

CBCAP 101: New State Lead Orientation

CBCAP Grantee Meeting, Washington, DC

March 12, 2020

CBCAP Federal Project Officers:

Julie Fliss & Sharon McKinley

Office on Child Abuse and Neglect
Children's Bureau, ACYF, ACF, HHS

Carolyn Abdullah, TTA Coordinator

FRIENDS NC for CBCAP

Jessica Diel, PAC Member

FRIENDS Parent Advisory Council



CBCAP Overview

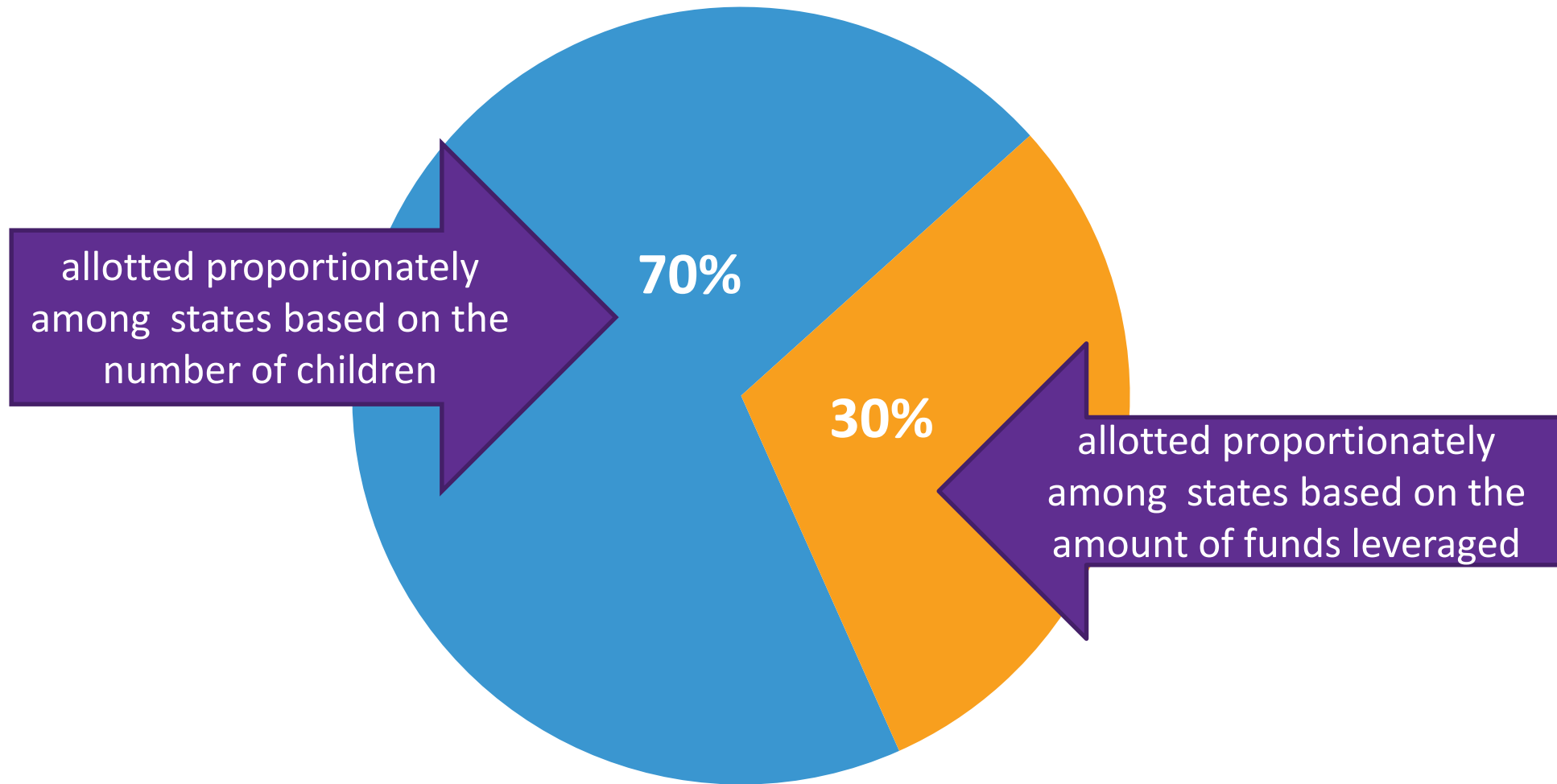
Formula Grant Program

Program Instruction issued and lead agency designated by the Governor each year

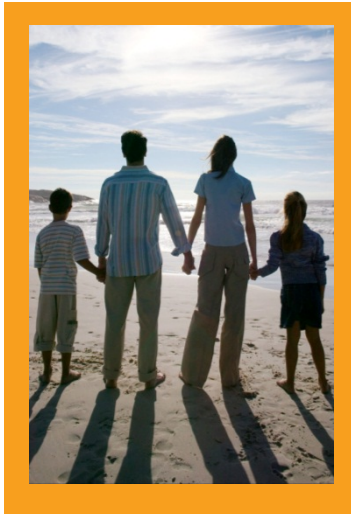
Approximately, \$53.6 million FY2020

1% is set aside for CBCAP tribal/migrant programs

Distribution of CBCAP Funds



The purposes of the CBCAP program are:



1. To support community-based efforts to develop, operate, expand, enhance, and coordinate initiatives, programs, and activities to prevent child abuse and neglect and to support the coordination of resources and activities to better strengthen and support families to reduce the likelihood of child abuse and neglect; and



2. To foster understanding, appreciation and knowledge of diverse populations in order to effectively prevent and treat child abuse and neglect.

