Partnership Carson City (PCC)
Request for Application (RFA)

State General Fund Substance Abuse Primary Prevention (SAPP)
and
Substance Abuse Prevention and Treatment (SAPT) Block Grant Funds

Application Specifications at a Glance

Funding Periods:	SAPP Funds: July 1, 2019 – June 30, 2020 SAPT Funds: October 1, 2019 – September 30, 2020 (Funding will be awarded for a one-year period with the opportunity for continuation in years 2 – 4)
Available Funds:	SAPP: $113,500 SAPT BG: $38,000
Types of Services:	Primary Prevention Services
Service Area:	Carson City
Eligibility:	Private not-for-profit, 501(c)(3), or tribal entity
Bidder's Conference:	April 26, 2019 – 10:00 a.m. to 12:00 a.m. **(*Mandatory*)**
Letter of Intent Due:	May 2, 2019 – 4:00 p.m. **(*Mandatory*)**
Application Deadline:	June 7, 2019 – 4:00 p.m.
Submittal Requirements:	Email to hannah@pcccarson.org

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I. General Information

Background and Funding Sources

The purpose of this funding is the implementation of direct service primary prevention programs and strategies at the community level. Primary prevention promotes the non-use of drugs and is aimed at preventing or delaying the first use of drugs and the transition to more serious use of drugs from experimental use. Most experimental drug use begins in early adolescence and early adulthood when young people are developing cognitively and socially. For that reason, primary prevention is mainly directed at those life stages and those before them. Primary prevention activities may be directed at whole populations (ex. media campaigns, community health fairs) or at particular groups of people or individuals who may be vulnerable because of negative conditions in their lives. Drug use may be prevented directly through activities aimed at preventing drug use, or indirectly through activities that prevent drug use by promoting the overall health of the general or a targeted population.

Please note that this funding may only be used for primary prevention services. Activities that cross over into the 'intervention' realm are not allowable in this solicitation. Intervention involves individuals abusing drugs who are beyond primary prevention activities, and in need of assessment and treatment services.

Partnership Carson City receives primary prevention funding from the Department of Health and Human Services, Division of Public and Behavioral Health, Substance Abuse Prevention and Treatment Agency. There are two sources of funding for this RFA process:

- State General Fund Substance Abuse Primary Prevention (SAPP): The purpose of this funding is to support the implementation of evidence-based or evidence-informed direct service primary prevention programs and strategies at the community level.
- Substance Abuse Prevention and Treatment Block Grant (SAPT BG): The purpose of this funding is to support primary prevention activities to meet the substance abuse prevention needs in specific geographic service areas.

A minimum of 70% of the funding will support evidence-based programs and strategies. The remaining 30% may support programs and strategies that would be considered "promising" but have not yet been vetted by stringent evaluation. (Attachment C)

Partnership Carson City Priorities

PCC's priority for this funding is to "promote healthy and safe lifestyles that develop resiliency against substance abuse." This definition is intentionally broad to allow for the Developmental Assets provided in Attachment D to support a broad-based positive approach to prevention program planning.

II. RFA Timeline

Application Released:	April 19, 2019
Mandatory Bidders Conference (see specifics below):	April 26, 2019***
Mandatory Letter of Intent Due:	May 2, 2019
Application Due:	June 7, 2019 – 4:00 p.m.
Application Technical Review:	June 11, 2019
Application Objective Review:	June 20, 2019***
Grant Award Notification and Negotiations:	June 21, 2019
Project Period Begins:	July 1, 2019 or October 1, 2019

** A Mandatory Bidders Conference will be held from **10:00 – 12:00 a.m. on Friday, April 26, 2019**. The conference will be held at the Carson City Sheriff's Office located at 1925 N. Carson St. Carson City, NV 89701. A member of your organization must attend the conference in order to apply for funding, any employee may attend.

Copies of this RFA will not be available at the Bidder's Conference. Please print a copy and bring it with you. You may submit a letter of intent on this day and copies will be made available.

*** The objective reviewers requested an opportunity to meet the applicants and ask any questions they may have on your application. Please hold **June 20th** open and upon receipt of your application you will be notified of a more specific time. Mandatory.

