



Ohio Children's Trust Fund SFY 2011 Application

Introduction

The Ohio Legislature established the Ohio Children's Trust Fund in 1984 to support efforts designed to prevent child abuse and neglect within the state. The mission of the Ohio Children's Trust Fund (OCTF) is to prevent child abuse and neglect through investing in strong communities, healthy families and safe children.

Governed by a board of 15 members, the Ohio Children's Trust Fund is the State of Ohio's only publicly funded child abuse prevention agency. Together with our county partners, the Trust Fund is dedicated to the prevention of child abuse and neglect through funding, supporting, educating and promoting child abuse prevention awareness and services within communities statewide.

ORC 3109.17 states that the Ohio Children's Trust fund shall allocate funds to each child abuse and child neglect prevention advisory board for the purpose of funding child abuse and child neglect prevention programs. Funds are allocated among advisory boards according to a formula based on the ratio of the number of children under age eighteen in the county or multicounty district to the number of children under age eighteen in the state, as shown in the most recent federal decennial census of population. Subject to the availability of funds and except as provided in section 3109.171 of the Revised Code, each advisory board shall receive a minimum of ten thousand dollars per fiscal year. In January of 2008, the OCTF Board voted to increase the minimum allocation to \$15,000.

The state fiscal year (SFY) 2011 application varies greatly from the HB 289 based application used in SFY's 2009 and 2010. The SFY 2011 application was designed, in part, to address concerns raised during the SFY 09 and 10 application process. While the 289 process was originally selected in order to use a format that was familiar to grantees, in the end the process was found to be duplicative and not the best fit for the purposes of the OCTF.

The new application was designed with feedback and suggestions from our grantees, as well as through lessons learned from previous grant cycles. The SFY 2011 application was designed in effort to simplify and streamline the application process. The new application moves away from the House Bill 289 process, and focuses solely on one piece of a county's overall 289 model: child abuse and neglect prevention.

The Ohio Children's Trust Fund seeks to fund programs that provide a framework for child abuse and neglect prevention by promoting an understanding of how building protective factors, in addition to reducing risk factors, can reduce maltreatment for young children and their families.

The Relationship Between Child Abuse and Neglect Prevention and Protective Factors

Research has demonstrated that the following protective factors reduce the incidence of child abuse and neglect by providing even stressed parents with what they need to parent effectively. By incorporating protective factors into programming, programs build relationships with families. When these relationships are established, a program can learn to recognize the signs of stress and help build families' protective factors in their time of need.

THE PROTECTIVE FACTORS

The five protective factors are:

- Parental resilience
- Social connections
- Knowledge of parenting and child development
- Concrete support in times of need
- Children's social and emotional development

Protective factors are the strengths and resources that families can draw upon when they encounter stressful situations and challenges. Taking those characteristics and building on them is a proven way to strengthen the entire family thereby decreasing the likelihood of maltreatment. Each of the protective factors is vital, but most important is what they do together to create stability in families.

Protective Factors¹
Parental resilience: The ability to cope and bounce back from all types of challenges
Social connections: Friends, family members, neighbors and other members of a community who provide emotional support and concrete assistance to parents
Knowledge of parenting and child development: Accurate information about raising young children and appropriate expectations for their behavior
Concrete support in times of need: Financial security to cover day-to-day expenses and unexpected costs that come up from time to time, access to formal supports like TANF and Medicaid, and informal support from social networks
Children's social and emotional development: A child's ability to interact positively with others and communicate his or her emotions effectively

Parental Resilience

Parents who are emotionally resilient are able to bounce back during tough times and are more able to maintain a positive attitude, solve problems creatively, rise to challenges in their lives

¹ From the Center for the Study of Social Policy

effectively and avoid situations that compromise their child’s healthy development and overall welfare².

Social Connections

Parenting programs offer the important opportunity for parents to get to know other parents and make new friendships. Parents, especially parents of young children, can feel isolated and have a greater need for support from others. Friends can be an important source for relief in times of parenting stress, advice and information on parenting issues, and back-up support.