Target population for CBCAP programs

Parents (all, new, teens, etc.)

Parents and/or children with disabilities

Racial and ethnic minorities

Members of underserved or underrepresented groups

Fathers

Homeless families and those at risk of homelessness

Unaccompanied homeless youth

Adult former victims of domestic violence or child abuse

Numbers Served

2017

- **494,676** - Individuals received direct preventative services through CBCAP
- **146,569** - families received services
- **44,260** - parents and children with disabilities
- **363,185** - individuals were provided a range of training opportunities (e.g., parenting trainings, webinars on evidence-based practices, evaluation training, how to use logic models, and outcome accountability to build structure and quality improvement within their programs)

2018

- **248,962** - Individuals received direct preventative services through CBCAP
- **280,933** - families received services
- **59,802** - parents and children with disabilities
- **309,016** - individuals were provided a range of training opportunities (e.g., parenting trainings, webinars on evidence-based practices, evaluation training, how to use logic models, and outcome accountability to build structure and quality improvement within their programs)

CBCAP Funds

Funds must be used to support:

Primary prevention (universal) programs and strategies which are available to all families

Secondary (targeted) prevention efforts, which target children and families at risk for abuse or neglect

CBCAP funds must be used for:



Developing, operating, expanding, and enhancing community-based, and prevention focused programs and activities



Fostering the development of a continuum of preventive services for children and families



Financing the start-up, maintenance, expansion, or redesign of programs and activities



Maximizing the leveraging of funds



Financing public information activities

Examples of programs funded



Voluntary home visiting



Parenting education/skills



Parent mutual support/self-help



Respite care programs/crisis care



Community outreach and referral



Family resource programs



Family support programs

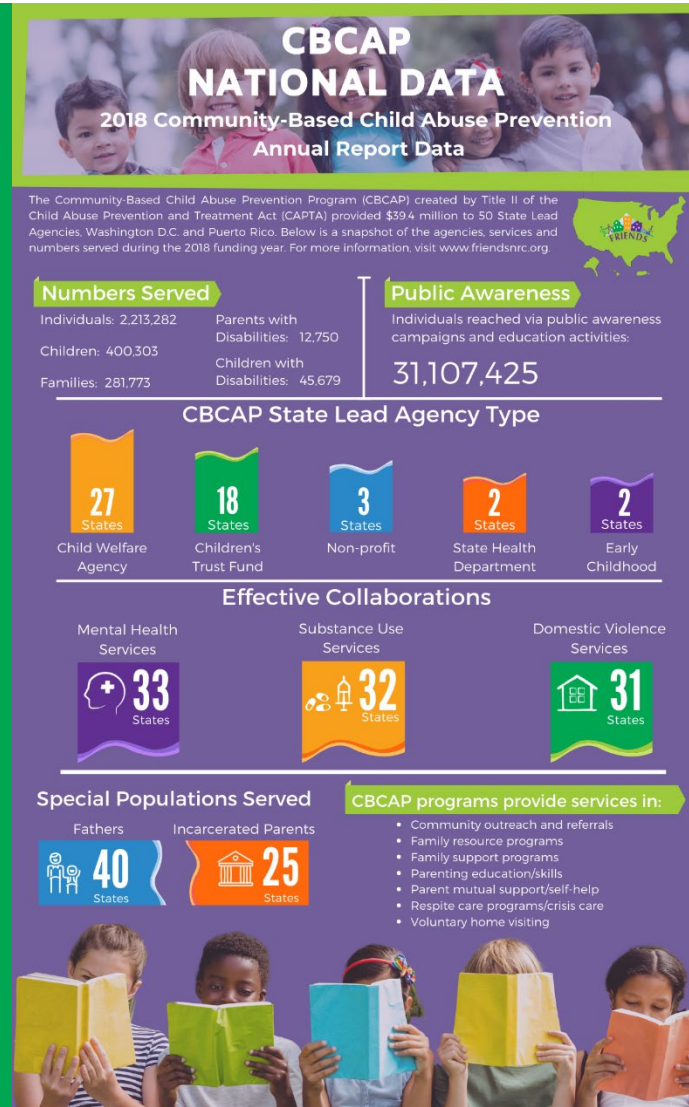
Role of the CBCAP Lead

- Complete the CBCAP application and annual report
- Attend the Annual Grantee Meetings
- Participate in the Peer Learning Calls
- Participate in the annual State Lead Calls with CB and RO
- Ensure that they plan and provide TA and training to their local CBCAP grantee

