Teen Pregnancy Prevention Initiatives Adolescent Parenting Program (APP)

Request for Applications #A413
Bidder’s Conference

October 26, 2023

Agenda

• Teen Pregnancy Prevention Initiatives (TPPI) Introduction
• Request for Applications (RFA) Overview
• Review RFA Components
• Questions & Answers
TPPI Programs

Primary Prevention
Adolescent Pregnancy Prevention Program (APPP)
Personal Responsibility Education Program (PREP)

Secondary Prevention
Adolescent Parenting Program (APP)

APP Goals & Objectives

- Improve self-sufficiency outcomes for participants by:
  - Increasing the delay of a subsequent pregnancy;
  - Increasing graduation from high school with diploma or completion of GED.

- Improve child welfare and school readiness outcomes for the children participants by:
  - Increasing incidence of positive parenting among APP participants to support their child’s cognitive development and mental health.
Funding Information

• Four-year annually renewable awards that range from $75,000 to $125,000
• Funding period: June 1, 2024 – May 31, 2028
• Maximum award will be based upon the applicant’s proposed implementation of the program
• Required local matching funds
  – $10,000 to $25,000 dependent on the amount of the award
• Funding is contingent upon availability of funds and contract compliance

Who May Apply

• Any public or private non-profit agency or organization interested in:
  – Increasing self-sufficiency outcomes for teen parents
  – Improving developmental outcomes for children of APP participants

• For-profit agencies need not apply
**Cover Letter**

- Agency mission, background & current services
- How will APP be incorporated
- Commitment to APP implementation, fidelity, and evaluation
- Other funding sources
- List previous TPPI funds (in the past five years)

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Last Completed Funding Year</th>
<th>Proposed # of Participants Served</th>
<th>Threshold # of Participants Completed Program (or largest caseload at one time for APP)</th>
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<tbody>
<tr>
<td>Adolescent Parenting Program</td>
<td>FY20</td>
<td>15-20</td>
<td>18</td>
</tr>
<tr>
<td>Adolescent Pregnancy Prevention Program</td>
<td>FY18</td>
<td>125</td>
<td>100</td>
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<tr>
<td>PREPare for Success</td>
<td>FY19</td>
<td>75</td>
<td>65</td>
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<tr>
<td>Project REACH</td>
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**Demonstrated Need**

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<tr>
<th>Rank</th>
<th>County</th>
<th>5-yr Percent</th>
<th>Rank Points</th>
<th>Existing APP</th>
<th>Points if No APP</th>
<th>Total Points</th>
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</table>

NCDOHHS, Division of Public Health, Women, Infant & Community Wellness Section | TPPI AP2 RFA #A413 | October 26, 2023
Section 1: Needs Assessment

• Statement of Need
  – Identifies the “problem”
  – Sets up selection of the youth/community to be served
  – Quantitative & qualitative data sources

• Avoid the “data dump”
  – Organize data by importance: “Need to have” v. “nice to have”
  – Be creative with data presentation (include tables and graphs)

• Where do you find quality data?
Defining the Community

- Describe the specific community that will be served
- Identify barriers, challenges, and existing opportunities in the community
- Basis for why you chose this community

Detailed Description

- Not So Good Description
  - We intend to reach pregnant and parenting teens in Carolina County.

- Better Description
  - We intend to reach pregnant and parenting teens, ages 15-19, who reside in the northern part of Carolina County.

- Even Better Description
  - We intend to reach pregnant and parenting teens, ages 15-19, who attend the five Carolina County schools with the highest teen pregnancy rates with the Parents as Teachers program.
Section 2: Program Plan

APP Implementation

Caseload of 15-25 pregnant or parenting teens
20 years of age or younger

Direct Service to Participants

Parents as Teachers
Reproductive Health Education
Quarterly Peer Group Education

Staff Development
Community Advisory Council
APP Implementation

Recruitment & retention plan
- Referral sources
- Marketing
- Incentives
- Engaging long-term participants

How?

