



DATE: December 1, 2009

TO: All Interested Providers

RE: Request for Proposals for Development and Implementation of a Family Education Program on Early Childhood Development for Infants and Toddlers “at risk” for Significant Delays

Westside Regional Center announces a request for proposals from qualified applicants wishing to develop and deliver a family education program targeting global development in infants and young children. Training will be provided to families of children eligible under the regional center’s newly instituted Prevention Program for children who are at risk for but do not have significant developmental delays and who do not meet Early Start Program eligibility criteria. This family training program will include, at a minimum, the following activities:

1. A group orientation to development for parents and children who are eligible for the program.
2. A multi-session parent-child educational program addressing all five developmental domains (cognitive, motor, language, adaptive, and social/emotional) and strategies that parents can use to facilitate development in their children who are at risk for delays.
3. A graduate support component that may be utilized by families who have completed the educational program and would like additional help, ongoing support or feedback on the strategies they are implementing with their child.
4. A collection of parent-friendly materials describing structured activities and exercises that can be implemented by families at home or in the community.
5. A program evaluation including measures of processes and outcomes that evaluate the parents’ educational gains and child’s developmental progress associated with the program

Background

In response to state budgetary changes and California Department of Developmental Services regulations, Westside Regional Center has developed a new program, the Early Childhood Prevention Program to promote development in children at risk for significant developmental delays and disability. These children include (1) children at high risk for significant delays and disability due to a combination of biomedical factors and (2) children ≥ 2 years old who have a 33 to 49% delay in one developmental domain, usually speech. Children eligible for the Prevention Program will receive quarterly in home developmental screenings and education by Prevention Specialists (care coordinators) and referrals to community resources. The Prevention Program will not, however, offer individualized services, such as physical, occupational or speech therapy, purchased by the regional center.

Committed to Providing Support and Services to People with Developmental Disabilities

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The regional center expects approximately ten to twenty new clients each month to enter the Prevention Program and approximately half will be in the “at risk” category due to biomedical risk factors. The vast majority of these children are younger than 1 year old. For this reason, the regional center wishes to create an educational program that will help families learn how to promote the development of “at risk” infants. The Family Education Program on Early Childhood Development will be implemented in a group-setting, with small groups of parents and eligible children attending for a limited duration with graduate supports as needed and located in accessible, community-settings with linguistic and cultural sensitivity.

Scope of Program

WRC wishes to initiate a formal relationship with one or more qualified applicants to deliver the program described below. We are seeking a new family education program that will provide parents or caregivers of infants and children who are at risk for delays due to a combination of biomedical risk factors with an understanding of the principles of early childhood development and teach and practice specific techniques that they can use to promote their child’s development. Specifically, we are seeking programs that include the following:

- Orientation. A session to introduce parents of children in the Prevention Program who are “at risk” to the program. The objectives of the orientation would be 1) to introduce families to the content of the workshops and related activities, and 2) to ensure that they understand the role that they will be expected to play in promoting their child’s development.
- Multi-session Family Education Workshops. A highly interactive series of workshop sessions that teaches small groups of families the basic principles of early childhood development and specific strategies that they can use to facilitate their child’s development. The number and location of workshop sessions has not been predetermined, but should be specified by the applicant. It is suggested that workshops be limited to approximately 3 months duration.
- Curriculum. A written curriculum providing a clear description, for each session, of the content, activities, expectations for parent/child participation, and format of materials (e.g., written, video, audio) that will be used. The curriculum must also address parent responsibilities to work with their child between sessions and describe how parents will receive feedback on those activities.
- Supplementary Resources. A series of parent-friendly, written and/or visual materials describing exercises and activities that parents can undertake with their children at home or in the community to enhance development. Additionally, a written list of community resources relevant to development for program participants and graduates.
- Ongoing Support. A model of ongoing support for parents participating in or completing the educational workshops. This may take a number of forms, such as a regularly scheduled open hour or “graduate” sessions or a support group for parents involved in the program.
- Program Evaluation. A mechanism for evaluating the success of the program and using the results for making program improvements. The evaluation must address program processes, such as staff competencies, participation logs, and documentation

of materials given, as well as and child and parent outcomes, such as parents' knowledge or skill acquisition, assessment of child's developmental progress, parents' evaluation of the program, and level of parent participation. These evaluation components may be developed in conjunction with Westside Regional Center program evaluation staff. Program evaluation will be reviewed by WRC at minimum every 6 months.

Applicants may propose alternatives/additions to one or more of the listed components if they can also provide a strong rationale.

Proposal Content

The proposal should address:

1. Applicant Information

This information should include a description of applicant's qualifications and experience with regard to abilities to perform this program. A description of the applicant's mission, experience with children at risk for and/or having developmental delays as well as the history of services provided to children with or at risk for developmental disabilities. The proposal should provide a clear explanation of the applicant's philosophy regarding parental involvement in the delivery of the program. The proposal should also address the applicant's capacity to provide training in languages other than English and provide evidence of competence with families of varied cultural, ethnic/racial, linguistic and socioeconomic backgrounds.