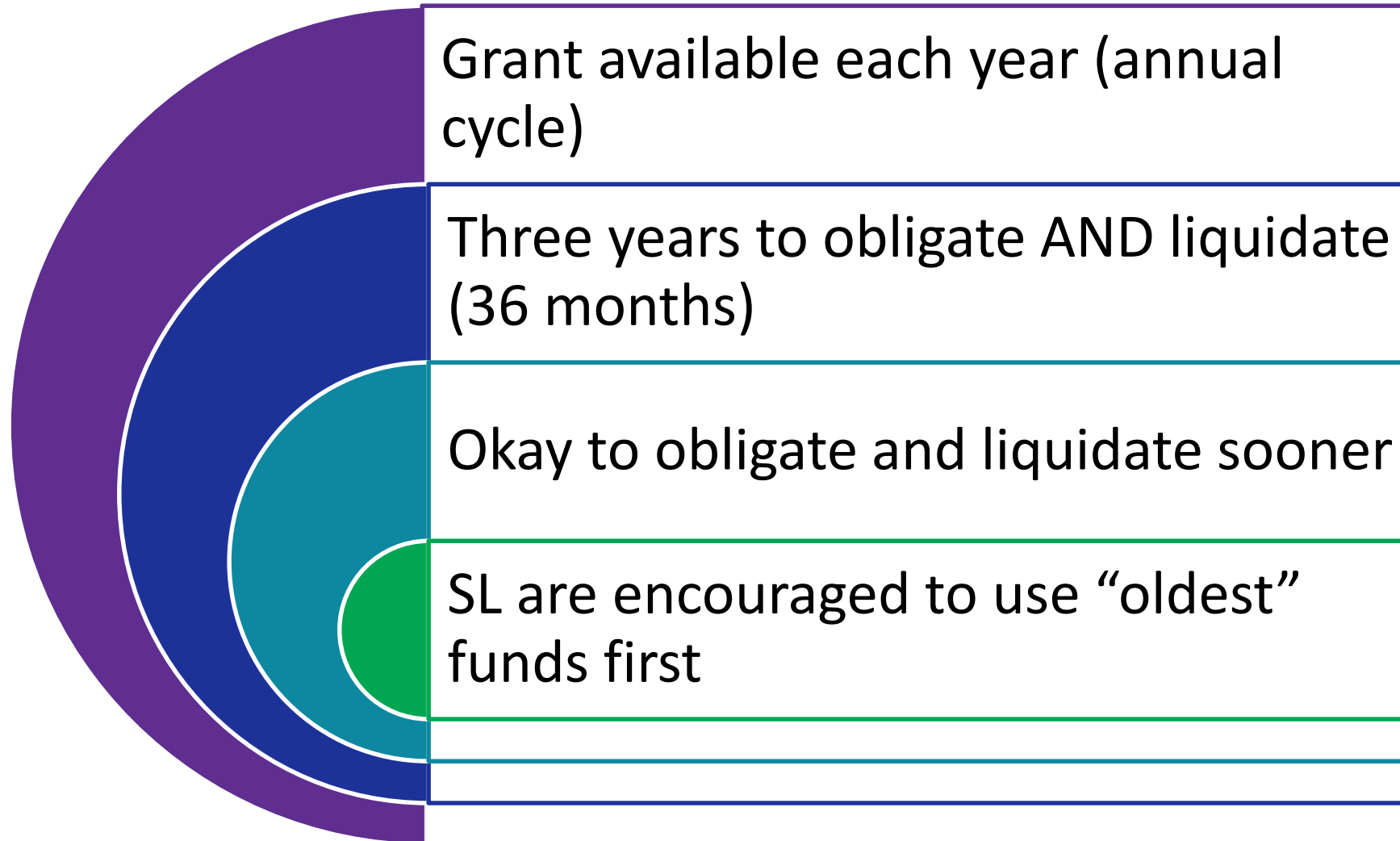
Role of the CBCAP Lead

- Ensure that they evaluate or oversee the evaluation of the funded program.
- Find ways to partner with other public and private organizations and build on existing interagency collaborative efforts with similar goals as CBCAP.
- Oversee the budget and expenditure of CBCAP funds to make sure funds are spent in accordance of the PI and the grant management regulations.

2018 Community-Based Child Abuse Prevention Annual Report Data



CBCAP Funding Cycle



CBCAP Funding Cycle

Table of Period of Availability

Fiscal Year	Grant Awards Issue Date	Grant Begins	Obligated By	Liquidated By
2018	9/20/2018	10/1/2017	9/30/2020	12/30/2020
2019	8/30/2019	10/1/2018	9/30/2021	12/30/2021
2020	TBD	10/1/2020	9/30/2022	12/30/2022

CBCAP Application and Annual Report

A new application must be submitted to be awarded funding each year (usually in June).

The CBCAP Annual Report will be due annually, approx. 120 days after the end of the grant period (Sept. 30th) – approximately Jan. 30th.

Submitted to Federal Project Officers (at CBCAP@acf.hhs.gov) and cc'ed to ACF Regional Office assigned to your state.

