



**Colorado
Children's
Trust Fund**



**Colorado Department
of Public Health
and Environment**

REQUEST FOR APPLICATIONS

APPLICATIONS MUST BE RECEIVED BY 4:00 P.M. ON:

February 28, 2011
(postmarks will not be honored)

**SUBMIT ONE (1) ORIGINAL PRINT APPLICATION,
THREE (3) PRINT COPIES and ONE (1) ELECTRONIC
COPY (to scott.bates@state.co.us)**

*(Applications must be on 8 ½" x 11" paper, clipped together with binder clips,
not bound or stapled, no binders or folders. Narrative portion of application
must be no more than six pages with one-inch margins and no smaller than 11
pt. font.)*

DELIVER OR MAIL TO (NO FAXES):

**Colorado Department of Public Health & Environment
Colorado Children's Trust Fund
Prevention Services Division
Attn: Scott Bates
PSD-CCTF-A4
4300 Cherry Creek Drive South
Denver CO 80246-1530**

***Late or incomplete applications will be
disqualified from funding consideration.***

**Colorado Children’s Trust Fund
Fiscal Year 2011-12
Request for Applications**

Table of Contents

	Page
Background Information	3
Who May Apply	3
Purpose of Funding and CCTF Board Funding Priorities	3
Sources of Funding	4
Funding Requirements	5
Curricula Eligible for Funding	5
Evaluation Database	6
Grantee Training/CCTF Meeting	6
Cash and In-Kind Match	6
Lawful Presence Requirement	6
Strengthening Families Integration	6
Application Instructions	7
Application Checklist	7
Required Attachments	7
Section A: Agency Information	8
Section B: Proposal Narrative	9
Section C: Budget Page	12
Budget Preparation Guidelines	13
Notification & Contracting	15
Decision and Notification	15
Fiscal Agreement and Timeline	15
Other Information You Should Know	15
Timeline for CCTF RFA Process	15
Documentation of Program/Budget Changes	16
CCTF Monitoring and Learning Communities	16
Insurance Requirements for Funded Agencies	16
Renewal of Funding	16
Appendices	
Appendix A: Program Assessment Rating Tool	17
Appendix B: Research-Based Curricula & Resources	19
Appendix C: Strengthening Families to Prevent Child Abuse and Neglect	20

For questions about this Request for Applications, please e-mail the CCTF via scott.bates@state.co.us with a thorough description of your question by no later than the close of business on February 19, 2011. A document that compiles all questions and answers will be updated and posted on the CCTF website (www.coctf.org) twice during the grant writing period – approximately February 10 and 23, 2011.

BACKGROUND INFORMATION

The mission of the Colorado Children’s Trust Fund (CCTF) is to provide leadership and support to promote the establishment, implementation and expansion of state and local programs that reduce the occurrence of child abuse and neglect in Colorado.

In keeping with this mission, the CCTF intends to support communities to prevent child abuse and neglect by strengthening parenting education through implementation of evidence-based programs.

The CCTF funding cycle is based on the state fiscal year (July 1 – June 30). All CCTF funding is contingent upon the annual appropriation of the Colorado General Assembly. The CCTF Board of Directors will make the final decision about which agencies are granted funding and in what amount.

WHO MAY APPLY

Private, non-profit (classified within 501(c) 3 by the Internal Revenue Service), faith-based and public agencies are eligible to apply.

PURPOSE OF FUNDING & CCTF BOARD FUNDING PRIORITIES

Programs considered for funding will be those that benefit the families of Colorado by providing either:

- parenting education curriculum that is research-based, or
- innovative program based on experience of success in increasing parenting skills (see page 6 of this RFA for more information).

All funded programs must be able to substantiate some link to established best practices and must measure change in the knowledge, attitudes or behaviors of attendees in relation to healthy parenting practices.

Programs must provide the curriculum to appeal to both primary (universal) and secondary (at-risk) prevention audiences.

Additionally, programs will receive more favorable consideration if they target **at-risk populations**, such as the following (but not limited to these):

- Parents living with numerous stress factors (such as substance abuse, poverty and/or health problems)
- Parents who are isolated from extended family members and support services
- Parents who have limited knowledge about child developmental stages and child behavioral appropriateness
- Parents who have, themselves, a history of abuse or maltreatment

SOURCES OF FUNDING

Funds to support this application process will be from CCTF state-level funds, which are derived from the divorce docket fee and interest from the trust fund, and the Community-Based Grants for the Prevention of Child Abuse and Neglect (CBCAP), a federal-level program.

Community-Based Grants for the Prevention of Child Abuse and Neglect (CBCAP)

The Colorado Department of Public Health and Environment is the lead agency for this federal grant, which is administered by the Office of Child Abuse and Neglect at the U.S. Department of Health and Human Services. The authorization for this funding comes from Title II of the Child Abuse Prevention and Treatment Act (CAPTA) (42 USC 5101 et seq; 42 USC 5116 et seq). The rules and regulations for this funding can be found at 45 CFR 1340.

Primary purposes of the CBCAP program

- To support community-based efforts to develop, operate, expand, and where appropriate, to network, initiatives aimed at the prevention of child abuse and neglect;
- To support coordinated resources and activities to better strengthen and support families to reduce the incidence of child abuse and neglect; and
- To foster the understanding, appreciation and knowledge of diverse populations to effectively prevent child abuse and neglect.

Emphasis on evidence-based programs & practices

The Office of Child Abuse and Neglect (OCAN), the Federal administrative agency for CBCAP, has implemented an outcome focus for the use of the CBCAP funds: *To increase the percentage of CBCAP total funding that supports evidence-based and evidence-informed child abuse prevention programs and practices.* The Colorado Department of Public Health and Environment, as the lead agency for this child abuse prevention grant program, is responsible for reporting this information to OCAN on an annual basis.