Required interventions
- Reproductive Health Education
- Parents as Teachers
- Peer group education

What?

In-school v. after school
Transportation

Where?

Engaging long-term participants

Who?

Detail locations/meeting space
- In-school v. after school
- Transportation

Additional program activities

Community partners
- Service delivery
- In-kind contributions
- Community Advisory Council

Home Visiting (HV)

- TPPI Required Components
  - Monthly face-to-face visits
    - Minimum of 1 hour
    - 33% must be in the home
    - Supervisors must observe a session at least twice per year

- How the curriculum meets participants’ needs
  - Past experience
  - Strengths of curriculum for your community

- Successes and Challenges
Parents as Teachers (PAT)

Parents as Teachers Evidence-Based Model

OUTCOMES
(PROVEN THROUGH EVALUATION)

IMPLEMENTATION

TRAINING

CURRICULUM

PROGRAM DESIGN

Curriculum Subscriber vs. Affiliate

Curriculum Subscriber

Model Implementation Training
Foundational II Training
Foundational I Training
Foundational Curriculum
Affiliate Plan

Model Affiliate

Model Implementation Training
Foundational II Training
Foundational I Training
Foundational Curriculum
Affiliate Plan
Partnering with Teen Parents

This dynamic training and versatile curriculum is designed to help assess, plan, and institute strategies to meet the unique needs and circumstances they face.

The training

• The two-day, face-to-face training covers:
  - Developmental characteristics unique to teens, including adolescent brain development.
  - The parallel developmental needs of adolescents and young children.
  - Parent development, parent-adolescent interactions, family well-being.
  - Practical strategies that contribute to healthy outcomes.
  - Techniques to enhance confidence and competence, as well as strategies to help transition into adulthood.
  - Special family dynamics and multigenerational issues.
  - Strategies to facilitate family involvement.
  - Ideas for organizing and conducting effective group sessions in personal settings.

The curriculum

• The 13-hour course curriculum includes professional experiences, parent engagement, and group discussion, emphasizing practical strategies for facilitating healthy outcomes.
  - Parenting: Developing skills for parenting young children.
  - Parenting: Developing skills for parenting young adolescents.
  - Parenting: Developing skills for parenting adolescents.
  - Parenting: Developing skills for parenting young adults.
  - Parenting: Developing skills for parenting older adults.

Attachment A: PAT Readiness Reflection Tool

Redness Reflection

Communities eradicate the evidence-based Parenting as Teachers model within an organizational context that has the staffing, capacity, and community relationships necessary for implementation and sustainability of programs.

We are pleased that you are interested in implementing the PAT model to address the needs of families in your community. The following questions are intended for reflection as the parameters are developed to address the needs of your PAT Affiliates. Organizations should use the Readiness Reflection to ensure that they are well positioned to develop the PAs at a Teachers Affiliates.

Community Context

Are you aware of the evidence-based Parenting as Teachers model? Do you think it is relevant to your community? Do you believe that the model will be successful in your community? How might you evaluate the model’s success?

Health & Relationships

Do you have a strong relationship with a significant other or family member who supports the implementation of the model? How might you evaluate the model’s success?

Organizational Context

Do you have the organizational capacity to implement the model? How might you evaluate the model’s success?

Supporting Parents through Education & Support

What are the needs of parents in your community, and how do you think Parenting as Teachers can meet those needs? How might you evaluate the model’s success?

Parenting as Teachers Affiliates

Do you think the Parenting as Teachers model is relevant to your community? How might you evaluate the model’s success?
Section 3: Data Collection

Participant Feedback

- How will you use participant feedback to improve program implementation?
- How often will you collect feedback?
- Who will be responsible for reviewing feedback and analyzing the data?
- How will feedback from participants be collected?
Section 4: Agency Ability