CBCAP Application and Report Due Dates

Application

2020

Oct. 1, 2020-
Sept. 30, 2021

Deadline

June 5, 2020

Report

FY2019

Oct. 1, 2018-
Sept. 30, 2019

Deadline

Jan. 30, 2020

FRIENDS Portal for CBCAP Applications and Reports

Technical Assistance Tool

- Support CBCAP leads in completing their applications and reports in accordance with CB requirements
- Open for report development in November each year
- Open for application development in spring to coordinate with release of annual PI

Support and technical assistance on access and use of Portal available through assigned FRIENDS TA coordinator and annual support webinars or contact:

Edi Winkle at ewinkle@friendsnrc.org

www.friendsnrc.org/portal

Program Monitoring

Federal Project Officer provides ongoing monitoring; reviews and approves applications for funding

ACF Regional Office provides a secondary review of application and annual report

Grants Management Office provides fiscal oversight

FRIENDS provides training and technical assistance and works with FPO/RO to address needs of state

CBCAP Federal Project Officers

Julie Fliss

Child Welfare Program Specialist
Office on Child Abuse and Neglect

(202) 205-8879

Julie.Fliss@acf.hhs.gov



Sharon McKinley

Child Welfare Program Specialist
Office on Child Abuse and Neglect

(202) 475-2465

Sharon.Mckinley@acf.hhs.gov



CBCAP Financial Contact

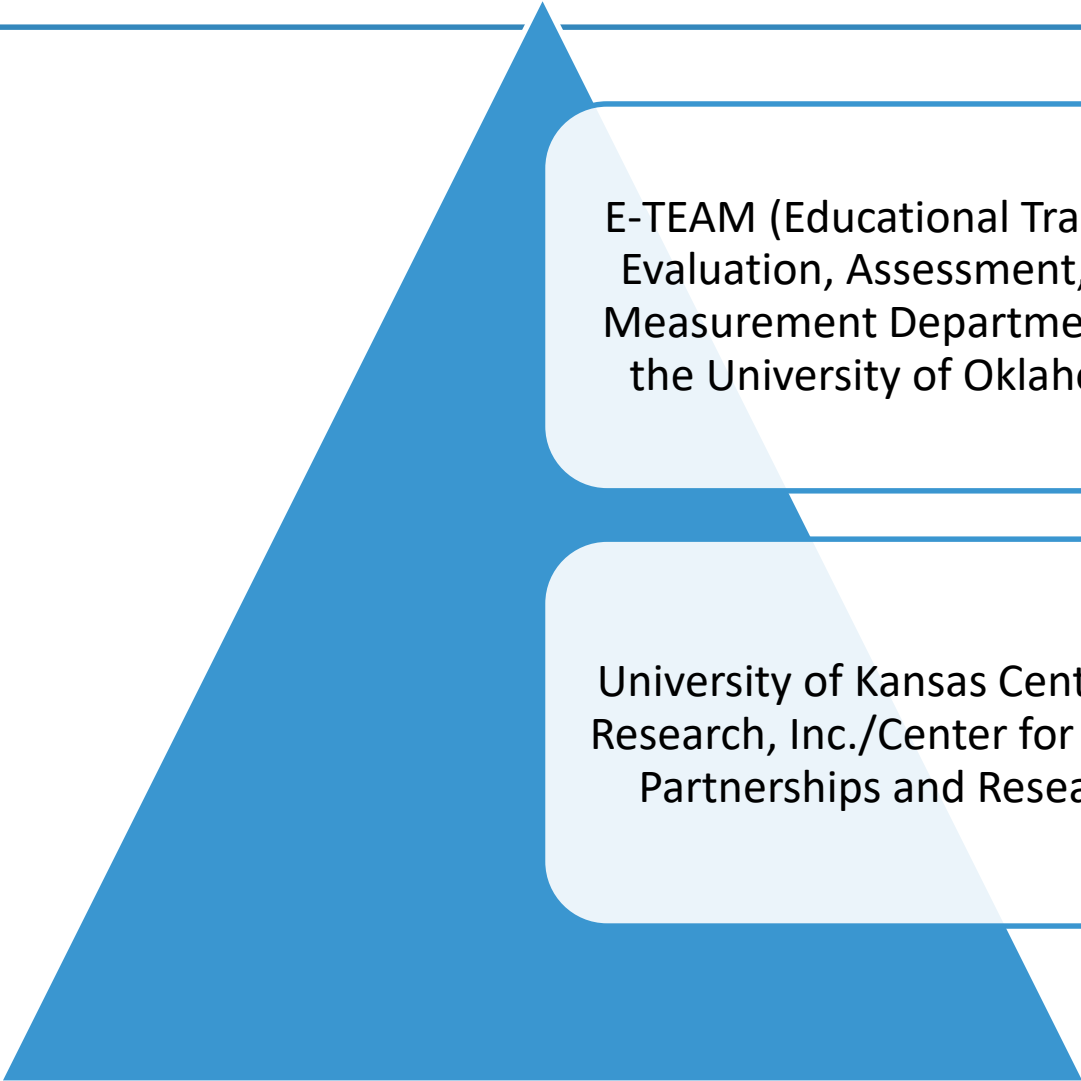
Administration for Children and Families
Office of Administration Office of Grants Management
Division of Mandatory Grants
is responsible for fiscal oversight of the CBCAP grants.

Please reach out to your FPO or FRIENDS T/TA Coordinator if
you have a fiscal question and they will
connect you with OGM.

FRIENDS Team



FRIENDS NC is a program of *Chapel Hill Training Outreach Project, Inc.* We partner with . . .