To measure the strength of evidence-base of curricula, OCAN has introduced the Program Assessment Rating Tool (PART) that indicates four levels of evidence-based practice from Level II (lowest) to Level IV (highest):

Level I: Emerging and Evidence Informed Programs and Practices

Level II: Promising Programs and Practices

Level III: Supported, Efficacious Practices

Level IV: Well Supported – Effective practices

See Appendix A of this RFA for more information about these levels of evidence-base.

All programs funded by the Colorado Children's Trust Fund must provide a program/curriculum that is at least a level I program as measured by this scale.

FUNDING REQUIREMENTS

CURRICULA ELIGIBLE FOR FUNDING

For fiscal year 2012 (July 1, 2011 – June 30, 2012) the Colorado Children's Trust Fund will be funding local agencies that provide research- or innovative, experience-based programs.

Regular funded programs will be required to:

- be based in research and/or evidence;
- meet fidelity requirements for that program, including adequate dosage of the program, staff training in the curriculum, etc.; and
- have an evaluation component.

THE NURTURING PARENTING CURRICULA

The Nurturing Parenting curricula teach age-specific parenting skills along with addressing the need to nurture oneself. The program curricula consist of separate but parallel program tracks for parents and children.

The Nurturing Parenting curriculum must be purchased through Family Development Resources, Inc. Cost for this purchase is an allowable item within the budget for this application. It is expected that organizations receiving funding will implement a Nurturing Parenting curricula of at least 12 weeks in duration and with a high degree of fidelity to the program model.

The **Adult-Adolescent Parenting Inventory (AAPI-2)** is the evaluation instrument associated with the Nurturing Parenting Program and is part of the purchased curriculum. All grantees that choose to provide the Nurturing Parenting Program will be expected to utilize this instrument in the measurement of client improvement.

For more information about the Nurturing Parenting Program, visit <http://www.nurturingparenting.com>.

OTHER EVIDENCE-BASED CURRICULA

The CCTF will also consider funding requests for other curricula that are based in evidence. All curricula must be implemented with fidelity and use an evaluation tool to track attendees' increase in knowledge and/or improved attitudes regarding parenting.

Some examples of evidence-based curricula:

Project SafeCare. Project SafeCare is an in-home ecobehavioral parent training model that provides direct skill training to parents in child behavior management using planned activities training, home safety training, and teaching child health care skills to prevent child maltreatment. For more information, visit: <http://www.cachildwelfareclearinghouse.org/program/6>

Creating Lasting Family Connections is a comprehensive family strengthening and substance abuse and violence prevention curriculum designed to help youth and families in high-risk environments become strong, healthy, and supportive. This curriculum is designed for use in a community system (churches, schools, recreation centers, court-referred settings) that provides significant contact with parents and youth, has existing social outreach programs, and is linked with other human service providers. For more information, visit: http://www.dsgonline.com/mpg2.5/TitleV_MPG_Table_Ind_Rec.asp?id=318

The **Strengthening Families Program** is a parenting and family skills training program that consists of fourteen consecutive weekly skill-building sessions. Parents and children work separately in training sessions and then participate together in a session practicing the skills they learned earlier. For more information, visit: http://www.dsgonline.com/mpg2.5/TitleV_MPG_Table_Ind_Rec.asp?ID=429

See Appendix B of this RFA for more information regarding research-based curricula and resources.

INNOVATIVE, EXPERIENCE-BASED PROGRAMS

The Board of Directors of the Colorado Children's Trust Fund would also like to explore innovative practices for the prevention of child abuse and neglect that may not have a basis in research beyond experience in successful programming in targeted counties of Colorado (i.e., those that have a high rate of child abuse, those with a confluence of risk factors and those where new child abuse prevention systems are being implemented). For this purpose, \$20,000 has been earmarked to support the provision of experience-based curricula that have not been previously funded by the CCTF.

In this context, the CCTF will consider applications for innovative experience-based projects that address children's exposure to domestic violence, shaken baby prevention and other programs with a connection to decreasing familial risk factors or increasing protective factors.

Agencies that choose to provide an experience-based program must indicate adequate information within the application to ensure that the approach is substantiated – either through supporting research or experience. These curricula must also be implemented with fidelity during the grant term and must have an evaluation component to measure program effectiveness in preventing child abuse or neglect.

EVALUATION DATABASE

All grantees of the CCTF will be required to track and report their program evaluation results for analysis at CDPHE. This reporting will occur via electronic means, details of which will be shared with granted programs after award decisions have been made. Grantees will be provided with training and technical assistance in order to fully utilize this evaluation system.

GRANTEE TRAINING/CCTF MEETING

All grantees will be expected to train their staff in the curriculum that is being offered to families before such services are provided to the community. Additionally, the Colorado Children's Trust Fund will require that newly-funded agencies send staff to a grantee training to be held in the fall of 2011. This training is part of the CCTF requirement for this grant and as such, may be included in your budget for the use of CCTF funds.

CASH AND IN-KIND MATCH

All grantees are required to show a match of at least 50%. This match may be cash or in-kind in nature and may be from community sources as well as those within the agency.

LAWFUL PRESENCE REQUIREMENT

All grantees are required to fulfill the requirements of House Bill 06S-1023, which was passed in a 2006 special legislative session about immigration policy. This Colorado law requires that all CCTF grantees establish lawful residence of their program attendees via an affidavit before services are rendered.

STRENGTHENING FAMILIES INTEGRATION

All applicants are required to integrate the Strengthening Families framework within their program services model. More information about this framework and Strengthening Families protective factors can be found in Appendix C.

APPLICATION INSTRUCTIONS

Your application should be preceded by a cover letter signed by the Executive Director of the applicant agency. Please complete all required forms and include the required attachments. Submit one (1) original application and three (3) copies. Also, please submit one electronic copy of the application via email to scott.bates@state.co.us.

