - Experience functioning under specific timelines
 - Experience running efficient meetings
 - Ability to develop and maintain policies and procedures
 - Strategic planning knowledge
 - Ability to facilitate information dissemination
 - Commitment to attend appropriate state and local meetings
 - Project development and public policy knowledge
 - Skill at negotiating agreements necessary to assure effective delivery of services
 - Ability to establish and maintain effective working relationships with community organizations, governmental agencies, and the general public



Employee retention should be a high priority for any organization.

The coordinator should participate in regional CAPC meetings and network with other CAPC coordinators, as this can be extremely valuable sources of information and support for a CAPC.

Employee Retention and Recognition Programs

Employee retention should be a high priority for any organization—with it comes consistency, cost-effectiveness, and years of gathered expertise. Unfortunately, the child abuse and neglect field often experiences frequent turnover of employees. To minimize this turnover (and employee burn-out), it is important to do the following:

- Hire capable, dedicated, and experienced people, and support them for individual success. Pay them salaries that are relatively equitable within the organization while also competitive with what they would earn outside the organization. Provide opportunities for staff development and continuing education. Remove barriers to employee success.
- Ensure availability and accessibility of necessary resources. Create a work environment that meets employees' needs.
- Clearly communicate goals, objectives, accountabilities, priorities, and authority parameters, and ensure that employees are aware of the competencies required for success. Allow employees substantial

responsibility and discretion in carrying out job duties. Encourage flexibility, risk-taking, and problem-solving. Reward appropriate risk-taking despite results. Encourage employees to ask tough questions and question the status quo.

- Encourage the employee to manage his or her own career and professional development. Involve employees in goal-setting. Give feedback frequently, letting employees know where they stand.
- Value the cultural diversity of employees. Seek out the opinions of employees with differing perspectives and incorporate those opinions into their own work.
- Maintain relationships with employees that are based on trust, honesty, and mutual respect. Show respect and concern for employees as individuals. Continually strive to build and improve relationships using different approaches.
- Create challenging and enjoyable work.
- Encourage intergroup cooperation.
- Strengthen relationships through fair negotiations. Build trust with employees by keeping confidences and honoring commitments. Promote and recognize ethical behavior among employees. Communicate thinking and reasoning to employees honestly and clearly. Build trust by being open and forthright during discussions. Build commitment in employees by demonstrating your own convictions and leading by example. Show consistency among principles, values, and behavior, and do not compromise these under pressure.

Although the above is directed toward employees, the recommendations apply to board and council members also. Facilitate communication between all the levels of a CAPC. Improve sustainability for employees and board and council members, and recognize their contributions.

Volunteers

WIC Section 18982.1 states that the councils shall encourage volunteer representation from the community. Volunteers from a community can be the best source for information on services since their concerns and solutions reflect the community's needs and values. And, of course, volunteers also help organizations save costs.

Recruiting, screening, and managing volunteers are time-consuming tasks. Optimally, each CAPC would have the resources to dedicate a staff position to it. This is not always possible; but when allocating funds a CAPC should consider that the amount invested in volunteer coordination is likely to yield a big return.

The simplest way to recruit volunteers is to go to them and ask. Make announcements at trainings or through the media. Check local volunteer centers, or research programs like AmeriCorps.⁵



*AmeriCorps*VISTA (Volunteers in Service to America) serve full-time for one year in nonprofits, public agencies, and faith-based groups throughout the country and can be wonderful sources of help to child abuse prevention organizations. The Child Abuse Prevention Council of Sacramento piloted the use of AmeriCorps members and paraprofessionals in the early 1990s. The program has now been replicated in eighteen counties with 377 AmeriCorps members.*

AmeriCorps volunteers have provided help to the Shasta County Child Abuse Prevention Council in both community development and program sustainability. One of the volunteers opened a family resource center; another works on fundraising for the CAPC.

Section 2: Organizational Structure

Once you have them interested, cultivate that interest. Volunteers should be oriented and receive initial and on-going training that helps with their assignments and enhances their feelings of achievement. A spirit of partnership among paid staff and volunteers should be encouraged through communication and sensitivity to the concerns of each. Paid staff must see volunteers as strengthening their capability and capacity rather than challenging it. Staff must give volunteers feedback—they need to be told how they are doing just as paid staff do. Recognition of volunteers should be ongoing and include both formal recognition and informal day-to-day expressions of gratitude. Staff should be recognized for their support of volunteers.

Manage your volunteers as you would staff. Promote capable volunteers to positions of increased responsibility or one that offers a variety of tasks. Prepare tasks for the volunteers. They come to help and want to feel that they are accomplishing something. It can be very disappointing for a volunteer to arrive ready to help, only to be ignored or underutilized. Volunteers who appear not to be matched to the right assignment should be counseled and receive additional training, coaching, and, if necessary, reassignment. If these efforts are not successful, the volunteer should be released or referred elsewhere.

Volunteers, like paid staff, should work in a safe environment. This requires risk management, including a review of current insurance and ongoing training. In addition, appropriate policies need to be developed regarding confidentiality, background checks, and conflicts of interest.

Keep your records up-to-date to reflect hours and outcomes of volunteer efforts. These hours may be used as in-kind dollars when applying for or managing grant funds. The records are also helpful to acknowledge the volunteers in reports to the board of directors, the media, funders, the community, the staff, and the volunteers themselves. Evaluation processes should reflect impacts on the volunteers, the constituency served, and the community.

Advocate for your volunteers, including reporting regularly to the board of directors on volunteer accomplishments and volunteer concerns; publicize volunteer accomplishments; and ensure fair treatment and respect for volunteers.

Membership of a CAPC

The word “member” is used differently by different CAPCs. Some CAPCs refer to their board members and participating agency representatives as their members. Others have a board structure, a staff structure below it, and a group of child abuse professionals who participate in trainings and projects—sometimes paying dues—and refer to those groups as members. Whatever the structure of a CAPC, membership must be aligned with the relevant code sections.



The San Luis Obispo CAPC received volunteer help from a senior marketing class at Cal Poly. The class developed a marketing plan for the CAPC’s Postpartum Depression Support Services and other public awareness activities, such as billboards, posters, and brochures.

Notes

1. Refer to Appendix D for a list of county CHAT grantees.
2. Refer to Appendix C for a list of CBCAP organizations.
3. Refer to Appendix D for a sample CAPC organizational chart.
4. Refer to Appendix E for a sample coordinator/executive director job description.
5. For more information on AmeriCorps, go to <http://www.americorps.org>.

Section 3: Policies and Procedures

Section 3: Policies and Procedures of a Child Abuse Prevention Council

Welfare and Institutions Code (WIC) Section 18986.14 specifies that duties of a Child Abuse Prevention Council (CAPC) shall include developing policies and setting priorities to ensure service effectiveness. Organizational policies governing both internal operations and any provision of services to clients should be clearly specified in writing and placed in a policy manual. Informal arrangements may guide the CAPC from day to day, but a basic written framework can help minimize any difficulties that may come up. Anticipating controversial issues can save a lot of misunderstanding and resentment down the line.

Policies and procedures should address all the important issues relating to prevention and intervention of child abuse. CAPC staff and stakeholders should:

- Develop an official policy statement, which includes a statement of the council's philosophy or mission regarding child abuse prevention.
- Ensure that policies and procedures are consistent with federal, state, and local laws (i.e., review the Brown Act to understand the potential impact on CAPCs and collaborating agencies).
- Establish formal agreements between the CAPC and any collaborating organizations that clearly state working roles and relationships, and follow county policies and other applicable laws regarding children's and family's rights, confidentiality, and sensitive information.¹
- Ensure that policies and procedures cover working relationships with prevention/treatment services and other community representatives involved in child abuse prevention.
- Policies and procedures should be clearly communicated to the community and provided in languages commonly used in the community. A CAPC should look for ways to keep community members informed and involved.

**Refer to Appendix F
for a summary of
the Brown Act.**



Ethical and Legal Considerations

Policies and procedures need to be carefully written to address conflicts of interest based on the needs and circumstances of a council.

Conflicts of interest arise whenever the personal or professional interests of a board member are potentially at odds with the best interest of the organization. Loss of public confidence and a damaged reputation are the likely results of poorly managed conflicts of interest. Nonprofit board members are likely to be affiliated with many organizations in their communities, so it is not unusual for conflicts of interest to arise. In addition, in some CAPCs, membership consists of long-time county employees; these county employees may face a conflict of interest related to their relationship to the CAPC and their civic agency.

According to The Board Sources' *Frequently Asked Questions*,² the nonprofit sector carries with it important ethical obligations. For example, a board member performs professional services for the council or proposes that a relative or friend be considered

for a staff position. Such transactions are perfectly acceptable if they benefit the organization and if the board member made the decisions in an objective and informed manner. Even if they do not meet these standards, such transactions are usually not illegal. However, they are vulnerable to legal challenges and public misunderstanding.

Public confidence is very important to nonprofits. Boards should take the following steps to avoid even the appearance of impropriety:

- Adopt a conflict of interest policy that prohibits or limits business transactions with board members and requires board members to disclose potential conflicts.
- Require board members to withdraw from decisions that present a potential conflict.
- Establish procedures, such as competitive bids, that ensure that the council is receiving fair value in the transaction.

Self-monitoring is the best method of preventing situations of conflict of interest. However, it is imperative for councils to institute a system of checks and balances to circumvent actual or potential conflicts of interest, beginning with well-defined operating policies and procedures on all matters that might lead to conflict. Each board and staff member must agree in writing to uphold the policy.³ In addition, the conflict of interest policy should be reviewed regularly as part of a board's self-assessment.

Stakeholder Diversity

There are many organizations and individuals within a county concerned with child abuse prevention. A CAPC should attempt to involve a wide variety of constituents at appropriate times.

Parents

It is critical to seek out parent consumers and involve them in membership. Parent consumers are those who have utilized county child welfare services and, therefore, have first-hand knowledge that can be beneficial to a CAPC. Parent consumers can serve in many roles such as:

- Members of the board of directors
- Role models for other parents
- Participants in task forces and focus groups
- Co-trainers
- Fundraisers

Parental involvement results in community-based services that better address family needs. In order to recruit and retain parent consumers, a CAPC should consider offering incentives such as:

- Stipends
- Travel arrangements to and from the meeting site



Santa Barbara County CAPC conducts a training in collaboration with Parents Anonymous (www.parentsanonymous.org) entitled "Shared Leadership: Building Partnerships with Parents to Strengthen Santa Barbara County Families." For parents who attend, the CAPC provides snacks and lunch, travel reimbursement, childcare, and a stipend of \$50 per family.

Section 3: Policies and Procedures

- Childcare at the meeting site
- Refreshments at the meeting
- Meaningful involvement, including a philosophy of shared leadership and true partnership in the development of programs and policies
- Training (e.g., public speaking, leadership, governance, advocacy)

Youth participation

Many high school and college students are encouraged or required to conduct volunteer service hours in their community. Some CAPCs have utilized this program as a means of attracting youth to the program. This is a win-win situation, as a CAPC benefits from the young people's efforts and perspectives, while the youth obtain required service hours for school. (See Section 2 for more about volunteers.)

Interagency Coordination Protocol

According to WIC Section 18982.2, a function of a CAPC is to provide a forum for interagency cooperation and coordination in the prevention, detection, treatment, and legal processing of child abuse cases. To ensure coordination of services, it is imperative for the CAPC to build strong partnerships with local agencies and to network within the community.

Formal agreements between cooperating agencies and the council should specify working roles and relationships. These agreements need to follow county policies and applicable laws regarding children's and family rights and confidentiality. In addition, in well-established CAPCs, the council operates as a multi-disciplinary team as defined under WIC Sections 5328(l), 18951(d), and 18961.

WIC Section 18982.2 specifies that a CAPC shall encourage and facilitate community support for child abuse and neglect programs. Community networking is very important to ensure CAPC viability and sustainability. When a CAPC is linked to the community, it can better obtain political and financial support, become a resource for individuals and agencies, and spread the prevention message through conferences and campaigns. Outreach programs should provide opportunities for community agencies and local businesses to volunteer time and resources.

Excerpts from Relevant Code Sections

Interagency Coordination Protocol

To meet its primary purpose, a CAPC is required to develop a formal protocol for interagency coordination with clearly defined goals and objectives—consistent with legislation—for each component.

WIC Section 18983.6 specifies that councils shall develop this protocol and provide yearly reports to the county board of supervisors. Formal agreements between operating agencies and the council are to be established. These agreements clearly set forth the working roles and relationships that follow county policies and other applicable laws regarding child and family rights and confidentiality. The council operates as a multi-disciplinary team defined in WIC Sections 5328(1), 18951(d), and 18961 regarding its form and duties and confidentiality requirements.

The protocol should include an established meeting and reporting schedule and should include county-wide distribution of information to increase public awareness of a council's activities and its role in the community. A CAPC should conduct council meetings at least once a month, while a council serving as the Local Trust Fund Commission should conduct at least two public meetings yearly for public testimony. Yearly reports are made to the county board of supervisors.

Formalizing the collaboration

When a CAPC works with another organization, memoranda of understanding (MOUs) or operational agreements (OAs) make the relationships clear, specifying the responsibilities of each agency in implementing a project.⁴

Cultural Competence

In order for a CAPC to successfully operate in diverse communities, it must be sensitive and responsive to the cultural diversity of the community. Cultural competence in the organizational context is defined as “a set of congruent behaviors, attitudes, policies, and structures, which come together in a system, agency, or among professionals to work effectively in the context of cultural differences,” as stated in *Generalist Practice with Organization and Community*.⁵

Cultural competence is multi-focused, connecting staff behaviors and attitudes with council policies and structure. The following questions will help to assess a council’s cultural competence:

- How responsible is the council in responding effectively and efficiently to the needs of the culturally diverse people it serves?
- What training is needed to make CAPC staff and volunteers culturally competent?
- In what ways could services be administered differently in response to the needs of the council’s culturally diverse population?
- What is the vision of the culturally diverse community?
- How might the CAPC determine that the goal of cultural competence has been achieved?

Recommendations to attain cultural competence include conducting:

- An ongoing assessment of the cultural diversity amongst the clients served by the CAPC. A CAPC should strive to become competent, working with all cultural groups in the community, including individuals with special needs and the gay and lesbian community, for instance.
- An assessment of obstacles, such as language differences and any lack of resources that may stand in the way of serving the community. CAPC staff should present the obstacles to the board for help in developing strategies to address them.
- An assessment of the training necessary to enhance the cultural competence of a council’s staff and members.

Community Representation, Responsiveness, and Recognition Programs

According to WIC Section 18982, a CAPC’s primary purpose is to coordinate the community’s efforts to prevent and respond to child abuse. In addition, according to WIC Section 18982.1, a CAPC should encourage community representation in the form of community volunteers, civic organizations, and religious communities.



In Riverside County, the CAPC has developed partnerships with law enforcement, local service providers, and county agencies to provide services to children exposed to violence or trauma. Sacramento County, Placer County, and other counties have also developed good interagency protocols.

In Los Angeles County, an umbrella organization called the Interagency Council on Child Abuse and Neglect (ICAN) handles the larger, county-wide duties, allowing smaller community councils to concentrate on issues and activities related to specific populations.

Section 3: Policies and Procedures



In order to attract and involve community members, the mission of a CAPC must be communicated and easily understood. Community members need to be provided with information about how they can help.

Individual community members and community organizations that provide help should be given official recognition and appreciation. This can be done in monthly meetings, at a special awards banquet, or at other CAPC-sponsored functions. Many CAPCs use annual “awards banquets” to recognize community leaders, businesses, volunteers, and other agencies. These events can be organized as a large event that raises funds for a CAPC, or it can be a modest event.

When the event is a fundraiser, a CAPC can:

- Ask businesses to sponsor tables with large donations.
- Ask individuals to purchase tickets at price above the cost of the event.
- Ask for donations for items to auction.

When holding a recognition event that is not also a fundraiser, CAPCs can:

- Include meals in the price of the ticket.
- Use donated funds for award gifts.

At the awards banquet, the CAPC executive director and other prominent leaders in the community can present awards to recognize extraordinary contributions to the field of child abuse prevention, intervention, and treatment. Every effort should be made to notify the media in advance of this event. Articles and pictures of the awardees in the local paper help in the recognition of both the CAPC and child abuse prevention issues. If local celebrities such as newscasters and political figures are involved, it can help draw media interest.

Marketing

Marketing is a new world for many nonprofit CAPCs. The *Marketing Workbook for Nonprofit Organizations*⁶ suggests the following beginning steps to a marketing campaign:

- Define the organization’s unique niche, and ensure the services are meeting the community’s needs.
- Reach the community with a message that motivates people to respond.
- Stand out and attract the kind of attention, support, and enthusiasm that the organization needs.
- Have an impact on the social welfare agenda in the community and beyond.

An effective promotion campaign helps to create or reinforce the image of a CAPC and conveys a specific message telling the community what a CAPC wants them to do. A CAPC should develop a clear communications strategy for each of its external audiences (e.g., one for potential donors, one for community involvement audiences, one for education audiences). Promotional materials produced should be consistent with this strategy.

Many CAPCs hold large annual fundraising events. The Madera County CAPC hosts an annual Student Recognition Luncheon. Though not a fundraiser, the luncheon gives schools a chance to collaborate with the CAPC to recognize deserving students. The ceremony is meant to acknowledge students who work hard, overcome obstacles in their lives, and/or contribute to the community.

The RAISE Foundation (Orange County CAPC) held a fashion show where over 60 volunteer models—including the sheriff, the fire authority chief, and Mickey and Minnie Mouse—walked the runway. Short biographies and highlights of accomplishments were presented while the models walked.

Ogilvy Public Relations' *Creating and Implementing a Media Campaign*⁷ gives the following specific recommendations once a campaign is developed:

- Identify key messages.
- Identify the target audiences.
- Simplify the message.
- Select several vehicles to carry the message (e.g., TV, radio, print).
- Convey the message with frequency.

One of the challenges is to select the right medium to reach the right audience.⁸

A council's marketing plan and promotional campaign will succeed only if it is well-planned and well-executed. It is important to regularly evaluate the progress and be flexible and responsive. Follow-through is paramount. As time progresses, new insights, opportunities, or unexpected problems may arise. Always keep timing in mind and be prepared to make changes. The focus should remain on achieving the marketing goals.

Accounting

In a well-established CAPC, financial management activities require specific, in-house staffing, whether paid or volunteer, or through a combination of staff and outside service providers. A CAPC should produce monthly financial statements that are easily understood and available when needed.

Facility Management

One of the indicators of a well-established CAPC is a physical location—an office facility or building. Some CAPCs share office space with other nonprofit organizations, while others are able to obtain space from the county. Whatever the structure, CAPC leadership should be conscious of the requirements related to occupancy, licensing, permits and regulatory compliance, including safety issues. For some CAPCs, leadership rotates and the physical location of the office moves accordingly. If it is not possible for a CAPC to have a dedicated office, consider opening a post office box, which can then be listed on letterhead and brochures.

Evaluation

Program evaluation is a systematic method for collecting, analyzing, and using information to answer basic questions about how well a CAPC is delivering its services and the impact of those services on the target population. In addition to formal evaluations and reports to funders, participation from stakeholders and clear communication with collaborators and clients will allow for continual evaluation and improvement.

Section 3: Policies and Procedures

Why is evaluation important?

- **Accountability:** Learning from the results of ongoing tracking and analysis of outcome indicators is part of the process of “self-evaluation.” Was the program implemented as planned? Were the expectations met? If not, why not?
- **Program Improvement:** An evaluation can provide regular feedback that will help make a program more effective. The feedback from the outcome accountability process can be used to make improvements. The results of an evaluation should be presented to both the staff and board.
- **Increased knowledge in-house:** An evaluation can increase knowledge about the services being provided and any problems the services are not addressing.
- **Increased understanding in the community:** Information gathered in an evaluation can be disseminated to organizations involved with a CAPC. Positive outcomes will help secure funding and community support and will inform future plans and the next cycle of the evaluation process.

Evaluation can include a number of different approaches and strategies, including outcome accountability. Outcome accountability is:

- Naming the positive changes that are expected for participants in programs.
- Measuring the extent to which these changes occur.
- Reporting this information to funders and other key stakeholders.
- Using the results of the process to improve services.

Some additional sources of information about achieving successful implementation:⁹

- California Attorney General, Safe from the Start offers a free, downloadable document called *Reducing Children’s Exposure to Violence: Promising Strategies and Programs Resource Guide*. This guide contains evaluation ideas, tools, and resources.
- Office of Juvenile Justice and Delinquency Prevention offers its series of how-to reports on topics related to program development, implementation, and evaluation for viewing at its website.
- National Child Protection Clearinghouse offers general principles for program evaluation.
- RAND offers a report, available on their website, on the implementation of welfare reform in the state of California and discusses some key issues that influence program implementation.
- Francine Jacobs of Tufts University developed an evaluation method using the five-tier approach, which describes many levels of program evaluation.



FRIENDS Outcome Accountability for Family Support Programs’ evaluation process is briefly summarized in Appendix J and may be useful for adaptation by CAPCs.