E-TEAM (Educational Training,
Evaluation, Assessment, and
Measurement Department) at
the University of Oklahoma

University of Kansas Center for
Research, Inc./Center for Public
Partnerships and Research

FRIENDS Training and TA

FRIENDS on-site and remote T/TA builds the capacity of CBCAP State Leads to meet the requirements of Title II of CAPTA

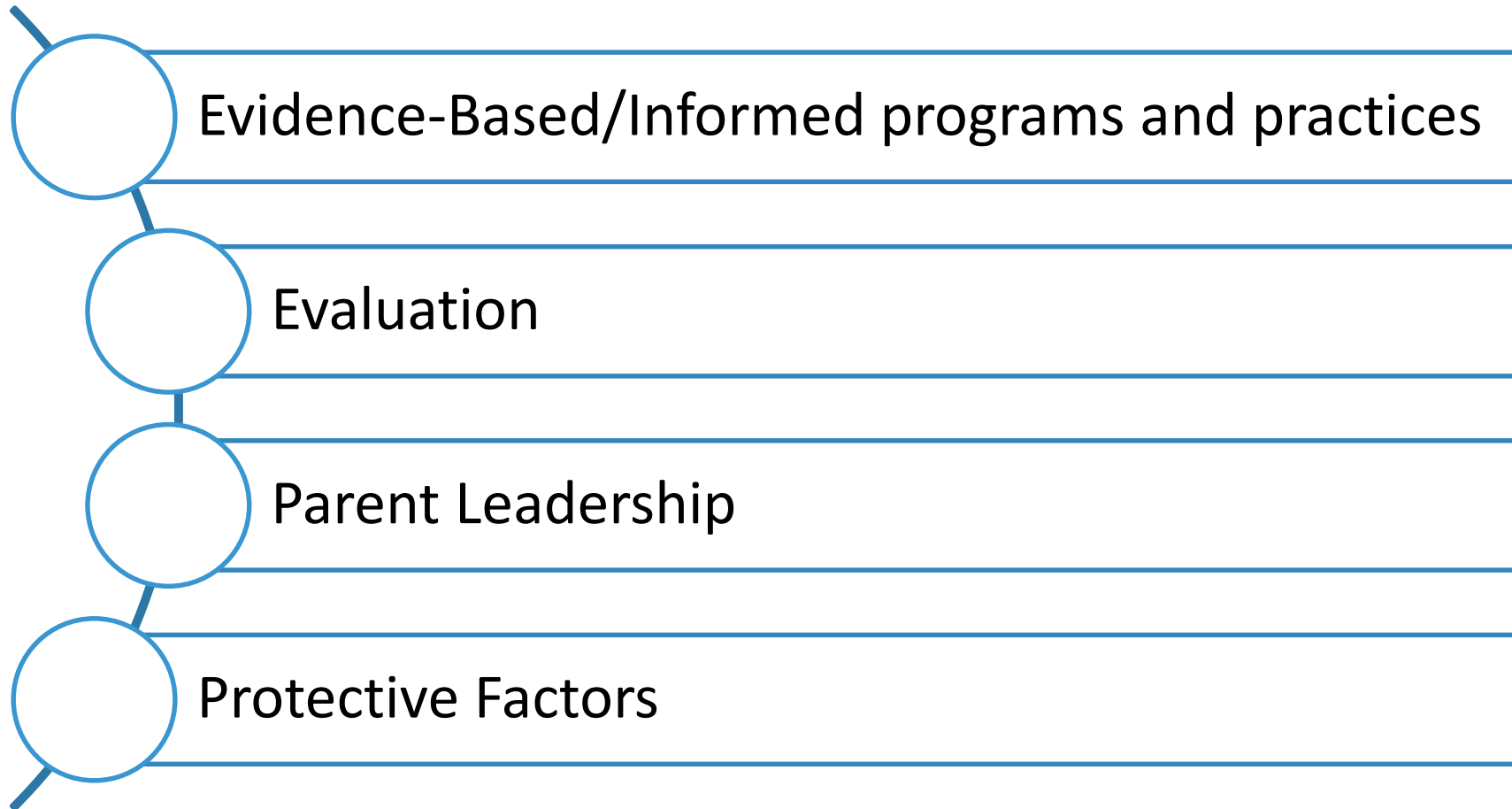
Training and Technical Assistance

Email, telephone
On-site
FRIENDS and CBCAP listserv
Peer Learning calls and Topical Webinars

Website

- Print and read publications and materials
- Online Learning Center
- Evaluation Toolkit and Logic Model Builder
- Listen to teleconference archives on various TA topics

FRIENDS Training Topics



***This is just a sample of trainings available.
For your specific needs, contact your T/TA coordinator.**

How often can I request On-site T/TA?

Requests for on-site training and technical assistance must come from the CBCAP State Lead Agency.

1. One request from each State for an on-site training and technical assistance (T/TA) visit of up to three days will be considered during the first six months of each Federal fiscal year (October 1 – March 31). *

2. If travel funds are still available, an additional request for on-site T/TA will be considered from each State during the second half of each federal fiscal year (April 1 – Sept 30).

