

CBCAP 101: New State Lead Orientation

CBCAP Grantee Meeting

May 12, 2021

CBCAP Federal Project Officers:

Julie Fliss & Sharon McKinley

Office on Child Abuse and Neglect

Children's Bureau, ACYF, ACF, HHS

MaryJo Caruso, TTA Coordinator

FRIENDS NC for CBCAP

Joanne Hodgeman, PAC member

Valerie Lebanion, PAC member

FRIENDS Parent Advisory Council



CBCAP Overview

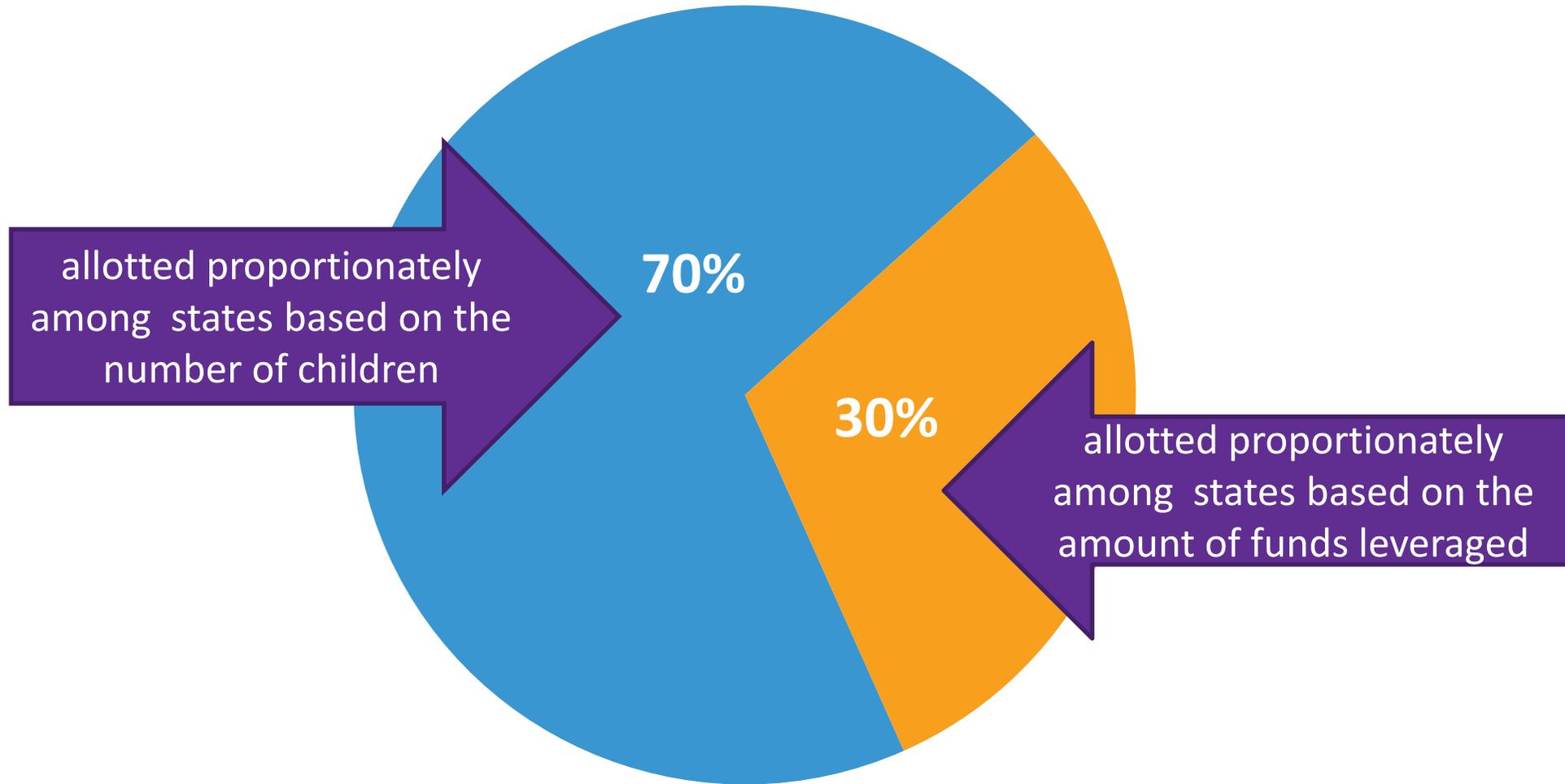
Formula Grant Program

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

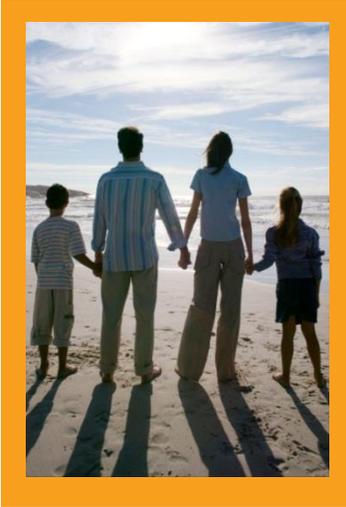
Approximately, \$58.3 million FY2021

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