Notes

1. Refer to Appendix G for sample forms, including a sample of a Consent to Exchange Confidential Information form and a sample Confidentiality Acknowledgement and Agreement form.
2. Board Source, "Frequently Asked Questions," <http://www.boardsource.com>.
3. Refer to Appendix G for a sample Conflict of Interest Disclosure form.
4. Refer to Appendix G for a memorandum of understanding (MOU) framework and a sample MOU. CAPC staff should work closely with the board of directors and seek legal advice when tailoring this framework for a CAPC's specific situations.
5. Kirst-Ashman, Karen K. and Graften H. Hull, Jr. *Generalist Practice with Organization and Community*. Chicago, IL: Nelson-Hall Company, 1997.
6. Stern, Gary J. *Marketing Workbook for Nonprofit Organizations*. St. Paul, MN: Amherst H. Wilder Foundation, 1994.
7. Ogilvy Public Relations Worldwide, "Creating and Implementing a Media Campaign," <http://www.ogilvypr.com>.
8. Refer to Appendix H for a description of the most common media tools.
9. The sources found under this section can be found:
 - California Attorney General, Safe from the Start at <http://www.safefromthestart.org>
 - Office of Juvenile Justice and Delinquency Prevention at <http://www.ojjdp.ncjrs.org>
 - National Child Protection Clearinghouse at <http://www.aifs.org/au/nch/progeval1.html>
 - RAND at <http://www.rand.org/publications>
 - Weiss, Heather and Francine Jacobs. *Evaluating Family Programs*. Hawthorne, NY: Aldine Publishing Company, 1988.

Section 4: What Does a Child Abuse Prevention Council Do?

Coordination and Collaboration Utilizing a Multi-Systems Approach

A Child Abuse Prevention Council (CAPC) can best serve the community when it is linked to other agencies in the community that serve children and families. Establishing a system of pooled resources provides a stronger base than an individual or single agency can provide—enhancing efforts while minimizing costs. Formal training workshops and informal sharing of disciplinary views build a common knowledge base.

A CAPC can provide a forum to for agency staff to discuss interagency differences and understand the strengths and limitations of each agency. A CAPC can participate in activities to prevent burn-out by addressing the emotionally taxing aspects of working in the field of child abuse and neglect and maintaining a forum for peer support. Promoting shared responsibility and decreasing unilateral decision-making can enhance services to families. On-going informal needs assessment may be conducted to better meet community requests.

Since CAPCs are important partners in coordinating agency efforts to respond to child abuse, they should be involved in other community teams that deal with child abuse and neglect. Council members may become representatives to various teams or advisory boards.

Multi-Disciplinary Interview Team (MDIT)

Most counties in California use a multi-disciplinary approach to interview children following an allegation of abuse. The multi-disciplinary approach is favored since it reduces the likelihood of a child being interviewed multiple times regarding the traumatic event that may have occurred, while ensuring that all members of the team (law enforcement, child protective services, prosecution, medical staff, etc.) have access to pertinent information about what may have happened to the child. An MDIT often serves as a conduit to appropriate follow-up resources.

Some CAPCs interact closely with their county MDITs. Information gained through MDIT procedures can be helpful to a CAPC as it applies to improvements in services to children and families. Shared resources, such as co-sponsorship of trainings, can be advantageous to both MDIT and CAPC.

Child Death Review Team (CDRT)

Child Death Review Teams examine the specific circumstances under which children have died and assess how policy changes can prevent child deaths and injuries. Most of the counties in California have CDRTs. County teams meet monthly or quarterly to share information and strategies and ensure that the system is preventing child deaths whenever possible.



In San Francisco, the Child Abuse Prevention Council coordinates the county MDIT. The Greater Bay Area CAPC Coalition has also presented trainings in conjunction with the California Consortium of MDITs.

Promising Practices for Child Abuse Prevention Councils

A CDRT uses an interagency child death review team protocol to identify factors contributing to the child deaths in the county. CAPC representatives are important on a CDRT, acting as neutral, objective voices for the children, not aligned with a particular agency.

Domestic Violence Teams

Some CAPCs have incorporated both child abuse and domestic violence prevention as functions of their council. In counties where they are separate, liaisons from a CAPC should serve on the domestic violence team and vice versa, since the issues are so connected.

Regional CAPC Coalitions

CAPCs have been collaborating informally and formally with each other for years, sharing information and resources. Regional coalitions provide a forum for CAPCs located near each other to develop joint projects, share ideas and solutions, and support each other in doing this important work. In 2001, the state's Office of Child Abuse Prevention (OCAP) established a program through the CATT Center to provide logistical support for eight regional CAPCs coalitions in California. This program gives every CAPC the opportunity to participate in regional meetings on a regular basis.

Public Forum

Welfare and Institutions Code (WIC) Section 18986.12 specifies that the city or county board of supervisors, in partnership with the county, may establish an interagency Children's Services Coordination Council. In some counties this council is the CAPC or its supervising body. The code further states that the interagency Children's Services Coordination Council shall convene at least two public meetings annually inviting public testimony.

Even if a CAPC is not directly related to an interagency Children's Services Coordination Council, it can hold meetings which welcome input and participation from the public. Public meetings are a mechanism for receiving feedback about the system, which then allows a CAPC to recommend improvements in services. Information gained directly from the public helps a CAPC focus its own services in areas most helpful to families. In order to attract participants, the meetings need to be productive and organized. The attendees need to feel connected and acknowledged.

Recommending Improvements in Services to Families and Victims

A CAPC should be a "safe place" where professionals and clients can discuss how the system might be improved to better serve children and families. A CAPC coordinator, who is linked to county departments and nonprofits, can serve as the "hub of the wheel" to help concerns be centralized and addressed. When a CAPC regularly



In some counties, such as Marin, CAPC coordinators serve as chair for the CDRT. Some counties also have representatives on the State Child Death Review Council to coordinate information and ideas beyond the county level.

Section 4: Functions

collaborates with all the child abuse prevention organizations in the county, there should be enough trust to feel comfortable communicating what improvements are needed and how they can be approached.

According to WIC Section 18982.2, a CAPC shall recommend improvements in services to families and victims. A CAPC and others providing services can:

- Collect, organize, and report feedback and data about services to families and victims.
- Involve staff in assessing programs and ensure they receive training in evaluation processes and methods.
- Involve parent consumers in providing feedback on the services they receive.
- Provide training and technical assistance to improve the accountability of programs using Child Abuse Prevention, Intervention, and Treatment (CAPIT) program funds.
- Collect data about the process of implementing the programs and about outcomes for participants.
- Actively use feedback and data to assess the council's progress and to determine necessary modifications.

For a CAPC functioning in a rural county, it may be difficult to speak to all the residents. Some CAPCs, such as Humboldt County and Placer County, have developed innovative ways of overcoming the challenges of obtaining participation from isolated areas of the county.

Placer County has created a mobile service delivery team, which travels to isolated areas to provide services to children and parents.

Humboldt County holds two annual meetings in outlying areas to try to stay in touch with those living in rural areas. These meetings allow residents to share their needs with the Humboldt County CAPC, which continues the expansion of resources and services to them.

Public Awareness

According to the WIC Section 18982.2, a function of a CAPC is to promote public awareness of the abuse and neglect of children and the resources available for intervention and treatment. CAPC

Excerpts from Relevant Code Sections

Functions of a CAPC in the Community

WIC Section 18982.2: Functions shall include, but not be limited to, the following:

- Provide a forum for interagency cooperation and coordination in the prevention, detection, treatment, and legal processing of child abuse cases.
- Promote public awareness of the abuse and neglect of children and the resources available for intervention and treatment.
- Encourage and facilitate training of professionals in the detection, treatment, and prevention of child abuse and neglect.
- Recommend improvements in services to families and victims.
- Encourage and facilitate community support for child abuse and neglect programs.

Promising Practices for Child Abuse Prevention Councils

activities can inform and encourage community involvement in protecting children in many ways, from a billboard with parent information to a training event for professionals. Every time a CAPC conducts an activity, there is potential to raise public awareness.

Partnerships with corporations such as Longs Drugs (e.g., printing on customer bags) and Shell Oil (e.g., signs displayed at the gas pumps) have also assisted CAPCs in getting messages to the public. Each CAPC should look for opportunities to involve the public in the campaign against child abuse and neglect.

Promoting Prevention and Early Intervention

The *Child Abuse Prevention Handbook*¹ describes the following types of child abuse and neglect prevention:

- **Primary prevention:** community education that enhances the general well-being of children and their families
Educational services are designed to enrich the lives of families, to provide information and skills to improve family functioning and to prevent stress and problems that might lead to child abuse or neglect. Primary prevention also includes perinatal programs and providing parents of children of all ages with information regarding child rearing and community resources.
- **Secondary prevention:** services designed to identify and assist high-risk families to prevent abuse or neglect
High-risk families are those families exhibiting the symptoms of potentially abusive or neglectful behavior or under the types of stress associated with abuse or neglect. Secondary prevention also includes training mandated reporters in child abuse identification and reporting.
- **Tertiary prevention:** intervention or treatment services to assist a family in which abuse or neglect has already occurred in order to prevent further abuse or neglect

Intervention can range from “early” intervention in the initial stages of abuse or neglect to “late stage” intervention in severe cases or after services have failed to stop the abusive or neglectful behavior.

Child abuse prevention should be approached as a community problem, lodged in the values of diverse geographic, economic, cultural, and ethnic groups. Prevention programs must take account of these differences and be tailored to individual communities. Child abuse cannot accurately be predicted; it is not possible to know in advance who will and who will not abuse. Thus, prevention programs must be directed toward all families.

Because of the complexities of child abuse and the variety of underlying factors, no one approach to prevention is adequate. As discussed in the *New Child Protection Team Handbook*,² a comprehensive community-based approach to prevention would include programs that:

- Help new parents get off to a good start by helping build close and healthy bonds with their new babies and providing with information about childcare and child development.
- Help parents develop good parenting skills by making parent education readily available and in a variety of forums.
- Help families manage stress during times of crisis by making services available such as help lines, hotlines, crisis nurseries, drop-in centers, and crisis caretakers.
- Help parents find periodic relief from the heavy and continuous responsibilities of childcare with adequate, quality daycare.
- Help children learn how to protect themselves from abuse by making prevention and risk reduction education programs readily available.
- Help to eradicate the scars of abuse and break the cycle by providing therapeutic services to children at the time of the abuse and in the ensuing years.

Section 4: Functions



[A] function of a CAPC is to promote public awareness of the abuse and neglect of children and the resources available for intervention and treatment.



Butte County CAPC has a monthly public awareness campaign involving billboards in four locations in the county. Funding came originally from In-N-Out Burger, but council agencies have continued it using their public awareness/advertising dollars and funds from other county CBSOs.



The Long Beach (Los Angeles County) CAPC charges an annual membership fee of \$20. For this fee, members receive admission to monthly meetings and are also listed in a CAPC directory. Meetings are held in the morning. The first 15 minutes are set aside for networking, followed by a brief introduction and business segment. They then feature an hour-long presentation by a speaker from the CAPC network (usually speaking at no charge). Each time a different associated agency sponsors juice and pastries (maximum \$25) for the meeting and is recognized by a sign on the refreshment table. They send out flyers by mail, after briefly trying email notifications and finding attendance dropped. They draw approximately 80 people per month.



San Diego County CAPC has compiled information from many affiliated groups into a comprehensive list of services, which they make available to community members.



Fresno County CAPC holds a monthly forum for service providers to inform and educate them on new programs. The forum is hosted by one of their member agencies each month. They found that holding the forum at lunchtime (i.e., between 12:15 and 1:30 pm) increases attendance, since people can attend without missing work. They attract 25–50 people each month and have found the forum invaluable for networking between professionals and for informing the community about available services.



San Luis Obispo Child Abuse Prevention Council (SLO-CAP) holds monthly public events on child abuse prevention issues. The average attendance is 50 people, with about ten new individuals each month.



The Children's Network of San Bernardino County has created "Parenting Drop-In Centers." Their goal is to create centers in every neighborhood in San Bernardino County. Flyers are distributed to appropriate agencies inviting parents to an event at a location in their neighborhood. The network provides pizza for the first event and activities for the children. While the children are busy, they ask the parents what support they need. Some of the requests thus far have been assistance for parents in how to help their children do homework, classes on potty training, teen issues, and substance abuse.



The Ventura County Partnership for Safe Families, California State University Channel Islands and First Five co-sponsored a Mandated Reporter Train-the-Trainers event in 2003. Fifty professionals attended a six-hour training which included a panel of experts speaking on issues and procedures related to the reporting of child abuse.

CAPC programs may include information and referral services, family resource centers, child abuse prevention education programs in schools, home visiting services, crisis nurseries, parent education classes, neighborhood drop-in services, family support groups, and professional trainings.³

Information Dissemination

A CAPC is charged with the dissemination of information to help prevent child abuse. Often this is a natural by-product of CAPC activities, as information is shared through meetings and trainings conducted by a CAPC and its affiliates. Publications containing child abuse prevention resources, statistics, parent information and the like can also help provide information about services available in the county. These publications should be distributed to interested agencies and potential funders as well as to parents and professionals. Remember to budget for dissemination. Budgets should include material development, duplication, and postage.

April's Child Abuse Prevention and Awareness Month is a good opportunity for a CAPC to engage in public awareness activities. The majority of councils engage in a "Blue Ribbon Campaign" to promote child abuse prevention. Blue ribbons can be distributed along with prevention information to schools, stores, and the general public at fairs and other community events.

At children's fairs, a CAPC could distribute information on services and resources available to parents. In order to give parents time to gather information, CAPCs provide games, food, and activities for the children.

April also provides an opportunity to work with the media to get messages out about child abuse prevention. CAPCs can prepare press releases on events and issues related to child abuse prevention.⁴ A CAPC should look for opportunities to share data regarding prevention during April and throughout the year.

Excerpts from Relevant Code Sections

Information Dissemination

WIC Section 18961 specifies that councils shall disseminate information addressing the issues of child abuse among multicultural and special needs populations. Information dissemination should be done in the following ways:

- The local commission/council collects and publishes data about the county Children's Trust Fund.
- Information is provided on the types of programs and services funded and the target population benefiting from these programs.
- Information is provided on the amount in the county Children's Trust Fund at the end of the fiscal year and the amount disbursed in the preceding fiscal year.
- The local commission/council publishes a document addressing the issues of child abuse among multicultural and special needs populations.
- Information about the council is communicated in languages other than English, when appropriate.
- Bilingual staff, parents, and community members are enlisted to assist in translating and communicating important council information.
- Information about the council is communicated regularly to community stakeholders.
- Agencies for cooperative dissemination campaigns are in progress and ongoing.
- Staff is designated to develop and maintain partner relationships.
- Newsletters, newspapers, radio public service announcements, local television stations, and other popular media are engaged in reporting about the council on a regular basis.
- Information outlets are used to invite parent and community participation through volunteering time and resources.

Section 4: Functions



The CAPCs of Antelope Valley (Los Angeles County), Madera County, Imperial County, Plumas County, and Santa Clara County have held successful children's fairs. Madera describes their fair as follows:

For the past seven years, MCCAPC has held Family Fun Day. Located in a community park with a recreation center, this annual event provides families with a multitude of activities and educational opportunities.

Everything is free, except for the food. Experience has shown that to cut down on waste, it is necessary to charge a quarter for food items. Either hotdogs (provided by a local service group) or hamburgers (donated by McDonald's) have been offered. A quarter can also buy beverages, snow cone, popcorn, and cotton candy.

A carnival atmosphere is provided with free carnival games (with prizes paid for by MCCAPC) manned by a local clown ministry. Childcare providers set up activity tables for children from infants to five-year-olds (finger painting, stringing colored macaroni, etc.)

Local resource agencies set up tables to educate the community about free and low-cost services (Women, Infants and Children (WIC) program, Big Brothers/Big Sisters, SPCA, Housing Authority, Head Start, substance abuse programs, car seat programs, asthma, pre-natal, etc.) Last year one agency raffled a rebuilt computer and another raffled a microwave. Raffle tickets were free.

In the recreation building, local health providers offer free health screenings, dental exams, vision screening, blood pressure and diabetes testing, immunizations, and health workshops.

The police department offers free kids ID fingerprinting and a patrol car for display (some years they also have been able to get a fire truck and ambulance).

A section of the park is designated as Teen Town. Resources are available regarding drugs, volunteerism, jobs, military, college, communicable diseases, etc.

All but the carnival prizes are donated, so the cost to the council is minimal. Local high school students earn volunteer hours for set-up, clean-up, manning booths, etc.



The CAPCs in the Greater Bay Area have collaborated with billboard companies, Longs Drugs, Shell Oil, and other corporations to raise awareness of child abuse prevention issues as part of their Child Abuse Prevention Month activities.



At the end of March, the Children's Network of San Bernardino County kicks off their Child Abuse Prevention Month campaign with a "Shine a Light on Child Abuse" breakfast. Over 80 people are nominated in 20 categories, and honorees are selected by those honored the previous year, based on their contribution to bettering the lives of children. The breakfast draws over 500 people, and a children's informal choir is invited to sing "This Little Light of Mine" at the opening, middle, and closing of the event. The honorees each receive a corsage and are called up one-by-one while a brief biography is read. The media is invited and the event receives substantial press coverage each year.



In 2002, Amador County CAPC's hosted Celebrate Our Children Day for Child Abuse Prevention Month. Banners and ribbons were hung throughout the county. Council members made presentations to the board of supervisors, appeared on local radio and television stations, and published articles in the local newspaper. Educational flyers were sent home with every public school student. Letters were sent to local churches asking them to include a child abuse prevention message in their sermons. Educational materials were provided to teachers, medical offices, day care providers, libraries and bookstores, local shoppers, and law enforcement departments. Many local resources such as 4-H clubs and local businesses were included. Organizers urge CAPCs wishing to launch a major campaign for April to begin planning and contacting potential collaborators in January.

Family Support

A CAPC can help to connect families with resources through programs such as family support programs. Family support principles and practices encourage respect for, and reliance on, the input of participants in planning and carrying out programs. Family member involvement provides an opportunity to practice partnerships between the family and staff and adds to the foundation of the intervention plan.

FRIENDS Outcome Accountability for Family Support Programs⁵ suggests basic family support practices and principles, including:

- Staff and families work together in relationships based on equality and respect.
- Staff enhances families' capacity to support the growth and development of all family members—adults, youth, and children.
- Families are resources to their own members, to other families, to programs, and to communities.
- Programs affirm and strengthen families' cultural, racial, and linguistic identities and enhance their ability to function in a multi-cultural society.
- Programs are embedded in their communities and contribute to the community-building process.
- Programs advocate with families for services and systems that are fair, responsive, and accountable to the families' needs.
- Practitioners work with families to mobilize formal and informal resources to support family development.
- Programs are flexible and continually responsive to emerging family and community issues.

Promoting Education and Advocacy

A CAPC can be valuable agent for education on child abuse prevention issues, through parenting classes, youth classes, professional trainings, family support, and other means. CAPC activities can provide parents with the skills they need to be better parents, professionals with the information they need to advocate for their clients, and community members with the impetus to join the prevention cause.

Parenting classes

One of the most direct ways a CAPC can help prevent child abuse is to provide parenting classes. Many people want to do a better job of parenting their children but have not learned the

Advocacy Fitness Plan

Nancy Amidei provides another advocacy approach in *An Advocacy Fitness Plan*

Level I: Low Impact—every MONTH do at least one of the following:

- Get on the mailing list of an advocacy group that focuses on child abuse issues
- Enlist a friend that is interested in the issues
- Inform a stranger by engaging in conversation about the issue or posting fact sheets on bulletin boards

Level II: Medium Impact—every WEEK do at least one of the following:

- Write a policymaker (federal, state, or local)
- Call a policymaker (federal, state, or local)
- Visit a policymaker (federal state, or local)

Level III: High Impact—every WEEK, in addition to the Level II advocacy, do at least one of the following:

- Write other voters
- Call other voters

Section 4: Functions



Imperial County CAPC offers parenting classes in English and Spanish to mandated participants, as well as parents who seek them out voluntarily. A parent support group was formed to help parents regroup after class. A Reunion Picnic is held for all families who completed the program.



Sierra County CAPC holds parenting workshops on the Family Wellness Survival Skills for Healthy Families model in the Scotts Valley area. The entire family attends the workshop. They learn what healthy families look like and how to implement healthy patterns in their families. After a family has completed the workshop, they are automatically signed up for a Family Outreach Home Visiting Program. The home visitor works with each family to help the family implement what they learned at the workshop.



The Los Angeles County CAPC worked with the deaf and hearing-impaired community and used data available from the county to produce a two-page fact sheet, which found that the needs of the deaf and hearing-impaired community were greater than the services that were available. The fact sheet has been widely distributed and has led to changes in services.



Shasta County CAPC held a major collaborative training, bringing presentations on bullying and safe touch to over 800 5th–8th graders. It was a joint training between the CAPC, the Sexual Abuse Treatment Program, Child Protective Services (CPS), the county probation department, several school districts, and Women’s Refuge.



In Marin County, the CAPC and the CASA program both function under the umbrella of Marin Advocates for Children, allowing for shared staff and office expenses, as well as collaboration. The Antelope Valley CAPC (Los Angeles County) has an ombudsman program through which they help parents navigate the social services system.



The San Luis Obispo County CAPC (SLO-CAP) brings its “Talking about Touch” program to 80% of all kindergarten classes in the county. Other CAPCs provide child abuse prevention education programs in schools across the state.



The RAISE Foundation (Orange County CAPC) has assembled a Parents of Newborns Outreach Team (PNOT), including health care representatives, parent educators, mental health professionals, and injury prevention specialists. They distribute a comprehensive parenting manual called “A Guide for New Parents: That Set of Instructions Your Baby Didn’t Come With.” The guide is currently distributed through twelve hospitals, five nonprofit agencies, and eight public health sites. They train each site in the presentation and distribution of the guide. They also use the guide for parents education programs. Since 1999, over 4,000 copies have been distributed to at-risk families. The publication is available in several languages.

skills to do so. Parenting classes have been shown to have secondary benefits: parents develop more positive and responsible personal habits, further their education, and obtain stable employment once they have resources and feel supported.

Some CAPCs develop their own curricula while others purchase parenting classes sold in kits.

