



Pre-proposal Webinar

Request for Application (RFA) #4-15

May 11, 2015

Introductions

- **Theresa Campisi**
OCDEL
CTF Program Manager and RFA Project Officer
- **Karen Shanoski and Rijelle Kraft**
Center for Schools and Communities
CTF Technical Assistance

Purpose

To provide information regarding:

- Children's Trust Fund program
- RFA program requirements and funding priorities
- Cost guidelines
- Eligibility requirements and disqualification
- Submission and scoring
- Additional questions

Mission

To prevent child abuse and neglect in Pennsylvania

through grants to community-based service providers

- Member of a national network
- Created by statute in PA – Act 151 of 1988
- Administered by a 15-member Board of Directors and Department of Human Services
- Deputy Secretary for DPW's Office of Child Development and Early Learning serves as Executive Director
- Duties and responsibilities – OCDEL staff

Funding Sources

- Constant Revenue - \$10 surcharge on marriage and divorce applications and investment income
- Fund-raising and donations through Friends organization
- Deposited into a special state account

RFA Focus Statement

Selected grantees will use evidence-based or promising practices to provide comprehensive support services that will strengthen families and build protective factors to prevent child abuse and neglect.

Specific Program Requirements

Applicants will:

1. Describe the evidence-based model or promising practice to be implemented. Applicants may use the website provided on the RFA or select a promising practice with which they are familiar, that support families in building protective factors and strengthening families' effective functioning to prevent child abuse and neglect.
2. Demonstrate how the chosen evidence-based or promising practices are aligned with the Strengthening Families™ Protective Factors Framework.
3. Collaborate and coordinate with overarching *county or community collaborative or advisory groups and services that focus on children and families and child abuse and neglect prevention issues* to identify needs, avoid duplication of services and assure sustainability of the services.

Cost Guidelines

- Maximum award = \$150,000 for up to three years
- Up to \$50,000 per year
- Local match requirement
 - 25% first year
 - 50% second and third years
- Half of total match must be cash; balance may be cash or in-kind
- Minimum \$500 for professional development each year

Eligibility

- Any organization located and operating in PA may apply
- Subcontracting agencies
- Primary and secondary prevention programs
- Develop new or enhance existing programs
- Must meet all RFA program requirements

Ineligibility and Disqualification

- Late applications will be disqualified
- Conflict of interest with CTF Board
- CTF Board reserves the right to disqualify
- Provide intervention-based or treatment (tertiary) services
- Federal or state funding used for match

Submission

- Use RFA checklist – Attachment 3
- Due date: June 5, 2015 at or before 2:00 p.m.
- Include electronic version
- Mail using sample labels provided in RFA

Scoring

Evaluation of the entire application will be based on the following:

	Points of Total Score	Application Section
Rider 2	350	Program Design
Work Statement	150	Outcomes, Indicators and Evaluation
	150	Collaborative Relationships and Coordination of Services
	100	Human Resources and Professional Development
	100	Program Sustainability
Att. 1	50	Applicant Information Form
Rider 3	100	Cost/Budget
	1,000	Total Score

Scoring Process and Timeline

- June:
 - Evaluation Committee established
 - Competitively score individual applications
- July: CTF Board chooses grant recipients
- August: Announcement made
- Grant year begins November 1, 2015

Additional Questions

- Submit additional questions electronically to the RFA Project Officer
- No questions accepted either verbally or in writing after 2:00 p.m. on May 11, 2015
- No answer is final until confirmed in writing
- Written Q&A document will be available for all applicants on DGS website in approximately one week

Thank You and Good Luck!



Pennsylvania's Children's Trust Fund



pennsylvania

OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

CENTER FOR THE STUDY
OF SOCIAL POLICY'S

strengthening families™

A PROTECTIVE FACTORS FRAMEWORK



PENNSYLVANIA
strengthening **families**

Center
for the
Study
of
Social
Policy

*Ideas
into
Action*

Tom Wolf, Governor
Pedro A. Rivera, Acting Secretary of Education | Ted Dallas, Acting Secretary of Human Services



2015 CTF RFA Announcement

The 2015 Children's Trust Fund Request for Application will focus on the prevention of child abuse and neglect by providing supportive evidence-based or evidence-informed programs or practices that ultimately strengthen families through the use of five protective factors outlined in the Center for the Study of Social Policy's Strengthening Families™ approach.