2020

- **541,787** – Individuals (adults & children) received direct preventative services through CBCAP
- **2,030,322** - families received services
- **47,215** - parents and children with disabilities
- **519,686** - 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 Meeting
- 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 grantees

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.

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

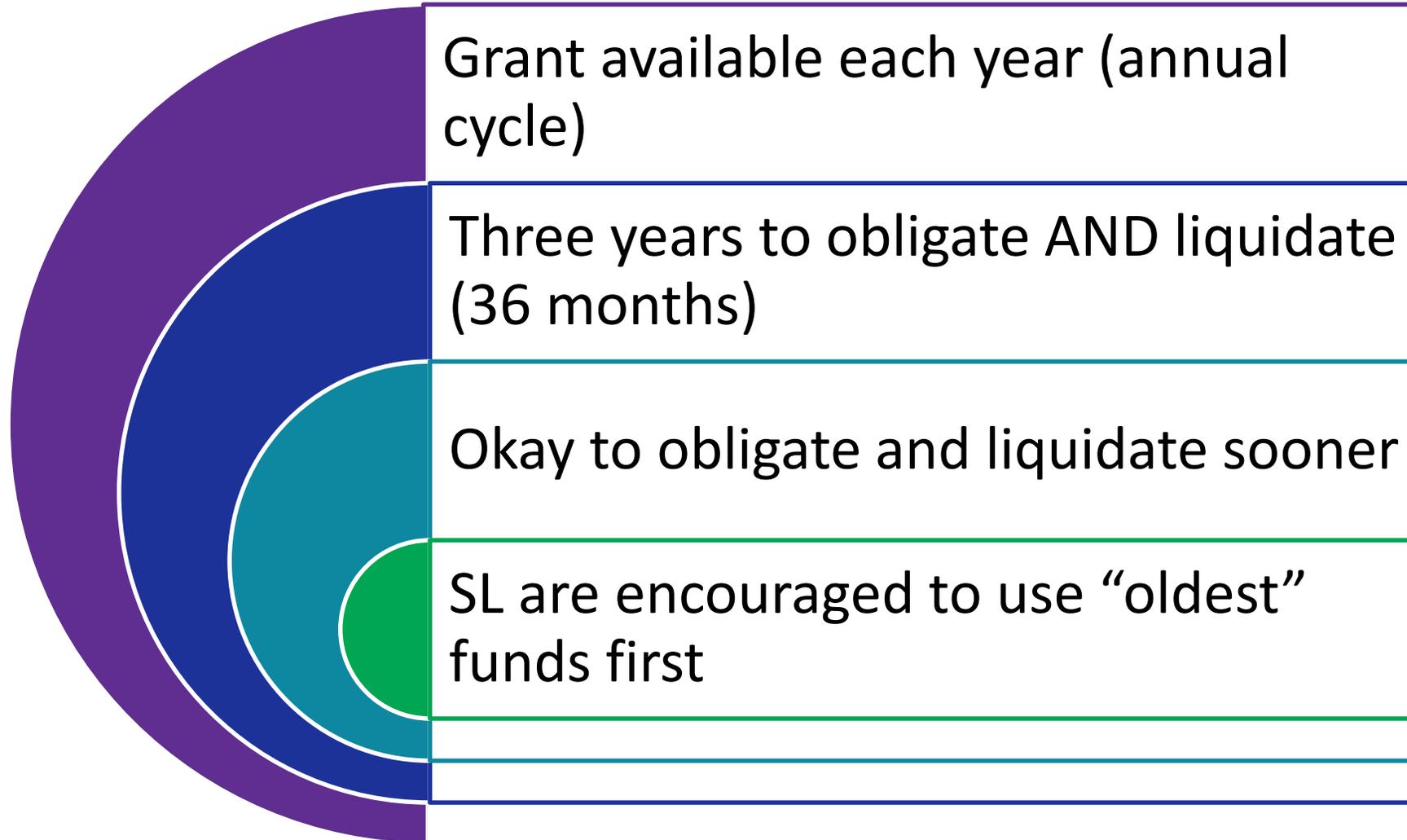
CBCAP Application and Annual Report

A new application must be submitted to be awarded funding each year (Due June 7, 2021).