III. Funding Limitations, Commitments, Eligibility, and Legal Requirements

Funding Limitations

This funding is available for a one-year period beginning July 1, 2019 and October 1, 2019, with the opportunity for continuation in years two, three, and four. Total funds awarded to Carson City sub grantees will not exceed $151,500. The sub grantees will be supported through the program implementation portion of the SAPP and SAPT BG to provide either evidence-based (existing) or non-evidence-based (emerging) primary prevention programs and strategies in Carson City with PCC acting as the funding agency.

Applications will be evaluated on a competitive basis with funding awards being determined through technical and objective review processes. All awards are contingent on the continued availability of funds. Non-competitive continuation funding will be available in 2020-2021, 2021-2022, and 2022-2023 to programs in good standing. PCC reserves the right to modify or reject any or all sub grantees. All sub grantees must conform to the conditions, guidelines and timelines in this RFA.

Applicant and Sub Grantee Commitments

All applicants must:

A. Attend the Mandatory Bidders Conference on April 26th

B. Submit a Letter of Intent (Attachment A), by May 2nd

C. Implement existing or emerging evidence-based primary prevention programs or strategies at the community level.

D. Attend a brief meeting with the Objective Reviewers on June 20th.

All sub grantees must demonstrate a commitment to:

A. Meet all programmatic evaluation and data collection requirements as required by PCC.

B. Comply with PCC Minimum Training Requirements.

C. Meet all local, state and federal requirements, as outlined in sub grant award assurances.

D. Attend a minimum of one (1) Community Action Agency Network (CAAN) meeting quarterly.

Eligibility

All applicants must meet the following requirements:

- Must be a private not-for-profit, 501(c)(3), or tribal entity. Use of fiscal agents is allowed; however, applicants must apply for individual non-profit status within six months of award. A copy of the organization's legal paperwork documenting the nonprofit or tribal status will be required prior to allocation of funds. Do not provide as attachment to this application.

- Must be certified by SAPTA to provide primary prevention services. If an applicant is not certified, they must submit an application for certification to the state upon approval of funding. The $100 certification fee may be included in the proposed budget under operating costs.

Legal Requirements

PCC is in compliance and require all sub grantees to be in compliance with all local, state and federal laws and regulations. This compliance, which includes civil and human rights laws and regulations, insures that all programs and sub grantees are free from any discrimination. No individual will be excluded from participating in any program, service, or benefit based on his/her race, ethnicity, national origin, sexual preference, disability, age, gender, or religious preference. This funding may not be used to supplant current prevention program activities or support inherently religious activities. It may be used to expand or enhance current program activities.

IV. Application Writing Instructions

Please consider the following suggestions when preparing the application:

- Respond to all questions in the order provided.
- Ensure budget figures are mathematically correct and the justification is clear and descriptive.
- Define verbiage and acronyms specific to your agency or program.
- Do not assume the objective reviewer is familiar with your organization.
- Observe page limits and formatting.
- Link together sections of the application to create a broad picture of the program you wish to implement.
- Allow adequate time to secure required signatures.

V. Application Instructions

Applications must be typed and must contain all of the information requested below. The information should be organized in the order listed and each section of the application should begin on a new page. The first page of the application is to be the Application Summary (Attachment B). Incomplete applications will not be reviewed and will be returned for corrections and resubmitted to PCC.

Please insure the following or applications may be returned for correction:

- Submit 1 original and 9 copies to PCC office 1925 M. Carson St.
- Use 12-point font size, Times New Roman, double space, and 1” margins.
- Respond to all sections of the RFA.
- All information is complete, accurate and verified.
- Proofread to avoid excessive typographical errors, misspellings, or grammatical errors.
- Number pages.
- Observe page limitations.
- Use forms provided.

Please note:

- Copies of all required forms for this RFA are included in the Attachment Section of this document.

- Attachments that are not requested in the RFA or sections that exceed page limitations will not be read or reviewed.
- Applications with handwritten forms will not be read or reviewed.

- **Any application received after the deadline of June7th at 4pm will be returned unread and will not be considered for funding. All applications must be received by PCC by the deadline. There are no exceptions.**
- **Applications must be submitted hard copy with 1 original and 9 copies to the PCC office at 1925 N. Carson St.**

Contact and submittal information:

Hannah McDonald, Executive Director
1925 N. Carson Street
Carson City, NV 89706
hannah@pcccarson.org
(775) 841-4730

Reach out should you have any questions we are here to help. For information on data PCC staff can provide various data documents to help with your research.