3. The procedure are on the FRIENDS website at www.friendsnrc.org/aboutus/technical.htm

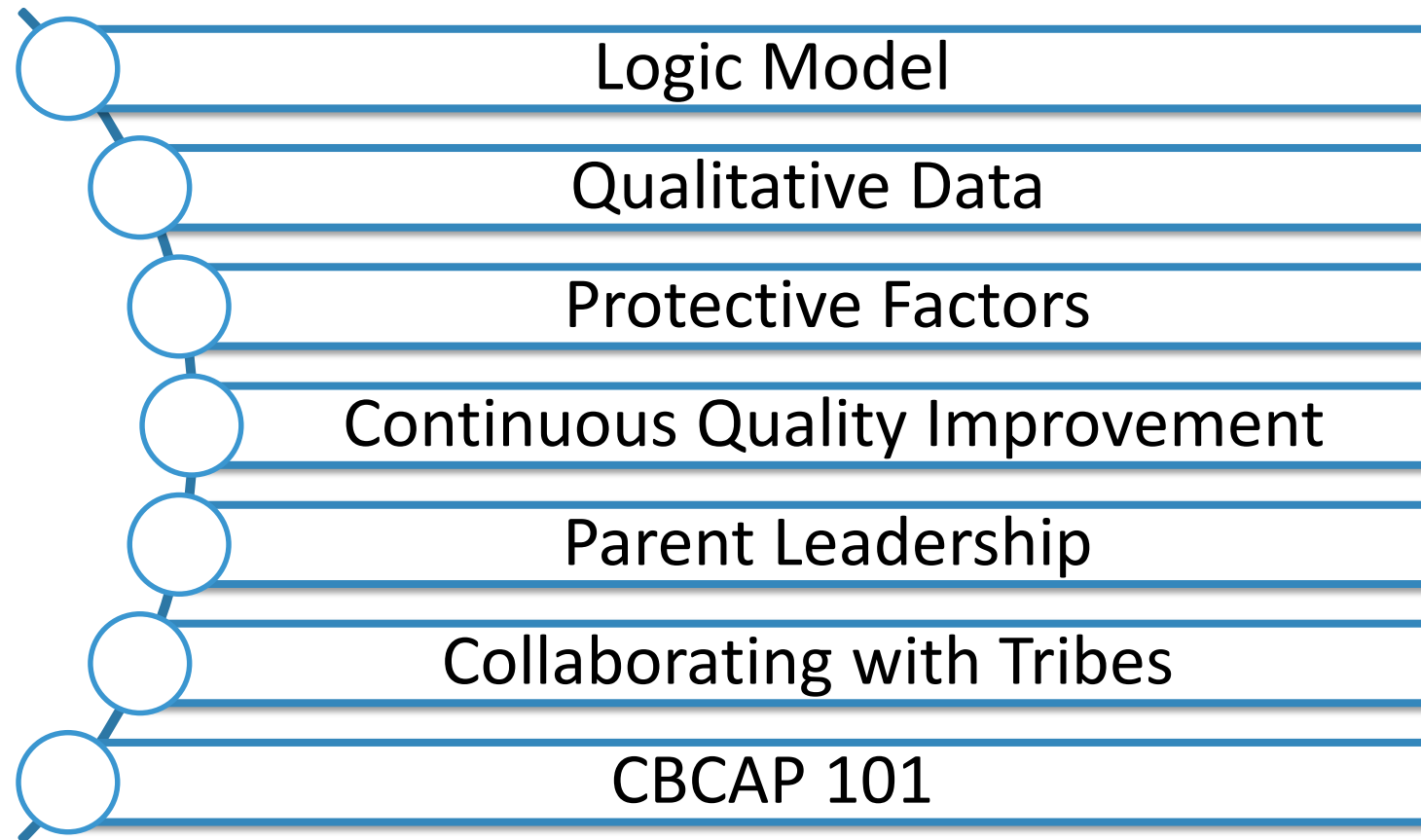
* Does not include new state lead orientation

FRIENDSNRC.org

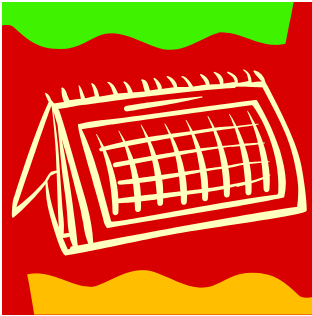


friendsnrcelearning.org

FRIENDS Offers Online Courses Free of Charge



Monthly Peer Learning Calls

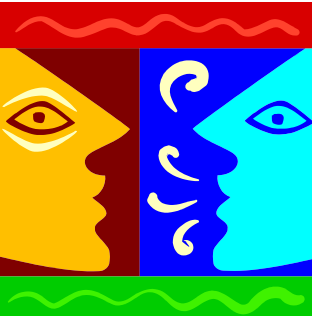


Mark Your Calendars!

2nd Wednesday of every month –

2:00 ET; 1:00 CT; 12:00 MT; 11:00 PT

Recordings posted on FRIENDS NC website



A peer networking event!

How can you participate?