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 Funding Cycle



CBCAP Funding Cycle

Table of Period of Availability

Fiscal Year	Grant Awards Issue Date	Grant Begins	Obligated By	Liquidated By
2019	8/2019	10/1/2018	9/30/2021	12/30/2021
2020	9/2020	10/1/2020	9/30/2022	12/30/2022
2021	TBD	10/1/2021	9/30/2023	12/30/2023

CBCAP Application and Report Due Dates

Application

2021

Oct. 1, 2021-
Sept. 30, 2022

Deadline

June 7, 2021

Report

FY2020

**Oct. 1, 2019-
Sept. 30, 2020**

Deadline

Jan. 30, 2021

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
https://portal.friendsnrc.org/users/sign_in

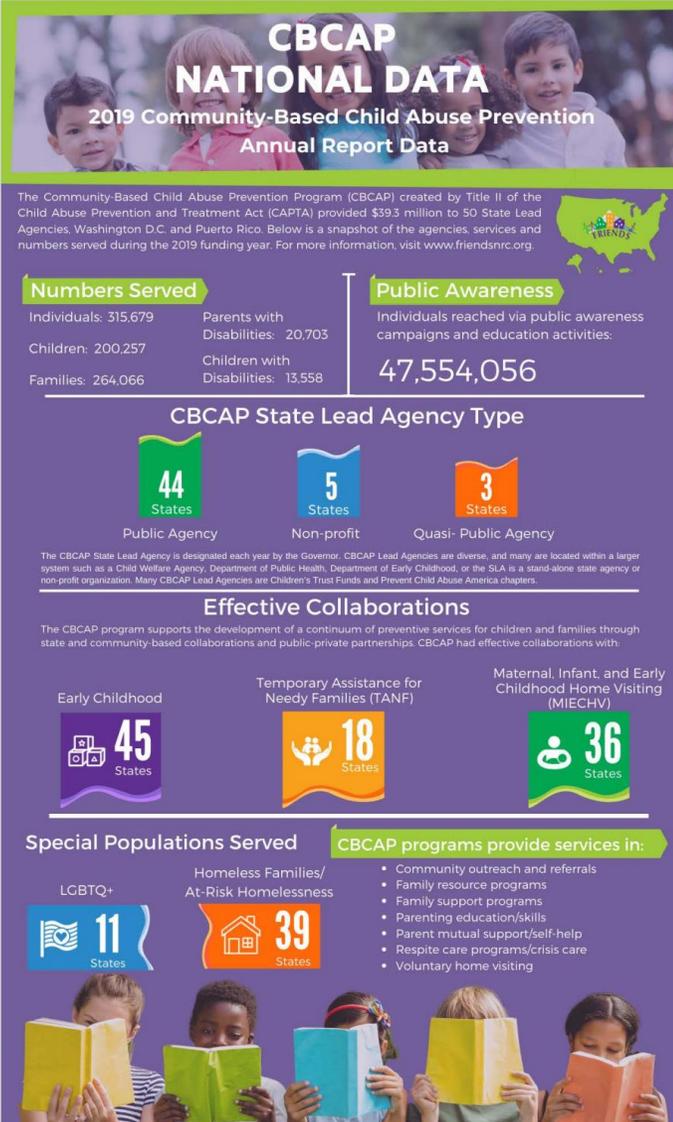
2019 Community-Based Child Abuse Prevention Annual Report Data

2019 CBCAP STATE SUMMARY OF EXEMPLARY PRACTICES

Partnering for Systems Change

- CBCAP National Data Infographic
- A snapshot of services implemented throughout the country by state.
- Specific state examples of work on parent leadership and collaborating with Child Welfare agencies on Family First Prevention Services Act (FFPSA).