Youth classes

A CAPC can work with community members and organizations to provide classes for children and adolescents. Possible topics include:

- Child development
- Family and life management
- Self-development
- Methods on how to protect themselves and seek help
- Sexuality and pregnancy prevention

Advocacy

Child advocacy means speaking out or taking action on behalf of children. According to the *New Child Protection Team Handbook*,⁶ there are several ways to provide advocacy:

- Personal advocacy
- Legislative
- Social reform

A CAPC often acts as a child advocate in its roles as a coordinator of services, or on teams such as CDRTs. In addition, a CAPC can help paraprofessionals who serve as family advocates in the community by identifying family needs and leading them to community resources or programs. Often this may include the paraprofessional advocating with the agency on behalf of the family and interpreting agency policy and instructions to the family.

Court Appointed Special Advocate (CASA) programs provide volunteer advocates who appear at dependency proceedings and represent children in juvenile courts. Child advocates improve the quality of judicial decision-making by providing information to the court concerning the child. Advocates help identify needed services for the children they are assisting. They provide a consistent friend and support person for children throughout the long and complex dependency process.

CASA programs recruit, screen, train, and supervise volunteers to become effective advocates. CAPC members may also be CASA volunteers.

Since children cannot represent themselves, the community must protect their interests. A CAPC can work to keep legislators informed about children's needs and effective programs. Likewise, CAPC members should educate themselves about current legislation and the legislative process. Information is available the following state resources:

Section 4: Functions

- www.leginfo.ca.gov
- www.sen.ca.gov
- www.assembly.ca.gov

As discussed in the *Advocacy Guide*,⁷ advocacy means communicating to a specific audience. For a CAPC, the audience includes:

- Elected officials
- School boards and other appointed officials
- Teachers
- Media
- “Others of influence” in the community

Be sure to develop the following action steps:

- Define your goals.
- Identify the most useful allies.
 - Who are they?
 - Whom do they represent?
 - What issues are important to them?
- Identify the opposition and know their concerns.
- Target the audience.
- State the case.
- Make the case local and personal.
- Use respected allies to open doors.
- Involve youth and parents in outreach.
- Conduct information briefings with staff.
- Invite officials to visit programs.

Other activities suggested in the *Advocacy Guide* include:

- Sponsoring a town hall meeting to discuss child abuse issues, where elected officials participate or are invited as guests.
- Creating and distributing an advertisement that asks community members to get involved in child abuse prevention efforts and directing them to call the CAPC for more information.
- Conducting a meeting with representatives from the county’s Department of Health Services to discuss the agency’s priorities in child abuse prevention and get their help in identifying potential resources.
- Writing a letter to elected officials asking them to visit the CAPC to learn more.
- Providing information to CAPC staff, members, and clients about pending legislation related to child abuse prevention.
- Contacting the media to gain attention to CAPC programs and successes.



Refer to the *Strategies website, www.familyresourcecenters.net, for additional information on direct services and for referrals.*

Facilitating Provision of Direct Services and Referrals

In addition to advocacy, a CAPC facilitates the provision of direct services and referrals in the community. Using input from the diverse populations within its service area, a CAPC must encourage partnerships and strategies to serve these populations. The CAPC must be familiar with community resources and how to access and utilize them.

A CAPC can provide referral information on outreach programs, family resource centers, home visitor programs, and crisis care programs. Some CAPCs have mini-grants to help distribute funding to other organizations providing services in the county.

Family Resource Center (FRC)

A family resource center acts as a central location and a “safety net” of programs and services for its community. In many counties, such as Siskiyou County, CAPCs are involved closely with FRCs.

As suggested in the *ABC Performance Indicators*,⁸ the defining characteristics of an FRC fall into four broad areas:

- Center Environment (place)
 - Creates a safe environment for growing, learning, and connecting
 - Has drop-in availability
 - Provides easy access to neighborhoods or communities
 - Feels warm and welcoming (“feels like home”)
 - Has adequate space for staff and services
- Approach to Services and Supports (programs)
 - Offers a variety of services, supports, and opportunities appropriate to the community
 - Collaborates with family members and center staff in a mutually respectful partnership
 - Identifies and uses a family’s strengths and skills to solve problems and create opportunities for success
 - Engages the whole family
 - Has outreach services available
- Community Involvement and Shared Responsibility (philosophy)
 - Situated in the community for the purpose of providing improved access to services desired by that community; staff work for the community, recognizing the importance of feedback from families in order to customize services
 - Residents, families, and volunteers are actively recruited for involvement in all aspects of the FRC
 - Staff, community, and families take responsibility for the center by participating in its design and governance

Section 4: Functions

- Family Integrity and Functioning (philosophy)
 - Respects beliefs, values, customs, and the culture of families
 - Honors the structure of families by including all members of the family, from children to grandparents, in programs
 - Educates and supports parents

Home Visitor Programs

Home visitation programs play an important role in child health and abuse prevention. They offer the opportunity to address a family's most pressing needs in a setting that is comfortable to them. Home visiting provides a model for how to engage in a positive relationship and to use that relationship to address individual needs.

Home visitor programs function as an ongoing source of support and information for parents, through periodic visits to homes from childbirth until the child begins school. A trained home health aide provides information and advice to parents on childcare, nutrition, and home management and carries out routine health checkups on the children. When indicated, the aide can refer parents to needed social and health services in the community.

Home visiting programs focus on the prevention of physical abuse and neglect. They help to reduce the isolation of families and increase the time that children spend with caring adults.

Crisis Care Programs

Parents facing immediate stress or problems can, through crisis care programs, receive support to alleviate stresses. Crisis care programs include the following:

- Telephone hotlines
- Crisis caretakers
- Crisis babysitters
- Crisis nurseries
- Crisis counseling

For parents with few resources, help available over the phone or through face-to-face services, especially if it is available around-the-clock, can be vital in averting situations that could endanger children. The concept of crisis care is temporary and short-term, but programs can be equipped to refer parents to further services as needed.

Mental Health Referrals

The Victim Compensation Program⁹ provides assistance through the Victims of Crime (VOC) funding, which makes grants to crime victims. The funding pays for mental health treatment and some additional expenses associated with being victimized. VOC funding is a valuable resource for children identified by Child Protective Services (CPS) or law enforcement as victims of abuse and neglect as well as their non-offending caretakers. CAPCs maintaining referral lists for mental health



***Contra Costa CAPC
coordinates a successful
home visiting program
for new parents
in the county.***

Promising Practices for Child Abuse Prevention Councils

counseling should refer clients to VOC's list of licensed professionals who subscribe to the Standards of Care.

Professional Trainings

The WIC specifies that training and technical assistance be provided by private nonprofit organizations. It can include, but not be limited to, the following:

- Establishing and supporting a CAPC
- Facilitating local service networks
- Promoting public awareness
- Multi-disciplinary approaches to child abuse prevention, intervention, and treatment
- Mandated reporter trainings
- Child abuse and family violence topics
- Substance-related child abuse topics
- Additional classes as requested in a needs assessment or evaluation of trainings

In addition to increasing the knowledge and skills of professionals working on child abuse prevention, trainings provide networking opportunities and can also raise money to support CAPC projects. Some CAPCs conduct short trainings at their regular monthly meetings or schedule them for lunch hours or evenings. Other CAPCs and CAPC coalitions coordinate major annual conferences.

Organizations are available to assist with trainings and other activities. The CATT Center provides training and technical assistance to California professionals who prevent, investigate, and treat child abuse and family violence. The National Children's Alliance¹⁰ is a federally funded organization providing training and technical assistance to multi-disciplinary interview centers or teams (MDICs/MDITs).

The American Professional Society¹¹ on the Abuse of Children sponsors training and publishes literature to support professionals who prevent, investigate, and treat child abuse and family abuse. Prevent Child Abuse America,¹² through national and state chapters, is a resource for training and technical assistance to a CAPC. Strategies,¹³ a project of OCAP, provides assistance with Family Resource Centers.

When planning a training, try to arrange for continuing education units (CEUs) for participants. CEUs can motivate people to attend your training since certain disciplines need a certain number of units for licensure. If your agency is not able to provide CEUs, partner with the CATT Center or another approved provider. To draw a law enforcement audience, try to provide Peace Officers Standards and Training (POST) reimbursement.



***Orange County CAPC,
Madera County
CAPC, San Bernardino
CAPC, Ventura County
Partnership for Safe
Families, and the
Greater Bay Area
Coalition of CAPCs
have all coordinated
major conferences.***

Section 4: Functions

Reporting

WIC Section 18983.6 states that a CAPC shall provide yearly reports to the county board of supervisors. Annual reporting can be an opportunity to share the accomplishments for the previous year, as well as to identify goals for the upcoming year.

As an annual report, Santa Barbara County prepares a county report card detailing how the county is serving various populations, including victims of abuse.

Annual Reports

A good example of an annual report is the Children's Network of San Bernardino's Families and Partnerships Annual Report 2000: Outcomes, Indicators, and Partnerships. The Children's Network outcomes discussed in the report include:

- Improving the economic well-being of children and families
- Improving child safety by reducing incidence of child abuse and neglect
- Expanding integrated services and coordinated case management
- Reducing juvenile crime and its stress on the juvenile justice system
- Reducing the number of children in residential treatment in state licensed facilities
- Expanding community-based resources for children, youth, and families
- Improving school success
- Reducing the incidence of preventable deaths for children and youth

The Children's Network Report also includes:

- Childcare planning council report
- Children's fund report
- Children's lobby report

Notes

1. Crime and Violence Prevention Center. *Child Abuse Prevention Handbook and Intervention Guide*. Sacramento, CA: California Attorney General's Office, 2000.
2. Bross, Donald C., Richard D. Krugman, Marilyn R. Lenherr, Donna A. Rosenberg, and Barton D. Schmitt (eds.). *The New Child Protection Team Handbook*. New York, NY: Garland Publishing, 1988.
3. See Section 3 for tips on encouraging parent involvement.
4. Refer to Appendix H for information on preparing press releases and for tips on speaking to the media.
5. Peisher, Ann, Meg Sewell, and Ray Kirk. *FRIENDS Outcome Accountability for Family Support Program, Volume I*. Chapel Hill, NC: FRIENDS National Resource Center for Community-Based Family Resource and Support Programs, 2001.
6. See note 2 above.
7. Rollin, Miriam A. *Better Public Policy for Children, Youth, and Families: An Advocacy Guide*. Denver, CO: National Association of Counsel for Children, 2000.
8. The Answers Benefiting Children (ABC) Project was a collaboration between the California Department of Social Services, Office of Child Abuse Prevention and the governor's Office of Criminal Justice Planning.
9. For more information on the Victim Compensation Program, go to <http://www.boc.ca.gov/victims.htm>.
10. For more information on the National Children's Alliance, go to <http://www.nca-online.org>.
11. For more information on the American Professional Society on the Abuse of Children, go to <http://www.apsac.org>.
12. For more information about Prevent Child Abuse America, go to <http://www.preventchildabuse.org>.
13. For more information on Strategies, go to <http://www.familyresourcecenters.net>.

Section 5: Tools for Child Abuse Prevention Councils

Strategic Action Planning for Child Abuse Prevention Councils

In 2001, the Child Abuse Training and Technical Assistance (CATTAs) Centers along with the California Office of Child Abuse Prevention (OCAP) developed the “Strengthening Child Abuse Prevention Programs through Action Planning” workshop. This workshop was designed to help strengthen child abuse councils by providing a non-threatening venue for council representatives to develop a specific action plan for the coming year. The process helped team members celebrate their successes, identify gaps in services, and prioritize the modifications to be made to Child Abuse Prevention Council (CAPC) operations. The team members then worked together to develop a three-, six-, and twelve-month improvement plan that outlined specific actions to be taken. CATTAs provided a self-assessment checklist with quality indicators and a self-improvement plan.¹

Strategic planning should be conducted by a CAPC on an on-going (i.e., yearly) basis to help strengthen CAPC programs and ensure that the CAPC is in alignment with the Welfare and Institutions Code (WIC).

Strategic planning allows a CAPC to:

- Focus on the most important questions
- Produce a document with a summary of short- and long-term priorities, and,
- Establish timelines

SWOT Analysis

Another method that can be used in the strategic planning process, as found in *Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement*, is the SWOT analysis. This method assesses an organization’s strengths, weaknesses, opportunities, and threats (SWOT).

Strengths and weaknesses are typically internal and refer to the current state of the council, while opportunities and threats are usually external and future-oriented. To conduct a SWOT analysis, gather the key CAPC players for a meeting. The following questions can direct the discussion:

- (S) What are our major internal or current strengths?
- (W) What are our major internal or current weaknesses?
- (O) What major external or future opportunities do we have?
- (T) What major external or future threats do we face?

Write all answers on a chalkboard or chart paper, and then use the information to develop strategies to overcome the obstacles and set goals to move forward. SWOT analysis can be conducted periodically to inform and augment a CAPC’s annual strategic planning.

Web-Based Technology

Web-based technology is becoming an everyday reality in most organizations. A CAPC can obtain massive amounts of information from the World Wide Web, and can disseminate information about the CAPC to a wider audience. Some ideas and methods of communication are outlined below.

Website

Each CAPC should have a basic website with a description of services and current contact information. Technical assistance in developing website content is available through the CATT Center.²

Listservs

Listservs are electronic mailing lists that allow distribution of information to members of a target group automatically through the use of email. Listservs can be used for:

- Project coordination
- Obtaining technical assistance from members of the group
- Quick updates
- Press releases

They can be set up formally through an internet service provider (the company providing email service or web hosting) or by creating address groups within an email program.

Chat Rooms/Bulletin Boards

Chat rooms and bulletin boards allow discussion between a number of people. These can be created through your internet service provider or using instant message programs.

Funding for Child Abuse Prevention Councils³

According to the WIC Section 18967, each county shall fund child abuse prevention coordinating councils from the county Children's Trust Fund, as long as it meets the criteria in Section 18982. Many CAPCs have reliable funding from their counties, which allows them to carry out their basic functions without having to seek outside funding. Other councils use this baseline funding and seek outside funding for special projects.

Excerpts from Relevant Code Sections

Funding for Child Abuse Prevention Councils

Sections in the WIC specifying funding for CAPCs include the following:

Section 18960(a)(3)

Funding shall be used for prevention programs that provide services to children ages 0–5, home visiting, and victims of crime and to strengthen CAPCs.

Section 18961(6)

Funding shall be used to supplement, not supplant, child welfare services.

Section 18963(c)(1)

OCAP shall reserve a sum equal to three percent to provide administrative oversight and consultation that shall include activities to do the following:

- Ensure counties allocate revenue through accountable processes that utilize multi-disciplinary approaches, particularly including strengthening child abuse councils
- Ensure program compliance and accountability to the county plan and legislative intent

Section 18967

Each county shall fund child abuse prevention coordinating councils with monies from the county Children's Trust Fund, as long as the CAPC meets the criteria in Section 18982.

Section 18967

Money in the trust fund shall be used to fund child abuse and neglect prevention programs operated by nonprofits or public institutions of higher education with recognized expertise in the field of child welfare.

Continued on Page 39 ...

Section 5: Tools

Revenues for the Children’s Trust Funds are generated by surcharges on marriage licenses, birth certificates, or divorce decrees, or by specially designated funds of the state income tax. Grants from the funds go to preventive programs for child and family abuse.

County funding for CAPCs is a necessity. The CAPC should be a part of the decision-making process and should receive enough funding and support to be self-sufficient. The CAPC needs clear, accurate information on how much money is allocated from the county Children’s Trust Fund and how to access these funds. This information can be obtained from the county’s controller.

A CAPC should also diversify its funding base to ensure sustainability. A CAPC is typically funded by:

- Children’s Trust Fund (CTF)
- Community-Based Child Abuse Prevention (CBCAP)
- Child Abuse Prevention, Intervention, and Treatment (CAPIT) funds
- Child Abuse Prevention and Treatment Act (CAPTA) funds
- Small County Initiative (SCI)
- Other grants monies from the state Office of Child Abuse Prevention

A CAPC should also seek funding from private sources within the community and from initiatives such as First Five California Programs.

Financial Planning

Funding a CAPC comes with specific responsibilities. CAPC leadership should develop a budget that supports the organization’s short- and long-range strategic plans. A council must maintain sufficient funds to accomplish its current program goals and long-term vision. A council should not be dependent on any one source of funding, but should develop fundraising strategies to maximize the yield of philanthropic resources from the community in which it operates. In addition, the council should have appropriate internal controls in place to protect the council against fraud and embezzlement.

Since CAPCs are driven by dedicated individuals, they are often very successful at achieving much with a small amount of money. With reliable funding from county government, a CAPC can conduct basic child abuse prevention efforts in the county. For those CAPCs wishing to expand their activities, money is available from both public and private sources.

Continued from Page 38 ...

Section 18982.3

In the event of more than one council, the county board of supervisors shall develop criteria for funding. More than one council can be funded in geographically distinct areas.

Section 18983

Funds for councils selected pursuant to this chapter shall not be considered administrative costs for the purposes of Sections 18967 and 18969.

Section 18983.4

The county board of supervisors shall make every effort to facilitate the formation and funding of a council in a county without an existing council.

Section 18983.5

Councils funded shall be incorporated as nonprofits, established as independent within county government, or formed as comparable independent organizations as defined by the OCAP.

Section 18983.6

Councils shall provide matching cash or in-kind gifts of 33-1/3 percent or \$1 to every \$3.

Promising Practices for Child Abuse Prevention Councils

A CAPC structured as a nonprofit organization can apply for grants from private foundations, as well as from state and federal sources. A CAPC structured as an independent organization within county government can seek state or federal funding, pair with nonprofit organizations in the community, or join with a regional coalition of CAPCs to pool resources and expand activities.

The Public Sector

Federal and state grants are available to fund CAPC efforts. Most public funding sources are publicized as requests for proposals (RFP).

Federal

Typical characteristics of federal grants:

- Provide large sums of money that enable program coordination
- Allow for administrative and operating expenses often excluded from private foundation funding
- Enable grant extensions after the initial funding period with minimal application, due to legislation appropriating funds
- Require extensive fiscal accounting and reporting during and at the end of the grant period
- Require outside evaluation to determine whether stated goals have been met while maintaining sound grant administration
- Can be very competitive
- Require in-kind matches from the applicants
- Require a variety of compliances to which the applicant must be committed, such as a drug-free worksite
- Award for service delivery, educational activities, outreach, and collaborative activities

Many RFPs can be located through the National Clearinghouse on Child Abuse and Neglect.⁴

State and Local

Typical characteristics of state and local grants:

- Distribute federal money to state agencies and local programs
- Seek to fund projects that can be a statewide model
- Require matching funds with cash or in-kind resources from community collaborators
- Applications are usually more technical than those required for foundation and corporate funding proposals, although not as lengthy as federal grant applications



Plumas County CAPC has a mini-grant program available to county agencies that work on child abuse prevention. An allocations committee review the application and makes recommendations to the council as to which agency to fund. Current priorities include positive parent education, parenting materials, counseling/therapy for at-risk children and families, day and overnight respite care, crisis intervention, and in-home services for at-risk families.

Sacramento County also awards mini-grants every three months to organizations providing the former services.

Section 5: Tools

A CAPC wishing to access state and local grants should:

- Contact the state's government departments (e.g., Department of Social Services), and ask to be added to the mailing list for information on upcoming funding opportunities
- Review the newspaper to obtain information regarding recently passed legislation that will have money associated with it, and contact the relevant department for more information
- Solicit help from county and school agency contacts in identifying current funding opportunities

The Private Sector

Private sector funds come from foundation grants, bequests, corporate grants, and individual donations. According to *Insight and Clear Thinking*,⁵ there are several major types of foundations:

- Independent Private Foundations
- Established and funded by individual and family endowments
- Encompass nearly 90% of all foundations
- Contribute nearly 80% of all foundation donations
- Distribute 5% of assets annually
- Corporate Foundations
- Established and funded by corporations
- 35% of corporations take charitable contributions on taxes
- 10% of corporate pre-tax dollars is allowable as a corporate deduction
- Provide support for nonprofits in the form of products, cash, loans, and securities
- Community Foundations
- Funded by members of a particular community
- Typically limit grants to within that community
- Conduct their own research or provide direct services
- Sometimes exclude making grants to nonprofit organizations

In order to research possible private-sector funding, a CAPC should:

- Purchase or review the Foundation Directory, which is available at public libraries or Foundation Center libraries (established in major cities). It provides contact information and information on foundation priorities and procedures
- Access Foundation Center libraries, which include foundation annual reports, guidelines, and tax statements
- Purchase computer databases, such as GrantScape (Capitol Publications) or Dialog (internet)
- Purchase publications with grant information
- Scan local newspapers, noting when foundations have assisted local



San Mateo County distributes its funds through the San Mateo CAPC. TO ensure a fair review process, the CAPC director, a county employee, recruits community members and staff of other CAPCs in the region to review the grants and make recommendations for funding.

programs. Write and request guidelines

- Scan internet websites, such as the Nonprofit Resource Center⁵
- Review funders listed in credits for television and radio programs and special events
- Use contacts that may exist on CAPC board or in professional networks
- Network with other CAPCs to find out where they are getting funding
- Establish and nurture relationships with foundation program officers

Private Funds

When searching for potential private and corporate funding sources, look for programs specific to children exposed to violence.

Applying for private funds

When considering applying for private funds, it is imperative to understand the funder's priorities and procedures. Funding priorities can vary over time, so it is important to read current funding guidelines, annual reports, and applications from the funder. The following steps are useful in determining funding priorities:

- Reading foundation profiles and corporations for stated priorities
- Using a database such as GrantScape (Capitol Publications) or Dialog (internet) to find additional information
- Writing a letter of inquiry to a sponsor describing the project and asking whether it is appropriate to submit a full proposal
- Calling the funder's office to directly ask if the project fits in their current list of funding priorities
- Requesting the most current guidelines, annual reports, and applications to identify priorities and past funding trends
- Consulting reference books on grant-seeking

If possible, establish a personal connection with the funder. Ask if you can meet with a representative to talk about your project. Even if it does not lead to funding immediately, making funders and community members familiar with your project can help over time. Ask if you can send them invitations to CAPC activities, so they can see your programs firsthand. Put them on your mailing list to receive newsletters and reports.