Applications must be on 8 ½" x 11" paper, clipped together with binder clips, not bound or stapled, no binders or folders. Narrative portion of application must be no more than **six** pages with one-inch margins and no smaller than 11 pt. font.

For questions about this Request for Applications, please e-mail the CCTF via scott.bates@state.co.us with a thorough description of your question by no later than the close of business on February 19, 2011. A document that compiles all questions and answers will be updated and posted on the CCTF website (www.coctf.org) twice during the grant writing period – approximately February 10 and 23, 2011.

APPLICATION CHECKLIST

- Cover letter signed by the Executive Director or signatory authority of the Applicant Agency**
- W-9 Form**
- Section A: Basic Applicant Information (page 8 of this RFA)**
- Section B: Application Narrative (starting on page 9 of this RFA – your application narrative must be six pages or fewer)**
- Section C: Budget Page (page 12 of this RFA) Provide figures for the project/program for the funded period. Please double/triple check figures. In-kind amount(s) and source(s) must be specified on the bottom of the Budget page. (You may duplicate the budget page as an Excel spreadsheet to aid with calculations, or you may request that one be sent to you: contact scott.bates@state.co.us)**

REQUIRED ATTACHMENTS

Do **not** omit any of the attachments and please clearly label each attachment. Proposals lacking an attachment will be considered **incomplete and this may affect the decision to fund the program**. Please provide attachments for each copy of the application (one original and 3 copies, four total).

- 1 page summary of agency's current year budget**
- Letters of Commitment.** Provide letters of commitment from collaborating agencies or organizations in the community specifying what they will contribute to the program, e.g., referrals, meeting space, staff time for marketing program, etc. These contributions may be assigned a monetary value and considered in meeting the required 50% budgetary match.

SECTION A: BASIC APPLICANT INFORMATION

1. Name of Applicant Agency: _____

Name of Executive Director: _____

Telephone: (____) _____ Fax: (____) _____

Email Address: _____

Address : _____

City, State: _____

Zip: _____

2. Name of Agency Contact Person: _____

Title: _____

Telephone: (____) _____ Fax: (____) _____

Email Address: _____

Address (if different from above): _____

City: _____ Zip: _____

Agency Federal ID Number (nine digits): _____

3. Amount of Funds Requested: \$ _____

(up to \$25,000 – previous average requests were for \$21,500)

4. Amount of Match (cash and in-kind) \$ _____

(equal to or greater than 50% of your funding request; in-kind and cash contributions of collaborating agencies/organizations may be counted as match.)

5. Geographic Area to be Served

a. **County(ies) to be served:** _____

b. **Geographic Target Area (community, neighborhood, school district, reservation, etc.):** _____

6. Estimates of Numbers to be Served

a. **Estimated number of parents to be served:** _____

b. **Estimated number of children to be served:** _____

7. Research Base of Curriculum (check one)

Proposed Curriculum is Based in Evidence/Research

Proposed Curriculum is Based on Experience of Previous Success

SECTION B: APPLICATION NARRATIVE

This section MAY NOT EXCEED six (6), 11 pt., one sided, 8 ½” by 11” typed pages with one inch margins. The budget and narrative are not included in the six-page limit.

Each section must begin with the designated heading and must include the required content. Please note the “Criteria for Evaluating Item” column below – reviewers will be scoring your application based on these criteria (100 possible total points).

HEADINGS	Items to be discussed	Criteria for Evaluating Item
<p>I. TARGET POPULATION/ COMMUNITY NEED (10 points)</p>	<p>1. Describe the target population. Be specific as to age, gender, ethnicity, and other characteristics of the population you intend to serve and the number you plan to serve.</p> <p>2. Describe the needs in your community related to child abuse and neglect. Include data and information that supports this need, including confirmed child abuse numbers and rates, as well as data on at-risk populations.</p> <p>3. Describe the services (or lack thereof) that exist in your community that lead you to believe that child abuse prevention is a necessary service. What evidence exists that your community considers this service a priority? What evidence exists that the target population will participate in the program?</p>	<ul style="list-style-type: none"> ➤ provides data on number of individuals or families experiencing particular problem or needing service ➤ provides descriptive information on individuals or families impacted by problem or needing service ➤ describes impact of not providing service or addressing problem ➤ provides evidence that community considers this a priority and that service will be used ➤ provides evidence that this service does not duplicate others offered in the community
<p>II. CONTRIBUTING RISK AND PROTECTIVE FACTORS – Strengthening Families Integration (10 points)</p>	<p>4. Indicate the risk and protective factors in your community that affect the issue of child abuse and neglect among the target population. Indicate how you will address these factors through the use of your selected curriculum. In particular, indicate how your program will integrate the Strengthening Families protective factors in your services (<i>See Appendix C for more information</i>).</p> <p>5. Describe how the analysis of contributing factors and your program selection are substantiated by reference to research literature or documented prior experience.</p>	<ul style="list-style-type: none"> ➤ includes analysis of risk and protective factors which contribute to problem or needed to achieve outcome ➤ program will substantially integrate the Strengthening Families protective factors into services ➤ substantiates analysis by reference to research literature and/or documented prior experience ➤ presents rationale for focusing program in selected way
<p>III. GOALS & OUTCOMES (10 points)</p>	<p>6. Describe at least two goals and <u>SMART</u> (specific, measurable, achievable, realistic and time-oriented) objectives for your selected program.</p> <p>7. Explain how the goals in your answer to item #6 conform to the needs of the target population as defined in Section I and how they will address the contributing risk and protective factors identified in Section II.</p>	<ul style="list-style-type: none"> ➤ goals of program are clearly identified and are clearly linked to increasing child safety and/or decreasing the potential for child maltreatment ➤ objectives are measurable and realistic for target population ➤ articulates clear link between target population needs and the goal/outcomes of the program ➤ identifies relationship between contributing risk and protective factors and program outcomes