- <https://friendsnrc.org/cbcap/annual-summary-state-exemplary-practices/>



Federal Project Officer Assignments - Julie

Coordinator – Samantha Florey	Coordinator – Carolyn Abdullah	Coordinator – MaryJo Caruso
Alaska	Connecticut	Michigan
Arizona	Vermont	Minnesota
California	Indiana	Ohio
Hawaii	Kentucky	Wisconsin
Idaho	Maine	
Montana	Massachusetts	Coordinator – Edi Winkle
North Dakota	Mississippi	Colorado
Oregon	New Hampshire	Nevada
South Dakota	New York	Wyoming
Utah	North Carolina	
Washington	Rhode Island	
Illinois	South Carolina	
Set Aside Grantees	Tennessee	

Federal Project Officer Assignments - Sharon

Coordinator – Edi Winkle	Coordinator – MaryJo Caruso	Coordinator – Alicia Luckie
Arkansas	Delaware	Alabama
Iowa	District of Columbia	Georgia
Kansas	Maryland	Florida
Louisiana	New Jersey	
Missouri	Pennsylvania	
Nebraska	Puerto Rico	
New Mexico	Virginia	
Oklahoma	West Virginia	
Texas		

CBCAP Federal Project Officers

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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 *Families & Communities Rising, 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

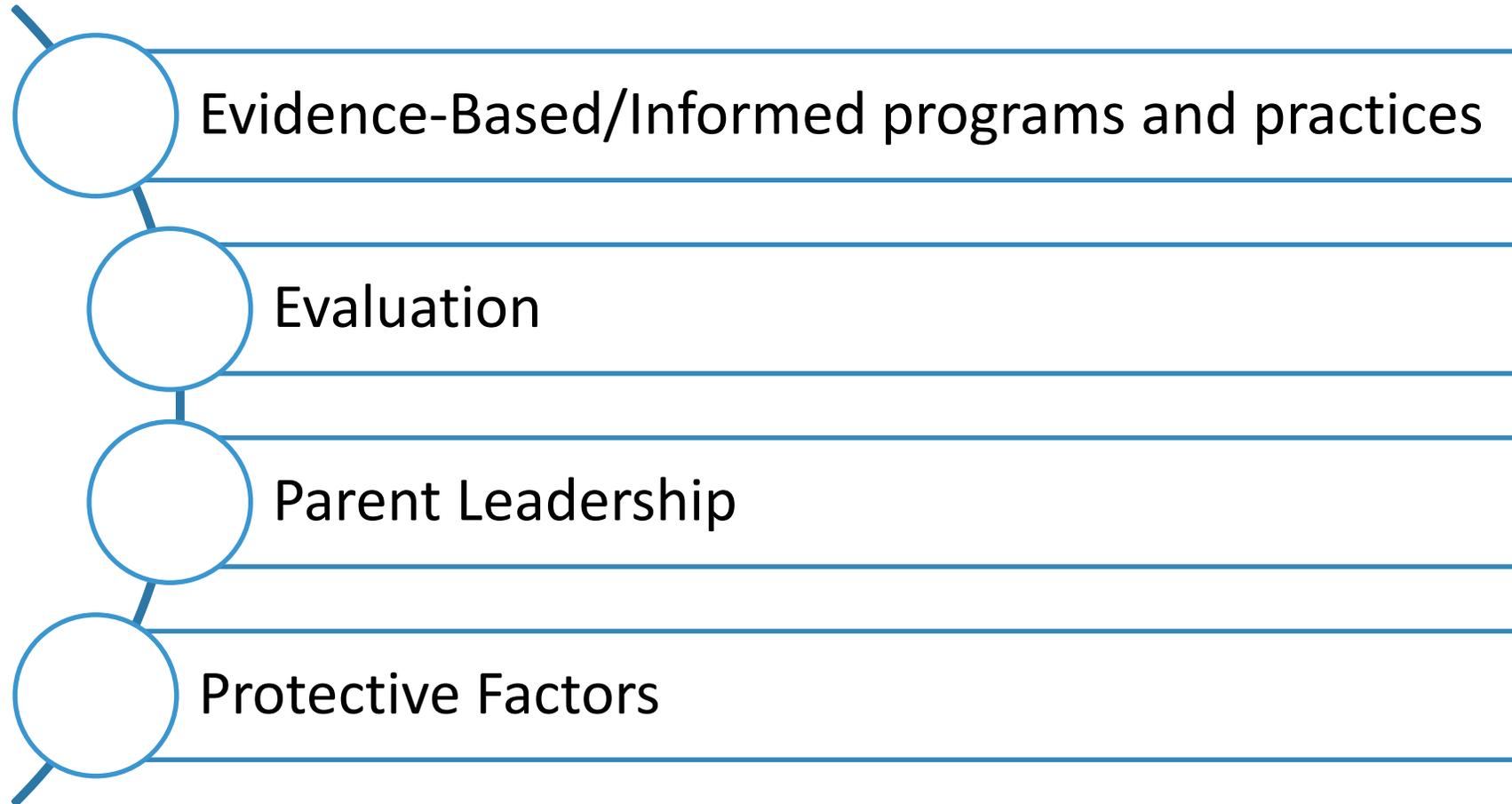
Training and
Technical
Assistance

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. For more information visit, [FRIENDS Services | Friends NRC](#).