It is also essential to convince funders that their dollars are truly going to benefit the project's target population. Be as specific in your proposal as you can, and include numbers and evaluation data to show that the funding will have a real effect.

Grant Writing⁷

A critical first step in grant writing is determining whether a funding agency is an appropriate sponsor for the CAPC. This is based on whether mission and funding priorities are aligned; whether the funder makes grants in your organization's



Plumas County, Sonoma County, and Placer County CAPCs insert a flyer into county tax bills, requesting additional donations for child abuse prevention. In Plumas County this brings approximately \$12,000 to the CAPC, which represents about ten percent of its revenue.

Section 5: Tools

geographic area; whether the funder makes grants within the project's needed monetary range; whether deadlines have passed; and whether the funder is accepting applications.

Once it has been determined that the funding agency is a potential funder, make an initial inquiry by telephone, providing a brief project description. If the agency does not accept telephone inquiries, write a brief letter (1–2 pages) describing the project and funding needs, and asking whether it would be appropriate to send a full proposal. If the answer is affirmative, prepare the proposal according to applications guidelines, and submit the proposal by the deadline date, including all requested attachments.

Develop a timeline and strategy for funding. Because sponsors have various time frames for accepting applications, it is helpful to have a calendar indicating when applications are due. Designate a key person to track the application process according to the following:

- Dates that letter of inquiry and other key documents are sent
- Contact person at funder's office
- Person responsible for the application
- Deadlines for application submission
- Start date for working on the application
- Interim deadlines for various sections of the proposal to be completed (e.g., proposal narrative; obtaining partners; memoranda of understanding)
- Checklist of all required elements, including funder's preferred delivery method (e.g., U.S. mail, overnight, online)

Levels of Collaboration

Funders want assurance that their monies will be used well and will not duplicate existing services. They are more likely to fund projects demonstrating strong community collaboration. With the current competitive market and limited resources, collaboration becomes even more important. It is also important that you communicate with your collaborating organizations to see who is applying to what funder, to stress collaboration rather than competition. Possible forms of collaboration a CAPC can consider include:

- Joint Application
 - Submission of a joint application with another organization, working closely together to allocate potential funding for both organizations in meeting a common goal
 - Dependent upon trust and confidence between the partners
- Shared Grant Funding
 - Involves two or more organizations
 - Divides funding between each organization to accomplish its aims
 - Requires comprehension of each organization's strengths and a strong interagency relationship



Sacramento County CAPC raised enough funds during their "Capital Campaign" to purchase their office building.

- Purchase of Service
 - One lead organization, with other agencies acting as subcontractors
 - Subcontractors perform services requested by the lead agency
 - Requires coordination of goals and agreement about service standards and quality management
- Mutual Referrals
 - Maintaining current information regarding each agency's programs and services
 - Each agency serves as a "preferred provider" for the other, referring appropriate clients and funders to one another and working closely with each collaborative partner
- Piggy Backing
 - Working with another organization on a shared caseload and dividing up the responsibilities based on each organization's strengths
 - Joint Planning
 - Meeting with community-wide organizations performing similar services for the purpose of identifying needs and integrating the organizations' services to meet these needs
 - Agreeing to work on common goals and to coordinate with each other regardless of funding

Steps for Creating Collaboration

- Scan the environment to identify and solicit all community stakeholders, including agencies and individuals
- Consider establishing an advisory board of key stakeholders
- Establish levels of collaboration to identify each collaborative partner's goals and role, particularly with respect to writing a proposal
- Solicit help from potential funders in identifying vendor and business contacts for project support and promotion

Non-Monetary Funds

Some corporations may not make monetary contributions, but will donate equipment and material supplies. Ask friends and neighbors whether their employers make community contributions. Identify beforehand a means by which the corporation will be acknowledged for their contribution.

Blended Funding

Hansine Fischer describes “blended” (or “braided” funding), a term often heard in the arena of children’s services. Blending is seen as a key fiscal strategy for supporting the integrated delivery of children’s services or a comprehensive system of care, and it is a solution when one funding source cannot pay for all the services a given population needs.

The concept of blended or braided funding should not be intimidating—many CAPCs do it without even realizing it. CAPCs obtain funds from a number of different sources. Funding streams (federal, state, county, or local) can be pooled into a designated children’s “trust” or coordinated to support a variety of services within a single program. In both cases, the result is a program that has the potential to offer seamless delivery of comprehensive services.

Because blended or braided funding relies on several revenue sources, it generally gives programs a stronger financial base. A broader financial base also increases a program’s opportunities for leveraging federal funds. If done strategically, a program can arrange its financial resources in a way that maximizes the opportunity for its public (state or local) funds to support services or activities that can be reimbursed through Title XIX or Title IV-E.

Notes

1. Refer to Appendix I for a sample self-improvement plan.
2. The Child Abuse Training and Technical Assistance (CATTa) Center is located at Sonoma State University / 1801 E. Cotati Avenue / Rohnert Park, California 94928. The CATTa Center can be reached by phone at (707) 284-9547 or on the Web at <http://www.cattacenter.org>.
3. Refer to Appendix J for a diagram of state and federal funding sources.
4. For more information on the National Clearinghouse on Child Abuse and Neglect, go to <http://calib.com/nccanch>.
5. Aigaki, Dianne and Rebecca Scott, *Insight and Clear Thinking: The Greening of Your Program and the Way to Effective Grant Writing*, <http://www.dianneigaki.com>.
6. For more information on the Nonprofit Resource Center, go to <http://www.nonprofitresourcectr.org>.
7. See Appendix K for an outline of the grant writing process as depicted in *Insight and Clear Thinking*.

Conclusion

Counties only have a certain amount of dollars to invest to help children, and the decision of where to invest those dollars is not easy. But aside from the fact that preventing abuse is the right thing to do, studies show that a dollar invested in prevention is money well-spent.

A study conducted in Michigan, published in 1992, found a 19-to-1 cost advantage to prevention.¹ The large-scale long-term Adverse Childhood Experiences study² found a strong relationship between factors such as abuse and neglect and health problems later in life. The National Clearinghouse for Child Abuse and Neglect Information, in a review of the research, concludes, "While additional investment, research, careful documentation, and well-designed analysis is needed within the prevention field-both to assess the effectiveness of prevention programs, as well as its cost-effectiveness, current findings suggest that over the long-term, prevention pays."³

Child Abuse Prevention Councils fulfill many functions. They coordinate activities, provide information, and get the community involved in prevention. They provide the hub of a wheel around which prevention can occur. The ways in which they do this are as varied as the counties themselves.

But to do this, CAPCs need support from the community. They need reliable financial support from their county so they do not have to spend all their time fundraising. They need community members to join them in prevention activities. And they need to network with other councils to share great ideas, brainstorm on problems and remind each other why it is important to do this work.

This volume has been put together to help facilitate that networking, to publicize the great work of the CAPCs, and to convince potential stakeholders to participate in prevention. It is only a sampling of the many activities by CAPCs. But it will hopefully serve its purpose: to begin to highlight, and celebrate, the very important work being conducted by these vital organizations to protect California's children.

1. For more information on this study, go to <http://www.msu.edu/user/bob/cost.html>.

2. For more information on the Adverse Childhood Experiences study, go to <http://www.acestudy.org>.

3. For more information on this report, go to <http://nccanch.acf.hhs.gov/pubs/prevenres/pays.cfm>.

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Appendix B: A Detailed Look at the Code

(Note: “Shall” is mandatory and “may” is permissive.)

Welfare and Institutions Code (WIC) Section 18966: Establishment of County Children’s Trust Fund and Allocation of Funds

- To establish a county Children’s Trust Fund, the county board of supervisors must designate a commission.
- Currently all counties in California have county children’s trust funds.
- The board of supervisors may designate an existing board, and the commission or board shall be primarily responsible for services to children with specific emphasis on human services or child abuse and neglect prevention and intervention services.
- The county board of supervisors may establish criteria for determining which programs receive funding, accept all program proposals, and prioritize proposals. The board of supervisors shall make the final funding decisions.
- The designated commission shall establish criteria in determining funding recipients. The commission shall accept all program proposals that meet criteria set by the commission, shall prioritize these proposals and shall make recommendation to the board of supervisors about proposals to fund.
- The statute mandates a specific allocation formula for federal challenge grant funds, which are the Community Based Child Abuse Prevention (CBCAP) funds. (The challenge grant became the Community-Based Family Resource and Support (CBFRS) grant and then the CBCAP grant.) The CBCAP grant continues to be allocated the same way.
- These CBCAP funds are appropriated to the county for the county Children’s Trust Fund by the legislature.
- Receipt of the CBCAP funds by the county shall be contingent upon the provision that all information necessary to meet federal reporting mandates is provided.

The formula for allocation of CBCAP funds starts with the amount of county birth certificate revenue in the County Children’s Trust Fund. Funds are allocated to ensure a minimum amount in the County Children’s Trust Fund.

Local program requirements, under Title II of the Child Abuse Prevention and Treatment Act (CAPTA), require, in part, that funding be used to develop, implement, operate, expand and enhance community based, preventive-focused, family resource and support programs that: involve parents, local public agencies, local nonprofit organizations and private sector representatives during the planning process; provide a continuum of preventive services, especially to young parents and parents with children with disabilities; and develop meaningful parent leadership.

WIC Section 19867: Use of County Children’s Trust Fund Money

- Money in the trust fund shall be used to fund child abuse and neglect prevention programs operated by nonprofits or public institutions of higher education with recognized expertise in a child-welfare-related field.

- Each county shall fund child abuse prevention coordinating councils, which meet the criteria in Section 18982 from the county Children’s Trust Fund.

WIC Section 18970: Collection and Publishing of Data

Local commissions shall collect and publish data about the county Children’s Trust Fund on: 1) types of programs and services funded and the target population benefiting from these programs; and, 2) the amount in the county Children’s Trust Fund as of the end of the fiscal year and the amount disbursed in the preceding fiscal year.

Child Abuse Prevention Coordinating Council Act (WIC Sections 18980 et seq.)

WIC Section 18981.1: A Council in Each County

It is the intention of the legislature to fund child abuse prevention councils in each county.

WIC Section 18982: Primary Purpose

Coordinate the community’s efforts to prevent and respond to child abuse.

WIC Section 18982.1: Membership

Shall encourage representation from the following:

- Public Child Welfare Services (CWS): county welfare department, children’s services department, probation, and licensing
- Criminal justice: law enforcement, district attorney’s office, courts, and coroner
- Prevention/treatment service community: medical and mental health services, community-based organizations, public/private schools
- Community representation: volunteers, civic organizations, and faith-based groups

WIC Section 18982.2: Functions

Shall include, but not be limited to, the following:

- Providing a forum for interagency cooperation and coordination in the prevention, detection, treatment, and legal processing of child abuse cases
- Promoting public awareness of the abuse and neglect of children and the resources available for intervention and treatment
- Encouraging and facilitating training of professionals in the detection, treatment, and prevention of child abuse and neglect
- Recommending improvements in services to families and victims
- Encouraging and facilitating community support for child abuse and neglect programs

WIC Section 18982.3: Committees

May form committees to carry out the specific functions, such as the following:

- Interagency coordination committees
- Multi-disciplinary personnel teams

- Professional training committees
- Public awareness committees
- Service improvement committees
- Advocacy committees
- Fundraising committees

WIC Section 18983: Funding

- Each county shall fund child abuse prevention coordinating councils, which meet the criteria in Section 18982 from the county Children's Trust Fund
- Funds for councils selected pursuant to this chapter shall not be considered administrative costs for the purposes of Section 18967 and 18969
- In the event of more than once council, the county board of supervisors shall develop criteria for funding, and more than one council can be funded in a geographically distinct area

WIC Section 18983.4: Counties Without a Council

The county board of supervisors shall make every effort to facilitate the formation and funding of a council in a county without an existing council.

WIC Section 18983.5: Types of Councils

Councils funded shall be incorporated as nonprofits, established as independent within county government, or established as comparable independent organizations, as defined by OCAP.

WIC Section 18983.6: Protocol for Interagency Cooperation

Councils shall develop protocol for interagency coordination and provide yearly reports to county board of supervisors.

Councils provide matching cash or in-kind of 33-1/3 percent or \$1 to every \$3.

Relationship of Child Abuse Prevention, Intervention, and Treatment (CAPIT) Augmentation Language to Child Abuse Prevention Councils

WIC Section 18960(a)(3): Funding Use

Funding shall be used for prevention programs that provide services to children ages 0–5, home visiting, and victims of crime and that strengthen CAPCs.

WIC Section 18961(6): Funding to Supplement, Not Supplant

Funding shall be used to supplement, not supplant, Child Welfare Services (CWS).

WIC Section 19861(7): Training and Technical Assistance

Training and technical assistance shall be provided by private, nonprofit agencies to those agencies funded to provide services under this article and shall encompass all of the following:

- Multi-disciplinary approaches to child abuse prevention, intervention, and treatment
- Facilitation of local service networks

Promising Practices for Child Abuse Prevention Councils

- Establishment and support of child abuse councils
- Dissemination of information addressing the issues of child abuse among multicultural and special needs populations

WIC Section 18963(c)(1): Administrative Funds to Office of Child Abuse Prevention (OCAP)

OCAP shall reserve a sum equal to three percent to provide administrative oversight and consultation that shall include activities to do all of the following:

- Ensure counties allocate revenue through accountable processes that utilizes a multi-disciplinary approach particularly including strengthening child abuse councils
- Ensure program compliance and accountability to the county plan and legislative intent

Appendix C: List of California CAPITs/CBCAPs, by county

Alameda

Alameda County CAPC

Janette Bormann, CAPC Coordinator

24100 Amador Way

Hayward, CA 94544

Phone (510) 780-8989

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Alpine

Alpine County

Cindy Hannah, CAPC Coordinator/
Executive Director

75 A Diamond Valley Road

Markleeville, CA 96120

Phone (530) 694-1148

Fax (530) 694-1025

Butte

Butte County Department of Social Welfare

Karen Ely, Welfare Staff Analyst

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Oroville, CA 95965

Phone (530) 538-5238

Fax (530) 534-5745

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Colusa

Colusa County Health & Human Services

Naomi Sweetman, Deputy Director

251 E. Webster Street

Colusa, CA 95932

Phone (530) 458-0379

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Email sweetsn@cws.state.ca.us

Alameda

Alameda County Children & Family Services

Lisa Abernathy

1106 Madison Street

Oakland, CA 94612

Amador

Amador County Child Abuse Council

Angel LeSage, Director

1003 Broadway, Suite 203

Jackson, CA 95642

Phone (209) 223-6407

Fax (209) 223-1562

Email alesage@co.amador.ca.us

Calaveras

Cal-Works & Human Services

Lisa Walker, Program Manager

891 Mountain Ranch Road

San Andreas, CA 95249

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Contra Costa

Contra Costa County Children's Interview Center (CIC)

Pat Tinker, Team Leader

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Martinez, CA 94553

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Fax (925) 646-1552

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Promising Practices for Child Abuse Prevention Councils

Contra Costa

Contra Costa DSS Employment & Human Services

Mary Kay Miller, Consultant

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El Dorado

El Dorado County Social Services

Lois Patrick, Deputy Director

3057 Briw Road

Placerville, CA 95667

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Fresno

County of Fresno, Human Services System

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Fresno

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Glenn

Children's Interagency Coordinating Council (CICC)

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Humboldt

Humboldt County Department of Health & Human Services, Social Services Branch

Sue Orlinger

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Appendix C

Humboldt

Northcoast Children's Services

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Imperial

Imperial County Probation Victim/Witness

Pamela Littrell, Deputy Probation Officer/
Project Coordinator

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El Centro, CA 92243

Phone (760) 339-6235

Fax (760) 352-8933

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Imperial

**Victim/Witness Assistance Center
Imperial County Probation Department**

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El Centro, CA 92243

Phone (760) 336-3930

Fax (760) 353-3292

Inyo

Inyo County Health and Human Services

Becky Hansen, Prevention Coordinator

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Bishop, CA 93514

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Fax (760) 873-6505

Email rhanson@qnet.com

Kern

Kern County Department of Public Health

Blake Smith

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Bakersfield, CA 93306

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Fax (661) 868-0225

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Kings

Kings County Human Services Agency

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Hanford, CA 93230

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Lake

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Lake

County of Lake Department of Social Services

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Promising Practices for Child Abuse Prevention Councils

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Los Angeles

Los Angeles County Department of Children and Family Services
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Madera

Madera County Department of Social Services
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Marin

West Marin Health and Human Services
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Point Reyes, CA 94956
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Lassen

Lassen County DHHS
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Los Angeles

Los Angeles County Department of Children and Family Services
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Marin

Marin County Department of Health & Human Services
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Mariposa

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Nancy Bell
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Appendix C

Merced

Family Resource Council

Dennis Haines, Operations Supervisor

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Merced, CA 95340

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Mono

**Mono County Department of Mental Health
Mono County CAPC**

Tom Wallace, Mental Health Director

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Napa

Napa County Health & Human Services Agency

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Napa, CA 94559

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Orange

County of Orange, Social Service Agency

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Modoc

Modoc County Public Health

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CAPC of Monterey County

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Nevada

Nevada County Behavioral Health Services

Robert Erickson, Director

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Nevada City, CA 95959

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Orange

Orange County Social Services

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Promising Practices for Child Abuse Prevention Councils

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**Placer County Health & Human Services
Children's System of Care**

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Plumas

Plumas County CAPC

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Riverside

**Riverside County Department of
Social Services**

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Sacramento

Sacramento County HHS

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San Benito

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Commission**

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**San Bernardino County Social Services
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Appendix C

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Santa Barbara

Santa Barbara County CAPC Public Health Department

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Santa Clara

UJIRANI Family Resource Center

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Shasta

Shasta County Department of Social Services

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Santa Cruz

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Sierra

Sierra County Human Services

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Promising Practices for Child Abuse Prevention Councils

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Khanh Charbonneau

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Sutter

Sutter County Department of Human Services

Myrnic Valentine

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Solano

Children's Network of Solano County

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Sonoma County Human Services Department

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Tehama

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Appendix C

Tehama

Parents In Control

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Tulare

Tulare County Health and Human Services

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Yolo

Yolo County DESS

Judy Gilchrist, Chair

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Yuba

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Tuolumne

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Promising Practices for Child Abuse Prevention Councils

Appendix D: List of California CHAT Grantees, by county

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American Indian Child Resource
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Alameda

Asian Community Mental Health Board, Inc.
Esther Wong, Project Director
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Alameda

Bay Area American Indian Council, Inc.
Nancy Whitney, Interim Executive Director
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Alameda

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Amador

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Butte

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Butte

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Del Norte

**Victim/Witness Assistance Center
Del Norte County District Attorney's Office**
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El Dorado

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Appendix D

Fresno

Comprehensive Youth Services of Fresno, Inc.

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Glenn

**Victim/Witness Assistance Center
HRA Community Action Division**

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Humboldt

Two Feathers Native American Family Services

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Imperial

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Kern

Clinica Sierra Vista (CATS)

Tim Speece, Services Director

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Lake

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Lassen

Lassen Family Services, Inc.

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Los Angeles

Antelope Valley Domestic Violence Council

Carol Ensign, Executive Director

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Promising Practices for Child Abuse Prevention Councils

Los Angeles

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Linda Damon, PhD

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Los Angeles

Children's Institute International

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Los Angeles

Foothill Family Services

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Los Angeles

For the Child, Inc.

Michele Winterstein, Assistant Chairperson

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Long Beach, CA 90807

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Los Angeles

United American Indian Involvement

Carrie Johnson, Project Director

1125 West Sixth Street

Los Angeles, CA 90017

Marin

Marin County District Attorney

Carol Sewell, Chief of Administrative Services

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Fax (415) 449-6734

Email csewell@co.marin.ca.us

Mendocino

Mendocino County Youth Project Mendocino Family and Youth Services

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Ukiah, CA 95482

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Merced

Merced County Human Services Agency

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Appendix D

Mono

Eastern Sierra Family Resource Center

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Email deannajohnson@verizon.net

Monterey

Women's Crisis Center

Nancy Welsh, Executive Director

P.O. Box 1805

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Phone (831) 757-1002

Fax (831) 757-1381

Email nancywelsh@sbcglobal.net

Napa

Aldea Children & Family Services, Inc.

Allen Ewig

P.O. Box 841

Napa, CA 94559

Phone (707) 224-8266, ext.14

Fax (707) 224-8628

Email aewig@aldeainc.com

Nevada

R.E.A.C.H. Clinical Services, Inc.