Knowledge of Child Development

Understanding child development is an important part of good parenting. Having realistic expectations of what children can and cannot do at certain ages helps a parent avoid frustration and understand their child better.

Concrete Support In Times of Need

It can be difficult at times for parents to get the help and advice they need. When parents or caregivers experience problems with housing, finances, illness, unemployment, or conflict in relationships, it can deplete their energy and take away the focus from their child. In addition, parents face challenges when trying to navigate their way around the systems they need in order to get help. Getting assistance when it's needed helps a caregiver to be a better parent by making sure they can give their child what they need. Having the ability to give their child what he or she needs greatly reduces the stress and anxiety that can make a parent short-tempered and irritable with their child.

Social and Emotional Development in Children

As children grow, so do their emotions and ability to express themselves. And just like reading to children and playing with them can help their brains and bodies develop, there are many ways that parents can help their children learn to express and regulate their emotions. Social and emotional skills are the most important developmental skills that young children learn during their first years of life.

General Information

Please be sure to read all application information and the application carefully.

- Each proposed program should include strategies for preventing child abuse and neglect
- The OCTF cannot fund tertiary programs, including direct treatment or therapy programs for abused children. In addition, OCTF dollars cannot be used in any instance where the program participants have an open or substantiated case of abuse and/or neglect with a public children's services agency.

² *Strengthening Families through Early Childcare and Education* (www.strengtheningfamilies.net)

- Programs providing a direct service to parents and/or primary caregivers are required to administer a protective factors survey. A copy of this survey, along with additional background and implementation information is included in attachments I and J.

*****PLEASE NOTE*****

THE OCTF WILL **NOT** ACCEPT ANY APPLICATION RECEIVED AFTER 5:00 PM on Thursday, April 1, 2010.

- Any application received after this deadline will not be considered by the OCTF Board and will not receive an allocation for SFY 2011.
- The time of submission for applications submitted electronically will be the electronic date and time stamp (issued automatically upon receipt).
- The time of submission for applications submitted via U.S. Mail will be physical receipt in the Ohio Children's Trust fund. Applications received after April 1st but postmarked prior will not be accepted.

Program Criteria

The OCTF can fund *only* primary and secondary prevention programs as outlined in section 3109.13 of the Ohio Revised Code.

Primary prevention is defined as "*activities and services provided to the public designed to prevent or reduce the prevalence of child abuse and child neglect before signs of abuse or neglect can be observed.*"

Secondary prevention is defined as "*activities and services that are provided to a specific population identified as having risk factors for child abuse and child neglect and are designed to intervene at the earliest warning signs of child abuse or child neglect, or whenever a child can be identified as being at risk of abuse or neglect.*"

Please note that the OCTF cannot fund tertiary prevention programs or services. Applications that include tertiary prevention risk receiving a reduced allocation and/or having the application rejected entirely by the OCTF Board per ORC 3109.171.

- All proposed programs and/or services must be designed *specifically* to prevent or reduce child abuse and neglect.
- Programs must collect, maintain and report outcome and evaluation data, as well as demographic data as a part of their program delivery.
- Program providers must be willing to partner with parent participants and clients in order to increase participant involvement and leadership within the program.

- Program outcomes and outcome accountability must be identified. A logic model presenting program’s strategies, outcomes and measurement must be included with the application.

Evidence Based, Evidence Informed and Promising Practices

The use of evidence-based or evidence-informed practices promotes the efficiency and effectiveness of funding due to the fact there is an increased chance the program will produce its desired result. Research suggests that effective programs often have long-term economic returns that far exceed the initial investment.