* Does not include new state lead orientation

FRIENDSNRC.org



The screenshot shows the homepage of the FRIENDSNRC.org website. The background is a close-up photograph of an adult hand holding a child's hand. The child is wearing an orange sleeve. The website layout includes a purple navigation bar with the following menu items: About, CBCAP, Prevention, Parent Leadership, Evaluation, and Resources. In the top right corner, there are links for SEARCH and LOGIN. The FRIENDSNRC logo is positioned in the top left corner. The main content area features the text "Your Best Source for Information and Resources" in a large, white, sans-serif font, followed by "in Primary Child Abuse Prevention" in a smaller font. At the bottom of the main content area, there are two purple buttons: "BROWSE TOPICS" and "MEDIA LIBRARY".

SEARCH LOGIN

About CBCAP Prevention Parent Leadership Evaluation Resources

FRIENDS

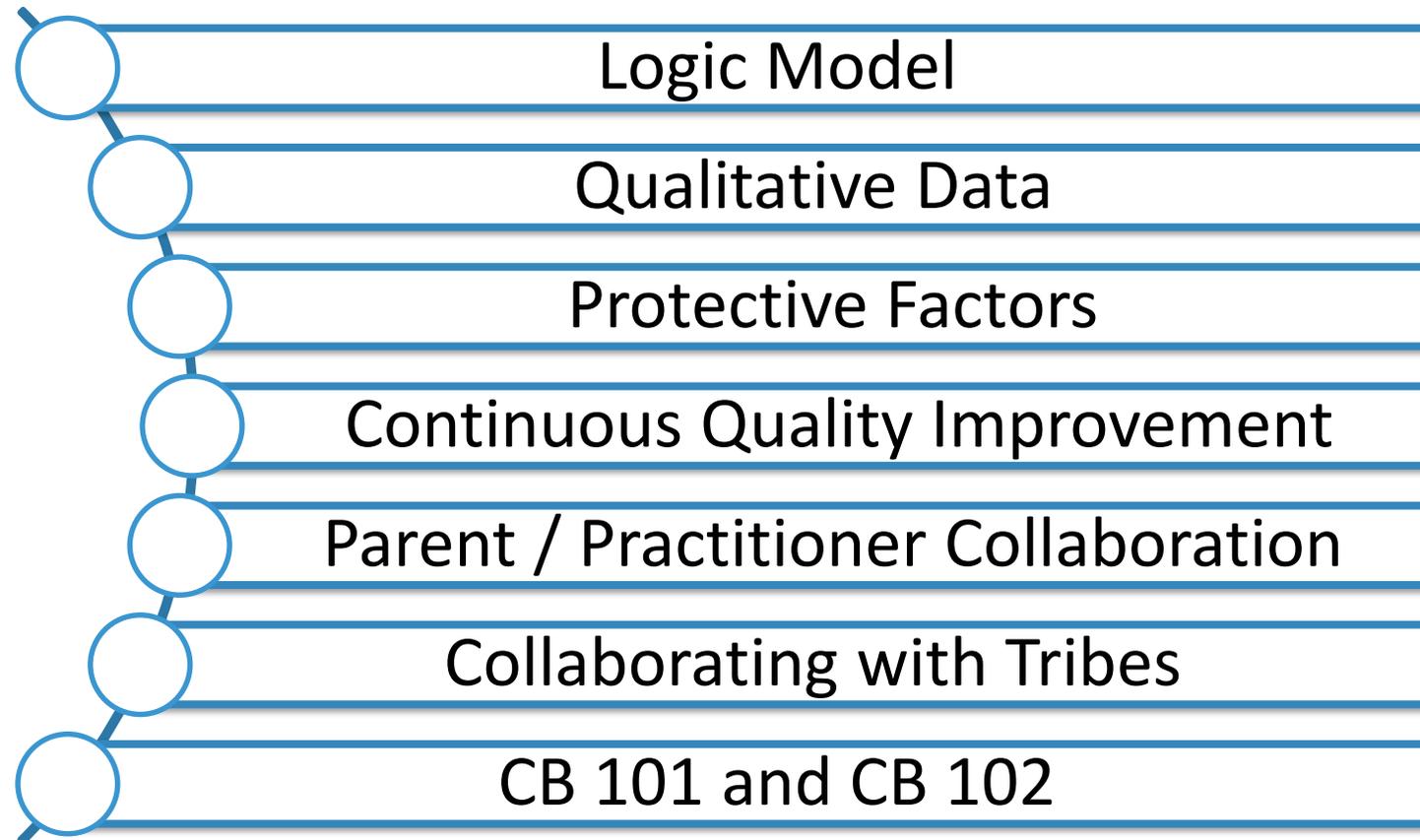
Your Best Source for Information and Resources

