



Grant Application Development Menu for Funders



The Grant Application Development Menu (Menu) offers options for funders to consider while developing or assessing requests for applications or grant guidelines. These options enable funders to encourage grantees to provide quality, comprehensive, trauma-informed services for children, youth and their families. In addition, the Menu may be used by local agencies to identify ways that they can align their practices to address the needs of child/youth victims of crime and their families.

The Menu may be used with a wide array of funding opportunities. Children, youth and families receiving services will likely include those who have experienced trauma. The more prepared grantees are to provide services in a trauma-informed way, the more effective the services will be. As funders and grantees expand their breadth of attention to the impact of trauma and to each of the six sections of this Menu, families and communities will benefit.

What do we know about traumatization and victimization?

- Results from a national survey indicated that 3 in 5 children experienced at least one type of violence in the past year and almost half of children in the survey reported experiencing multiple types of violence in the past year¹.
- Children and youth who have experienced victimization and trauma and their families continue to face barriers in receiving access to comprehensive, effective services, which could support healing from trauma and strengthen their overall well-being.
- Lifelong impacts of trauma and victimization affect individual youth, their family members, communities and society-at-large.

¹Finkelhor, D., Turner, H., Shattuck, A., Hamby, S., & Kracke, K. (2015). Children's Exposure to Violence, Crime, and Abuse: An Update. Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Why is it important to consider trauma-informed principles during grant development?

Funders have an opportunity to support communities in building capacity for services and prevention efforts, which are comprehensive and accessible for all youth who have experienced victimization or trauma and their families. Trauma-informed principles can provide a roadmap for grantees, helping them to develop and strengthen services by:

1. increasing service accessibility and inclusiveness for all youth,
2. providing comprehensive and coordinated services for children, youth and families,
3. directly engaging youth and families in care-planning and coordination and
4. prioritizing support and training for service providers to make it possible for them to provide meaningful and reflective services for children and youth who have experienced traumatization and victimization and their families.



1. Services are accessible and inclusive

Applicants are asked to consider/address how their program

Is reflective of their community's

- ___ Racial diversity
- ___ Linguistic diversity
- ___ Culturally diversity
- ___ Ethnic diversity
- ___ Sexual orientation diversity
- ___ Gender identity/expression diversity

Is welcoming for

- ___ LGBTQIA+ youth
- ___ Youth experiencing homelessness or housing insecurity
- ___ Youth who have dropped out of school
- ___ Youth who may have been trafficked or exploited (i.e. forced labor, sexual exploitation, gang involvement)
- ___ Youth who have a disability
- ___ Youth from military families
- ___ Youth who live in households with diverse family structures (LGBTQIA+ parents, single parent households, dual parent households and/or living with extended family members)
- ___ Youth who are refugees
- ___ Youth from Tribal communities
- ___ Youth who live in households with undocumented family members

Addresses how they:

- ___ Screen youth for victimization
- ___ Screen youth for trauma
- ___ Engage in violence prevention efforts
- ___ Acknowledge and plan for structural and historic barriers to services

2. Services are coordinated

Applicants are asked to consider/address how they:

- _____ Work with a variety of service providers and agencies (including community-based, faith-based and governmental organizations) in their community

- _____ Connect youth with resources outside of their own organization, including community-based, faith-based networks of providers who reflect the cultural, ethnic, racial and linguistic diversity, sexual orientation and/or gender identity/expression of the youth's community

- _____ Support coordinated referral and follow up processes for youth in their community (such as, incorporating reminders and other strategies to enable follow through after service referral)

- _____ Engage in collaborative activities (MDTs, advisory groups)



3. Services are comprehensive

- _____ Realize the widespread prevalence of trauma
- _____ Meet a continuum of needs of children/youth in their community
- _____ Are trauma-informed/trauma-reflective for clients
- _____ Build on trauma-informed/trauma-reflective practice knowledge and staff expertise
- _____ Are “promising practices”, evidence-informed or evidence-based
- _____ Are informed by periodic assessment of service utilization and gap analysis (i.e. using program data and feedback from clients and staff to reflect on how the current program is meeting the needs of youth in a community)



4. Services engage children/ youth and families in care planning and coordination

Applicants are asked to consider/address how their programs/services:

- _____ Prepare youth for engagement in service planning
- _____ Collect and utilize input from youth in the process of service planning
- _____ Provide child-friendly, age-appropriate, linguistically and culturally appropriate information to youth about their case and the service planning process
- _____ Prepare families (i.e. parents, kinship caregivers, guardians, extended family members, siblings, youth's trusted adults) for engagement in service planning
- _____ Collect and utilize input from family members in the process of service planning
- _____ Provide linguistically and culturally appropriate information for families about the case and the service planning process
- _____ Assess child/youth safety in service planning
- _____ Assess family member safety in service planning



5. Services are provided by compassionate, trained, experienced staff

Applicants are asked to describe how their organization will:

- _____ Recruit and hire staff who have experience and competency in working with children and youth who may have experienced trauma
- _____ Recruit and hire staff who are reflective of the community's racial, linguistic, cultural, ethnic, sexual orientation and gender identity/expression and diversity
- _____ Provide opportunities for recruiting and advancement of volunteers and entry-level employees from the community
- _____ Provide ongoing training support for staff and volunteers who work directly with youth
- _____ Support staff in being welcoming and inclusive for gender and sexually diverse youth
- _____ Build a trauma-informed work environment for staff that actively resists re-traumatizing clients, families, staff and others.
- _____ Support staff in recognizing the signs and symptoms of trauma in clients, families, staff and others
- _____ Support staff in processing and healing from secondary trauma

6. Services are impactful and meaningful for youth and families

Applicants are asked to consider/address program evaluation, in terms of how they:

- Link specified goals to measurable outcomes
- Utilize program data to measure outcomes and integrate knowledge into policies, procedures and practices
- Involve youth in program evaluation and program goal development (i.e. collect feedback and suggestions for change)
- Involve families in program evaluation and program goal development (i.e. collect feedback and suggestions for change)
- Involve staff and other stakeholders in program evaluation and program goal development
- Make reflective changes based on feedback from youth, families, staff, other stakeholders and lessons learned through evaluation process
- Transparently share outcomes of evaluations with youth, families, staff and other stakeholders





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This document utilizes, adapts, and expands upon a compilation of definitions, domains and items from the Substance Abuse Mental Health Services Administration's Concept of Trauma and Guidance for a Trauma-Informed Approach (2014), Southwest Michigan Children's Trauma Assessment Center's Trauma Informed Systems Change Instrument (2010), the National Center on Family Homelessness' Trauma-Informed Organizational Self-Assessment and "Creating Cultures of Trauma-Informed Care: A Self-Assessment and Planning Protocol" and Virginia HEAL's Demonstration Project's Policy Review Tool and RFA/RFA Checklist.

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