- The OCTF will fund only evidence based, evidence informed and promising practice programs.
 - *Evidence-based programs and practices (EBP) is the integration of the best available research with child abuse prevention program expertise within the context of the child, family and community characteristics, culture and preferences.*
 - *Evidence-informed programs and practices (EIP) is the use of the best available research and practice knowledge to guide program design and implementation within the context of the child, family and community characteristics, culture and preferences³.*
 - *Promising Practices clearly identify outcomes and the activities that are related to those outcomes. This is represented through a logic model or conceptual framework that depicts how the activities that will lead to the desired outcomes. In addition, Promising Practices may have a book, manual, or other writings and training materials. The practice is generally accepted in clinical practice as appropriate for use with children and their parents/caregivers receiving child abuse prevention services.*

Practices are defined as skills, techniques, and strategies that can be used by a practitioner. Please note that general strategies such as a “therapy” or “parenting classes” would not qualify as an EBP/EIP practice alone. The practice would need to implement a specific technique or curriculum with the positive evidence .

Annual Grant Funding

- Funding for OCTF grants comes from a stipend on birth certificates, death certificates and divorce & dissolution decrees.
- The OCTF anticipates distributing approximately \$3.8 million dollars for SFY 2011.

³ *These definitions were adapted from current definitions developed by the Institute of Medicine and the American Psychological Association.*

- Funding is for SFY 2011 (July 1, 2010 through June 30, 2011). Any unspent funds remaining at the end of the fiscal year must be returned to the OCTF per ORC 3109.18.

Grant Timeline: Reporting Requirements and Payments

- January 29, 2010: SFY 2011 Application Released
- April 1, 2010: SFY 2011 Applications due to Ohio Children's Trust Fund.
- April – June 2010: Peer Review (by review teams consisting of FCFC coordinators and representatives from the OCTF)
- July 2010: OCTF Board reviews and approves county allocation plans.
- July 2010: Award letters sent to grantees
- July 2010: First Half SFY 2011 Allocation sent to grantees
- August 16⁴, 2010: **SFY 2010 Annual Program & Fiscal Reports Due**
- January 3, 2011: Second Half SFY 2011 Allocation sent to grantees
- January 31, 2011: SFY 2011 Semiannual Program Report Due
- April 1, 2011: SFY 2012 Applications due to the Ohio Children's Trust Fund
- July 1, 2011: First Half SFY 2012 Allocation sent to grantees
- August 15, 2011: SFY 2011 Annual Program and Fiscal Reports Due

Application Organization and Format

- We recognize the time and effort required to complete this application. Please make use of the technical assistance provided by OCTF staff in clarifying any questions you may have.
- There is no page limit for the application, however, be aware that it is to your benefit to keep your application as brief and succinct as possible while explaining your program fully.
- Please answer each question individually, writing the question, and then your answer.
- Number all pages of your grant application.

⁴ Annual Program and Fiscal Reports are due August 16, 2010 due to August 15th falling on a Sunday.

- Please submit your application with all materials in the following order:
 1. Applicant Information (Attachment A)
 2. Statement of Assurance (Attachment B)
 3. Program Narrative
 4. Budget Forms (Attachments C-1, C-2 and C-3)
 5. Budget Narrative
 6. Logic Model (Attachment D)

- **Attachments Included in this Application:**
 - (A) Applicant Information template
 - (B) Statement of Assurance template
 - (C) Budget Templates [(3)] Executive, Program and Vendor Budgets]
 - (D) Logic Model
 - (E) Allowable/Unallowable Expenditures
 - (F) Semi-Annual Program Report
 - (G) Annual Program Report
 - (H) Annual Fiscal Report
 - (I) Protective Factor Survey User Manual
 - (J) Protective Factor Survey

Application Selection and Awards Process

- Applications will undergo an initial review by OCTF staff to ensure the application is complete and contains all requisite forms.

- Next, applications will undergo a peer review. Review teams consisting of FCFC coordinators and representatives from the OCTF will meet regionally to review the applications. (This process will be similar to the peer review process used for the OCTF SFY 09 applications).

- Applications will be reviewed based on their focus on strengthening families to prevent child abuse and neglect, the need for proposed services, and a complete and detailed budget.