in Primary Child Abuse Prevention

BROWSE TOPICS **MEDIA LIBRARY**

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

PEER-SUPPORTED



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

FRIENDS Parent Advisory Council



FRIENDS Parent Advisory Council 2021



Region 1

Region 2

Region 3

Region 4

Region 5

Region 6

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

- Melba Marcela Henao (NJ)
- Anthony Queen (MI)
- Joanne Hodgeman (MN)
- Brook Hoffbauer, *PAC Alumni* (MN)

- Elizabeth Reddick (DC)
- Eliza Cooper, *PAC Alumni* (MD)
- Stephanie Eckhard, *PAC Alumni* (MD)

Region 7

Region 8

Region 9

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

- Heather Stenson (MT)

- Raven Sigure (LA)
- Bruce Bynum, *PAC Mentor* (TX)

Region 10

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

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

FRIENDS PAC Roles and Opportunities

Publish and Disseminate Editions of the Parents and Practitioners Newsletter

Identify Parent Leadership Month Resources for CBCAP

Serve on FRIENDS and Partner workgroups, committees or expert panels as requested

Participate in activities held at the state level: annual calls, new state lead orientations, on site training and technical assistance

Take minutes and /or co facilitate the monthly PAC meetings

Participate in meaningful roles during CBCAP annual Grantees Meeting

Assist with planning and implementation of CBCAP Peer Learning Calls, Webinars, Onsite trainings and action planning

Review e-learning courses, web site content and new trainings

Assist in identifying mechanisms to create, support or enhance meaningful parent input and leadership

Parent & Practitioners Newsletter

Winter 2015

Parents & Practitioners

Volume 1

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, for key partners in Collective Impact and can play a critical role in creating and reviewing data as well as relationships and creating the conditions 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 support a cross-sector approach to problem-solving. Authentic partnerships with family and community stakeholders to ensure Collective Impact doesn't become the latest buzzword, but instead, a strategy for sustained system change that provides solutions to complex social and community challenges.

—Carolyn
Prevention Network Co-ordinator

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 share their lives. These conversations bring about stimulating conversations at the beginning of a new stronger partnership.

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

Summer 2020

Parents & Practitioners

The FRIENDS National Center for CBCAP Parent Advisory Council Newsletter

Laundry and Loot: Care Counts™ Laundry Program by Whirlpool



Inside This Issue...

- Laundry and Loot: Care Counts™ Laundry Program by Whirlpool
- Expanding Our Perspective on Medical Neglect—One Mother's Experience
- Impacting the Community Through Faith and Prevention
- Josephine's Place—A Hidden Gem in New Jersey is a Second Home for Many Immigrant Women
- Defining and Preventing Child Neglect: It's Not an Easy Task
- Making a Difference to Prevent Neglect in Our Community
- Collaboration Moves at the Speed of Trust
- Strategies to Address Racial Disparities in Neglect Determinations in MN

Fern Creek High School, a part of the Jefferson County Public School System in Louisville, Kentucky, has found a creative way to help reduce absenteeism, build student morale and self-worth, and decrease bullying from other students. Fern Creek High School has one of the most diverse student populations and the most students receiving free or reduced lunch in the school district. Dr. Rebecca Nichols, Principal, recognized the need to increase attendance and believed one way to do that was to provide a place where students could launder their clothes. Dr. Nichols believed clean clothes would improve the morale of students who struggled to clean their laundry at home due to lack of a washer and dryer or the economic resources to do laundry at the laundromat.