2. Program description

The document should include a comprehensive description of the program activities, including:

- **Orientation:** A description of the orientation, including at minimum timing (days, evening, weekend), frequency, duration, language(s), goals, objectives and content of the orientation.
- **Sessions:** For each workshop, the proposed goals, duration, frequency, timing, location and languages of the sessions; for each session, a description of the objectives, content that will be covered in the session, how parents will be expected to participate, materials used during the session, measurement of how session objectives will be met, and expectations for "homework exercises." Plans for retention of families over the sessions should be discussed (including any incentives for participation if offered).
- **Materials:** Sample titles or descriptions of supplementary resource materials that may be acquired for the FREC.
- **Graduate Support:** The model for the graduate support activity and its frequency.
- The number of parents and children who can be accommodated in orientation sessions, workshops, and graduate support activities should be included in the appropriate sections.
- The site(s) for all program activities.

The proposal should include an explanation as to whether families must complete the sessions sequentially or may enter the program at any point after they have attended an orientation.

The following materials should be included as appendices with the proposal:

- A draft curriculum.
- Samples of materials that will be used during the workshops.
- Titles or descriptions of supplementary resource materials.
- Description of roles/responsibilities of all involved personnel. Resumes or curriculum vitae of individuals involved in delivery of any aspect of the program. If unlicensed personnel will be involved in delivery of any program component, please describe and delineate roles.
- A detailed program budget describing per-family cost basis for the program and total budget. Detailed budgets should at minimum include: personnel costs, including details of program and graduate support costs; materials; evaluation costs; other costs.

Project Resources

The applicant will be expected to provide all professional services and materials required to implement the program described above. While the regional center could provide a site for the delivery of the orientations, workshops, and ongoing support activity, applicant should discuss their own access to sites that may be used for program activities and how sites will provide coverage of varied locations in the WRC catchment area. Proposals may include multiple sites across the entire catchment area or a single local site.

The regional center will assist the service provider by recruiting families for the orientation sessions and facilitate registration for workshops.

Instructions for RFP Completion & Submission

Applicants must be able to demonstrate appropriate qualifications and experience for the program. Applicants are required to submit their proposal in the format described below. After review of all responses, selected applicants will be required to submit a complete curriculum within 10 days of notification of award.

Proposal Formatting

Applications must be formatted and submitted as described below. Submittals not meeting these requirements will not be reviewed.

- Submit all requested documentation via e-mail to crisotr@westsiderc.org
- Documents must be in Microsoft Word (.doc) format
- Use a standard font such as Times New Roman or Arial, 12 point font size, double spaced
- Pages must be numbered consecutively. Proposals should not exceed 10-12 pages plus appendices.
- Submit all requested documentation on or before the required date and time shown below

**APPLICATIONS MUST BE RECEIVED NO LATER THAN
3PM ON FRIDAY, DECEMBER 18, 2009
LATE OR INCOMPLETE APPLICATIONS WILL NOT BE REVIEWED**

Timeline:

| | |
|---------------------|---|
| December 1 | RFP posted |
| December 19 | Request for Proposal submitted to WRC by 3pm via email |
| January 8 | Notification of RFP award |
| January 18 | Awardees to submit a complete curriculum |
| January 2010 | Approved for referrals |

Proposal Review/Selection Criteria

Applicant: _____

| | Maximum Score | Proposal Score |
|---|---------------|----------------|
| The Agency | | |
| The applicant has significant relevant experience in early childhood development. | 5 | |
| The applicant has demonstrated a commitment to parent involvement in the delivery of interventions. | 5 | |
| The applicant is able to provide evidence of competence with families of varied cultural, ethnic/racial, linguistic and socioeconomic backgrounds. | 5 | |
| The applicant's history provides evidence of a capability to successfully develop and carry out an innovative, cost-effective program. | 5 | |
| The Project | | |
| The proposed use of personnel, including selection, management and training, appears appropriate for the project. | 10 | |
| The expected outcomes are clear and consistent with the goals of the proposal. | 5 | |
| The plan for providing the program is likely to result in completion of the goals of the project. | 10 | |
| The evaluation methodology is sound and shows sufficiently detailed evidence of objective process and outcome measures to ensure quality and reproducibility. | 10 | |
| Proposed project activities will be provided at times and in locations that are convenient for families. | 5 | |
| Workplan/Curriculum/Materials | | |
| The work plan, curriculum & materials indicate a thorough knowledge of what is needed to complete the project. | 15 | |
| The Budget | | |
| The budget is reasonable and demonstrates a solid appraisal of actual costs to complete the project. | 10 | |
| The estimate for the program is reasonable given the needs of WRC. | 15 | |