VI. Application Sections

A. Application Summary Form
Page Limit – Attachment B
Scoring – 5 Points

The Application Summary Form is included in the Attachments Section. The total PCC request must equal the "Total Request" indicated on the Budget Request forms.

The Application Summary Form will be the first page of the application and will be the equivalent of a cover page. Do not submit a different cover page or cover letter.

B. Organization Overview
Page Limit – 1
Scoring – 10 points

Describe the organization's mission, administrative structure, staff and resources capable of implementing the proposed services.

C. Proposed Service Narrative
Page Limit – 4
Scoring – 50 points

1. Evidenced-based status: Is the proposed service identified as an "evidence-based" program or strategy? _____ yes _____ no

   If "yes", please include the link to the website or article that substantiates the evidence-based status.

2. Provide a description of the geographic area and target population to be served. Briefly describe why this geographic area or target population was selected for the service based on local data and/or information. Please provide the resources used to collect your data (website link, title of local data report, or statistical resource).

3. Specify anticipated numbers to be served, age, ethnicity, special populations, etc. Include how the proposed program addresses cultural competency (race, ethnicity, socioeconomics, gender, sexual orientation, etc.). Also, include how the recruitment process will take place, and how the target population will be encouraged to participate in the service.

4. Give a detailed description of the service the individuals in the target population will experience: What is it, How often will the service occur, Who will be delivering the service, When will the service be delivered, and Where will the service be delivered.

5. Identify a minimum of two (2), maximum of five (5), Developmental Assets the proposed services are intended to build in the target population and how that will happen. (Attachment D)

6. How will the improvement in each of the identified assets be measured?

D. Collaboration
Page Limit – 1
Scoring – 15 Points

1. Describe the organization's current involvement /relationship with PCC or, if none, plans to engage in PCC coalition efforts.

2. Describe collaboration with other community partners to support the proposed service.

3. If other organizations are providing similar services describe how duplication will be avoided.

E. Conflict of Interest Policy Statement
Page Limit – Attachment E

Applicants are required to read and sign the Conflict of Interest Policy Statement.

F. Budget Request and Justification Form
Page Limit – Attachment F and Table
Scoring – 20 Points

The applicant must complete the required budget forms for this specific project (Attachment F). Handwritten forms will not be accepted. If the applicant intends on utilizing other funding to support this effort, please indicate how in the justification section. For example, if rent is already paid by existing revenue, the rent should be shown reflecting the type of funding used to cover the cost. The total amount requested on the Budget Request and Justification Form must match the total amount requested on the Application Summary Form.

Additionally, provide information specific to other funding received directly related to proposed program in the table below.

Budget Category	**List Funding Source and Funding End Date**		
	Source:	**Source:**	**Source:**
	End Date:	**End Date:**	**End Date:**
Personnel			
Consultants			
Travel			
Training			
Operating			
Other			
Totals			

VII. Summary of Required Contents, Maximum Scores, and Page Limitations

SECTION	ASSIGNED MAXIMUM POINTS	PAGE MAXIMUMS
A. Application Summary Form	5	Attachment B Use as cover page
B. Organization Overview	10	1
C. Proposed Service Narrative	50	4
D. Collaboration	15	1
E. Conflict of Interest Policy Statement	0	Attachment E
F. Budget Request and Justification Form	20	Attachment F plus table
TOTAL POINTS	**100**	

VIII. Forms and Attachments

ATTACHMENT A

LETTER OF INTENT TO SUBMIT APPLICATION

State General Fund Substance Abuse Primary Prevention (SAPP) and Substance Abuse Prevention and Treatment (SAPT) Block Grant Funds

In order for PCC to properly plan for the review of applications and the allocation of funds, it is necessary to have preliminary notification of your plans. Please submit this Letter of Intent by **4:00 on May 2, 2019.** Scan and email to Hannah@pcccarson.org

