



Fund for Children, Youth and Families (FFCFY) Outcomes Funding – Advocacy, Public Awareness and Education Efforts

Please see below for assistive points regarding funding requests for advocacy, public awareness, and education efforts programming.

Please review the **FFCFY RFP guidelines and application materials** in advance of completing and submitting your proposal. It is strongly recommended all interested applicants participate in a **FFCFY Informational Webinar** and a **Outcomes Funding Webinar**.

All information and materials regarding the 2018 FFCFY Grant Cycle are available at www.fund4cyf.org.

1. Advocacy, public awareness, and education efforts programming is different from direct service. Advocacy, public awareness, and education efforts programming is often about working to impact/change a system or condition rather than directly meeting needs, it must always speak to how many persons will achieve net gain if the change they seek is made. In this outcomes funding framework, applicants will identify the system or condition to be reformed.
2. Advocacy, public, awareness, and education efforts programming are inclusive of the following results:
 - Vulnerable children, youth and/or families take action to improve their circumstances based on the information or the persuasion of others.
 - Key decision makers on public policy, resource allocation, and/or performance of public systems become more knowledgeable about the issues related to vulnerable youth, children and/or families and the most effective strategies to address them.
 - Individuals and groups use their increased awareness of issues related to vulnerable children and their families to advocate for and bring about improved results for youth, children, and/or families.



3. Advocacy, public awareness and education efforts programming provide persuasive and informative knowledge. They want people who get information to do something or something different. They use this progression:

Organization	Participant
I will <u>inform</u>	I am informed. You have educated me. I am aware of the condition/issue.
I will <u>convince</u> .	I am convinced. I will remember the provided information and believe I will take action.
I will <u>persuade</u> .	I am persuaded. I did something with the provided information-putting my conviction to action.

4. **Participants** - Advocacy, public awareness, and education efforts participants are not those in need. Participants are individuals who are empowered to create, change, and influence policies and decisions impacting vulnerable children, youth, and/or families.
5. **Targets** (expected results) should address at least one of the FFCYF Outcomes. For example, they show the direct connection between actions of decision-makers and increased number of children who move from foster care to permanent housing. Please refer to the FFCYF RFP guidelines for a full listing of the FFCYF Outcomes. **The FFCYF RFP guidelines and application materials are available at www.fund4cyf.org.**
6. **Targets** - Stay with what you can reasonably affect. Passing a bill or gaining an appropriation is influenced by many factors you do not control. Getting a specific number of key people actively considering your information is within your capability.
7. **Targets** – Your focus is on individuals whom you most want to take action with what you get to them. Effective programs are often trying to reach the specific individuals or groups of individuals most in a position to do something to change a regulation, appropriate more money or in other words improve a system or structure. They realize that reaching a broad population is much less valuable than a targeted approach.,
8. **‘What Would Have Happened Without You’** - Applicants should demonstrate their programming’s value add. This should demonstrate your critical and unique role to the system or condition you are working to impact/change for vulnerable children, youth, and/or families. You want to show the specific value you add.
9. **Verification** – Applicants should define the tools/mechanism used to evaluate the influence and education of their programming on those whose are empowered, to create, change, and effect the policies and decisions that impact vulnerable children, youth, and/or families.



- 10. **Project Steps** - As previously referenced Advocacy, public awareness, and education efforts programming informs participants through informative, convincing, and persuasive activity.
- 11. **Milestones** should be defined as threshold points that will expectedly lead to your realized target. Specifically, milestones should reflect a shift from the applicant's/organization's activity to what participants do with what you offer. Please see below for an example of project steps and milestones.

Applicants should complete their project steps and milestones in a manner that accurately and clearly applies to the methodology and expected results of the funding request's programming.

Project Step(s)	Milestone(s)
Develop issue brief and/or printed materials regarding issues related to xxxxxx	XXX sets of materials prepared and forwarded to XX policy makers, XX organizations, XXX members of community
Design informative briefings	Formalize informative briefings design with identified key facilitators
Conduct informative briefings	XX policy makers, XX organizations, XXX members of community attend informative briefings
Track impact of materials and briefings	Via e-mail, phone, web survey/evaluations – XX policy makers, XX organizations, XXX members of community indicate the provided materials and information persuaded their understanding of xxxxx, and defined and cited the number of times the printed materials led them to take xxxx action for xxxxx