- Applicants may be contacted by OCTF staff during the review period for clarification of items in their application.

- After the peer review, applications will be forwarded to the full OCTF Board for consideration.

- The OCTF will make the final funding decision, in accordance with ORC 3109.171. The Board reserves the right to reject any or all applications and to negotiate the award amount, authorized budget items, and specific programmatic goals prior to releasing a county allocation.

Requirements for Funded Projects

- Grantees are required to acknowledge OCTF as the funding source on printed material related to the funded program.
- Grantees are required to complete and submit a Semiannual Program Report (Attachment F) no later than January 31, 2011.
- Grantees are required to complete and submit the Annual Program and Fiscal Reports to the OCTF no later than August 16, 2011⁵. Pursuant to ORC 3109.171(C) "*If an advisory board fails to submit to the children's trust fund board an annual report not later than the fifteenth day of August following the year for which the report is written, the board, for the following fiscal year, may allocate a reduced amount of funds to the advisory board on a pro-rata daily basis.*"

Closing Date

PLEASE NOTE

THE OCTF WILL **NOT** ACCEPT ANY APPLICATION RECEIVED AFTER 5:00 PM on Thursday, April 1, 2010.

- We *strongly* encourage you to submit your applications electronically. Completed applications should be sent to: COUNTY_OCTF_APPLICATIONS@jfs.ohio.gov
- Documents requiring original signatures can be scanned and included as an attachment, or forwarded via U.S. Mail. These documents *must* be received by the OCTF before 5:00 PM on Thursday April 1st. These documents should be sent to the following address:

Ohio Children's Trust Fund
30 E. Broad Street, 32nd Floor
Columbus, Ohio 43215-3414

- Please ensure that all documents submitted by U.S. Mail are received by 5:00 PM on Thursday, April 1, 2010.
- **The OCTF will consider only complete applications. A complete application is defined as one that addresses each requirement as outlined within this application. Partial applications will not be accepted.**

⁵ Annual Program and Fiscal Reports are due August 16, 2010 due to August 15th falling on a Sunday.

Technical Assistance

- Technical assistance regarding the grant application is available. If you have any questions or would like to request technical assistance, please contact the OCTF Program Manager for your county (Kristen Rost or David Monder). If you are unsure of the Program Manger responsible for your county, please call our office at (614) 387-5478 or email Carolyn Brewer at Carolyn.Brewer@jfs.ohio.gov

Statement of Assurance

Each application must include a signed statement of assurance. Please use the attached template (*Attachment B*) in completing the statement of assurance.

Program Narrative

The program narrative should provide information to support the selection of the proposed programs and/or services. This section should include the goals, objectives and appropriate performance measures for each identified program.

The program narrative should be outlined as follows:

1. **Summary of Program:** Please provide a brief summary of the proposed program.
2. **Description of Need:** Outline the need(s) or opportunities your proposal addresses, and how these were determined. Applicants can utilize the most recent county wide needs assessment conducted by the Family and Children First Council, PCSAO Fact Book data, data from your PCSA, or other relevant data.
3. **Program Description, Goals, Activities, and Timeline:** Include what activities will take place, and respond to the following:
 - a. Explain how the program strengthens families in order to prevent child abuse and neglect. When possible, be specific in terms of protective factors and your program strategies. Provide this description as a narrative. In addition to program narrative, applicants should complete a logic model (**See logic model below*).
 - b. Provide the outcomes to be achieved with each program.
 - c. What is the role of parents in the program?
 - d. What is the time frame for implementation of your program?
4. **Program Participation:**
 - a. Describe the population for your program. Is this a primary or secondary prevention program/service?
 - b. Describe how the services are sensitive to the ethnic or cultural backgrounds of participants.
 - c. How many families, adults, and children do you anticipate will participate?

- d. Describe how program participants will be involved in the planning of your anticipated activities.