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12036 Nevada City Highway #237

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Orange

County of Orange, Social Services Agency

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Placer

Child Abuse Prevention Council of Placer County

Didi Martin

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Placer

Tahoe Women's Services

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Plumas

**Plumas Rural Services, Inc.
Family Focus Network**

Joyce Scroggs, Director

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Promising Practices for Child Abuse Prevention Councils

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Sacramento

**CAARE Diagnostic & Treatment Center
Department of Pediatrics, UC Davis**
Marilyn Peterson, Director
3300 Stockton Boulevard
Sacramento, CA 95820
Phone (916) 734-7615
Fax (916) 734-4150
Email marilyn.peterson@ucdmc.ucdavis.edu

Sacramento

Child and Family Institute
Sandra Baker, Director
4545 Ninth Avenue
Sacramento, CA 95820
Phone (916) 736-0828
Fax (916) 736-0395
Email sbaker@child-familyinstitute.org

San Diego

**Children's Hospital Chadwick Center
San Diego**
Barbara Ryan, Dir. of Trauma Counseling Prog.
3020 Children's Way, MC 5016
San Diego, CA 92123
Phone (858) 576-4011
Fax (858) 278-2365
Email beryan@chsd.org

San Diego

Home Start, Inc.
Cindy Grossman
5005 Texas Street #203
San Diego, CA 92108
Phone (619) 692-0727
Fax (619) 692-0785
Email cgrossman@home-start.org

San Diego

Indian Health Council, Inc.
Sheilamarie Racicot, Project Director
P.O. Box 406
Pauma Valley, CA 92061
Phone (760) 749-1410
Fax (760) 749-3347
Email srcicot@indianhealth.com

San Joaquin

Valley Community Counseling Services
David Love, Executive Director
6707 Embarcadero Drive, Suite A
Stockton, CA 95219
Phone (209) 956-4243, ext. 211
Fax (209) 956-4245
Email davidlove@vccsinc.org

San Luis Obispo

**Women's Shelter Program Inc. of San Luis
Obispo County**
Sarah Galetti, Project Director
P.O. Box 125
San Luis Obispo, CA 93406
Phone (805) 781-6403
Fax (805) 781-6410
Email wsp@callamerica.net

Appendix D

San Mateo

Family Service Agency of San Mateo

Nancy Finney, Project Director

24 Second Avenue

San Mateo, CA 94401

Phone (650) 403-4300

Fax (650) 403-4303

Santa Barbara

Child Abuse Listening and Mediation

Anna Kokotovic, Executive Director

1236 Chapala Street

Santa Barbara, CA 93101

Phone (805) 965-2376

Fax (805) 963-6707

Email akokotovic@calm4kids.org

Shasta

**Victim/Witness Assistance Center
Shasta County District Attorney's Office**

Joyce Gardner, Project Coordinator

1525 Court Street, Third Floor

Redding, CA 96001

Phone (530) 225-5195

Fax (530) 245-6334

Email jgardner@co.shasta.ca.us

Siskiyou

Karuk Tribe of California

Corina Alexander

P.O. Box 1016

Happy Camp, CA 96039

Phone (530) 841-0729

Fax (530) 493-5378

Email jmartinez@karukcdc.com

Siskiyou

Siskiyou County District Attorney's Office

Marna Lovelady, Victim Services Coordinator

P.O. Box 986

Yreka, CA 96097

Phone (530) 842-8142

Fax (530) 842-8147

Email mlovelady@co.siskiyou.ca.us

Solano

Child Haven, Inc.

Marie O'Meara, Project Director

801 Empire Street

Fairfield, CA 94533

Phone (707) 425-5744, ext. 11

Fax (707) 425-5162

Email haven801@aol.com

Sonoma

CARE Children's Counseling Center

Cynthia Engel or Marilyn Stender

666 Seventh Street

Santa Rosa, CA 95404

Phone (707) 575-9166, ext. 109

Fax (707) 528-2279

Email carekids@sonic.net

Sonoma

SHIP Humane Society of Sonoma County

Carol Rathman

P.O. Box 1296

Santa Rosa, CA 95402

Phone (707) 542-0882

Fax (707) 542-1317

Email crathmann@hsscpets.org

Promising Practices for Child Abuse Prevention Councils

Sonoma

YWCA of Sonoma County
Executive Director
2235 Challenger Way
Santa Rosa, CA 95407
Phone (707) 546-9922

Stanislaus

Stanislaus County Behavioral Health & Recovery Services
Linda Downs
800 Scenic Drive
Modesto, CA 95350

Tehama

New Directions to Hope
Gerry Blasingame, Executive Director
105 Sale Lane, Suite A
Red Bluff, CA 96080
Phone (530) 222-8925
Fax (530) 222-8927
Email gblasin774@aol.com

Tulare

Family Services of Tulare County
Gailerd Swisegood, Program Director
815 West Oak Street
Visalia, CA 93291
Phone (559) 741-7310
Fax (559) 732-6404
Email fstced@valleyweb.net

Ventura

Interface Children Family Services
Geoffrey Biggs, Program Manager
1305 Del Norte Road #130
Camarillo, CA 93010
Phone (805) 485-6114, ext. 629
Fax (805) 983-0789
Email gbiggs@icfs.org

Yolo

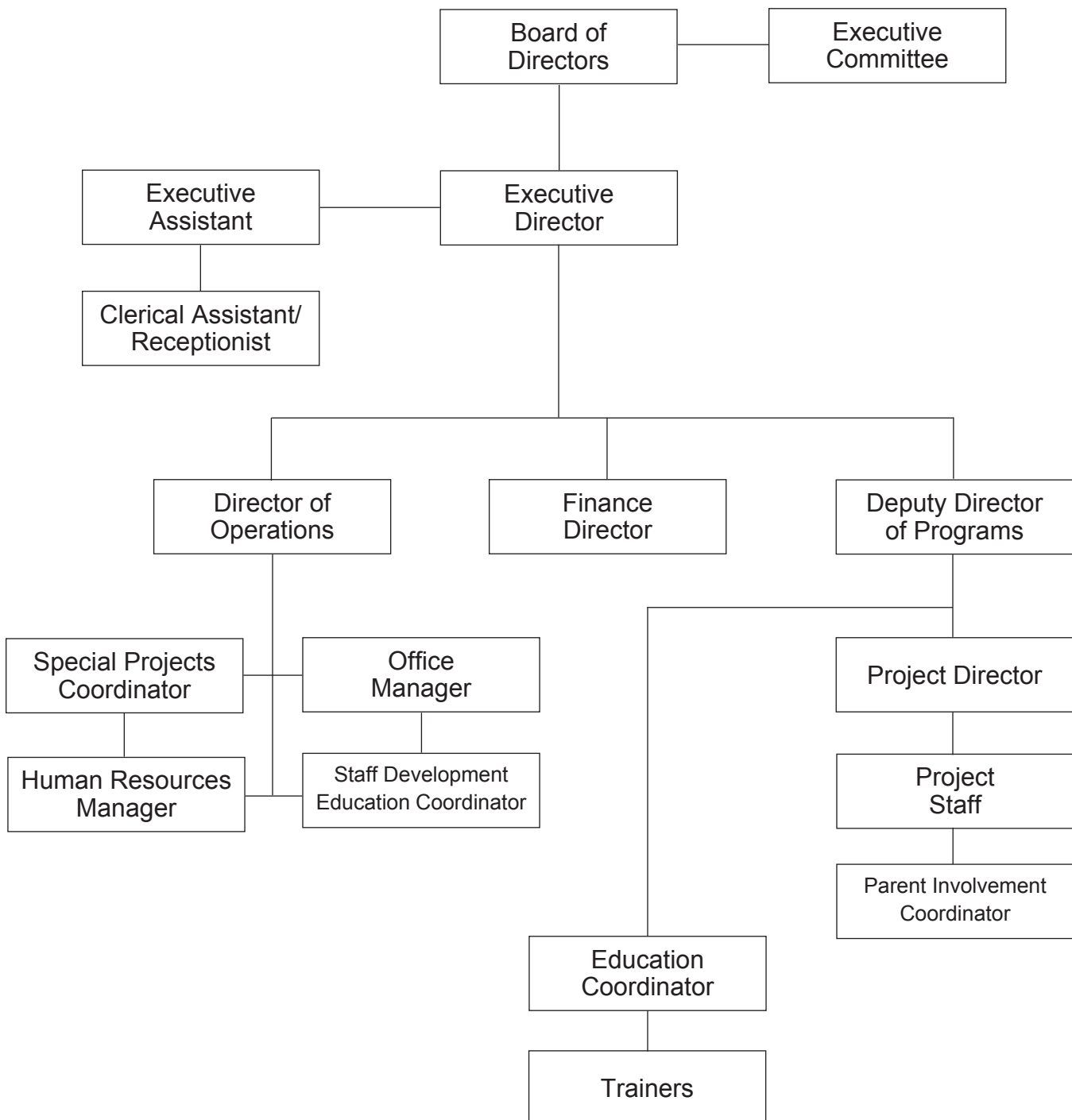
Sexual Assault & Domestic Violence Center
Judy Tischer, LMFT Clinical Supervisor
933 Court Street
Woodland, CA 95695
Phone (530) 661-6336
Fax (530) 661-3021
Email judy.tischer@sadvc.org

Yuba

**Victim/Witness Assistance Center
Yuba County Probation Department**
Sandy Fonley, Project Coordinator
4240 Dan Avenue
Marysville, CA 95901
Phone (530) 741-6275
Fax (530) 749-7913
Email sfonley@co.yuba.ca.us

Appendix E: Sample Personnel Materials for CAPCs

Sample Organizational Chart for a CAPC



Sample CAPC Coordinator/Executive Director Job Description

Position

Child Abuse Prevention and Family Support Council Coordinator

Responsibilities

The coordinator is responsible for overall coordination of activities required by Chapter 12.5, Section 18980, et al. of the Welfare and Institutions Code. The coordinator will organize and maintain the activities of the council. The coordinator will provide assistance in receiving and analyzing the status of child abuse prevention and intervention and family support activities and programs in the county

Duties

Duties may include, but are not limited to, the following:

- Establishes and maintains effective working relationships with community organizations, government agencies and the general public; represents the CAPC at a variety of meetings and functions
- Serves as an information resource to the community; Serves as a central point for data on the well-being of children in the county
- Prepares and delivers presentations to agencies and community groups regarding children's services, activities, and needs
- Develops working relationships with county, tribal, and community organizations by attending and participating in meetings where child abuse prevention and intervention and family support issues might be a discussion item; works with CAPC member agencies, community-based organizations, school districts, and other agencies on the implementation of various interagency projects
- Coordinates training activities such as mandated reporter training
- Coordinates community and professional events for Child Abuse Prevention month
- Works with county-, tribe-, and community-based organizations and local businesses to promote public awareness and positive image of the council
- Prepares analysis of systems, procedures, and policies which impact children's services; identifies program needs and duplication of services; presents findings to appropriate agencies and makes recommendations on needed changes; coordinates the implementation of adoption recommendations
- Develops a comprehensive countywide plan for children's services
- Reviews, prepares, or assists in the preparation of grant proposals for various programs and projects of departments and agencies; interfaces with governmental agencies regarding requirements for obtaining funds and monitoring procedures; presents proposals to the appropriate administrators in order to gain approval for programs and projects
- Assists in establishing and maintaining participation from appropriate agency staff, community members, consumers of children's services, and others as directed by the council
- Compiles information about agencies in the county that provide services to children and families, and facilitates networking and sharing of resources between these agencies

- Analyzes proposed and existing legislation and interprets implications on cost and children's service operations
- Participates in county child death review team, as appropriate
- Confers with elected or appointed officials to coordinate programs and resolve problems; negotiates agreements necessary to assure the most effective delivery of services
- Ensure completion of bookkeeping on a monthly basis
- Ensure completion of all necessary reports in a timely, accurate, and proficient manner

Sample Table of Contents for CAPC Employee Manual

Section 1: Introduction

- Introduction to the agency
- Agency mission
- Agency fact sheet
- Orientation procedures
- Acknowledgment of receipt of handbook

Section 2: Employment

- Employee relations
- Equal employment opportunity
- Policy on hiring of relatives
- Immigration law compliance
- Conflicts of interest
- Disability accommodation

Section 3: Employment status and records

- Introductory period
- Anniversary date
- Employment categories
- Access to personnel files
- Performance management
- Job descriptions

Section 4: Compensation and benefits

- Employee benefits
- Holidays
- Health insurance
- Paid time off
- Time off on Election Day
- Jury duty
- Government-required benefits
- Salary administration
- Promotions and transfers

Section 5: Timekeeping and payroll

- Non-exempt employee procedures
- Exempt employee procedures
- Paydays
- Overtime
- Employee termination

Section 6: Workplace procedures

- Safety and accident prevention

- Expense reimbursement

- Vehicle use for official business

- Smoking

- Moonlighting/second job

- Political activity

- Domestic partners policy

Section 7: Leave of absence

- Family and medical leave

- Personal leave

- Military leave

- Bereavement leave

Section 8: Employee conduct and disciplinary action

- Standards of conduct and discipline

- Progressive discipline guidelines

- Attendance and punctuality

- Sexual and other harassment

- Alcohol and drug use

- Personal appearance

- Agency property

Appendix F: Brown Act Summary

California Attorney General's Office. "The Brown Act," http://caag.state.ca.us/publications/2003_Intro_BrownAct.pdf.

Preamble

Public commissions, boards, councils, and other legislative bodies of local government agencies exist to aid in the conduct of the people's business. The people do not yield their sovereignty to the bodies that serve them. The people insist on remaining informed to retain control over the legislative bodies they have created. 54950 Ch. I

Governing Bodies

Includes city councils, boards of supervisors, and district boards. Also covered are other legislative bodies of local government agencies created by state or federal law. 54952(a) Ch. I & II

Subsidiary Bodies

These bodies include boards or commissions of a local government agency, as well as standing committees of a legislative body. A standing committee has continuing subject matter jurisdiction or a meeting schedule set by its parent body. Less-than-a-quorum advisory committees, other than standing committees, are exempt. 54952(b) Ch. II

Private or Nonprofit Corporations or Entities

Covered only if:

A legislative body delegates some of its functions to a private corporation or entity 54952(c)(1)(A); or,

If a legislative body provides some funding to a private corporation or entity and appoints one of its members to serve as a voting member of entity's board of directors. 54952(c)(1)(B)

Meetings Defined

Includes:

Any gathering of a quorum of a legislative body to discuss or transact business under the body's jurisdiction. Serial meetings are prohibited. 54952.2 Ch. III

Exempts:

Individual contacts between board members and others which do not constitute serial meetings. 54952.2(c)(1)

Attendance at conferences and other public, so long as members of legislative bodies do not discuss among themselves business of a specific nature under the body's jurisdiction. 54952.2(c)(2), (3), and (4)

Attendance at social or ceremonial events where no business of the body is discussed.
54952.2(c)(5)

Locations of Meetings

A body must conduct its meetings within the boundaries of its jurisdiction unless it qualifies for a specific exemption. 54954 Ch. IV

Teleconference Meetings

Teleconference meetings may be held under carefully defined conditions. The meeting notice must specifically identify all teleconference locations, and each such location must be fully accessible to members of the public. 54953 Ch. III

Public Rights

Public Testimony

Public may comment on agenda items before or during consideration by legislative body. Time must be set aside for public to comment on any other matters under the body's jurisdiction. 54954.3 Ch. IV & V

Non-Discriminatory Facilities

Meetings may not be conducted in a facility that excludes persons on the basis of their race, religion, color, national origin, ancestry, or sex, or that is inaccessible to disabled persons, or that prohibits public attendance without making a payment or purchase. 54953.2; 54961 Ch. V

Copy of Recording

Public may obtain a copy, at cost, of an existing tape recording made by the legislative body of its public sessions, and they may listen to or view the body's original tape on a tape recorder or viewing device provided by the agency. 54953.5 Ch. V

Public Vote

All votes, except for those cast in permissible closed session, must be cast in public. No secret ballots, whether preliminary or final, are permitted. 54953(c) Ch. VI

Closed Meeting Actions/Documents

At an open session following a closed session, the body must report on final action taken during the closed session under specified circumstances. Where final action is taken with respect to contracts, settlement agreements, and other specified records, the public may receive copies of such records upon request. 54957.1 Ch. IV, V & VI

Taping or Broadcasting

Meetings may be broadcasted, audio-recorded, or video-recorded so long as the activity does not constitute a disruption of the proceeding. 54953.5; 54953.6 Ch. V

Conditions to Attendance

Public may not be asked to register or identify themselves or to pay fees in order to attend public meetings. 54953.3; 54961 Ch. V

Public Records

Materials provided to a majority of a body, which are not exempt from disclosure under the Public Records Act, must be provided upon request to members of the public without delay. 54957.5 Ch. V

Required Notices and Agendas

Regular Meetings

Agenda containing a brief general description (approximately twenty words in length) of each matter to be considered or discussed must be posted at least 72 hours prior to the meeting. 54954.2 Ch. IV

Special Meetings

Twenty-four hour notice, including brief general description of matters to be considered or discussed, must be provided to members of the legislative body and media outlets. 54956 Ch. IV

Emergency Meetings

In case of work stoppage or crippling activity, except in the case of a dire emergency, one hour notice must be given. 54956.5 Ch. IV

Closed Session Agendas

All items to be considered in closed session must be described in the notice or agenda for the meeting. A model format for closed-session agendas appears in section 54954.5. Prior to each closed session, the body must orally announce the subject matter of the closed session. If final action is taken in closed session, the body generally must report the action at the conclusion of the closed session. 54954.2; 54954.5; 54957.1 and 54957.7 Ch. IV

Agenda Exception

Special procedures permit a body to proceed without an agenda in the case of emergency circumstances, or where a need for immediate action came to the attention of the body after the agenda was posted. 54954.2(b) Ch. IV

Closed-Session Meetings

Personnel Exemption

The body may conduct a closed session to consider appointment, employment, evaluation of performance, discipline, or dismissal of an employee. With respect to complaints or charges against an employee brought by another person or another employee, the employee must be notified, at least 24 hours in advance, of his or her right to have the hearing conducted in public. 54957 Ch. VI

Public Security

A body may meet with law enforcement or security personnel concerning the security of public buildings and services. 54957 Ch. VI

Pending Litigation

A body may meet in closed session to receive advice from its legal counsel concerning existing litigation, initiating litigation, or situations involving a significant exposure to litigation. The circumstances which constitute significant exposure to litigation are expressly defined in section 54956.9(b)(3). 54956.9 Ch. VI

Labor Negotiations

A body may meet in closed session with its negotiator to consider labor negotiations with represented and unrepresented employees. Issues related to budgets and available funds may be considered in closed session, although final decisions concerning salaries of unrepresented employees must be made in public. 54957.6 Ch. VI

Real Property Negotiations

A body may meet in closed session with its negotiator to consider price and terms of payment in connection with the purchase, sale, exchange or lease of real property. 54956.8 Ch. VI

Remedies and Sanctions

Civil Remedies

Individuals or the district attorney may file civil lawsuits for injunctive, mandatory, or declaratory relief, or to void action taken in violation of the Brown Act. 54960; 54960.1 Ch. VII

Attorneys' fees are available to prevailing plaintiffs. 54960.5

Criminal Sanctions

The district attorney may seek misdemeanor penalties against a member of a body who attends a meeting where action is taken in violation of the Brown Act and where the member intended to deprive the public of information, which the member knew or has reason to know, the public was entitled to receive. 54959

Appendix G: Sample Forms for CAPCs

Memorandum of Understanding Framework

1. Parties

“This document constitutes an agreement between <Agency A> and <Agency B>.”

2. Purpose

Describe the purpose of the collaboration.

3. Background

Describe past events that contribute understanding of the agreement.

4. Principles

List the principles.

“The parties will abide by the following principles ...”

5. Authorities

Describe the authority of each agency, which allows them to enter into this collaboration.

6. Mutual Interest of the Parties

Describe how the understanding and collaboration will benefit the two agencies.

7. Responsibilities of the Parties

List mutual responsibilities.

List responsibilities of Agency A.

List responsibilities of Agency B.

List prohibitions.

8. Costs

Describe the costs that will be carried by each agency.

9. Period of Agreement and Modification/Termination

List when agreement becomes effective and when it expires.

10. Signatures

Representative of Agency A, Title, Date

Representative of Agency B, Title, Date

Sample Memorandum of Understanding

Between the Sonoma County Child Abuse Prevention Council (CAPC) and the Child Abuse Training and Technical Assistance (CATTa) Center.

This Memorandum of Understanding (MOU) is an agreement to assist in the implementation of training for the Sonoma County CAPC. Sonoma County CAPC provides training to mandated reporters. This MOU pertains to the implementation of the four-hour Mandated Reporter Training scheduled for July 21, 2004 from 8:00 am–12:00 pm at the CATTa Center.

This agreement is effective July 1, 2004, entered into between the Sonoma County CAPC, a California nonprofit corporation having its principal place of business in Santa Rosa, California, and the CATTa Center, having its principle place of business in Rohnert Park, California.

The Sonoma County CAPC will provide the following:

- Overall training coordination
- Coordination of audio/visual equipment
- Participant training materials

The CATTa Center will provide the following:

- Coordination of Mandated Reporter Training
- Participation as trainer for the four-hour Mandated Reporter Training
- Other duties as appropriate to achieve the above

Specified Period: The term of this MOU is for July 1, 2004 through July 31, 2004.

Termination: This MOU may be terminated by either party for any reason by giving written notification.

Name, Title, Organization, Date

Name, Title, Organization, Date

Promising Practices for Child Abuse Prevention Councils

Sample Consent to Exchange Confidential/Privileged Information

Consent to Exchange Confidential/Privileged Information

Child's Information

Parents' Information

Name _____

Father's Name _____

Social Security Number _____

Mother's Maiden Name _____

Birth Date _____

I authorize the interagency multidisciplinary team to exchange confidential/privileged information among the following team members in order to develop and implement a service plan for <Child's Name>:

____ Department of Behavioral Health

____ Public Health Department

____ Department of Children's Services

____ School District

____ Jobs and Employment Services Department

____ Transitional Assistance Department

____ Law Enforcement

____ Other _____

____ Office of Alcohol and Drugs

____ Other _____

____ Probation

____ Other _____

This authorization is limited to the following specific types of information:

Restriction: I understand that the multidisciplinary team members may not further use or disclose the exchanged information unless another authorization is obtained or unless such use or disclosure is specifically required or permitted by law.