<p>IV. PROGRAM SERVICES & ACTIVITIES <i>(20 points)</i></p>	<p>8. Describe how, when, and where services/activities will be provided, in keeping with program implementation fidelity. Also indicate who will be providing these services. Include the number of times the curriculum will be offered during the year and the number of participants anticipated for each session.</p> <p>9. Describe how you will recruit and retain program participants.</p> <p>10. Describe any other enhancers and/or barriers you anticipate in implementing the selected curriculum in your community and how they will be addressed.</p> <p>11. Describe what you have learned about your community's readiness to implement your selected curriculum.</p>	<ul style="list-style-type: none"> ➤ program activities and services are clearly described (who will provide how many of what to how many of whom) ➤ addresses recruitment and retention of participants and other issues related to successful program implementation ➤ describes unique program characteristics and features which will ensure program success with the target population
<p>V. EVALUATION <i>(10 points)</i></p>	<p>12. Describe your procedures or methods for collecting process data such as the number of classes held, the number of individuals served, or attendance.</p> <p>13. Describe the evaluation tool you intend to use (programs providing the Nurturing Parenting Program must use the AAPI-2). Indicate why this tool is the most appropriate for your program and population and whether the tool has been normed and validated for use with your program and population.</p> <p>14. Describe the timelines, methods, and responsibilities for implementing your evaluation tool. Indicate when you intend to administer the tool to your attendees (e.g., as a pre- and post-measurement, on-going, etc.).</p> <p>15. Briefly indicate your agency's plan for the collection and reporting of your evaluation data to CCTF. Please include whose responsibility it will be and the capacity of your organization to participate in this process, including computer and web access capacity.</p>	<ul style="list-style-type: none"> ➤ has specific process and staff indicated to ensure timely and accurate data entry. ➤ evaluation plan describes both quantitative and qualitative evaluation processes ➤ timelines, methods, and responsibilities for collecting data, data analysis, and reporting are clearly defined ➤ indicates clear plan for collection and reporting of evaluation data
<p>VI. AGENCY CAPABILITY <i>(20 points)</i></p>	<p>16. Describe the education, background and experience of staff who will be providing services.</p> <p>17. Describe your agency's administrative capability with regard to proper financial program management.</p> <p>18. Describe your plans to diversify funding for this program in order to sustain your community effort as well as to reduce dependency on the CCTF for support.</p>	<ul style="list-style-type: none"> ➤ personnel providing services have appropriate training and experience ➤ program facilitators commit to participate in training for the curriculum, if they have not already received such training ➤ personnel have prior experience working with children and families to be served

	<p>19. If the proposed child abuse prevention project has not been previously implemented, state how the agency's related experience provides evidence of the capacity to implement the project.</p>	<ul style="list-style-type: none"> ➤ agency has prior experience in providing related services and is recognized in the community ➤ agency has strong fiscal system for managing and accounting for grant funds ➤ agency has indicated a plan for sustainability
<p>VII. COLLABORATION INFORMATION/ REFERRAL SERVICES <i>(10 points)</i></p>	<p>20. Describe collaborative relationships with key partners in your community and how they will contribute to program success.</p> <p>21. Describe how information about or referrals to and from the pertinent services/ organizations in your community will be addressed. This list may include the following agencies/organizations (among others):</p> <ul style="list-style-type: none"> √ Human/Social Services √ Public Health/Health Care Providers √ Judicial System √ Child Care Providers √ Family Resource Centers √ Parent Support Resources √ Bright Beginnings Program √ WIC √ Substance abuse services √ Domestic violence services 	<ul style="list-style-type: none"> ➤ program actively collaborates with pertinent agencies and groups in the communities served ➤ letters of support/commitment specifically state what other agencies and groups will contribute to project ➤ describes process for referring participating parents to other needed community resources ➤ evidence of past collaborative projects with other groups and agencies ➤ describes specific plan for program referral from judicial system, human services, public health nurses, early care and education and others, if applicable
<p>VIII. BUDGET AND NARRATIVE <i>(not included in the 6-page limit)</i> Complete and submit the attached budget form (section C of this RFA) and answer the questions at right. <i>(10 points)</i></p>	<p>22. Justify the budgetary expenses for personal services, administrative costs, operating, supplies, travel, and other services.</p> <p>23. Link all expenses with specific project activities and the staff and resources needed to carry out those activities.</p> <p>24. Indicate local community support manifested in cash or in-kind support. This match must equal at least 50% of your grant request.</p>	<ul style="list-style-type: none"> ➤ budget expenses are clearly related to carrying out proposed program ➤ budget document is completed with accuracy ➤ budget narrative contains specific explanation as to how specific costs were determined ➤ budget shows 50% match (in-kind, cash or both), which may be from lead agency, any collaborative agency or outside agency or organization.

SECTION C: BUDGET PAGE (see *Budget Preparation Guidelines, starting on page 13*)

**PREVENTION SERVICES DIVISION
APPLICATION BUDGET FORM**

APPLICANT: _____ FOR THE PERIOD: July 1, 2011 – June 30, 2012

PROJECT: Colorado Children's Trust Fund; Child Abuse and Neglect Prevention Project

PLEASE ROUND FIGURES TO THE NEAREST WHOLE DOLLAR	Annual Salary Rate	Full Time Equivalent	Total Amount Required	SOURCE OF FUNDS	
				Applicant and Other*	Amount Requested from CCTF
PERSONNEL EXPENSES:			\$		\$
			\$		\$
			\$		\$
			\$		\$
Fringe Benefit Rate and Expenses			\$		\$
Sub-total Personnel Expenses			\$	\$	\$
CONTRACTUAL SERVICES:					
Sub-total Contractual Services			\$	\$	\$
OPERATING EXPENSES:					
Sub-total Operating Expenses					
TRAVEL:					
Sub-total Travel Expenses			\$	\$	\$
ADMINISTRATIVE/INDIRECT:					
If indirect, specify rate: 0.00%					
Sub-total Administrative/Indirect Expenses			\$	\$	\$
TOTAL PROJECT COSTS			\$	\$	\$