- Volunteer to be a presenter

- Be on the call, ask questions, provide input

New State Lead Community of Practice

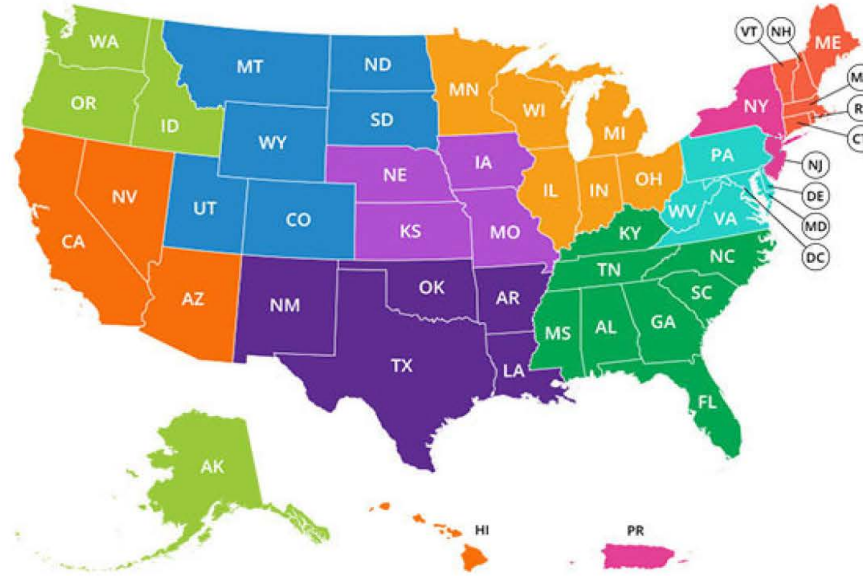


Includes: Bi-monthly (3rd Tuesday) webinars and a
listserv

FRIENDS Parent Advisory Council



FRIENDS Parent Advisory Council 2020



Region 1

Region 2

- Melba Henao (NJ)

Region 3

- Eliza Cooper, *PAC Alumni (MD)*
- Stephanie Eckhart, *PAC Alumni (MD)*

Region 4

- Beth Stodghill (TN)
- Valerie Lebanion (KY)
- Sam Bowman Fuhrmann, *PAC Alumni (NC)*
- Vadonna Williams (AL)

Region 5

- Anthony Queen, MI
- Joanne Hodgeman, (MN)
- Brook Hoffbauer, *PAC Alumni (MN)*

Region 6

- Bruce Bynum (TX)
- Raven Sigure (LA)

Region 7

- Sam Blue, *PAC Alumni (MO)*
- Jessica Diel *PAC Mentor (MO)*

Region 8

Heather Stenson (MT)

Region 9

- Art Hernandez, *PAC Alumni (CA)*
- Melissa Zimmerman (AZ)

Region 10

- Fatima Gonzalez-Galindo *PAC Mentor (WA)*
- Jill Gentry, *PAC Alumni (OR)*
- Dawn Patzer, *PAC Alumni (WA)*



PAC Roles & Responsibilities

- ❖ Meet regularly to identify and promote meaningful parent involvement
- ❖ Serve on Workgroups and Committees
- ❖ Communicate with the CBCAP State Lead in their home state
- ❖ Publish the Parent / Practitioner newsletter
- ❖ Inform the work of FRIENDS and the CBCAP community

Parent & Practitioners Newsletter

Winter 2015

Parents & Practitioners



Volume 1, Issue 17

The FRIENDS National Center for CBCAP Parent Advisory Council Newsletter

Families: Key Ingredient in Collective Impact Work

There's hardly a day that goes by that we don't hear about a new strategy or model for organizational collaboration and problem-solving, and Collective Impact is an approach that has recently gained a lot of momentum. Collective Impact is a framework that is designed to address social and community challenges by focusing on five key principles:

- Common Agenda
- Shared Measurement
- Mutually Reinforcing Activities
- Continuous Communication
- Backbone Support

Over the past several years, new collaboratives have begun using Collective Impact principles to affect social change and influence public policy. Practitioners and researchers that have observed these collaborative endeavors have found that the most successful Collective Impact efforts recognize the importance of developing relationships and engaging with people who have authentic

experience with the issue being addressed and who will ultimately benefit from program and policy changes.

As in all collaborative efforts, families are key partners in Collective Impact efforts and can play a critical role in collecting and reviewing data as well as building relationships and creating the structure that support a cross-sector approach to problem-solving.

Collective Impact has the potential to shift the way communities approach collaboration and the relationships that make those collaborative endeavors effective. Practitioners must commit to authentic partnerships with families and community stakeholders to ensure that Collective Impact doesn't become the latest buzzword, but instead a viable strategy for sustained system change that provides solutions to complex social and community challenges.

—Carolyn Abdullah
Prevention Network Coordinator

Dads' Café in Missouri

Through a collaboration of Churches, Social Service programs and Community Members the first Dads' Café was held at the Everlasting Life Church in St. Louis, Missouri, on November 15, 2014. The theme of the café was "Conversations to Keep Your Family Strong". The Dads gathered around tables in groups of five while following the Parent Café structure which allows each person to share their thoughts and talk about how to incorporate the protective factors into



Dads' Café participants

their lives. These conversations brought forth stimulating conversations and the beginning of a new stronger partnership

continued on page 3

Visit the PAC on the FRIENDS website at www.friendsnrc.org

Winter 2016

Parents & Practitioners



The FRIENDS National Center for CBCAP Parent Advisory Council Newsletter

Meaningful Family Engagement: It's Not About Why, It's About Why Not?