Name of Agency: _____

Contact Person: _____ Title: _____

Mailing Address: _____

City/State/Zip _____

Telephone: _____ Fax _____

E-Mail Address: _____

Proposed Program (if yet determined): _____

Will you be applying to multiple Coalitions for funding _____Yes _____No

If yes, provide name(s) of coalition(s): _____

_____ _____

Signature/Title Date

ATTACHMENT B

APPLICATION SUMMARY

Agency Name: _____

Agency Contact: _____

Address: _____

City, State, Zip: _____

Telephone: _____ E-Mail: _____

Funding Requested: _____

Program Service Area: _____

Program Overview – Do not exceed 75 words (single spaced):

Yes	No	
____	____	Applicant is a private not-for-profit, 501(c)(3), or tribal entity
____	____	Applicant currently is a SAPTA Certified Prevention Provider Current certification expires: _____
____	____	Applicant is not currently certified, but will submit an application for certification to SAPTA within 60 days after awarded funding
____	____	Applicant is applying to multiple coalitions for funding – if yes, provide name of coalition(s), proposed program, and amount requested: _____ _____ _____
____	____	Previously funded by PCC: If yes, provide amount of funding per year: 2016 – 2017 $_____ 2017 – 2018 $_____ 2018 – 2019 $_____

Director's Name: _____ Date: _____

Director's Signature: _____

Board Chair Name: _____ Date: _____

Board Chair Signature: _____

ATTACHMENT C

EVIDENCE-BASED STRATEGIES

An Evidence-Based Practice (EBP) is defined as a prevention service (program, practice, practice) that has been proven to positively change the problem being targeted. In general, there needs to be evidence that the intervention has been effective at achieving outcomes through some form of evaluation. The evaluation process monitors outcomes to determine whether the intervention positively impacted the target problem and/or contributing condition. The type of evidence collected will vary for different types of interventions. For example, a program will track participants for a period of time after receiving the intervention and compare them to a group who did not participate in the program. An effective practice will be measured by looking at a community that has implemented the practice and the impact that was documented when they did so. Or the impact of the removal of a practice can be studied. Practices are effective if the desired behavior change is supported by everyone in the community.

EBPs are typically accompanied by manuals that prescribe the content delivered to participants for each session and the variations that may be allowed regarding program implementation. The program must be implemented with fidelity to the prescribed delivery. If providers attempt to adjust the program to a different audience, or use a different delivery method, the program will no longer be considered evidence based.

The steps to identify appropriate EBPs include:

- Identifying a problem and target population
- Finding relevant research
- Developing a logic model
- Implementing a research-informed program
- Evaluating the outcomes of your program

Evidence Based Programs include evaluation methods, making the evaluation process easier for the provider. Program evaluation may not always show a positive outcome. This does not necessarily mean the program was a failure, but that it was not effective for the problem and target population. Less than positive evaluations provide valuable information that will steer you towards other programs that will work for your community.

USE OF NON-EVIDENCE-BASED PRACTICES

While the emphasis on evidence-based practices will continue, there is a need to develop and create new interventions and technologies and in turn, to establish the evidence. In addition to EBP, there are also many promising practices in various stages of development. These are services that have not been studied, but anecdotal evidence and program-specific data indicate they are effective. As these practices continue to be evaluated, the evidence is collected to establish their efficacy and to advance the knowledge of the field.

New strategies may be used if an EBP does not exist to meet the identified community need and there is not one that can be adapted to do so. It is recognized that there may be prevention initiatives that a community is committed to which have not gone through the process to have documented a stronger level of evidence that it is effective. Use of non-evidence-based practices must be justified in writing and approved through the Bureau of Behavioral Health Wellness and Prevention.

Note: SAMHSA terminated the NREPP contract on December 28, 2017 because some of the evidence-based practices were not current. SAMHSA is moving to EBP implementation efforts through targeted technical assistance and training that makes use of local and national experts and will assist programs with implementation. Below is a partial list of popular resources. Applicants are encouraged to do further

research to find substance abuse prevention evidence-based programs which will best address your community needs.