*Source of Funding for "Applicant and Other" (Match or In-kind):

Foundation Grants _____

Other State Funds (list) _____

Cash Fees _____

Local Funds _____

Other _____

Total Applicant and Other \$ _____

Signature of Director or Authorized Representative _____

Date _____

Budget Preparation Guidelines

Important: In each budget category, the "Total Amount Required" should be the sum of the "Applicant and Other" and the "Requested from CCTF" columns.

APPLICANT: This should be filled in with the lead agency's name.

THIS IS A BUDGET REQUEST FOR THE PERIOD: July 1, 2011 – June 30, 2012

PROJECT: Colorado Children's Trust Fund, Child Abuse and Neglect Prevention

PERSONNEL EXPENSES: This category captures the personnel costs required to perform the project. Please include the base annual salary and FTE (full-time equivalency or percentage of effort) of each position as it relates to the project. For each position, state the Total Amount Required for the project, the amount requested from CCTF and the amount being provided from non-CCTF sources. Costs identified under Personnel are only for project staff who are employees of the applicant organization. Costs for project staff who are not employees of the applicant organization should be entered under **CONTRACTED SERVICES**.

Possible Personnel sub-categories are as follows:

- **Project Director:** Direct project time associated with providing leadership to the project.
- **Project Staff:** Time or salary costs attributable to such project staff as project manager, project coordinator, case manager, senior staff, etc. who provide direct input to the project.
- **Fringe Benefits:** Should include all federal, state and local taxes as well as health insurance and other benefits provided to employees.
- **Fringe Benefits Rate:** The percentage used to calculate fringe benefits. If the rate varies depending upon positions, show an average.

CONTRACTED SERVICES:

- **Consultants:** Fees or honoraria paid to individuals for a specific service provided based on an agreed per diem rate. Some examples are training, technical assistance and evaluation.
- **Contracts:** Agreements entered into with specific deliverables and expectations negotiated for an agreed-upon price over a specified period. The salaries and fringe benefits of personnel working on the project who are not employees of the applicant organization would be included in this category.

OPERATING EXPENSES: These are direct, non-personnel project related costs. In the budget, state the amount requested from CCTF and the amounts being provided from non-CCTF sources. Examples include curriculum purchase, office supplies, printing, program marketing materials, telephone, postage, etc.

TRAVEL: Travel by project staff and consultants directly related to the project, including to CCTF-sponsored trainings. Please remember to include travel costs for two staff to attend the Grantee Orientation in fall 2011 in Denver.

For local travel, you should use the mileage reimbursement rate approved by your organization.

ADMINISTRATIVE/INDIRECT RATE AND COSTS: This is not a required budget category, especially if the expenses associated with the project are captured in other budget categories.

TOTAL PROJECT COSTS: This is a very important line! Calculate and report the Total Amount Required, the Applicant and Other, and the Requested from CCTF. Please re-check each

calculation and then re-check each column's addition. Finally, confirm that the **Total Amount Required** equals **Applicant and Other** plus the **Amount Requested from CCTF**. Upon completion of checking and re-checking your figures, please ask another person to check everything again!

***Source of Funding for "Applicant and Other" (Match or In-kind):** This section is for reporting the other sources of funding that will support this project. The **Total Applicant and Other** amount should demonstrate the minimum 50% match requirement for CCTF. The **Total Applicant and Other** amount in the ***Source of Funding for "Applicant and Other (Match or In-kind)"** section must equal the amount in the **"*Applicant and Other"** column on the **TOTAL PROJECT COSTS** line above.

Signature of Director or Authorized Representative and Date: The agency's director or authorized representative must sign the Budget Request and date their signature prior to submitting to CCTF.

NOTIFICATION & CONTRACTING

PLEASE NOTE: The Colorado Department of Public Health and Environment (CDPHE) reserves the right to reject any or all proposals, to waive informalities and minor irregularities in proposals received, and to accept any portion of the proposal, or all items proposed, if deemed in the best interest of the CDPHE to do so. Failure of the applicant to provide any information requested in this Request for Applications shall be the responsibility of the applicant agency, and will result in the disqualification of the applicant. The fact that an applicant meets eligibility requirements and applies for eligible services does not guarantee funding. Proposals may be funded fully, partially or not at all.

All material submitted regarding this grant application becomes the property of the State of Colorado and is subject to the terms of Colorado Revised Statutes (24-72-201 through 24-72-206, Public (open) Records). The State of Colorado has the right to use any or all information/material presented in the grant application, subject to limitations for propriety or confidential information. Disqualifications or denial of the application does not eliminate this right. Any additional restrictions on the use or inspection of material contained within the proposal shall be clearly stated in the proposal itself.

DECISION AND NOTIFICATION

The CCTF will formally advise each applicant of the final decision to award or deny a grant via a letter to the applicant. Letters will be mailed no later than 10 (ten) working days following the Board meeting scheduled for April 2011. For those applicants not funded, a letter requesting reconsideration may be mailed to the CCTF Board no later than 10 (ten) working days following the date of the denial letter. Reconsideration of the Board will be, in part, contingent on the availability of funds.