Duration: This consent is subject to revocation by the undersigned at any time except to the extent that action has been taken in reliance hereon, and if not earlier, it shall terminate, without express revocation on:

(Date, Event, or Condition)

I understand that I have a right to refuse to sign, or to limit the scope of, this consent form. I have read this consent carefully and have had all of my questions answered. I understand that I am entitled to receive a copy of this consent form. ____ Copy(ies) requested and ____ Copy(ies) received

Date: _____

Witness: _____

Signed: _____

Agency's Representative: _____

Relationship to child: _____

Agency: _____

CONFIDENTIAL CLIENT INFORMATION

See Welfare and Institutions Code sections 5328, 10850, and 18986.46; Civil Code section 56; Title 42 of the Code of Federal Regulations 2.31, 2.33, and 2.35; Education Code section 49075; Evidence Code sections 900-1070; and Health and Safety Code section 123100.

Sample Consent to Exchange Confidential/Privileged Information
(Spanish version)

Consentimiento Para Intercambiar Información Confidencial

Información del niño(a) Información del padres

Nombre _____ Nombre del padre _____
Número del Seguro Social _____ Nombre de soltera de la madre _____
Fecha de nacimiento _____

Yo autorizo al grupo multidisciplinario entre agencias a intercambiar información confidencial o privilegiada entre los miembros del grupo siguiente para poner en marcha un plan de servicio para <nombre del niño/a>:

| | |
|--|-----------------------------------|
| _____ Departamento de Asistencia de Transición | _____ Distrito Escolar |
| _____ Departamento de Policía | _____ Libertad probatoria |
| _____ Departamento de Salud Mental | _____ Oficina de Alcohol y Drogas |
| _____ Departamento de Servicios Infantiles | _____ Otro _____ |
| _____ Depto de Salud Pública | _____ Otro _____ |
| _____ Depto de Trabajo y Servicios de Empleo | _____ Otro _____ |

Esta autorización está limitada a las siguientes clases específicas de información:

Restricción: Yo entiendo que los miembros del grupo multidisciplinario no podrán utilizar o dar a conocer la información de intercambio a menos que obtengan otra autorización o que tal uso o divulgación sea específicamente requerida o permitida por la ley.

Duración: Este consentimiento puede ser revocado por el abajo firmante en cualquier momento excepto si los hechos se realizaron antes o durante dicho intercambio; este consentimiento deberá teminar sin expresa revocación el:

(Fecha, Evento, o Condición)

Entiendo que tengo el derecho de rehusarme a firmar, o de limitar el alcance de este documento de consentimiento. He leído este consentimiento cuidadosamente y me han contestado todas mis preguntas. Entiendo que tengo el derecho de recibir una copia de este documento de consentimiento.

_____ Copia(s) pedidas y _____ Copia(s) recibidas

Fecha: _____ Testigo: _____
Firma: _____ Representante de Agencia: _____
Relación al niño: _____ Agencia: _____

INFORMACIÓN CONFIDENCIAL AL CLIENTE

Ver el Código de Bienestar e Instituciones secciones 5328, 10850 y 18986.46; sección del Código Civil 56; 42 C.F.R. 2.31, 2.33, y 2.35; sección del Código de Educación 49075; Código de Evidencia secciones 900–1070; y Código de Salud y Segridad sección 123100.

Sample Conflict of Interest/Non-Competition Disclosure Form

Conflict of Interest/Non-Competition Disclosure Form

Please Print

Name _____ Job Title _____

The purpose of the conflict of interest/non-competition policy and disclosure form is to ensure that decisions are in the best interest of the CAPC and that no individual achieves personal gain because of his/her position with or without knowledge of the CAPC.

Please complete the following:

Part I

1. Over the past year, have you contacted any clients of CAPC for any personal business purpose unrelated to your employment at CAPC?

Yes _____ No _____

2. Do you anticipate doing so over the next year?

Yes _____ No _____

3. Have you provided information to another person or business to enable that person or business to make such contacts?

Yes _____ No _____

If you answered "yes" to any of the preceding questions, please explain:

Part II

1. Are you a director, officer, employee, or owner in any business or entity (e.g., bank, real estate brokerage firm, consulting firm, construction company, insurance broker, architectural firm, law firm, medical group, etc.) which has done business in the past 12 months with CAPC, or currently is or contemplates doing business with CAPC in the next 12 months?

Yes _____ No _____

If "yes", please explain:

Please explain your compensation or other financial arrangement with such business/entity from any business transaction with CAPC.

Appendix G

2. Are you currently, have you been (within the past twelve months), or do you anticipate in the next twelve months, providing services which are similar or identical to services provided by CAPC?

Yes _____ No _____

If "yes," please indicate the time period and exact nature of the services, including the geographic location served.

3. Are you related to any person who is currently being, was (within past twelve months), or anticipates being compensated by CAPC for services rendered?

Yes _____ No _____

If "yes," please explain:

4. Are there any circumstances or other matters of a personal or family nature, direct or indirect which could conflict with the interests of CAPC?

Yes _____ No _____

If yes, please explain:

5. Disclose any other activities which you are engaging in, or are considering engaging in, which may be deemed by CAPC's management to present a potential conflict of interest.

Employee Signature, Date

Reviewer's Comments

Reviewer's Signature, Date

Sample Conflict of Interest Non-Competition Disclosure

Conflict of Interest Non-Competition Disclosure

Purpose

To insure that potential conflicts of interest do not interfere with the mission, business interests, or operations of the CAPC.

Policy

Employees are expected to avoid situations that create an actual or potential conflict between the employee's personal interests and CAPCs interests. A conflict of interest exists where the employee's decisions or actions are divided between CAPCs interests and those of another, such as a competitor, supplier, or customer. Both the fact and appearance of a conflict of interest should be avoided.

While it is not feasible to describe all possible conflicts of interest that could develop, some of the more common conflicts from which employees must refrain include the following:

- Accepting personal gifts or entertainment from competitors, customers, suppliers, or potential suppliers
- Working for a competitor, supplier, or customer
- Engaging in self-employment in competition with CAPC
- Using proprietary or confidential CAPC information for personal gain or to CAPCs detriment
- Having a direct or indirect financial interest or relationship with a competitor, customer, or supplier
- Acquiring any interest in property or assets of any kind for the purpose of selling or leasing it to the CAPC
- Committing CAPC to give its financial or other support to any outside activity or organization without appropriate authorization

If any employee or someone to whom an employee has a close personal relationship (a family member or close companion) has a financial or employment relationship with a competitor, customer, supplier, or potential supplier, the employee must disclose this fact in writing.

CAPCs leadership is solely responsible for deciding if, in fact, a conflict exists. Decisions will be in writing, and, if a conflict of interest exists, the employee will be given 30 days to decide which activity will be eliminated. The reviewer's decision is final.

Failure to report or continuing to engage in a business or activity which conflicts with the business of the CAPC may result in termination.

Executive Director Signature

Effective Date

Review Date

Appendix H: Marketing Materials for CAPCs

Excerpted from Ogilvy Public Relations Worldwide, “Creating and Implementing a Media Campaign,” <http://www.ogilvypr.com>.

Public Speaking Quick Tips: Ogilvy Public Relations Worldwide

To properly represent the child abuse prevention message:

1. Evaluating the audience

What are the opinions and values held by this group?

Which elements of your speech can you emphasize to rally attention and support?

Which elements might the audience object to or fail to identify with? Minimize these effects.

Keep the audience interested and involved.

2. Preparing your speech

List key points you want to address, arranging them in logical order.

Break out each key point into two or three sub-points.

Elaborate to explain issues, defining key terms the audience may not be familiar with.

Use related stories or anecdotes to paint a picture for the audience.

Use the conclusion to summarize key points and reemphasize action steps.

3. Overcoming nervousness

Rehearse your speech in front of a colleague, video camera, or mirror.

Before addressing the audience, take several deep breaths and relax.

Think positively about yourself—you CAN do it! Just don’t expect to be perfect the first time.

Make light of the situation to transfer nervousness. For example, ask how many people in the audience could come up there and give the speech without being nervous.

Once you begin speaking, look at the top of people’s heads rather than directly in their eyes.

4. Delivery style

Monitor your rate of speech—not too slow and not too fast.

Enunciate clearly, practicing difficult pronunciations and tongue-twisters.

Control the pitch of your voice, projecting clearly to ensure you are being heard.

Maintain eye contact, keeping your head raised and scanning the room.

Pay attention to your posture—stand upright with your shoulders square to the audience.

Watch your gestures—playing with hair or glasses or jingling keys or loose change in your pocket will come across as weak and distract from the message.

5. Looking like a pro

Dress for success—clothing should be clean and well-pressed.

Wear clean, polished shoes.

Empty your pockets—no keys or coins.

No gum or candy.

Press Releases

Send out a news/press release only when you have some real news. This will increase the credibility of your organization and your chances of getting your releases read. A release may precede a news event you want covered, make an announcement, or provide a response or explanation on a current issue or recent story. A news release also has a specific format. Releases should be double-spaced and one-sided, preferably no longer than two pages. Always include a contact name and phone number at the top of the first page. It is important to organize your information in order of importance. The most salient information should be included in the first two paragraphs. A news release should also include quotes from one (or two) of your spokespeople and possibly also a local authority or well-known community leader.

Press Release Framework

<<LETTERHEAD>>

FOR IMMEDIATE RELEASE
<<Date>>

CONTACT: <<Name>>
<<Organization>>
<<Phone #>>
<<Cell #>>
<<Email>>

DESCRIPTIVE HEADLINE

Sub-Headline with Key Supporting Information

<<City-Date>>—Paragraph #1 should include the “who,” “what,” “when,” “where,” and “why” of your story. It is usually easiest to repeat your headline and sub-heading as the first sentence.

Paragraph #2 should address the “why” aspect of the story. Provide statistical information, recent research, and any other relevant information to explain why the agency/organization is undertaking this event or activity.

Paragraph #3 should address the “what” (and “how” if appropriate) aspect of the story. Include complete information about activities, speakers, demonstrations, etc.

Paragraph #4 should be a supporting quote from the “who” involved in the story. The quote should illustrate key messages and should add depth to the story. The quoted individual might be the agency’s Executive Director/CEO, a distinguished speaker, community leader, or industry/issue expert.

Paragraph #5 should address the “where” and “when” aspects of the story.

Paragraph #6 should be the agency or organizations boilerplate (i.e. mission statement)

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Marketing Workbook for Nonprofit Organizations

Excerpted from Gary Stern's *Marketing Workbook for Nonprofit Organizations* (St. Paul, MN: Amherst H. Wilder Foundation, 1994)

Five-Step Marketing Process

1. Set marketing goals

Goals provide direction and focus for the total marketing effort. The goals set should strike a balance between the council's vision and possible success. The bottom line is furthering the council's mission. There are two kinds of marketing goals.

Action goals: Marketing will produce specific, measurable results for the council. Action goals are things that can be counted. Sample action goals: the council wants to attract 50 participants for the mandated reporter training.

Image goals: The council wants to be better known in the community. Sample image goal: the council wants to update its image to reflect a broader range of services.

2. Position the council

Positioning means finding and establishing a niche or unique role in the community. Positioning responds to "big picture" questions about the council and provides a statement of reputation to be reinforced throughout the marketing effort. As the council's niche becomes well known in the community, its name will be firmly associated with the unique contribution made. For example, "Oh, they're the people who promote child abuse prevention."

3. Conduct a marketing audit

A marketing audit is a short series of questions that provides an overall picture of current marketing efforts. The audit will show the strengths and weaknesses of the council's current marketing plan. The information obtained from these questions will assist the council in making sound marketing decisions, adjustments to solve problems, and the need to change or expand the promotional efforts. The following "Six Ps of Marketing" provide the central framework to understand marketing issues, diagnose problems, and develop marketing plans.

Product: What is offered

Publics: Those with whom to make exchanges

Price: How much to charge (this may or may not be relevant)

Place: Where the product is available

Production: How well to meet the demands

Promotion: How to motivate people to respond

4. Develop a marketing plan

With information from the audit, a marketing plan can be developed in alignment with the councils' marketing goals. To develop a marketing plan, restate the goals, address problems, and conduct research to decide how the Six Ps should be aligned. The plan with the Ps should look like the following:

Product: The high-quality program, service, or product that meets the communities' needs

Publics: Know with whom to exchange the product and its benefits to them

Price: The price is right—not too high or too low

Place: The product is accessible

Production: Effectively meet demands

Promotion: Use strong techniques that motivate people to respond

Not every marketing plan calls for promotion. Sometimes marketing goals can be achieved through internal changes alone, for example, changing the price of a training or workshop.

5. Develop a promotion campaign

The majority of marketing plans call for a promotion campaign. They range from modest—a flyer/brochure mailed to the community—to extravagant—four-colored posters, TV commercials, newspaper articles, public service announcements, interviews on TV, and special events featuring hundreds of people.

Creating and Implementing a Media Campaign

List of the most common media relation's tools include:

- Media Advisories/Media Alerts: brief, one-page, written notices designed to alert the media of an upcoming event
 - New Release: more information than media advisories
 - Fact Sheets: similar to media advisories but contain key facts, statistics, milestones, and an overall snapshot for readers
 - Calendar Release: modified news release designed to give community calendar editors the basic information about the event
 - Print and Broadcast Editorials: used to react to a recent editorial, event, or news story, to make a point, to state a fact, to offer an opinion, or to correct misinformation. These can be submitted to a newspaper, TV or radio station through:
 - Letters to the Editor
 - Op-Eds
 - Broadcast Editorials
 - Editorial Board Briefings
 - Radio and TV Talk Shows: provide a format for guests to present issues and concerns of interest to the community
 - Public Service Announcements: provide community service messages 15, 20, 30, or 60 seconds in length and run on radio and TV free of charge by the station
- News Conferences: used to present a visual story or need to get information out to all media sources at once
- Media Contacts: important to establish a good working relationship with the media and a crucial component of a successful media relations plan
 - Wire Services: provides a mechanism for distributing media materials to a large number of media outlets in a short amount of time
 - Long Lead Publications: industry newsletters and regional magazines are a good venue for promoting the program but require more lead time to run a story

Promising Practices for Child Abuse Prevention Councils

- Follow-Up and Monitoring Efforts: writing letters to columnists and responding to articles and editorials, or making follow-up calls to ensure news or calendar release

If the decision is to use the news media to tell about the CAPC program, start by answering these questions:

- Is the story newsworthy?
- Why does it matter to the readers, viewers, and listeners?
- What is the conflict?
- What is the most effective medium for the story?
- TV needs visuals; spokesperson to make the point in eight seconds
- Radio needs sound; good interview subjects that are brief and to the point
- Print media goes into more depth; needs good resources for information
- What else is happening regionally, statewide, or nationally that can be tied into the story?

Appendix I: Evaluation Materials for CAPCs

Sample Self-Improvement Plan

Exemplary CAPC Services Self-Improvement Plan

**EXEMPLARY CAPC SERVICES
SELF-IMPROVEMENT PLAN**

| | | Date of Plan | | | | | |
|---|------------------|--------------------------------|--------------------------------|----------------------|----------------------|------------------------------------|----------------------------|
| Site | | Team Members | | | Position | | |
| Address | | | | | | | |
| City, State, Zip | | | | | | | |
| Contact Person | | | | | | | |
| Telephone Number | | | | | | | |
| Component | Status Y QY N | Priority Hi Lo 1 2 3 4 5 | Description of Modification | Staff Responsible | Needed Assistance | Estimated Cost of Assistance | Estimated Time Frame |
| In this column, list the components marked "NO" on your checklist, and complete the rest of the columns according to the improvements your team plans to make within the next 12 months | | | | | | | |

EXEMPLARY CAPC SERVICES SELF-IMPROVEMENT PLAN, PAGE TWO

| Component | Status Y QY N | Priority Hi Lo 1 2 3 4 5 | Description of Modification | Staff Responsible | Needed Assistance | Estimated Cost of Assistance | Estimated Time Frame |
|-----------|------------------|--------------------------------|--------------------------------|----------------------|----------------------|------------------------------------|----------------------------|
| | | | | | | | |

FRIENDS Outcome Accountability for Family Support Programs'

Peisher, Ann, Meg Sewell, and Ray Kirk. *FRIENDS Outcome Accountability for Family Support Program*, Volume I. Chapel Hill, NC: FRIENDS National Resource Center for Community-Based Family Resource and Support Programs, 2001.

Evaluation Process Summary

This evaluation process consists of developing a logic model. The logic model is a conceptual tool that links the needs of the people you work with, the results you want, the way you will work together to get those results, and the methods you will use to find out if those results are being achieved. The steps for developing a logic model include:

1. Developing the Logic Model

- 1.1 Identify your target population (CAPC members, parents, youth, others), its key characteristics, its community influences, and its personal goals and needs. Suggestions include:
 - Be as specific as possible in characterizing the target population
 - Encourage staff to share their ideas and experiences
 - Integrate participants in the development since they are the best source of information on their lives, factors that influence them, and their personal needs and goals
 - Use the information once it is gathered

Start by making a profile of the proposed target population, including age, gender, ethnicity, educational status, economic status, and personal risk factors.

- 1.2 Identify the end results that your CAPC wants to achieve (e.g., your desired outcomes).
 - What are the changes that should take place?
 - How will things look different at the end of the process if the CAPC is successful?

An outcome is a change that you think is likely to happen as a result of the target population's participation in your program. There are three stages of outcome attainment:

- Long-Term Outcomes are broad statements of what you hope will be achieved in the long run. They are primarily changes in status and conditions. Examples of long-term outcomes might include a decrease in the incidence of child abuse and neglect, a decrease in substance abuse, or an improvement in school achievement.
- Intermediate Outcomes are the links between where the participant starts and what you hope they will achieve. They are primarily changes in applied skills and behavior. Examples of intermediate outcomes might include improvement in school grades or the completion of job training course.
- Short-Term or Initial Outcomes reflect the initial steps that can be achieved within a relatively short period of time (six months to a year, generally). They are primarily changes in knowledge, skills, and attitude. Examples of short-term outcomes might include increased motivation to succeed in school, increased job readiness skills, or voluntarily attending programs.

- 1.3 Describe what you are doing, or plan to do, to achieve those outcomes.
 - What evidence do you have that the services provided will produce the desired outcomes?
 - Did you base your services on the best research and data that is available?

2. Developing an Evaluation Plan

Development of an evaluation plan will be much easier if the needs of your participants, the desired outcomes, and the logic behind your service strategies are clearly identified.

2.1 Determine your outcomes at each level

Break long-term outcomes down into short-term and intermediate-term outcomes. These short-term and intermediate-term outcomes are the steps that need to be taken before participants can achieve the long-term outcomes. Writing good outcomes that reflect the goals and priorities of funders, your program, and the target population will take some clear thinking, and possibly even negotiation.

2.2 Specify the service strategies that can be used to achieve the outcomes

Service strategies include the discrete programs or activities that you will offer to produce the outcomes you have identified, and the elements you will use. The term “service” is used here to reduce confusion between the specific activities you will be measuring and the overall program. Examples of strategies might be:

- Providing parents and youth with concrete ways to contribute to the CAPC and community
- Providing education to the community on mandated reporters
- Providing education for parents and youth about dealing with stressful life situations

2.3 Identify indicators of success

An indicator is a concrete measure of an outcome. Decide what indicators you can track in order to demonstrate that progress is made. Set specific performance targets by assigning numbers and percentages to the indicators. Examples of outcomes and indicators:

| OUTCOME | INDICATOR |
|----------------------|--|
| Supportive Community | Percentage of individuals volunteering in their community |
| Youth Development | Percentage of youth involved in sports, clubs, or organizations three or more hours a week |
| Employee Retention | Percentage of employee turnover in the last five years |
| Multi-Agency Support | Percentage of quality and quantity of CPS referrals |
| Youth Development | Percentage of school attendance and academic performance |

2.4 Identify the tools needed to measure the indicators

Determine how your indicators will be measured, who will be responsible for the data collection, and develop a timeline

3. Implementing and Documenting the Program

3.1 Implementation

The first goal of evaluation must be engagement. When participants become engaged with the CAPC, they have taken the first step toward achieving outcomes. If parents can be engaged to share their concerns, strengths, and ways of addressing problems, staff can better target their needs and build parental motivation to participate in services.

Before implementing the program, decide what baseline or pre-program measurements will be used. Some evaluation designs and certain measurements allow gathering of baseline data after intervention.

3.2 Documentation

In order to document programs and answer process questions, you need to collect four kinds of information on a regular basis:

- **Participants:** Collect relevant data for participants in CAPC programs. Information that is sensitive can be made optional.
- **Participation:** It is important to track how much exposure participants had to the interventions by maintaining attendance sheets. When participants do not appear to be achieving the desired outcomes, analyzing their participation records may reveal why.
- **Strategies, Intervention, Activities:** Keep the documentation for each program. Each file should include a concise narrative description of the program, its purposes, and how it works. It is also helpful to keep in the file any news articles about the program, pictures documenting program activities, and a record of the times the program was offered. This file can also contain contact information for participants.
- **Feedback:** Other valuable parts of the program file are end-of-program feedback summaries. Feedback is important for making adjustments in the program before it is offered again. If written feedback from participants is not available, keep notes of your observations and participants' comments in the program file.

4. Collecting Outcome Data

After the desired results are identified and the program is documented, select the methods used to track progress. The instruments must be appropriate for the audience. Age, physical disabilities, and reading and comprehension levels all need to be considered when making the selections. In addition, since it takes time to administer, complete, and analyze instruments, the amount of data collected should be proportionate to the time participants spend in the program. Don't make participants in a one-day training fill out a five-page evaluation.