5. Evaluation: When completing this section, please keep in mind that programs providing direct service to parents and/or primary caregivers will administer a protective factors survey *as required by the Ohio Children's Trust Fund*. A copy of this survey, along with additional background and implementation information is included in this packet [Attachments I & J].

- a. Describe how you plan to evaluate the programs for which you are requesting funding, and what information you plan to collect.
- b. Provide a sample copy of evaluation tools that will be utilized.
- c. Describe how the success of this program will be measured (please be specific). Performance measures should be concrete and state how the success of an objective will be quantified.
- d. Who will be responsible for evaluation?

Protective Factors & Incorporation into CAN Programming

Parent Resilience

Children of resilient parents are more likely to be prepared to be better skilled at meeting and making new friends and more likely to respond appropriately to stressful situations than children of less resilient parents.

Parent Resilience and Child Abuse and Neglect Prevention

- Research demonstrates that 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 deal with challenges that may arise in their lives. Having these skills greatly reduces parental stress, a known risk factor for child maltreatment.
- By incorporating the parent resilience protective factor into programming, parents get to know and trust the staff. A parent who knows and trusts staff is more likely to reveal problems such as domestic violence or general feelings of frustration; more importantly, these parents are more likely to ask for help- thereby reducing or eliminating the risk for abuse and neglect.

Examples of How to Incorporate the Parent Resilience Protective Factor Into CAN Programming:

- Train staff on creating trusting relationships with families, and develop time within the program to provide opportunities for these relationships to flourish.
- Train staff to watch for early signs of child or family distress and respond with encouragement, support, and help in solving problems.

Social Connections

Programs for parents and caregivers offer the important opportunity for parents to get to know other parents and make new friendships. Parents, especially parents of young children, can feel

isolated and have a greater need for support from others. Friends can be an important source for relief in times of parenting stress, advice and information on parenting issues, and back-up support.

Social Connections and Child Abuse and Neglect Prevention

- Helping parents build constructive friendships and other positive connections can reduce their isolation, which is a consistent risk factor in child abuse and neglect. Isolation is a particular problem for family members who are in crisis or need intensive help.
- Social connections enable parents to develop and reinforce community norms about behavior, such as violence. Norms against violence reduce the occurrence of child maltreatment.
- Through fostering social connections within your program, a parent or caregiver develops friendships that lead to mutual assistance in obtaining resources that all families need from time to time, such as transportation, respite child care, and other tangible assistance as well as emotional support.

Examples of How to incorporate the Social Connections Protective Factor Into CAN Programming:

- Provide special networking workshops after (or built into) a parent education class
- Help parents connect with organizations and resources outside the program
- Provide special outreach and activities for fathers, grandparents, and other extended family members

Knowledge of Parenting and Child Development

Understanding child development is an important part of good parenting. Having realistic expectations of what children can and cannot do at certain ages helps a parent avoid frustration and understand their child better.

Knowledge of Parenting and Child Development and Child Abuse and Neglect Prevention

- Parents who understand normal child development are less likely to grow frustrated and be abusive, and are more likely to nurture their children's healthy development. Additionally, observing other children helps parents understand their own children in context.
- Parents often need timely help from someone they trust in order to address children's problem behaviors, such as biting or hitting, without resorting to harsh discipline techniques.
- When parents are educated about child development, they are more easily able to identify potential developmental delays, special needs and behavioral problems. Parents of children with developmental or behavior problems or special needs require additional support and coaching in their parenting roles to reduce their frustration and provide the help their children need.

Examples of How to incorporate Knowledge of Child Development Into CAN Programming:

- Hold informal interactions between parents and program staff on issues such as tantrums, biting, etc.

- Parent education classes can use various approaches, including presenting information on developmental stages, or identifying parents with children the same age.
- Create an observation space where parents can watch their child interact and learn new techniques from observing staff.