Staffing

<table>
<thead>
<tr>
<th>Position</th>
<th>Employee Name</th>
<th>Full Time Equivalent (FTE)</th>
<th>Parents as Teachers Trained and Date</th>
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<tr>
<td>Program Coordinator</td>
<td>TBD</td>
<td>1.0</td>
<td>□ Yes, Date: mm/dd/yyyy □ No</td>
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<tr>
<td>Program Supervisor</td>
<td>Miranda Hall</td>
<td>0.10</td>
<td>□ Yes, Date: mm/dd/yyyy □ No</td>
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### Staff and Agency Performance

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<th>Staff</th>
<th>Supervisor</th>
<th>Agency</th>
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</thead>
<tbody>
<tr>
<td>• Frequency of performance review</td>
<td>• Fidelity monitoring &amp; Quality assurance</td>
<td>• Staff Engagement</td>
</tr>
<tr>
<td>• Curricula Training</td>
<td>• Reflective Supervision</td>
<td>• Staff Accountability</td>
</tr>
<tr>
<td>• Professional development</td>
<td>• Ongoing training (curriculum)</td>
<td>• Turnover</td>
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</table>

### Section 5: Community Involvement
Role of the Community Advisory Council (CAC)

How was the CAC involved in developing the application?

<table>
<thead>
<tr>
<th>Organizations (at least 5)</th>
<th>Individuals (at least 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required</strong></td>
<td></td>
</tr>
<tr>
<td>Children’s Development Services Agency (CDSA) or Partnership for Children</td>
<td>Two adolescents (≤19 years old)</td>
</tr>
<tr>
<td></td>
<td>A current or former adolescent parent</td>
</tr>
<tr>
<td><strong>Suggested</strong></td>
<td>An additional community member (chosen at the agency’s discretion)</td>
</tr>
<tr>
<td>Local health department</td>
<td></td>
</tr>
<tr>
<td>Public school system</td>
<td></td>
</tr>
<tr>
<td>Department of Social Services</td>
<td></td>
</tr>
<tr>
<td>Cooperative Extension</td>
<td></td>
</tr>
<tr>
<td>Mental health services</td>
<td></td>
</tr>
<tr>
<td>Local corporations &amp; businesses</td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td></td>
</tr>
<tr>
<td>Juvenile justice centers</td>
<td></td>
</tr>
<tr>
<td>Institutions of higher learning</td>
<td></td>
</tr>
<tr>
<td>Other local agencies that serve youth</td>
<td></td>
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</table>
Collaboration & Referrals

Referrals
- Contraception
- Sexual violence
- Dating/domestic violence
- Mental health
- Substance use
- Child development
- Child maltreatment
- Public assistance

1. MOA required for each
2. How will you evaluate whether these referral sources are youth friendly?
3. How will you ensure effective communication with referral partners?

Letters of Support
Youth Friendly Services – Resources

Section 6: Budget
Budget Basics

• Complete budget for TWO years (June 2024 – May 2025 AND June 2025 – May 2026)
• Must use the Open Window Budget worksheet
• Include complete, detailed narratives, including all calculations
  – Incorrect:
    • Supplies Other: Program brochures $55
  – Correct:
    • Supplies Other: Program brochures, 100 brochures x $0.55/brochure = $55

State Rate

• Current mileage rate: $0.655/mile
• Breaks: $5.00 per person (groups of 10 or more)

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<tr>
<th></th>
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<th>Out-of-State</th>
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<tr>
<td>Lunch</td>
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<tr>
<td>Dinner</td>
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<td>$26.00</td>
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<tr>
<td>Lodging</td>
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<td>$107.00</td>
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Contractor Match

- Include all Contractor Match in this cell
- Must include complete narrative calculations
- If applying for $125,000 must have $25,000 match
- Engage community partners

Tips for Using Incentives

- Ask program participants for ideas
- Introduce immediately after goals are reached (milestones)
- Acknowledge and spark achievement
- Promote attendance and retain participants
RFA Timeline - TBD

- End of Q&A period, November 14
  - Notice of Intent due (strongly encouraged)

- Answers to questions released as an addendum, November 21

- Application Deadline, November 28 at 5pm
  - Electronic submission only

Questions