FISCAL AGREEMENT AND TIMELINE

The contents of the application will become the scope of work for the processing of the agreement at the Colorado Department of Public Health and Environment. Responsibilities of the grantee and the CCTF will be identified in the agreement. Grant funds shall not be obligated prior to the start date (July 1, 2011 or upon receipt of Purchase Order, whichever is later) nor after the termination date (June 31, 2012) unless an extension has been approved. **Funds will be designated through the CDPHE contracting process** and agencies will receive reimbursement for services as invoices are accepted and approved by CDPHE.

OTHER INFORMATION YOU SHOULD KNOW

TIMELINE FOR CCTF RFA PROCESS

- | | |
|---------------------------------|---|
| • RFA RELEASE | Week of January 10, 2011 |
| • PROPOSAL DEADLINE | February 28, 2011 @ 4:00pm |
| • BOARD PROPOSAL REVIEW MEETING | April 2011 |
| • AWARDS NOTIFICATION | Within ten business days following April CCTF Board Meeting |
| • CONTRACTS AWARDED | June 2011 |
| • CONTRACT YEAR | July 1, 2011 – June 30, 2012 |
| • MID-YEAR REPORT DUE | January 31, 2012 |
| • FINAL REPORT DUE | July 31, 2012 |

DOCUMENTATION OF PROGRAM/BUDGET CHANGES

All programs funded by the CCTF must adhere to the program budget and services described in the proposal or revisions filed subsequent to the approval. Budget deviations impacting the scope of the work must have prior written approval from the CCTF.

CCTF REPORTING, SITE VISITING AND LEARNING COMMUNITIES

Reporting

All granted programs must adhere to monitoring and other requirements of the CCTF. A Program and Expenditures Report is required to be submitted twice during the grant year: after six months (mid-year report) and at year-end (final report). The following information is required in the reports:

- Updates regarding progress, performance and program lessons learned;
- Specific use of grant funds; and
- Demographics and evaluation results.

CCTF program staff will distribute the report form approximately four weeks before report due date.

Site Visiting

Site visits of first-year funded programs and other selected programs will be conducted during the year. Programs will be contacted in advance of the site visit and informed of what is to be discussed during the site visit. If at all possible, CCTF program staff would like to see the funded activities in action (i.e., attendance at a parent education session).

Learning Communities

In addition, Learning Community (peer review) meetings are held during each fiscal year between grantees and CCTF staff via conference calls and face-to-face meetings when possible. The purpose of these voluntary calls is to provide peer support in program implementation.

PLEASE NOTE: All grantees are required to attend a training opportunity to be offered during fall 2011.

INSURANCE REQUIREMENTS FOR FUNDED AGENCIES

If selected as a grantee of the Colorado Children's Trust Fund, you will need to provide assurance of insurance coverage. Your agency's insurance coverage should include general liability, automotive liability and worker's compensation/employer's liability. More details will be given to those agencies that are selected for funding.

RENEWAL OF FUNDING

Renewal of funding for your child abuse prevention project may be available from the Colorado Children's Trust Fund after the term of this agreement, up to three years total. This funding is contingent upon the availability of funds, acceptable adherence to the agreed-upon scope of work, satisfactory performance and funding decisions/determinations of the Board of Directors of the Colorado Children's Trust Fund.

For questions about this Request for Applications, please e-mail the CCTF via scott.bates@state.co.us with a thorough description of your question by no later than the close of business on February 19, 2011. A document that compiles all questions and answers will be updated and posted on the CCTF website (www.coctf.org) twice during the grant writing period – approximately February 10 and 23, 2011.

Appendix A: Program Assessment Rating Tool

Programs presented below are listed by their level of evidence from the Program Assessment Rating Tool (PART) from Level II (lowest) to Level IV (highest). This is by no means a comprehensive list nor does inclusion on this list imply endorsement by the Colorado Children's Trust Fund or the Colorado Department of Public Health and Environment. For more information about the Program Assessment Rating Tool, visit the FRIENDS (the national resource center for the Federal Community-Based Grants for the Prevention of Child Abuse and Neglect, CBCAP) website at www.friendsnrc.org/cbcap-priority-areas/evidence-base-practice-in-cbcap/part

Level I - Emerging Programs and Practices

PROGRAMMATIC CHARACTERISTICS

- The program can articulate a theory of change which specifies clearly identified outcomes and describes the activities that are related to those outcomes. This may be represented through a program logic model or conceptual framework that depicts the assumptions for the activities that will lead to the desired outcomes.
- The program may have a book, manual, other available writings, training materials, OR may be working on documents that specifies the components of the practice protocol and describes how to administer it.
- The practice is generally accepted in clinical practice as appropriate for use with children and their parents/caregivers receiving child abuse prevention or family support services.

Level II - Promising Programs and Practices

PROGRAMMATIC CHARACTERISTICS

- The program can articulate a theory of change which specifies clearly identified outcomes and describes the activities that are related to those outcomes. This is represented through presence of a program logic model or conceptual framework that depicts the assumptions for the activities that will lead to the desired outcomes.
- The program may have a book, manual, other available writings, and training materials that specifies the components of the practice protocol and describes how to administer it. The program is able to provide formal or informal support and guidance regarding program model.
- The practice is generally accepted in clinical practice as appropriate for use with children and their parents/caregivers receiving services child abuse prevention or family support services.
 - **Healthy Families America.** This is a voluntary home visitation program designed to promote healthy families and children through a variety of services, including child development, access to health care, and parent education. The program targets families identified as at risk, with children ages 0 to 5. The program is highlighted as a Promising Program on the OJJDP Model Programs Guide. For more information, visit: http://www.dsgonline.com/mpg2.5/TitleV_MPG_Table_Ind_Rec.asp?id=335
 - **Nurturing Parenting Programs.** The programs teach age-specific parenting skills along with addressing the need to nurture oneself. The program curriculum consists of separate curriculum for parents and for the children. The content of the parent portion of the program focuses on increasing self-esteem and self-concept while teaching nurturing parenting skills appropriate for the age group of the child. The program is administered in two formats; Home-Based and Center-Based. The program is listed as a Promising Program on the SAMHSA Model Programs website. For more information, visit: http://nrepp.samhsa.gov/legacy_fulldetails.asp?LEGACY_ID=1066

Level III - Supported Programs and Practices

PROGRAMMATIC CHARACTERISTICS

- The program articulates a theory of change which specifies clearly identified outcomes and describes the activities that are related to those outcomes. This is represented through the presence of a detailed logic model or conceptual

framework that depicts the assumptions for the inputs and outputs that lead to the short, intermediate and long-term outcomes.