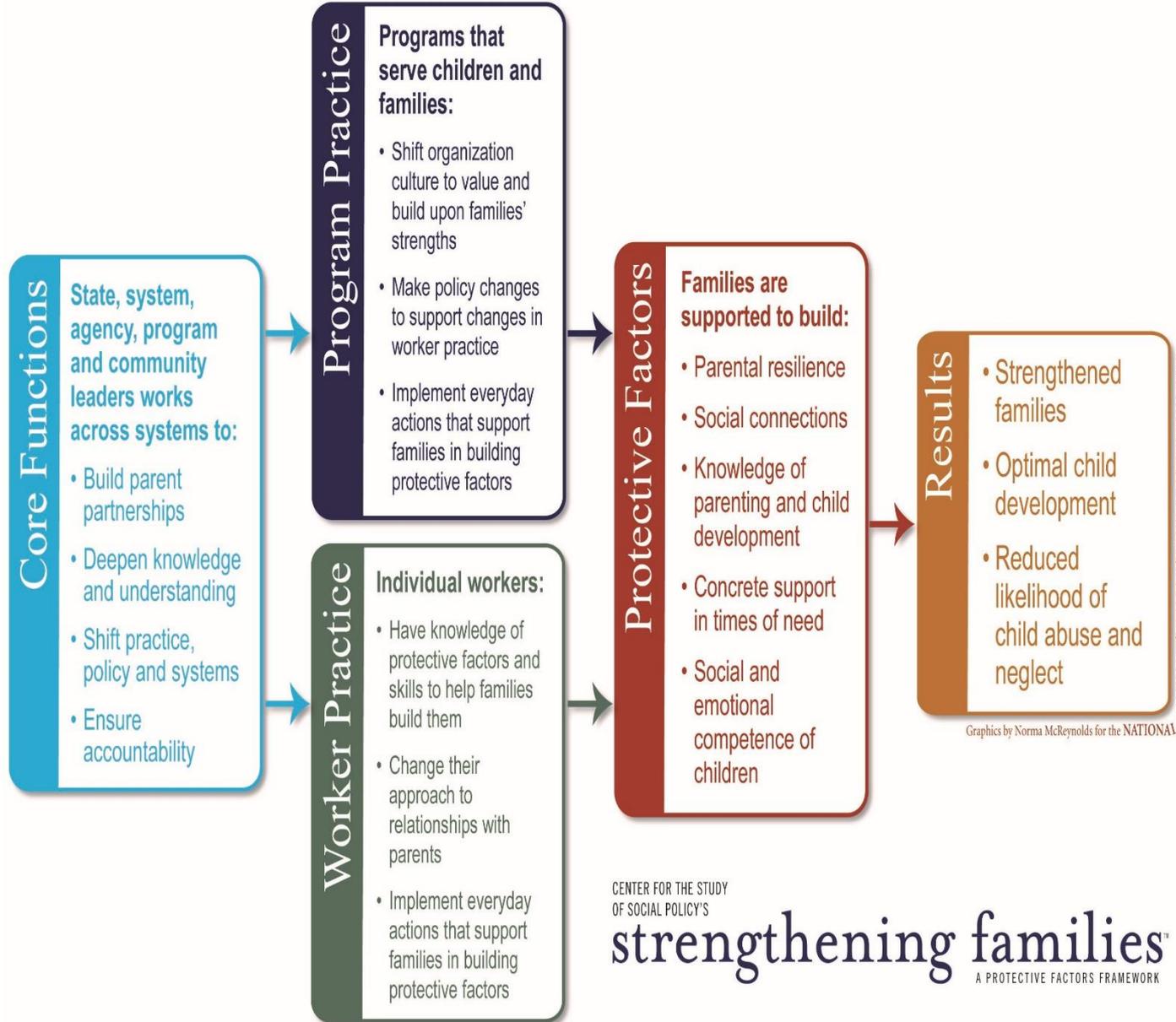
Ongoing research conducted by the Center for the Study of Social Policy has shown that the presence and prominence of five protective factors in families reduces the likelihood of child abuse and neglect and contributes to excellent outcomes for young children.