4.1 Developing a Measurement Plan

This step includes naming the things to be measured (the indicators), what to use to measure them, when they will be measured, and who will perform the measurements. In developing the plan, consider the resources that can be assigned to this task. For example:

| TASKS | WHO TO INVOLVE |
|---|---|
| Tool selection and development | Program staff, clerical support, staff leadership, participants |
| Tools pilot testing | Program staff, participants, volunteers |
| Training in administering tools and data collection | Staff and volunteer trainers who understand methods |
| Data collection | Volunteers, clerical support, program staff, participants |
| Data coding and entry | Clerical support staff, volunteers, program staff |
| Data interpretation and analysis | Program staff, managers, participants |
| Reporting | Staff leadership, board leadership |
| Interpretation of findings | Staff leadership, program staff, board, participants |

4.2 Measurement Tools

Measurement tools can be as basic as staff observations and satisfaction surveys, or they may include more complicated methods such as standardized tests. The following is a brief overview of common measurement tools and strategies that may be used.

- Surveys/questionnaires/checklists
Standardized written instruments that contain questions about the indicators being tracked. They can be a series of direct questions answered with a yes/no response, a rating scale, unstructured open-ended questions, or a combination.
- Charts
Graphic checklists of the specific knowledge, skills, and behaviors set as indicators of change. To be effective, they need to be used on a regular basis to track small increments of change.
- Tests of knowledge/skill attainment
Carefully structured to find out how much progress was made during a specific activity, such as in a parenting class. They can range from very user-friendly forms that combine graphics and content questions to carefully researched tools from outside sources with known validity and reliability. Tests can be administered at the end of the activity, or both before and afterwards.
- Interviews
A series of structured questions are conducted person-to-person or over the phone.
- Focus Groups
This variation on the interview method uses a structured interview format with a group (usually eight to ten people). Focus groups combine elements of group dynamics with a structured opportunity to get feedback from participants.

- Observation

Interactions between individuals are noted through first-hand observation.

- Internal Records

Such records are used in programs to chart progress, record demographic information, and tracking objectives and monitoring indicator achievement.

4.3 Considerations in Selecting or Creating Measurement Instruments and Methods

The following are several considerations that need to be answered:

- **Validity:** This refers to the degree of accuracy that can be expected from a specific measurement tool. It answers the question: “Will this instrument or method really reflect the indicator it is trying to measure?”
- **Reliability:** This refers to the degree of consistency a particular measurement instrument provides. It answers the question “Would the same results occur if different people used this instrument of method at different times?”
- **Sampling:** This is used when it is not possible to “test” every person who participated in the service — you can find an impartial, unbiased way to choose a specific number, give them the test, and use their scores to represent the entire group. Make sure the sample is big enough to be indicative of the whole.

4.4 Pilot-Testing the Measures

It is important to try out measures before using them. Piloting provides the opportunity to find out if the instrument is effective in measuring indicators congruent with the setting and target population, and to see if any modification is needed. Try them, look at the results, and make any necessary changes.

4.5 Providing Pre-Implementation Training to Staff and Volunteers

Once the appropriate measurements have been chosen, the next step is to make sure they are administered appropriately and that the resulting data is effectively managed. Be sure to train the staff or volunteers who will be administering these tools and tracking progress.

4.6 Training for Administering Measurement Instruments

Training must emphasize the importance of conducting the evaluation systematically so that all interviews are carried out in the same way, the same questions are used in focus groups, and the surveys are administered in a consistent manner.

4.7 Training for Data Collection and Management

- **Data collection:** This is an area that is generally program specific. The system may be in a data collection tracking system or collected by hand. Whatever the system used, develop the capacity to enter the data gathered in a systematic way so that it can be organized and analyzed.
- **Data management:** In order to ensure that data entry is systematic, develop clearly written instructions for coding the data from the measurement tools, check coder reliability by having two people code the data and compare their answers, and monitor data scoring and entry on a regular basis.

4.8 Start Collecting Data

There are two types of data, both of which should be collected.

- **Qualitative data:** Descriptive data, generally based on feedback from the participants, staff and observers. Examples are the results of interviews, focus groups, and answers to open-ended questions.
- **Quantitative data:** Data expressed in numbers, based on feedback or numerical data collected in the program and from outside data. Examples are results of surveys, questionnaires, and skills tests that utilize multiple-choice answers or rating scales to collect data.

4.9 Data Management

Before data can be analyzed and interpreted, it must be collected, sorted, and organized. Staff should set up a file for each set of measurement tools. As soon as the tools are administered, they need to be put in the proper file to begin analysis. No analysis should be initiated until all the data for that measurement tool is in, and the results have been organized, tabulated, and formatted into charts and/or tables. Sorting the data is a time consuming process, especially if the data is qualitative. Some basic considerations for the collection include:

- Begin sorting the data or enter the data into a spreadsheet or database
- Keep the files protected in a locked space to insure that confidentiality is maintained

4.10 Analyzing Data

At the end of this process, meaningful patterns can be determined that show the extent to which the intended outcomes were achieved. Data analysis is the step where outside expert help may be necessary. This will depend on the types of tools used and how complex the analysis will be.

For quantitative data, training in statistics is needed. This expertise may be found in one of the council or board members. Generally, the qualitative data (percentages, pre/post measures, graphs/figures) expresses the level of attainment in concrete terms.

Analyzing qualitative data can be just as complex. The data is read, organized, and sorted according to emerging themes. The qualitative data (staff and/or participant responses to surveys, focus groups, interviews) helps with understanding how or why you got the “numbers”.

In completing the analysis, one needs to answer the question: “How does the data compare with the intended results?”

5. Writing Reports and Telling Success Stories

Once data has been collected and analyzed, the next step is to write up the results and report back to the stakeholders. The stakeholders are staff, participants, funders, and community members, who have a reason to care about the CAPC and its outcomes. The program quality improvement recommendations need to be implemented as soon as possible to validate all the effort that was expended by the staff, participants, and volunteers. Failure to do so will damage the council credibility and make it difficult to obtain cooperation in future endeavors.

A carefully constructed report includes a brief history and some background information on the outcome accountability process, the intended outcomes, the findings and recommendations. The report should include:

- The specific target population to reach
- The specific service provided and why it is appropriate for the target population plus the intended outcomes
- The findings from the outcome accountability process
- The cost-effectiveness or cost-benefit data
- A plan for ongoing monitoring of program implementation and outcome evaluation

6. Pause, Reflect, and Begin Again

Allow time to pause and reflect between the stages of self-evaluation and action planning. Evaluating your program should be a cyclical process.

Appendix J: State and Federal Funding

**CDSS/OCAP - Administered Child Abuse Prevention Funding Sources
A Reference for Child Abuse Prevention Councils (CAPCs)**

| FEDERAL FUND | STATE GENERAL FUND | STATE CHILDREN'T TRUST FUND |
|--|---|--|
| <p>Community-Based Child Abuse Prevention Program (CBCAP) formerly Community-Based Family Resource and Support Program (CBFRS)</p> | <p>Child Abuse Prevention, Intervention, and Treatment Program (CAPIT)</p> | <p>7 percent from CAPIT 90 percent from birth certificate fees</p> |
| <p>Approximately 50 percent allocated to counties for county Children's Trust Fund (CTF)</p> <p>Approximately 50 percent allocated to OCAP-funded projects <i>Sample OCAP projects include:</i> - Strategies - Father Involvement Initiative</p> | <p>Approximately \$12,356,000 allocated to counties</p> <p>Approximately \$1,039,000 allocated for innovative projects <i>Sample OCAP projects include:</i> - Child Abuse Training and Technical Assistance</p> | <p>Kids Plate 25 percent allocated to child injury prevention (CA Dept. of Health and Human Services)</p> <p>50 percent allocated to child care health and safety (CA Dept. of Social Services, Community Care Licensing)</p> <p>25 percent allocated to child abuse prevention</p> <p>2.5 percent to state CTF State Income Tax Check Off United States Employee's Campaign</p> |
| <p>Promoting Safe and Stable Families (PSSF)</p> | | <p>100 percent allocated to OCAP-funded projects <i>Sample projects include:</i> - Parent Outreach - Family Violence Prevention - Child Abuse Prevention Month</p> |
| <p>Approximately 85 percent allocated to the counties</p> <p>Approximately 15 percent allocated to CDSS Child and Family Services Division (including OCAP) <i>Sample projects include:</i> - Small County Initiative</p> | | |
| <p>CAPTA</p> | | |
| <p>\$300,000 for Baby Doe</p> <p>Remainder for OCAP-funded projects <i>Sample projects include:</i> - Parent Leadership</p> | | |

Appendix K: Fundraising Information for CAPCs

Excerpted from Dianne Aigaki's *Insight and Clear Thinking: The Greening of Your Program and the Way to Effective Grant Writing* (<http://www.dianneagaki.com>)

The grant writing process includes:

1. Getting organized

Preparation for the grant writing process includes organizing ideas and formulating a preliminary proposal outline. Identifying the following information will assist in the writing process.

- Project description
 - What is the basic project idea?
 - Is it new and innovative?
 - Does it have the potential to be a state or national program model?
 - Does it follow a model that has worked elsewhere? What model? Where?
- Target population to be served
 - Number of constituents?
 - What communities will be involved?
 - What population will be participating?
 - Age, ethnic, or gender composition
 - Constituents with physical, mental, or emotional challenges
 - At-risk youth
- Project significance
 - Problem statement
 - Background information (cite literature)
- Project aims
 - Stated goals and objectives
 - Concrete and measurable activities
 - Outcomes
- Identify Interagency Collaborators
 - Who?
 - What role will each partner have?
 - What service gaps will the project fill?
- Budget
 - Personnel
 - Staffing
 - Salaries
 - Benefit percentage

- Operations
 - Subcontractors
 - Materials/Printing
 - Equipment
 - Travel/Transportation
 - Administrative overhead percentage

2. Getting the grant out: team proposal preparation task sheet

Identify key staff for following tasks.

- Coordinate proposal development team meetings
- Designate lead site contact
- Editorial team, including computer expert to format, to develop final table of contents, and polish (i.e., ensuring the RFP or proposal guidelines are strictly adhered to, including font size, margin size, page limitations, etc.)
- Contact potential collaborators/potential community supporters
- Collect letters of support
- Collect support materials
- Obtain additional required attachments
- Compose cover letter
- Develop budget
- Obtain requisite signatures
- Obtain 501(c)(3) determination letter
- Submit finished proposal
- Conduct follow-up call, if appropriate

3. Grant writing hints: following the application's directions exactly

- Read all forms and instructions carefully. Every application has different guidelines, and it is imperative to follow the rules and the language of the application.
- Often the application form does not extract the best from the project. Use the form anyway, and attempt to find areas where the project can be explained more fully within the application guidelines.
- If directions are unclear, call the contact person for clarification. Note their name for later reference.
- There may be some redundancy. If the application appears to ask the same question more than once, answer it again, perhaps varying the response somewhat.
- Make a checklist of key points the funder wants addressed, and address them all in the proposal.
- Make a checklist of items to be included and make sure they are in the proposal when it is submitted (i.e., letter of tax-exempt status, most recent audited financial statement).
- Ensure that the funder is aware that all questions have been answered by:
 - Answering questions in the order in which they are presented

Promising Practices for Child Abuse Prevention Councils

- Answering all questions
 - Using the application language as the first words in an answer, i.e. Question: “How will the project’s effectiveness be evaluated? Answer: “We will evaluate the project’s effectiveness by...”
 - Use the required font point.
 - Use the space allotted per question and not one sentence more.
3. Don’t Assume ...
- ... the reader is familiar with the topic or research in the topic area.
 - ... the problem appears obvious to the reader.
 - ... the reader may draw the same conclusion about the significance of needs or procedures without clear statements demonstrating this connection. The proposal must clearly demonstrate how activities and procedures relate to the target populations’ stated needs.
 - ... the reader will be able to find key points in the proposal—spell them out and underline them.
 - ... the reader will remember what was stated in a previous section and realize a current question has already been answered—do not leave the section blank.
4. Proposal “don’ts”
- Don’t make unrealistic statements of goals and expectations—the project’s scope must be feasible.
 - Don’t fill the proposal with research; document the idea with a few key facts.
 - Don’t be verbose—be clear and concise about requisite needs to solve the problem.
 - Don’t include pamphlets, newsletters, resumes, etc. in the proposal’s body. These items belong in the appendix if included at all.
 - Don’t make commitments or propose approaches in the proposal that you have no means to implement.
 - Don’t bind the proposal unless requested to do so.
 - Don’t include equipment and services the organization already has, and don’t request retroactive funding.
 - Don’t request items not needed for the specific project.
 - Don’t include letters of support unless “people of position” or those making a strong project commitment write them.
5. Strong proposal characteristics
- Clearly determine the need for the project.
 - Clearly establish the key players who will direct the project.
 - Detail realistic timeline for starting, implementing, and completing or continuing the project.
 - Provide a detailed, realistic budget for project implementation.
 - Written clearly so that readers and collaborative partners understand their roles and what their commitments must be to ensure project success
6. Reasons proposals are declined
- Located outside the funder’s geographic interests

- Did not respond to specific requests for information on needs, personnel, materials, technical issues, etc.
- Utilized too much of the funder's language to describe the problem, needs, or work effort. This does not demonstrate a well-thought out project plan
- Use of pompous words and phrases that convey little or no information
- Use of claims instead of facts; the overuse of superlatives, promises, and generalizations
- Excessive use of research and literature review with little or no original thinking
- Failure to establish the proposal's key contact person; calls to the named person go unanswered; the person does not know about the proposal and can't answer questions intelligently
- Making unwarranted assumptions that create suspicion in the funder or may even alienate them because they don't agree with stated assumptions
- Overuse of boilerplate material
- Funder had already committed the fund for the funding period
- Funder had changed priorities without changing guidelines in the application forms

7. The optimum writing style

- Brings a combination of fact and warmth to a well-conceived proposal
- Emphasizes the hard facts and objective viewpoint with a small amount of personal viewpoint and warmth when soliciting state or federal funds
- Addresses the problem and states the project vision with sincerity and logical conceptualization
- Persuades the funder that the project proposal is the best idea of all ideas
- Engages the reader in wanting to know more about, and partner with, the organization to make the project happen
- Leads the reader from section to section in a logical, sequential fashion
- Reads easily
- Employs clear thinking, vision, and insight

8. Ask these important questions

- Who are the readers and what do they need and want?
- Does the writing style seem wordy because it is unfocused?
- Does the proposal lack emphasis?
- Has the proposal failed to highlight key points?
- Does the proposal have a personal feel to it that the reader can relate to or be moved by it?

9. Writing for federal/state grants

- Typically require a formal application
- Require that all questions are answered in a specific order, using language similar to that used in the question itself
- Are not interested in unique writing styles, but prefer the facts
- Are typically scored by a team of application evaluators, with a structured process for grading the proposal

Note: Consider writing with a balance of 90 percent fact and 10 percent emotion.

10. Writing for private foundation/corporation grants

- Usually provide guidelines as opposed to a formal application
- Allow for more leeway and use of a unique writing style; an interesting writing style will usually prove beneficial

Note: Consider writing with a balance of 80 percent fact and 20 percent emotion.

Components of a Grant Proposal

1. Cover Letter

- Introduces the funder to the project
- Provides an opportunity to mention the key contact person and contact information
- Utilized only when it adds to the application's clarity or quality

Note: Federal/State funders typically do not want a cover page that adds to the bulk only of the proposal

2. Title Page

- Is not always appropriate—don't use with a two-page proposal or a federal/state application
- Make it easy to read—don't use many different fonts which will only confuse the reader
- Keep graphics simple
- Include the contact person's name with their address, telephone, and fax number
- Make sure contact person's name is the person who is knowledgeable about the project and proposal

3. Abstract/Proposal Summary

- Composed of:
 - Introduction
 - Problem or needs statement
 - Program objectives
 - Activities, methods, or procedures
 - Evaluation
 - Dissemination
 - Future funding
 - Budget and funding needs
- Includes:
 - Quick overview of proposed project goals and objectives
 - Swift synthesis of project significance
 - Highlight of applicant's qualifications to implement the project
 - Brief underscore of how the project is consistent with the funding agency's mission or priorities

- Future funding
- Budget and funding needs
- Typically the last page to be written, although it is the first page in the proposal, because all other project details must be gathered from the other proposal parts in order to know what to include in the abstract
- Used by many funders to make an initial determination of whether or not the project is fundable
- May be circulated to key staff and board members to familiarize them with the project
- May eventually be used by funders as a project description to include in annual reports once funding has been determined
- Can be used by the proposal writer to circulate to secure letters of support and other commitments—when a lengthy proposal is not needed or appropriate

4. Statement of Purpose

- Describes why the project should be implemented
- Provides a short summary of project goals and an overview of what the project is about
- Provides information about anticipated positive outcomes
- Key Points
 - This can be the first section in the proposal, or it can be the transition statement or paragraph from the introduction to the statement of needs
 - Don't confuse the statement of purpose with the procedures. Don't write extensively about the activities and methodology which will drive the project, although one or two innovative or unusual activities may be mentioned to add interest
 - Don't confuse the project purpose with the organizational goals and the project objectives

5. Introduction

- Key Points
 - Proposals are often based on the organization's reputation and credibility and its key personnel as much as on program content
 - A well-written introduction can be basically the same in many proposals, so it must be compelling
- Includes:
 - A brief organizational history
 - Mission
 - Population served
 - Organizational successes
 - Awards
 - Recognition
 - A history slated to the funder's priorities, e.g., if the agency is funding substance abuse programs, the organization's experience in providing substance abuse education or treatment should be highlighted

- A synopsis of successful community collaboration efforts; related to the funder's priorities
- An overview of successfully administered projects
- A synthesis of organizational skills, staff, and experience to demonstrate the organization's potential to implement the project successfully

6. Target Population

This description may be incorporated into the introduction or the statement of needs. It may also be presented in its own section.

- Provide detailed information about whom the project will address (individuals or groups)
- Clarify why this population is in need of services; define what is unique about them
- Provide a history of the problem development
- Quantify how many people the project aims to serve
- Include proof of support from both participants and involved outside agencies, if possible
- Describe how the target population will participate
 - Document that participants are part of on-going group or have already been contacted and are willing to participate
 - Document that collaborators have proposal "buy-in" and are willing to cooperate
- Obtain requisite release forms/confidentiality forms, in accordance with state and local regulations

7. Problem Statement or Statement of Need

Explains why this should be done.

- Key Points
 - Many writers fail to understand the difference between problems or needs and the methods of solving these problems
 - Never describe lack of money as the problem to be addressed
 - Address what is needed, leave the activities and solutions for following sections
- Establish
 - That this is a situation outside the organization; the stated need has to do with the population outside the organization's boundaries—the people or community served
 - How the project fits the funder's priorities—the population's needs are those that the funder is interested in addressing
 - Who the people are that this project will serve
 - What statistics, quotes by subject matter experts and local experts, or literature reviews back up the need for the project
 - The groundwork for how the project is innovative and can serve as a model—answering a broad-based need for this type of information and solution
 - The foundation for moving on to the next section where program objectives, activities, and procedures can be defined. What is defined as needs then becomes stated as objectives and, subsequently, activities

8. Program Goals and Objectives

Explains what are the projected outcomes.

- Goals
 - Overall conceptual orientation to the ultimate project purpose—often incorporated into the introduction section
 - Broad in concept—contains the overall program intent; offers the reader a general understanding of the program
 - More abstract than objectives
 - Describes the vision for project achievement, closely relating to the mission statement
 - Typically limited to one or two main goals
- Objectives
 - Specific and concrete—a project can have several objectives
 - Measurable—who will change, in what direction will they change, how much change will occur and by when will the change occur
 - Focused on short-term results
 - Used as the basis for evaluation—in on-going evaluation, objectives allow the staff to know if the project is on track in “meeting the objectives” and possibly modify activities and the declared timeline
 - Vary in type—behavioral, performance, product, and process. Address what type of objective is described and how, or if it relates to the stated needs
 - Differs from methods—which tells what will be done and does not address the outcome or benefit

9. Activities, Methods and Procedures

Explains what will be done to meet the objectives.

- Key Points
 - Gives color to the project—the reader should be able to visualize the project by moving through the stated series of activities
 - Creates a detailed project plan—establishes who will do what, when, and for how long
 - Concrete enough to enable staff to follow the project plan of action step-by-step to project completion
 - Include data analysis and instrumentation as part of potential activities and methods developed through brainstorming
- Frequent Problems
 - Activities presented aren't directly related to stated objectives
 - No clear rationale for the choice of activities— unusual activities should be elaborated on in the plan of action
 - Activities do not seem feasible— they may either appear too minor to accomplish the stated objectives, or too broad and beyond what is needed

- Staff has not been included in formulating the plan of action and is not willing or capable of completing the activities once the project is funded

10. The Timeline

Explains when the activities will be conducted and completed.

- In application guidelines, can also be stated as:
 - Project milestones
 - Time frame
- Timelines
 - Establish project start and completion dates, with specific dates for activities to be completed within the project
 - Provide guidelines for completing objectives
- Do
 - Use charts, graphs, or matrices to list activities and dates
 - Allow enough time for activity completion- be realistic
 - Depict what tasks and activities are started and completed each month for the project duration
 - Consider staff, materials, and resources needed to initiate and complete each activity

11. Evaluation

Explains how to determine whether the project was successful.