- The practice has a book, manual, training, or other available writings that specifies the components of the practice protocol and describes how to administer it.
- The practice is generally accepted in clinical practice as appropriate for use with children and their parents/caregivers receiving child abuse prevention or family support services.
 - **Child-Parent Center** program is a community-based intervention that provides comprehensive educational and family support services to economically and educationally disadvantaged children. The program provides a half-day preschool, a half-day or all-day kindergarten, and an all-day service in the primary grades. The program is highlighted as an “Effective Program” on the OJJDP Model Program Guide website. For more information, visit: http://www.dsgonline.com/mpg2.5/TitleV_MPG_Table_Ind_Rec.asp?ID=52
 - **Creating Lasting Family Connections (CLFC)** is a comprehensive family strengthening and substance abuse and violence prevention curriculum designed to help youths and families in high-risk environments become strong, healthy, and supportive. CLFC serves African-American, white, Native American, Asian, Pacific Islander, and Hispanic youths ages 9 to 17 and their families living in rural, suburban, or urban settings. Its curriculum is designed for use in a community system (churches, schools, recreation centers, court-referred settings) that provides significant contact with parents and youths, has existing social outreach programs, and is linked with other human service providers. The program is highlighted as an “Effective Program” on the OJJDP Model Program Guide website. For more information, visit: http://www.dsgonline.com/mpg2.5/TitleV_MPG_Table_Ind_Rec.asp?id=318

Level IV - Well Supported Programs and Practices

PROGRAMMATIC CHARACTERISTICS

- The program articulates a theory of change which specifies clearly identified outcomes and describes the activities that are related to those outcomes. This is represented through the presence of a detailed logic model or conceptual framework that depicts the assumptions for the inputs and outputs that lead to the short, intermediate and long-term outcomes.
- The practice has a book, manual, training or other available writings that specify components of the service and describes how to administer it.
- The practice is generally accepted in clinical practice as appropriate for use with children and their parents/caregivers receiving child abuse prevention or family support services.
 - **The Incredible Years** series features three comprehensive, multi-faceted, and developmentally based curricula for parents, teachers, and children. The program is designed to promote emotional and social competence and to prevent, reduce, and treat behavioral and emotional problems in young children (2 to 8 years old). This program is highlighted as a SAMHSA Model Program. For more information, visit: http://nrepp.samhsa.gov/programfulldetails.asp?PROGRAM_ID=131
 - **Strengthening Families Program** is a parenting and family skills training program that consists of 14 consecutive weekly skill-building sessions. Parents and children work separately in training sessions and then participate together in a session practicing the skills they learned earlier. The program is highlighted as an “Exemplary Program” on OJJDP Model Programs Guide website. For more information, visit: http://www.dsgonline.com/mpg2.5/TitleV_MPG_Table_Ind_Rec.asp?ID=429
 - **Healthy Families New York (HFNY)** is a community-based prevention program that seeks to improve the health and well-being of children at risk for abuse and neglect by providing intensive home visitation services. The target population consists of expectant parents and parents with an infant less than three months of age who are considered to be at high risk for child abuse and neglect. The program is highlighted as a “Proven Program” on the RAND Promising Practices Network website. For more information, visit: <http://www.promisingpractices.net/program.asp?programid=147>

Appendix B: Research-Based Curricula & Resources

Web Resources for Research-Based Practice:

National Registry of Evidence-based Programs and Practices (NREPP), a service of the Substance Abuse and Mental Health Services Administration (SAMHSA). www.nrepp.samhsa.gov

Office of Juvenile Justice and Delinquency Prevention's Model Programs Guide (MPG)
www.dsgonline.com/mpg

The Promising Practices Network: www.promisingpractices.net

Social Programs That Work: www.evidencebasedprograms.org

For more ideas regarding evidence-informed programs that address children's exposure to domestic violence, shaken baby prevention and other programs with a connection to decreasing familial risk factors or increasing protective factors, visit these sites:

California Evidence-Based Clearinghouse for Child Welfare
<http://www.cachildwelfareclearinghouse.org>

Model Programs Guide (The Office of Juvenile Justice and Delinquency Prevention)
www.dsgonline.com/mpg

For more information about emerging practices and issues related to effective child abuse prevention services:

Family Connections - National Program Replication Project
http://www.family.umaryland.edu/ryc_best_practice_services/family_connections_replication.htm

Child Abuse and Neglect Prevention: Field Reports from the Field and Ideas for the Future
http://www.rand.org/pubs/working_papers/WR632

Emerging Practices in the Prevention of Child Abuse and Neglect
<http://www.childwelfare.gov/preventing/programs/whatworks/report>

Appendix C: Strengthening Families to Prevent Child Abuse and Neglect

Across the country early care and parent education programs, child welfare departments, and others are using the Strengthening Families approach to build protective factors in families; providing parents with what they need to parent effectively even under stress.

The Strengthening Families approach is taking hold nationwide for many reasons, including:

- The protective factors have been demonstrated to work and are informed by extensive, rigorous research.
- Activities that build the protective factors can be built into programs and systems that already exist in every state, such as early childhood education and child welfare, at little cost.
- Strengthening Families has widespread support from social science researchers, state child welfare officials, early childhood practitioners, and policy experts.