Question: How do you best demonstrate your commitment to integrating parent engagement within program development and implementation?

Answer: Fund positions whose sole purpose is to ensure the parent/caregiver presence is a constant as both the consumer and stakeholder. As the state Title V administrator within the North Carolina Division of Public Health, the Children and Youth Branch implements this parent engagement model on several levels.



Christy Moore and Holly Shoun

First, it develops family liaison coordinator positions that are responsible for increasing and overseeing activities for family support and engagement. Family Liaison Specialists Holly Shoun and Christy Moore work to have families engaged in meaningful ways. "There is a distinction between family involvement and family engagement," according to Christy Moore. "Involvement implies doing something to one or more people, as compared to engagement which refers to doing something along with other people." Educating and training branch staff, establishing relationships with families and engaging families in meaningful ways is a process. Our job is to keep this process in motion and at the forefront of our program development and implementation.

Families, including children and youth, have the first-hand knowledge of how to best shape programs and services to effectively meet their needs. "Their

implementation and evaluation is crucial," says Christy. A second family engagement strategy involves identifying family stakeholders to co-train with branch staff. The parent perspective offers a real life experience and authentic application of the topic.

Finally, the branch works to develop a leadership group of diverse parents who would effectively and efficiently offer local training. The training is designed to engage and empower parents as leaders within their community, to enhance the quality of life for children and young adults with disabilities. Best practices of parent engagement can have many approaches and appearances; because it's not about why, it's about why not! ☒

February is
National Parent
Leadership Month!

Verano de 2017

Padres de familia y profesionales



Boletín del Consejo Asesor de Padres de Familia del Centro Nacional FRIENDS para la Prevención del Maltrato de Menores Basado en la Comunidad (CBCAP)

Crecimiento y desarrollo de adolescentes con estrategias de prevención primarias

Una oportunidad para que padres de familia asesoren y guíen a los jóvenes a través de roles significativos como voluntarios

Como voluntaria del 4-H, he podido contribuir a mi comunidad de muchos maneras positivas, que impactan no solo a los jóvenes, sino también a las familias. Participar en la programación del 4-H ha sido una de las mejores experiencias que he tenido trabajando con jóvenes. A pesar de que la mayoría de las personas piensan en el 4-H en términos de caballos, vacas y agricultura, crecientemente muchos más viven en entornos urbanos y han participado en el 4-H durante los últimos 10 años.



El 4-H es un programa de desarrollo de liderazgo para jóvenes ofrecido por una Extensión Cooperativa que ayuda a jóvenes a convertirse en ciudadanos responsables. Como un programa de prevención primaria es muy efectivo. Los jóvenes aprenden a trabajar en colaboración con adultos (mentores), con lo que aprenden que sus voces son importantes. He sido afortunada de participar en un programa y capítulo del 4-H que estaba en desarrollo y que ahora ha sido analizado por compañeros a través del Consejo Nacional del 4-H llamado **Cuando los Adolescentes del 4-H Desarrollan Liderazgo: jóvenes y adultos para fortalecer las comunidades**. Este programa comenzó en 1999 en la ciudad de Baltimore y ha tenido grandes resultados. La mayor parte de este programa es hacer que los jóvenes se involucren en sus comunidades de maneras significativas y que los padres de familia tengan la oportunidad de tomar un rol de liderazgo como voluntarios para apoyar, crear o liderar clubes.

del servicio comunitario en que los jóvenes trazan un mapa de la comunidad para encontrar las necesidades del vecindario en el que quieren hacer un proyecto, y crean un proyecto significativo basado en sus investigaciones, las cuales incluyen opiniones de la comunidad.

Preparación para la fuerza laboral o emprendimiento. Lo cual enseña a los jóvenes habilidades de preparación tales como identificar sus fortalezas y áreas de interés, habilidades de entrevista, escribir currículum y cómo iniciar su propio negocio.

Ciencia ambiental enseña a los jóvenes la importancia de cuidar el lugar en el que viven, a no contaminar, cómo prevenir la contaminación y ofrecer como voluntarios para ayudar a eliminar la contaminación en su comunidad, localmente o en los ámbitos estatal o nacional. Los jóvenes también aprenden a cultivar plantas para su salud como adorno o alimento. Ayuda en jardines comunitarios y aprender y experimentar la importancia de una alimentación sana y de llevar un estilo de vida seguro y saludable son conexiones importantes que los jóvenes también aprenden.

Los tres componentes de los Campos de Adolescentes del 4-H son:

Aprendizaje en servicio: lo cual es una experiencia

La belleza de este currículo es que puede ser utilizado y adaptado por cualquier programa

continúa en la página 2

Visite el PAC en el sitio web de FRIENDS en www.friendsnrc.org

Connecting with the PAC

What can I do?

- ❖ Find and meet FRIENDS PAC Members
- ❖ Connect your statewide parent leaders with the PAC
- ❖ Send in parent leadership stories for the PAC newsletter
- ❖ Recognize parent leaders in your state and local programs during February's National Parent Leadership Month celebration
- ❖ Nominate a parent leader for the PAC

Questions