- Purpose
 - Determines the worth of a program, product, procedure, or objective
 - Designed to reduce uncertainty about the effectiveness of a particular project or its result
 - Provides the funder with a systematic process for knowing whether stated goals and objectives have been achieved
 - Provides the organization an opportunity to improve the project or specific project components or the overall project impact
- Types of Evaluation
 - Formative—produces information used to improve a project during its operation
 - Summative—involves data collection necessary for judging the project's success
- Establish
 - Who (e.g., staff, participants, agencies) and what (e.g., information, statistics, or data) is going to be evaluated?
 - The evaluation method for each stated objective; be specific about the evaluation instruments and techniques
 - When the evaluation will occur, during the project or upon project completion
 - Who will conduct the evaluation, an internal or external evaluator?
- Key Points
 - Define what is to be evaluated

- Provide a short narrative that presents a series of questions to be answered during the evaluation, which will assist in leading the reader through the evaluation plan
- Restate the objectives; they answer the question about what is going to be evaluated
- Describe what information will be collected
 - For each objective, be specific about what evidence will be used for evaluating success
 - Provide examples that will be used
 - Describe any instruments will be used to gather data
 - Incorporate qualitative information, e.g. interviews and anecdotal evidence, in the evaluation process
 - Avoid having the evaluation component become the project
 - Remain focused on what will be collected rather than how
- Describe how the evaluation results will be reported or disseminated
 - Discuss who will receive the on-going or final report, e.g. advisory board or project collaborators
 - Include information on how program modification will occur in response to on-going evaluation during the project

12. Project Dissemination

Explains who could benefit from project results and how will they obtain results.

- Key Points
 - Demonstrates how the project is going to make an impact beyond the immediate population served
 - Quality dissemination plans support the premise that the project can be an important model for other communities or agencies
- What to Include
 - Define an area or population that will be reached; provide statistics indicating the number of people in the target population, if possible, or what individuals or groups are in special need of the project information
 - Dissemination can be:
 - Information about the project
 - Evaluation tools developed
 - Community awareness flyers created
 - Instructor manuals
 - A product or information created during the project
- Address resources and money for project dissemination in the budget, including material development, duplication, and postage
- Provide clear methods for dissemination, such as writing journal articles about the project, creating a handbook, or conducting presentations

Sample Cover Letter

December 21, 1992

Mr. Clifford Hartle
The Gasser Foundation
1834 Soscol Avenue
Napa, CA 94558

Dear Mr. Hartle,

Enclosed please find a proposal from the Napa County Arts Council (NCAC) in Napa, California. We are seeking funding in the amount of \$59,209.04 to extend and enhance our current arts in education program in the public schools of Napa County. As state and federal funding cutbacks for the arts become more acute every day, we remain the primary provider and inspiration for arts and culture education in our area. Both public schools and private individuals rely on us to make the difference in both visual and performing arts education for our county's youth.

How We Make the Difference

Yes, we bring programs into the schools and provide extracurricular arts experiences for youth, but our role as leaders in arts education is a comprehensive one. We develop cooperative agreements with the education system encouraging and soliciting their financial involvement, usually at a rate of 50% schools match for NCAC funds.

Our dedication to the Napa community very closely mirrors the goals and priorities of the Gasser Foundation. We are committed to examining the way in which arts education is presented in the public schools and have been included in the current long-range plans for school district restructuring. We use our established credibility of over ten years of NCAC growth to garner the attention of parents, teachers, and administrators and persuade them to view a larger piece of the educational pie as being quite appropriately placed in the hands of arts educators. Our long-term approach to working with the local schools serves as a model for other communities who wish to see the arts take on a more significant role in the education of youth.

In this proposal, I have included an overview of the Napa County Arts Council, its major programs, letters of community support, 501(c)(3) letter of tax-exempt status, budget and funding sources as well as specific descriptions of the Arts in Education program.

Please contact me if you would like further information regarding the enclosed materials. Thank you for your time and attention. We look forward to hearing from you.

Sincerely,
Felix Bedolla
Executive Director
Napa County Arts Council

Sample Title Page

**ADVENTURES
IN
CAREERS**

School-to-Work Opportunities Proposal
to the
Department of Labor-Employment and Training Administration
Department of Education-Office of Vocational
and Adult Education

Submitted by
The Coalinga County Office of Education
and the
Coalinga Business-Education Alliance

October 6, 1995

Carlton Jeffers, Ed.D.
655 Samson Boulevard
Coalinga, California 94533-6399

Sample Abstract/Proposal Summary

The Community Mentor Program (CMP) will address the needs of 25 women with serious barriers to employment success, providing mentoring to give:

- A view of nontraditional work including information on accessing this higher paying type of employment,
- Encouragement to identify and complete educational and employment training goals,
- Insight into pre-employment and work maturity skills needed to succeed, and
- The boost in self-esteem that comes from having a role model and friend willing to commit time to help you make life decisions and progress past real barriers to success.

Mentoring will be the foundation of this proposal, but participants will also receive a broad range of services to fill in their education and employment skills gaps: basic skills education, GED preparation, English as a Second Language training, job specific skills training, as well as assistance with child care and transportation costs, when needed.

Sample Statement of Purpose

The purpose of the Leadership Connection Project is to bring local business leaders into the schools as mentors for 120 youth who are considered to be at risk for dropping out of school before graduation. The Leadership Connection Project will train business people to be role models for youth, encourage youth to complete their education, and service as a connection for them to employment opportunities after graduation. This project will serve as a model for other schools in the Gradias School District who wish to establish mentoring programs.

Sample Introduction

Since 1976 the Napa Valley Adult School (NVAS) has been the primary provider of the ABE and ESL services to men and women seeking adult education and job training. We are the main contractor for educational services for the Napa County Employment Training Office, servicing JTPA contracts and the Human Services GAIN Welfare Program. We are well-versed in job specific literacy training—annually training more than 300 students in clerical/office procedures with a 95 percent job placement rate for students completing our program.

In 1991, we began the Literacy Line! program to provide ESL/JSL training to winery and winery workers in the Napa Valley using mobile units equipped with computers for ESL instruction. This program developed as a response to the obvious transportation barriers that winery industry workers experienced in coming to a central location for adult education services and their industry's statistics that between 80–95 percent of their employees were compromised in their ability to work productively because of limited English skills. This innovative program has over 300 students enrolled and works in close cooperation with six major wineries in the Napa Valley.

Annually, NVAS has over 500 minority students in attendance in ABE/JSL classes. We are known for our flexible scheduling of classes and open-entry, open-exit policy, which responds to the needs of seasonal workers in our county. NVAS employs 12 ESL teachers and conducts classes during the morning, at noon, and during the evening all year around.

NVAS collaborates with Napa County Department of Health and Human Services and the Employment Training Center to provide Job Club classes, which instructs men and women with

barriers to employment in job search skills and provides pre-employment skills training for in-school and summer youth.

Sample Participants/Target Population

Description of Persons Served

Ableton Industries serves a three county region, Santa Clara, Santa Cruz, and San Francisco, with a total population of 812,477. We are the only agency in this large area that serves people with all physical, mental, and developmental disabilities. The following overview demonstrates the extent to which Ableton does outreach to disadvantaged/disabled clients:

Clients Served by the Program from 7/1/1993 to 6/30/1994:

Primary Disability Type Total Clients

| | |
|---------------------|------------|
| Visual | 17 |
| Hearing | 53 |
| Cerebral Palsy | 12 |
| Orthopedic-Back | 148 |
| Schizophrenia | 37 |
| Mental Retardation | 104 |
| Epilepsy | 7 |
| Cardiac/Circulatory | 9 |
| Manic Depression | 6 |
| Alcoholism | 40 |
| Drug Abuse | 60 |
| TOTAL | 493 |

Sample Statement of Need

The needs of the program participants are serious and immediate. These teenagers are struggling to finish their education, experiencing a great deal of stress as new parents, and facing the responsibility for caring for another human being. They are also ill-equipped to go into the world of work and attain anything other than a survival-level job. They vacillate between wanting to stay in school, knowing that their best opportunity lies in acquiring specific skills and having a high school diploma, and wanting to quit, take any job that's available and get on with the "adult" phase of being a parent. Students at HVTTP have four major areas of need:

1. Lack of job specific skills

HVTTP students lack the skills to give them leverage in the labor marketplace; many have never even held a part-time job. Their employment visions tend to center around work which requires very little job training, but which will also give them very little return in income or opportunity for career advancement. They deserve, and need, the opportunity to explore various career options and career ladders and consider short- and long-range goals when planning for their future. With no skills and no plans, these teens, especially the females, are perfect candidates for long-term public assistance.

2. Lack of general employability skills

They need to assess their current abilities and acquire new skills through training. They lack skills in job search, interviewing, and job retention. They need help to realistically assess how their employment options are affected by being parents and derive answers for the questions that this reality imposes on their lives.

3. Childcare

Anxiety over childcare is the primary cause of young parents dropping out of school (in one semester alone, HTVPP had eleven students leave school specifically because of childcare issues). They are in desperate straits when it comes to coordinating day-to-day childcare so they can concentrate on studies or job training. This is compounded by the facts presented by a Napa County Childcare Task Force showing an 82 percent shortage of needed infant care in Napa. It is a myth in this society that teenagers who have babies will be able to rely on parents or grandparents for child care back-up while they finish education or go to work. The reality is that most parents are working themselves and the days of the grandparent down the block with time for baby-sitting is long past. With meager, if any, income, students cannot afford to pay for day care and often do not have transportation to get to a day care center even if they can pay for the service.

4. Low self-esteem and lack of personal life direction

Few teenage parents imagine that during their high school years they will be going through pregnancy and having full-time responsibility for the care of an infant. These facts of life cause an immediate and confusing change in self-image and goals. Young parents become understandably anxious about the direction of their future. Being a parent is a full-time job, and these parents are also trying to go to school, maintain friendships with their peers, and begin a life as their child's financial provider. These realities require high self-esteem and a sense of direction for even the most centered adult; so these student-parents need a great deal of assistance to keep their spirits high and keep hopes for future goals on a positive plane.

Sample Goals and Objectives

Goals

The first year of this program will address the needs of twenty-eight second and third grade children in the Las Vegas elementary schools who are identified as disadvantaged and "at risk" in school, yet do not show the behavioral or emotional skill deficiencies that would qualify them for individualized attention (and financial assistance) through special education services.

The target population will be those children who have already been identified by teachers, principals, counselors, and parents as

- Behind in beginning reading and writing (i.e., do not know their alphabet, cannot write simple sentences, score below 50% on standard achievement tests)
- Showing poor social and school readiness skills
- Having limited English proficiency
- Exhibiting poor self-esteem

Our primary goals for the Summer Boost Wilderness Program are to:

- Improve children's abilities to take risks within a safe and supportive environment.
- Bring together parents and children in joyful and engaging experiences.
- Assist children to become familiar with wilderness settings.
- Integrate academic skills with outdoor education.

Objectives

By December 1999:

- Provide nutritional, clothing and housing programs for 1,400 monks and nuns
- Decrease by 50 percent the number of monks and nuns who fall ill due to poor medical care through providing needed care
- To increase reading, writing, and math skills of 1,400 monks and nuns by identifying and enrolling them in the educational programs of the monasteries

Sample Evaluation Plan

Success at attaining the following objectives will be evaluated by:

- By the year 2000, the Library of Tibetan Works and Archives (LTWA) will have a totally automated library, ensuring that the database adheres to international standards
 - Documentation of automation of library
- By the year 2000, four library staff will be qualified in running a library using the latest computer technology in information storage, retrieval, and dissemination
 - Staff will be able to pass proficiency assessment indicating knowledge of computer usage at the library and ability to help users effectively access the system
- By the end of year one, 20 percent increase in the use of computers by the Tibetan exile community to access information
 - Tracking of computer usage by sign-in sheets
- An increase of 15 percent in the numbers of Tibetan and foreign scholars and students conducting research on Tibet
 - Tracking of computer usage by sign-in sheets
- By December 2001, develop an interactive website
 - Documentation of website
- A minimum of 85 percent of people using the LTWA will express average satisfaction of "4" using 1-5 point rating scale

Sample Project Dissemination Plan

To facilitate project dissemination throughout the western United States, the staff will:

- Compile results of the program and participant success indicators and assemble a handbook to assist agencies in creating a cooperative Job Club class with local employers, service organizations, teen parent programs, and job training agencies. This handbook will include recruitment strategies, assessment tools, curriculum, and interface mechanism for involving the community participant support. It will also include a section on questions to address when setting up an on-site infant and childcare center.
- Make statewide presentations at adult education and employment training conferences.

Sample Form for Evaluating Your Proposal Components

Clear Thinking: Evaluating Your Proposal Components

Use the following charts to evaluate the components in your proposal. It may help to have one member of your team or agency read a section and then conduct the evaluation, compiling a list of questions that needs to be answered or items that are not clearly presented.

| ABSTRACT OR PROPOSAL SUMMARY | COMPLETE | NEEDS MINOR WORK | NEEDS MAJOR WORK |
|---|-----------------|---------------------------------|---------------------------------|
| 1) Is placed at the beginning of the proposal. | | | |
| 2) Provides a quick overview of the project. | | | |
| 3) Uses strong, compelling language to engage the interest of the reader. | | | |
| 4) Includes brief information about the applicant and the applicant's credibility to manage this project. | | | |
| 5) Includes brief information about the need for the project. | | | |
| 6) Includes brief information about the objectives. | | | |
| 7) Includes brief information about the activities. | | | |
| 8) Includes brief information about the total cost of the project and any funding that is already committed to the project. | | | |
| STATEMENT OF PURPOSE | COMPLETE | NEEDS MINOR WORK | NEEDS MAJOR WORK |
| 1) Focuses on the results applicant expects to obtain with funding. | | | |
| 2) Shows how the purpose of the project is relevant to funder. | | | |
| 3) Shows how the project will accomplish something that is significant, innovative, timely, and/or worthy of support. | | | |
| 4) Is short and to the point; immediately tells the funder what the project is about. | | | |

Promising Practices for Child Abuse Prevention Councils

| INTRODUCTION | COMPLETE | NEEDS MINOR WORK | NEEDS MAJOR WORK |
|---|-----------------|---------------------------------|---------------------------------|
| 1) Uses strong, compelling language to engage the interest of the reader. | | | |
| 2) Makes it clear who the primary applicant is and who the primary collaborating partners are in the project. | | | |
| 3) Includes statement about the mission of the applicant organization and why it was started. | | | |
| 4) Includes information about the applicant and the applicant's credibility to manage this project. | | | |
| 5) Includes statistics, information on applicant's accomplishments and success with related topics or projects. | | | |
| 6) Includes information about the population that the organization serves. | | | |
| 7) Shows how applicant organization fits into the broader community. | | | |
| 8) Information leads to the problem statement or statement of needs. | | | |
| PROBLEM STATEMENT OF STATEMENT NEED | COMPLETE | NEEDS MINOR WORK | NEEDS MAJOR WORK |
| 1) Describes situation that motivated applicant to write the proposal. Is clear that the need is related to the applicant's mission and goals. | | | |
| 2) Indicates that applicant has thorough understanding of both the population to be affected and the problem. | | | |
| 3) Does not describe a situation at the applicant's organization as the problem. | | | |
| 4) Supported by statistics; statements do not <u>assume</u> the reader understands the problem or necessarily agrees it is a problem. | | | |
| 5) Gives information to support why this project should be funded now. | | | |
| 6) Includes information (statistics, quotes) on how the need in the local population is generalizable to a broader population, or how a larger problem happening in the state, nation, or world is also happening in this population and community. | | | |

Appendix K

| | | | |
|--|-----------------|---------------------------------|---------------------------------|
| 7) Includes information on why the project is being replicated. | | | |
| 8) Is strong, compelling, and interesting; relates to the priorities of the funding source. | | | |
| 9) Leads naturally to the beginning rationale for the objectives, procedures, strategy, and plan of action. | | | |
| PROGRAM OBJECTIVES | COMPLETE | NEEDS MINOR WORK | NEEDS MAJOR WORK |
| 1) Are directly connected to the needs identified in the statement of needs. | | | |
| 2) There is an objective for every need that is identified as a project priority in the needs statement. | | | |
| 3) Address short-term or intermediate consequences or outcomes. | | | |
| 4) Indicate who or what will change and in what direction the change will occur. Use statement such as "increase" or "decrease". | | | |
| 5) Indicate <u>when</u> the change will occur. | | | |
| 6) Are written in such a way that information can be collected later to see if they were achieved. | | | |
| 7) Statements do not confuse the objectives and the methods that will be used to meet those objectives. | | | |
| 8) Language makes it clear whether the objects are behavioral, performance product or process objectives. | | | |
| 9) Statements do not confuse broader project goals with specific objectives. | | | |
| ACTIVITIES/METHODS/PROCEDURES | COMPLETE | NEEDS MINOR WORK | NEEDS MAJOR WORK |
| 1) Follow naturally from the stated needs and the objectives. | | | |
| 2) Provides a detailed view of how the project will proceed. | | | |
| 3) Includes information on who will be responsible for implementing the activity and when. | | | |
| 4) Shows clearly which activities are part of project set-up, implementation, or evaluation. | | | |

Promising Practices for Child Abuse Prevention Councils

| | | | |
|---|-----------------|---------------------------------|---------------------------------|
| 5) Each activity is considered in terms of whether it needs to be included in a budget line item. | | | |
| 6) The procedures or activities match the proposed outcomes; they appear realistic in their ability to lead to the conclusions. | | | |
| 7) The activities are broad enough or specific enough in scope the dimension of the overall project. | | | |
| 8) Describes the strategy or rationale for choosing the activities and procedures. | | | |
| EVALUATION | COMPLETE | NEEDS MINOR WORK | NEEDS MAJOR WORK |
| 1) Follows naturally from the needs statement, the objectives, and the activities. Each objective is linked to a method of evaluation; restates the objectives. | | | |
| 2) Gives a series of questions that the evaluation will answer. | | | |
| 3) Reads a systematic, well thought out process. | | | |
| 4) Includes both formative and summative evaluation plans. | | | |
| 5) Includes statement on how evaluation results will be used to modify and improve the project. | | | |
| 6) Indicates whether evaluation will use tests or measurements devices already in existence or whether they will be developed and by whom. | | | |
| 7) Evaluation plan shows that all major players in the project will be involved in the evaluation. | | | |
| 8) Discusses the limitations of the evaluation plan. | | | |
| 9) Describes how information will be collected and how it will be analyzed. | | | |
| 10) Identifies whether evaluation will be done by internal evaluators and how these evaluators will be chosen. | | | |
| PROJECT DISSEMINATION | COMPLETE | NEEDS MINOR WORK | NEEDS MAJOR WORK |
| 1) Shows how the project will make an impact far beyond the immediate population it will serve. | | | |
| 2) Shows why the dissemination of this material will fill a current information gap. | | | |

Appendix K

| | | | |
|---|-----------------|---------------------------------|---------------------------------|
| 3) Defines the area or population that will be reached. | | | |
| 4) Shows clearly <u>how</u> the project results will be disseminated and the timeframe for dissemination. | | | |
| 5) Cost for dissemination is reflected in the budget. | | | |
| 6) Shows clearly whether information is <u>about</u> the project or information is collected during the project. | | | |
| FUTURE FUNDING | COMPLETE | NEEDS MINOR WORK | NEEDS MAJOR WORK |
| 1) Shows how the funding is related to overall goals of the applicant organization. | | | |
| 2) Demonstrates a strong overall plan for future funding. | | | |
| 3) Indicates specific plans for seeking future resources, including cash, in-kind, personnel, equipment, and supplies. | | | |
| 4) Includes statements on future upkeeps and maintenance facilities or equipment acquired during the funding period. | | | |
| 5) Includes statements about funding or commitments which have been made to the applicant dependent on securing funding. | | | |
| 6) Statements of commitment from other individuals, agencies organizations are included in proposal or available for the funder | | | |
| ADMINISTRATION/MANAGEMENT | COMPLETE | NEEDS MINOR WORK | NEEDS MAJOR WORK |
| 1) Clearly states the administrative role and chain-of-command. | | | |
| 2) Clearly states which activities will be the responsibility of which individual or agency. | | | |
| 3) Documents the competency of people in charge of the project. | | | |
| 4) Provides short job descriptions for key positions and short resumes if you know who will fill those positions. | | | |
| 5) Shows how staff who have not been selected will be recruited for key positions. | | | |
| 6) Includes information on advisory groups and how they will affect management policies if they will be part of the project. | | | |
| 7) Justifies the inclusion of administrative staff in the budget. | | | |

Promising Practices for Child Abuse Prevention Councils

| BUDGET | COMPLETE | NEEDS MINOR WORK | NEEDS MAJOR WORK |
|---|-----------------|---------------------------------|---------------------------------|
| 1) Each activity in the main proposal that will incur a cost is represented in the budget. | | | |
| 2) Items listed in the budget represent realistic, industry-standard figures. | | | |
| 3) Includes all in-kind, personnel, equipment, and supplies. | | | |
| 4) Includes all funds committed to the project already. | | | |
| 5) Clearly shows which portion of the overall budget the funder is being asked to support. | | | |
| 6) Does not have a “miscellaneous” category. | | | |
| 7) Uses standard format for categorization of expenses. | | | |
| 8) The overall budget appears to be realistic to accomplish the goals and objectives of the project. | | | |
| 9) Forms provided by the funding source are used. | | | |
| 10) The budget narrative describes in one sentence the rationale behind each of the items included in the budget. | | | |
| 11) The budget is easily understood and does not use a format that only a professional accountant could understand. | | | |
| APPENDIX | COMPLETE | NEEDS MINOR WORK | NEEDS MAJOR WORK |
| 1) Materials included directly relate to the project discussed in the proposal. | | | |
| 2) Does not include masses of support material. | | | |
| 3) Does not include lukewarm letters of support or support materials - if it isn't compelling, it isn't included. | | | |
| 4) Letters of support indicate <u>strong</u> commitment to or interest in the project. | | | |
| 5) If an agency or organization has made a strong commitment to the project, there should be a letter of commitment in the appendix. | | | |
| 6) <u>No</u> support materials are included if the funding source has indicated they do not wish to have attachments with the proposal. | | | |