Research indicates that five protective factors reduce the incidence of child abuse and neglect:

1. Parental Resilience

What it is: The ability to cope with and bounce back from all types of challenges.

Why it's important:

- Parental psychology plays an important role in both the causes and prevention of child abuse and neglect. Parents who are emotionally resilient are able to maintain a positive attitude, creatively solve problems, and effectively rise to challenges in their lives – and they are less likely to abuse or neglect their children.
- Parents who have experienced violence or abuse and neglect themselves or who have other risk factors for becoming abusers need caring relationships to help them develop and maintain positive relationships with their children.
- Parents who know and trust staff are more likely to reveal problems such as domestic violence or feelings of frustration and ask for assistance.

How programs can build parental resilience:

- Set aside space for parents, establish a welcoming atmosphere throughout the program, provide coffee and snacks for the parents who utilize the program.
- Train staff in creating trusting relationships with families; provide time and opportunity for these relationships to flourish.
- Hire dedicated family support workers whose job it is to build trusting relationships with parents, employ mental health consultants who are available to parents when they need them.
- Train staff to watch for early signs of child or family distress and respond with encouragement, support and help in solving problems.

2. Social Connections

What it is: Friends, family members, neighbors, and other members of a community who provide emotional support and concrete assistance to parents.

Why it's important:

- Helping parents build constructive friendships and other positive connections can reduce their isolation, which is a consistent risk factor for child abuse and neglect. Isolation is a particular problem for families in crisis or who need intensive help, such as victims of domestic violence.
- Social connections build parents' "social capital," their network of others in the community – e.g., family, friends, neighbors, churches – who they can call on to help them solve problems.
- Social connections enable parents to develop and reinforce community norms about behavior that affects everyone. Norms against violence help reduce child abuse and neglect.
- Friendships lead to mutual assistance in gaining resources all families need from time to time: transportation, respite child care and other tangible assistance as well as emotional support.

How programs can help parents build healthy social connections:

- Hold potluck dinners with parents and children.
- Organize sports activities for parents.

- Provide parent education classes and workshops.
- Help parents to connect with organizations and resources outside the program (e.g., helping parents find a house of worship).
- Include outreach and activities for fathers, grandparents and other extended family members in program planning.

3. Knowledge of Parenting and Child Development

What it is: Accurate information about raising young children, appropriate expectations for their behavior, and knowledge of alternative discipline techniques.

Why it's important:

- Parents who understand normal child development are less likely to be abusive and more likely to nurture their children's healthy development. Observing other children helps parents understand their own child in context.
- Parents often need timely help from someone they trust in resolving specific problems such as biting or hitting without resorting to harsh discipline techniques.
- Multiple models of positive parenting, including alternative discipline techniques, males in nurturing roles, and a program norm of non-violence demonstrate alternatives for parents.
- Parents of children with developmental or behavior problems or special needs need coaching and support in their parenting roles to reduce their frustration and provide the help their children need.

How programs can support parent's acquisition of knowledge of parenting and child development:

- Parent education classes – organized in various ways such as teaching developmental stages, organizing groups of parents with children of the same age (e.g., 2-year-olds), etc.
- Informal daily interactions w/program staff – coaching on specific issues (e.g., biting, sharing toys, bullying).
- Observation space where parents can observe their child interacting with others (one-way glass, video monitors in rooms) and learn new techniques from watching staff.

4. Concrete Supports in Times of Need

What it is: Financial security to cover day-to-day expenses and unexpected costs; formal supports like TANF, Medicaid, and job training; and informal support from social networks.

Why it's important:

- Child neglect can be a consequence of family crisis, a parental condition such as substance abuse, or stresses associated with the lack of resources.

How programs can support the provision of concrete support:

- Connecting parents to resources such as job training, social services or access to health care.
- Providing for tangible needs such as food, clothing, etc. Not providing a child's basic needs – such as being homeless – constitutes child neglect in some states.
- Providing access to services such as battered women's shelter, mental health services, substance abuse counseling, etc.
- Programs have closets with clothing that children can be given (e.g., winter coats) and/or pantries where parents can get food for home.
- Linking parents with specific people in service agencies ("We refer people to people, not services"), providing transportation if necessary.
- Responding to family crises such as evictions with immediate assistance and support from staff and other parents in the program.
- Providing links to jobs, job training, transportation and other means of economic security for families.
- Serving as an access point for health care, child care subsidies and other services available to families.
- Staff initiation of contact/ conversation if they suspect there may be a problem or emergency with the family.

5. Children's Social and Emotional Competence

What it is: A child's ability to interact positively with others and communicate his or her emotions effectively.

Why it's important:

- Children with challenging behaviors are at greater risk for abuse. Identifying and working with children early to keep their development on track helps keep them safe.
- The bread-and-butter of early childhood programs – helping children develop socially and emotionally – also has impact on the way parents and children interact. For instance, as children learn to verbalize their emotions rather than act them out, they are more able to tell parents how they feel, what they need, and how parental actions make them feel. Parents can then be more responsive to their children's needs – and less likely to yell or hit.
- Children who have experienced or witnessed violence in particular need a safe environment, trained staff and opportunities to develop normally.

How programs can help develop children's social and emotional competence:

- Direct teaching of social skills – e.g., how to share and be respectful of others – and emotional skills – e.g., expressing feelings.
- Timely action when there is a concern: asking another teacher or staff member to observe, talking with the parents, bringing in a consultant. Staff may identify issues parents do not because they have more training in surveillance (e.g., a child being sexually abused by a neighbor).
- Art programs that allow children to express themselves in ways other than words, many of which involve a take-home component that bring parents into the activity, too.

For more information about the Strengthening Families protective factors, research related to this work or more ideas about how programs can help build the protective factors for parents and children, visit: www.strengtheningfamilies.net