RESOURCE LIST FOR EVIDENCE-BASED PRACTICES

SAMHSA's Evidence Based Practices Center
https://www.samhsa.gov/ebp-resource-center

Office of Juvenile Justice and Delinquency Prevention (OJJDP)
https://www.ojjdp.gov/mpg/

National Institute on Drug Abuse
https://teens.drugabuse.gov/teachers/lessonplans#/questions

https://teens.drugabuse.gov/drug-facts/marijuana

The NCJA Center for Justice Planning (NCJP)
http://www.ncjp.org/saas/ebps/registries

National Institutes of Health
https://teens.drugabuse.gov/teachers/lessonplans#/questions

https://teens.drugabuse.gov/sites/default/files/podata_1_17_14_0.pdf

https://prevention.nih.gov/resources-for-researchers/dissemination-and-implementation-resources/evidence-based-programs-practices

National Institute of Justice
https://www.crimesolutions.gov/ProgramDetails.aspx?ID=191

Network of Care – Clark County
http://clark.nv.networkofcare.org/ph/county-indicators.aspx

Refer to categories: Health Risk Factors, and Mental Health and Substance Abuse

REAL Prevention
https://real-prevention.com/

Botvin LifeSkills Training
https://lifeskillstraining.com/

Project Northland and Class Action
http://www.hazelden.org/web/go/projectnorthland

Project Towards No Drug Abuse
http://tnd.usc.edu/about.php

Too Good for Drugs
https://toogoodprograms.org/

Mind over Matter Series
https://teens.drugabuse.gov/teachers/mind-over-matter

Parenting Wisely
https://www.parentingwisely.com/

Smart Moves
https://www.bgca.org/programs/health-wellness/smart-moves

Catch My Breath
https://catchinfo.org/modules/e-cigarettes/

Stanford Medicine Tobacco Prevention Toolkit
https://med.stanford.edu/tobaccopreventiontoolkit.html

ATTACHMENT D

DEVELOPMENTAL ASSETS

For more information visit:
http://www.search-institute.org/research/developmental-assets

Search INSTITUTE

40 Developmental Assets® for Early Childhood (ages 3 to 5)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young children grow up healthy, caring, and responsible.

External Assets

Support

1. **Family support**—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality.
2. **Positive family communication**—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input.
3. **Other adult relationships**—With the family's support, the child experiences consistent, caring relationships with adults outside the family.
4. **Caring neighbors**—The child's network of relationships includes neighbors who provide emotional support and a sense of belonging.
5. **Caring climate in child-care and educational settings**—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure.
6. **Parent involvement in child care and education**—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.

Empowerment

7. **Community cherishes and values young children**—Children are welcomed and included throughout community life.
8. **Children seen as resources**—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs.
9. **Service to others**—The child has opportunities to perform simple but meaningful and caring actions for others.
10. **Safety**—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.

Boundaries & Expectations

11. **Family boundaries**—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve.
12. **Boundaries in child-care and educational settings**—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors.
13. **Neighborhood boundaries**—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way.
14. **Adult role models**—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles.
15. **Positive peer relationships**—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children.
16. **Positive expectations**—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.

Constructive Use of Time

17. **Play and creative activities**—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others.
18. **Out-of-home and community programs**—The child experiences well-designed programs led by competent, caring adults in well-maintained settings.
19. **Religious community**—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
20. **Time at home**—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.

Internal Assets

Commitment to Learning

21. **Motivation to mastery**—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills.
22. **Engagement in learning experiences**—The child fully participates in a variety of activities that offer opportunities for learning.
23. **Home-program connection**—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities.
24. **Bonding to programs**—The child forms meaningful connections with out-of-home care and educational programs.
25. **Early literacy**—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.

Positive Values

26. **Caring**—The child begins to show empathy, understanding, and awareness of others' feelings.
27. **Equality and social justice**—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different.
28. **Integrity**—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right.
29. **Honesty**—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding.
30. **Responsibility**—The child begins to follow through on simple tasks to take care of her- or himself and to help others.
31. **Self-regulation**—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particularly stressful situations.

Social Competencies

32. **Planning and decision making**—The child begins to plan for the immediate future, choosing from among several options and trying to solve problems.
33. **Interpersonal skills**—The child cooperates, shares, plays harmoniously, and comforts others in distress.
34. **Cultural awareness and sensitivity**—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him.
35. **Resistance skills**—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior.
36. **Peaceful conflict resolution**—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.