The Four Big Ideas Behind Strengthening Families™

- Building protective and promotive factors, not just reducing risk
- An approach – not a model, a program or a curriculum
- A changed relationship with parents
- Aligning practice with developmental science

The Pathway to Improved Outcomes for Children and Families

Strengthening Families™ Protective Factors Framework Logic Model



Five Protective Factors

1. Parental resilience
2. Social connections
3. Knowledge of parenting and child development
4. Concrete support in times of need
5. Social and emotional competence of children

Parental resilience

Managing stress and functioning well when faced with challenges, adversity and trauma

What it looks like

Resilience to general life stress

- Hope, optimism, self confidence
- Problem solving skills
- Self care and willingness to ask for help
- Ability to manage negative emotions

Resilience to parenting stress

- Not allowing stress to interfere with nurturing
- Positive attitude about parenting and child

Parental resilience

Everyday actions

- Demonstrate in multiple ways that parents are valued
- Honor each family's race, language, culture, history and approach to parenting
- Encourage parents to manage stress effectively
- Support parents as decision-makers and help build decision-making and leadership skills
- Help parents understand how to buffer their child during stressful times

Social connections

Positive relationships that provide emotional, informational, instrumental and spiritual support

What it looks like

- Multiple friendships and supportive relationships with others
- Feeling respected and appreciated
- Accepting help from others, and giving help to others
- Skills for establishing and maintaining connections

Social connections

Everyday actions

- Help families value, build, sustain and use social connections
- Create an inclusive environment
- Facilitate mutual support
- Promote engagement in the community and participation in community activities

Knowledge of parenting & child development

Understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development

What it looks like

- Nurturing parenting behavior
- Appropriate developmental expectations
- Ability to create a developmentally supportive environment for child
- Positive discipline techniques; ability to effectively manage child behavior
- Recognizing and responding to your child's specific needs

Knowledge of parenting & child development

Everyday actions

- Model developmentally appropriate interactions with children
- Provide information and resources on parenting and child development
- Encourage parents to observe, ask questions, explore parenting issues and try out new strategies
- Address parenting issues from a strength-based perspective

Concrete support in times of need

Access to concrete support and services that address a family's needs and help minimize stress caused by challenges

What it looks like

Seeking and receiving support when needed

Knowing what services are available and how to access them

Adequate financial security; basic needs being met

Persistence

Advocating effectively for self and child to receive necessary help

Concrete support in times of need

Everyday actions

- Respond immediately when families are in crisis
- Provide information and connections to services in the community
- Help families to develop skills and tools they need to identify their needs and connect to supports

Social & emotional competence of children

Family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships

What it looks like

For the parent:

- Warm and consistent responses that foster a strong and secure attachment with the child
- Encouraging and reinforcing social skills; setting limits

For the child:

- Age appropriate self-regulation
- Ability to form and maintain relationships with others
- Positive interactions with others
- Effective communication

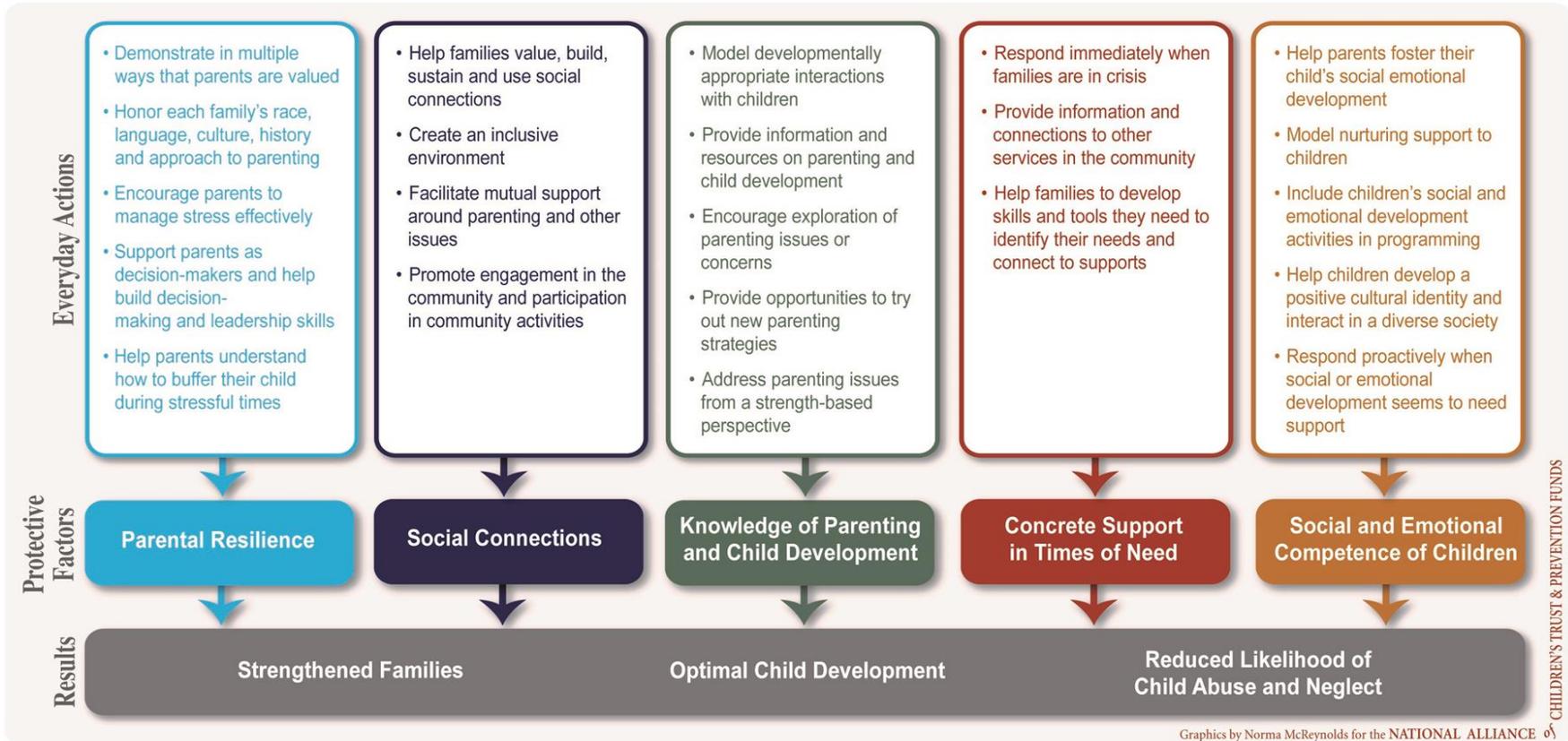
Social & emotional competence of children