Dr. Nichols teamed up with the Care Counts™ laundry program by Whirlpool that provides free washer and dryers to schools to help reduce the number of days children miss school due to the lack of clean clothes. In an interview with Dr. Jai Wilson, Assistant Principal and Koki Harris, Director of the Laundry and Loot Center, I learned how the program was working to help students at Fern Creek High School. The Laundry and Loot program has helped many students in the school. Koki Harris reports there are several students who bring in laundry on a weekly basis throughout the school year. Often students choose to drop off their laundry in the morning, in a numbered backpack provided by Fern Creek Alumni, and pick up their clean laundry at the end of the day. The Laundry and Loot program



has also been used to wash work uniforms for students and to wash clothes for siblings and parents when needed.

Dr. Wilson believes a big reason for the success of this program is the efforts of Koki Harris who reported during our interview that she made an effort to go to every classroom and talk to the students about the value of the program encouraging every student to bring something in to the Laundry and Loot room even if you have access to laundry facilities at home. It took a while but the students started coming and the program took off.

Koki Harris also stated the Laundry and Loot Center provides food donated by the Dare to Care Food Bank in Louisville, Kentucky. The pantry provides both fresh and frozen foods as well as snacks and toiletries to students. The students can pick up food twice during the week and students are often given food for the weekends and other longer breaks during the school year. Ms. Harris finds this program to be as beneficial as the laundry program since hunger often impedes learning.

Dr. Wilson believes the program has

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

Invierno 2020

Padres y profesionales

Boletín del Consejo Asesor de Padres de Familia del Centro Nacional FRIENDS para la CBCAP



Esta edición...

- Brócoli encubierto: aprovechando la "magia" del verano para construir resiliencia, seguridad y estabilidad para los niños en riesgo
- Bienestar y resiliencia para la juventud en nuestro mundo digital
- Avances sobre la salud mental de papá
- Pequeños pero grandes maestros e vulnerabilidad y fortaleza
- Ciencia del trauma: aminas hacia la recuperación
- ¿Pequeña casa amarilla reconocer y abordar trauma en los niños: cambiar nuestro enfoque actualizaciones sobre los presados del PAC

Brócoli encubierto: Aprovechando la "magia" del verano para construir resiliencia, seguridad y estabilidad para los niños en riesgo

Brócoli. Tarea. Dormir. Baños. Estructura. Estas palabras facilitan a los padres recordar el eterno objetivo de la crianza que busca educar a los niños con energía, bien nutridos, educados y adaptados. Pero, ¿y a nuestros hijos? No es difícil imaginarse la expresión en el rostro de un niño de siete años al que se le presenten estos beneficios y recursos. Es posible que los más viejos y sabios entre nosotros reconozcan la importancia del enriquecimiento de las vitaminas, de la salud cerebral, de la atención a la higiene y de un enfoque cuidadoso en el aprendizaje. Sin embargo, podríamos decir que son pocos los niños que expresan su entusiasmo por estos conceptos.

Para los profesionales de servicios infantiles, apoyar el crecimiento y desarrollo saludable de los niños a los que servimos implica riesgos mucho más elevados. Aquellos que somos trabajadores sociales, educadores, terapeutas, psicólogos infantiles, expertos en la niñez temprana y profesionales de bienestar infantil deseáramos haber visto menos ejemplos del daño que pueden causar el trauma, el abandono, la violencia doméstica, el abuso de sustancias y la pobreza en los jóvenes a quienes nos dedicamos a ayudar. Para estos niños, el "brócoli" al que no tienen acceso podría no ser únicamente el de tipo corto y verde. Los modelos a seguir positivos y participativos, los padres con recursos adecuados, la vivienda y estabilidad financiera, los hogares sin violencia, la seguridad personal y el desempeño escolar son algunos de los nutrientes que se prestan para una salud mental positiva en los jóvenes. A medida que cada uno de estas bases se vuelve menos estable, también