Concrete Support

It can be difficult at times for parents to get the help and advice they need. When parents or caregivers experiencing problems with housing, finances, illness, unemployment, or conflict in relationships, it can deplete their energy and take away the focus from their child. In addition, parents face challenges when trying to navigate their way around the systems they need in order to get help. Getting assistance when it's needed helps a caregiver to be a better parent by making sure they can give their child what they need. Having the ability to give their child what he or she needs greatly reduces the stress and anxiety that can make them short-tempered and irritable with their child.

Concrete Support and Child Abuse and Neglect Prevention

- It is a known fact that child neglect can be a consequence of family crisis, a parental condition (such mental health or addiction), or stresses associated with lack of resources.

Examples of How to incorporate Concrete Support in Times of Need Into CAN Programming:

- Strive to serve the family as a whole, not just the individual child or parent in your program.
- When possible, give referrals to specific individuals at service agencies (not just the agencies themselves)
- Serving as an access point for health care, child care subsidies, and other services. Initiate the contact or invite conversation if staff suspect a family problem or emergency.
- Offering on-site food pantries and clothing closets is not only an easy way to assist families in need, but also identify those who may be experiencing crisis and in need of further assistance.

Social and Emotional Development

As children grow, so do their emotions and ability to express themselves. And just like reading to children and playing with them can help their brains and bodies develop, there are many ways that parents can help their children learn to express and regulate their emotions. Social and emotional skills are the most important developmental skills that young children learn during their first years of life.

Staff in your prevention program can work with children to help them learn about their emotions so that they can talk about and describe what they're feeling. Staff can work with parents in a parenting program on how their response to their child's emotions influences how children learn to understand and cope with feelings of anger, happiness and sadness that are a fundamental part of the human experience.

Social and Emotional Development in Children and Child Abuse and Neglect Prevention

- It is a well known fact that 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.
- Helping children develop socially and emotionally impacts the way parents and children interact. 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 their parents' actions make them feel. This allows a parent to be more responsive to their children's needs and reduces the probability to yell or hit.

Examples of How to incorporate Social and Emotional Development Into CAN Programming:

- Host a parent café style dialogue for parent participants in the program
- In prevention programs for children, staff can incorporate time to teach children social skills, such as sharing and being respectful of others and emotional skills such as expressing feelings.
- Staff can be trained to notice possible signs of problems. When they are concerned about a child, they can respond quickly by asking another teacher or staff member to observe, or talk with the parent.
- Programs can offer an activity such as an art project that allow children to express themselves in ways other than words, many of which include a take-home component that involves parents.

Logic Model and Protective Factors

Applicants must create a logic model outlining their strategy, protective factor, outcome and how success will be measured.

***A template is attached to this application. The actual template can be found on the Ohio Children's Trust Fund website: www.jfs.ohio.gov/octf**

The new OCTF Logic Model structure is part of an ongoing effort to integrate the five protective factors into the work and services of all grantees who touch the lives of Ohio's children and their parents and caregivers. Focusing prevention programs within the five protective factors forms the basis for moving away from risk based intervention and towards strength based prevention.

Logic Model definitions, with examples:

Long Term Outcome: *A participant focused, broad statement of well-being*

- Educated and nurturing parents
- Safe, healthy children

Program Strategies (include activities, training, and curricula that specifically and intentionally relate to protective factors): *What strategies will you use to connect the protective factors and your program?*

- Teach parenting skills (Nurturing Parenting)
- Provide Parent/Community Cafes (Tuesday night meetings for 6 weeks)

- Provide Child Care for toddlers and babies during evening parenting classes

*Please note that your program **DOES NOT** need a strategy to connect to each protective factor.