Everyday actions

- Help parents foster their child's social emotional development
- Model nurturing care to children
- Include children's social and emotional development activities in programming
- Help children develop a positive cultural identity and interact in a diverse society
- Respond proactively when social or emotional development needs extra support

The Pathway to Improved Outcomes for Children and Families

Everyday Actions That Help Build Protective Factors



Relationships- The Foundation

- Mutual respect and partnership
- Honest communication
- Trust



Pennsylvania

Strengthening Families Leadership Team

- Policy---systems
- Practice---among professionals
- Messaging---asset orientation
- Parents---as partners

Activities

- Instructors Institute
- Workshops
- Parent Cafés
- Webpage & Facebook

Resources

- Center for the Study of Social Policy
 - www.cssp.org
- National Alliance of Children's Trust Funds
 - www.ctfalliance.org
- PA Strengthening Families
 - www.pa-strengthening-families.org
- Center for Schools and Communities
 - www.center-school.org

Contact

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TA Tips

Numbers Served

- Please be clear and realistic about the number of families you plan to serve over the course of your grant
- Describe the numbers listed in the chart in the narrative. Be sure that the numbers you are listing are unduplicated.
- Discrete Offerings vs. Multi-Year Programs – Examples

TA Tips

Numbers Served

- Parent Education Workshops – Discrete Offering
- Example: 3 Workshops Series per Year, 15 Families per Class

NOTE: Programs may vary in delivery, number of participants, number of offerings, etc.

Year	Families	Parents/Caregivers	Children
Year One	45	60	45
Year Two	45	60	45
Year Three	45	60	45
Total	135	180	135

TA Tips

Numbers Served

- Multi-Year Programs
- Example: Families receive services for 2-3 years.

NOTE: Programs may vary in delivery, number of participants, number of offerings, etc.

Year	Families	Parents/Caregivers	Children
Year One	45	60	45
Year Two	45	60	45
Year Three	45	60	45
Total	45+	60+	45+

TA Tips

Describing the Proposed Program Model

- Evidence-based or promising practice
- Include evidence that describes how this program supports families in building protective factors and reduces the likelihood of child abuse and neglect.
- Types of evidence could include:
 - Peer-reviewed research
 - Quantitative or qualitative data compiled by the developers of evidence-based or promising practice programs that demonstrate program effectiveness
 - Research or review of the program by outside sources
 - Endorsement of the program by a professional association
 - Locally gathered quantitative or qualitative data that demonstrates program effectiveness.

TA Tips

Fidelity to the Proposed Program Model

- What mechanisms are in place to ensure that the chosen program is being implemented with fidelity to that model?
- Are there built in fidelity checks from the program developers?

TA Tips

Strengthening Families Protective Factors Framework

- How will the program you choose for this RFA incorporate the SFPF Framework?
- How will you provide professional development on the SFPF Framework to ensure that staff understand and incorporate this approach in their work?

TA Tips

Outcomes and Indicators

- Filling out the Outcomes, Indicators, and Evaluation Chart
- Narrative Explanation of Strategies and Outcomes