Positive Identity

37. **Personal power**—The child can make choices that give a sense of having some influence over things that happen in her or his life.
38. **Self-esteem**—The child likes her- or himself and has a growing sense of being valued by others.
39. **Sense of purpose**—The child anticipates new opportunities, experiences, and milestones in growing up.
40. **Positive view of personal future**—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.

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Search INSTITUTE

40 Developmental Assets® for Children Grades K–3 (ages 5-9)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

External Assets

Support

1. **Family Support**—Family continues to be a consistent provider of love and support for the child's unique physical and emotional needs.
2. **Positive Family Communication**—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments.
3. **Other Adult Relationships**—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.
4. **Caring Neighborhood**—Parent(s) and child experience friendly neighbors who affirm and support the child's growth and sense of belonging.
5. **Caring School Climate**—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.
6. **Parent Involvement in Schooling**—Parent(s) talk about the importance of education and are actively involved in the child's school success.

Empowerment

7. **Community Values Children**—Children are welcomed and included throughout community life.
8. **Children as Resources**—Child contributes to family decisions and has opportunities to participate in positive community events.
9. **Service to Others**—Child has opportunities to serve in the community with adult support and approval.
10. **Safety**—Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence.

Boundaries & Expectations

11. **Family Boundaries**—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is.
12. **School Boundaries**—Schools have clear, consistent rules and consequences and use a positive approach to discipline.
13. **Neighborhood Boundaries**—Neighbors and friends' parents help monitor the child's behavior and provide feedback to the parent(s).
14. **Adult Role Models**—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.
15. **Positive Peer Influence**—Parent(s) monitor the child's friends and encourage spending time with those who set good examples.
16. **High Expectations**—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.

Constructive Use of Time

17. **Creative Activities**—Child participates weekly in music, dance, or other form of artistic expression outside of school.
18. **Child Programs**—Child participates weekly in at least one sport, club, or organization within the school or community.
19. **Religious Community**—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
20. **Time at Home**—Child spends time at home playing and doing positive activities with the family.

Internal Assets

Commitment to Learning

21. **Achievement Motivation**—Child is encouraged to remain curious and demonstrates an interest in doing well at school.
22. **Learning Engagement**—Child is enthused about learning and enjoys going to school.
23. **Homework**—With appropriate parental support, child completes assigned homework.
24. **Bonding to School**—Child is encouraged to have and feels a sense of belonging at school.
25. **Reading for Pleasure**—Child listens to and/or reads books outside of school daily.

Positive Values

26. **Caring**—Parent(s) help child grow in empathy, understanding, and helping others.
27. **Equality and Social Justice**—Parent(s) encourage child to be concerned about rules and being fair to everyone.
28. **Integrity**—Parent(s) help child develop her or his own sense of right and wrong behavior.
29. **Honesty**—Parent(s) encourage child's development in recognizing and telling the truth.
30. **Responsibility**—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home.
31. **Self-Regulation**—Parents encourage child's growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices.

Social Competencies

32. **Planning and Decision Making**—Parent(s) help child think through and plan school and play activities.
33. **Interpersonal Competence**—Child seeks to build friendships and is learning about self-control.
34. **Cultural Competence**—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds.
35. **Resistance Skills**—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.
36. **Peaceful Conflict Resolution**—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.

Positive Identity

37. **Personal Power**—Child has a growing sense of having influence over some of the things that happen in her or his life.
38. **Self-Esteem**—Child likes herself or himself and feels valued by others.
39. **Sense of Purpose**—Child welcomes new experiences and imagines what he or she might do or be in the future.
40. **Positive View of Personal Future**—Child has a growing curiosity about the world and finding her or his place in it.

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Search INSTITUTE

40 Developmental Assets® for Middle Childhood (ages 8-12)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

External Assets

Support

1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
3. **Other adult relationships**—Child receives support from adults other than her or his parent(s).
4. **Caring neighborhood**—Child experiences caring neighbors.
5. **Caring school climate**—Relationships with teachers and peers provide a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping the child succeed in school.