Outcomes: *What one or two changes do you believe will occur in the lives of your program’s participants as a result of your services? Outcome statements are written by determining who will do what.*

- Parents utilize a variety of positive discipline tools to work with their children
- Fathers increase their social supports and networks
- Parents have greater knowledge of the importance of self-nurturing and social connection
- Early Care providers partner with parents in discussion about child development

Measurement Tools: *What form of measurement will you use to measure your indicators? (A scale, survey, check list, questionnaire, or other measurement tool?)*

EXAMPLE:

Program Strategy	Protective Factor	Outcome	Measurement
Provide Parent Cafes with an identified Parent Leader (Tuesday night meetings for 6 weeks)	Social connections: Friends, family members, neighbors, and other members of a community who provide emotional support and concrete assistance to parents	<ul style="list-style-type: none"> •Participants have a mutual support network of friends and neighbors. • Parents select leadership role 	Pre and post Café questionnaires. Satisfaction survey by all participants. Parent leader reflection notes from each session. *Protective Factor Survey (*required).

Budget

Applicants must submit a completed executive budget, program budget (if applicable) and vendor budget(s). Please use the budget forms found in *Attachment C*.

Allowable and Unallowable Expenditures:

All proposed expenditures must directly relate to the service of conducting primary and/or secondary prevention strategies within the community. Allowable and unallowable expenditures are defined in *attachment E*.

Protective Factors Survey

In SFY 2011, all OCTF grantees will be required to implement the Protective Factors Survey for their programs.

The FRIENDS National Resource Center for Community-Based Child Abuse Prevention spearheaded a project to develop a Protective Factors Survey (PFS) for its network of federally-

funded Community Based Child Abuse Prevention (CBCAP) programs in 2004. The project was initiated to help programs better assess changes in family protective factors.

The Protective Factors Survey is a product of the FRIENDS Network in collaboration with the University of Kansas Institute for Educational Research and Public Service. The instrument was developed with the advice and assistance of researchers, administrators, workers, and experts specializing in family support and maltreatment and psychological measurement. The survey has undergone three national field tests.

Purpose and Use

The PFS is designed for use with caregivers receiving child abuse and neglect prevention services. The instrument measures protective factors in five areas: family functioning and resiliency, social support, concrete support, nurturing and attachment and knowledge of parenting & child development. The primary purpose of the Protective Factors Survey is to provide feedback to agencies for continuous improvement and evaluation purposes. The survey results are designed to provide the following information:

- A snapshot of the families you serve
- Changes in protective factors
- Areas where workers can focus on increasing individual family protective factors

Description

The Protective Factors Survey is a pencil and paper survey. The survey takes approximately 10-15 minutes to complete. The instrument is divided into two sections: the first section is completed by a program staff member and the second section is completed by the program participant. The participant portion of the survey contains the core questions of the survey. In the demographic section, participants are asked to provide details about their family composition, income and involvement in services. This will assist you in gathering demographic data about the population that you serve. In the family protective factors section, participants are asked to respond to a series of statements about their family, using a seven-point frequency or agreement scale. The following table provides a brief summary of the multiple protective factors covered in the survey.

Protective Factor	Definition
Family Functioning & Resiliency (5 items)	Having adaptive skills and strategies to persevere in times of crisis. Family's ability to openly share positive and negative experiences and mobilize to accept, solve and manage problems.
Social Support (3 items)	Perceived informal support (from family, friends and neighbors) that helps provide for emotional needs.
Concrete Support (3 items)	Perceived access to tangible goods and services to help families cope with stress, particularly in times of crisis or intensified need.

Child Development & Knowledge of Parenting <i>(5 items)</i>	Understanding and utilizing effective child management techniques and having age-appropriate expectations for children’s abilities.
Nurturing and Attachment <i>(4 items)</i>	The emotional tie along with a pattern of positive interaction between the parent and child that develops over time.

The OCTF requires all funded programs to administer the Protective Factors Survey, and submit survey results in their semiannual and annual progress reports.

Included in this application are the Protective Factors User Manual (**Attachment I*) and a question and answer document on the Protective Factors Survey (**Attachment J*) to assist you in administering the survey.

The Ohio Children's Trust Fund will be hosting a technical assistance webinar on the Protective Factor's Survey on February 25, 2010⁶. The purpose of this webinar is to provide a holistic overview of the survey and assist in its implementation.

⁶ This date is subject to change. Grantees will be notified in advance of the webinar should the date change.