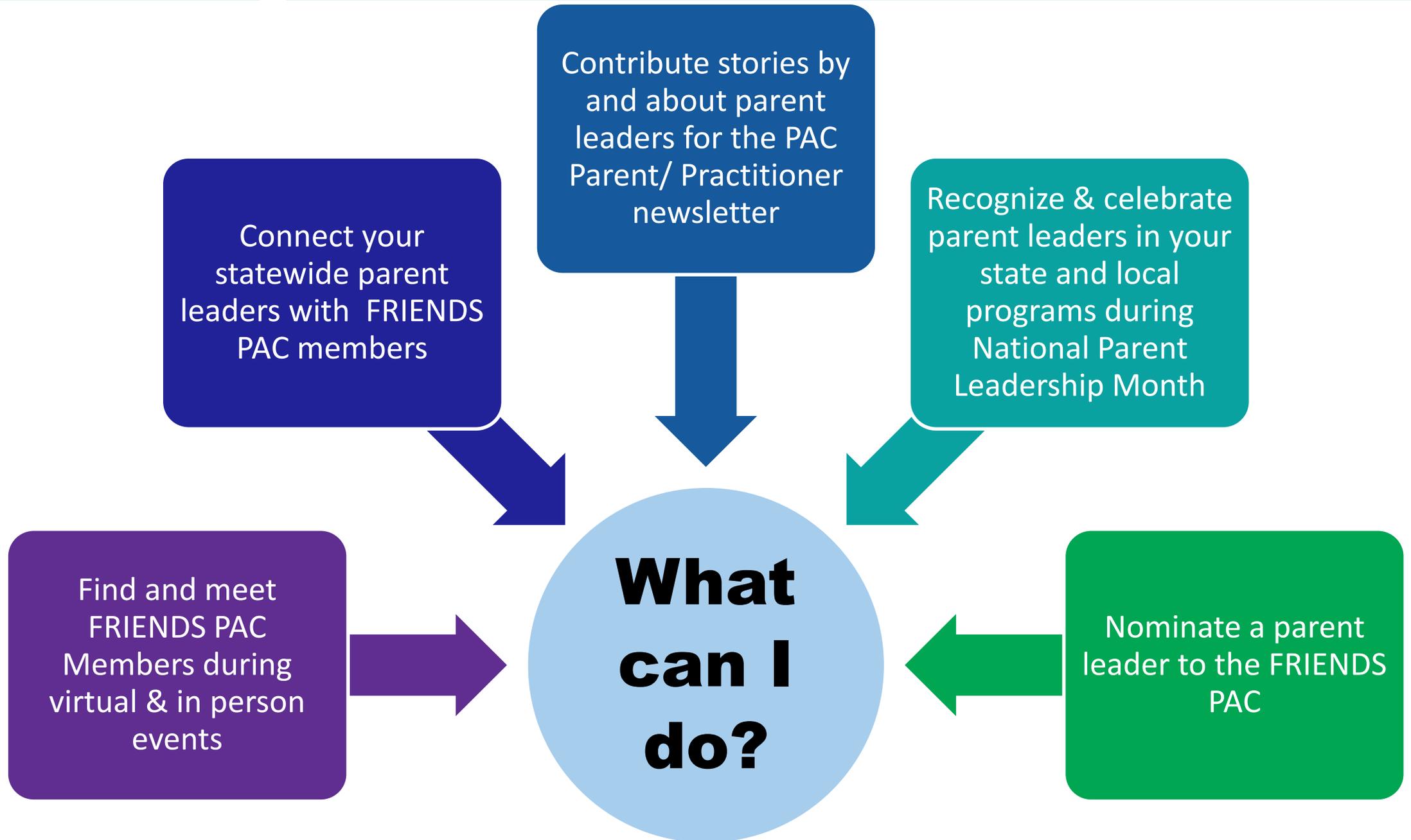
disminuye la posibilidad de que los niños y jóvenes tengan los mecanismos de defensa adecuados y la estabilidad emocional para combatir los elementos estresantes a los que se enfrentan.

Las preocupaciones de salud mental entre los niños en riesgo se extienden mucho más allá de las ansiedades acumuladas por monstruos debajo de la cama. Las investigaciones nos han enseñado que la inestabilidad, incluida la financiera y la pobreza, tiene un impacto físico tan importante en el desarrollo del niño que se ha mencionado como el problema pediátrico principal de nuestros tiempos. La Organización Mundial de la Salud ha determinado que "la pobreza es el mayor factor determinante de la salud de niños y adultos".^{1,2} Jacovjevic, Miller y Fitzgerald, en su análisis sobre los problemas de salud mental infantil de la Columbia Británica, citaron investigaciones que estimaban que un 12.6 % de los niños experimenta un trastorno de salud mental. La Academia Estadounidense de Pediatría indica que los niños constituyen un 33 % de todas las personas que viven en pobreza y que "la pobreza ha estado relacionada consistentemente con mala salud y con un riesgo mayor de trastornos psicológicos en niños y adultos, los cuales

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

Connecting with the PAC



Questions