Empowerment

7. **Community values youth**—Child feels valued and appreciated by adults in the community.
8. **Children as resources**—Child is included in decisions at home and in the community.
9. **Service to others**—Child has opportunities to help others in the community.
10. **Safety**—Child feels safe at home, at school, and in his or her neighborhood.

Boundaries & Expectations

11. **Family boundaries**—Family has clear and consistent rules and consequences and monitors the child's whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring the child's behavior.
14. **Adult role models**—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
15. **Positive peer influence**—Child's closest friends model positive, responsible behavior.
16. **High expectations**—Parent(s) and teachers expect the child to do her or his best at school and in other activities.

Constructive Use of Time

17. **Creative activities**—Child participates in music, art, drama, or creative writing two or more times per week.
18. **Child programs**—Child participates two or more times per week in cocurricular school activities or structured community programs for children..
19. **Religious community**—Child attends religious programs or services one or more times per week.
20. **Time at home**—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

Internal Assets

Commitment to Learning

21. **Achievement Motivation**—Child is motivated and strives to do well in school.
22. **Learning Engagement**—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
23. **Homework**—Child usually hands in homework on time.
24. **Bonding to school**—Child cares about teachers and other adults at school.
25. **Reading for Pleasure**—Child enjoys and engages in reading for fun most days of the week.

Positive Values

26. **Caring**—Parent(s) tell the child it is important to help other people.
27. **Equality and social justice**—Parent(s) tell the child it is important to speak up for equal rights for all people.
28. **Integrity**—Parent(s) tell the child it is important to stand up for one's beliefs.
29. **Honesty**—Parent(s) tell the child it is important to tell the truth.
30. **Responsibility**—Parent(s) tell the child it is important to accept personal responsibility for behavior.
31. **Healthy Lifestyle**—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.

Social Competencies

32. **Planning and decision making**—Child thinks about decisions and is usually happy with results of her or his decisions.
33. **Interpersonal Competence**—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.
34. **Cultural Competence**—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.
35. **Resistance skills**—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.
36. **Peaceful conflict resolution**—Child seeks to resolve conflict nonviolently.

Positive Identity

37. **Personal power**—Child feels he or she has some influence over things that happen in her or his life.
38. **Self-esteem**—Child likes and is proud to be the person that he or she is.
39. **Sense of purpose**—Child sometimes thinks about what life means and whether there is a purpose for her or his life.
40. **Positive view of personal future**—Child is optimistic about her or his personal future.

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Search INSTITUTE

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

External Assets

Support

1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

Empowerment

7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

Boundaries & Expectations

11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person's best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

Commitment to Learning

21. **Achievement Motivation**—Young person is motivated to do well in school.
22. **School Engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.

Positive Values

26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty**—Young person "tells the truth even when it is not easy."
30. **Responsibility**—Young person accepts and takes personal responsibility.
31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.

Positive Identity

37. **Personal power**—Young person feels he or she has control over "things that happen to me."
38. **Self-esteem**—Young person reports having a high self-esteem.
39. **Sense of purpose**—Young person reports that "my life has a purpose."
40. **Positive view of personal future**—Young person is optimistic about her or his personal future.

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ATTACHMENT E

APPLICANT AGENCY
CONFLICT OF INTEREST POLICY STATEMENT

Per PCC's Ethics and Conflict of Interest Policies and Procedures, a conflict of interest exists when an applicant agency representative has a professional affiliation or personal or immediate family financial interest, either directly or indirectly, in a contract, business transaction, or other matter that is under consideration by any decision making body of PCC.

In the event of a real or potential conflict of interest, the person involved shall promptly disclose to PCC all relevant facts and circumstances relating to said interest or relationship. If you believe that you have a conflict of interest, please respond below:

1. I, and/or a family member or person with whom I have a close personal relationship, serves as an Executive Board member, or in another similar capacity, with PCC. These representatives are:
   _____
   _____

2. I am not sure whether I have an official conflict of interest, but I believe the following information may be important:
   _____
   _____
   _____
   _____

I understand and agree to adhere to the statements above regarding conflict of interest. I understand that disclosing this information will not affect my agency's ability to secure funding from PCC.

_____ _____
Applicant Agency Signature/Title Date

ATTACHMENT F
BUDGET REQUEST AND JUSTIFICATION FORM

Under separate document as budget is created in Excel.