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California Department of Public Health



ARNOLD SCHWARZENEGGER
Governor

September 25, 2009

TO: Prospective Applicants

FROM: Jacquolyn Duerr, MPH, Chief
Safe and Active Communities Branch

SUBJECT: Request for Application (RFA) for Teen Dating Violence Primary Prevention
Demonstration Projects

The Safe and Active Communities Branch (formerly EPIC), Violence Prevention Unit (VPU), is soliciting applications from eligible local domestic violence organizations to implement and evaluate demonstration projects that use specified promising strategies to prevent adolescent and teen dating violence. It is the intent of the VPU to strengthen the base of knowledge on effective implementation of primary prevention strategies within local communities in California.

Approximately \$300,000 annually is available for the 24-month grant term to fund six (6) demonstration projects at approximately \$50,000 each. Successful applicants receiving a demonstration project grant will have the opportunity to apply for funding to extend their grant period for an additional 24 months upon successful completion of all required deliverables, contingent upon available funding.

To submit an application, please read and follow the RFA instructions carefully. **Applications are due by 4:00 p.m. on November 5, 2009.**

An informational teleconference has been scheduled for October 6, 2009 to provide further guidance and answer questions related to the RFA (please see RFA for more information).

We look forward to receiving your application.

Attachments



**Request for Applications (RFA)
No. VPU-09-001**

**Teen Dating Violence
Primary Prevention
Demonstration Projects**

September 25, 2009

**Safe and Active Communities Branch
(Formerly EPIC Branch)
Violence Prevention Unit**
MS Code 7214
1616 Capitol Avenue, Suite 74.660
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GENERAL INFORMATION

A. PURPOSE

The California Department of Public Health (CDPH), Safe and Active Communities Branch (formerly EPIC), Violence Prevention Unit (VPU), is seeking applications from local domestic violence organizations for *teen dating violence primary prevention demonstration projects* that will assess the effectiveness of specified, pre-determined promising strategies for preventing violence focused on youth ages 11-18 in diverse communities.

The intent of the overall *Domestic and Teen Dating Violence Primary Prevention Program (DVPPP)* is to collaborate with statewide partners to strengthen the capacity of local organizations to provide comprehensive primary prevention programs in communities across the state. The DVPPP includes two components: 1) the *DVPP Technical Assistance and Training Project* and 2) the *Teen Dating Violence (TDV) Demonstration Projects as defined in this RFA*. These two components will build upon and enhance existing primary prevention efforts in California, and contribute to building a stronger evidence base for future work by deepening understanding of strategies that can prevent first-time perpetration of relationship violence.

Demonstration Project Grantees will participate in an intensive technical assistance and training institute with state and national experts on primary prevention strategies and programs administered through the *DVPP Technical Assistance and Training Project*. Each demonstration project will implement one of three specified promising strategies in their community and participate in strategy-specific trainings, webinars, and technical assistance events, and in the formal documentation and evaluation of their project, including the development of project case studies.

B. BACKGROUND

The Violence Prevention Unit

The Violence Prevention Unit (VPU) was established as part of the California 1994 Women's Health Initiative. The mission of the VPU is to "provide leadership in the application of public health principles and practices to prevent violent (intentional) injuries". The VPU seeks to address domestic violence through shifting cultural norms, policies, and practices to create a climate free from violence. Rather than focusing on individuals and victims, the VPU's strength and imperative is in community and population-based prevention focusing on preventing violence before it is initiated, as opposed to an approach that concentrates on service provision after victimization has occurred. This primary prevention public health approach is a systematic process that promotes healthy behaviors and environments, and reduces the likelihood or frequency

of domestic violence. Primary prevention is distinguished from secondary prevention because it explicitly focuses on action before there is a threat of violence.

VPU staff has a wealth of expertise in violence against women issues, and are responsible for the federally funded *Rape Prevention and Education (RPE) Program*, the Violence Against Women Statewide Prevention Project (VAWSPP), and the administration of the Domestic Violence Training and Education Fund (batterer's fines), which funds VPU's *Domestic Violence Training and Education Program*. For more information about the VPU, visit:

<http://www.cdph.ca.gov/programs/EPIC/Pages/default.aspx>

The Domestic and Teen Dating Violence Primary Prevention Program (DVPPP)

The VPU has implemented the *Domestic Violence Training and Education Program* for the last 15 years, training a broad array of professionals who are instrumental in preventing domestic violence, including judges, probation officers, home visitors, and faith leaders. The DVPPP is the newest project supported by the DV Training and Education Program, designed and initiated to support the following priorities established by the Violence Against Women Statewide Prevention Project:

- Support a long-term statewide campaign to change social norms so that violence against women is no longer tolerated in our society.
- Create uniform messages that articulate violence against women as a violation of human rights, a serious public health problem, and a threat to public safety.
- Establish new and/or sustainable sources of state-level funding for violence against women primary prevention programs.
- Establish policies and programs within local school districts that provide resources and education to create a school environment that exemplifies and supports healthy, violence-free relationships for personnel, families, and students.

(Visit: <http://www.cdph.ca.gov/HealthInfo/injviosaf/Documents/VAWSPP-EPIC.pdf> to view the document "*California Statewide Policy Recommendations for the Prevention of Violence Against Women*")

The first phase of the DVPPP, the DVPP *Technical Assistance and Training Project*, was initiated in October 2008 in order to build an infrastructure and foundation for supporting future VPU demonstration projects, DVPPP statewide technical assistance and training efforts, and potential social marketing initiatives. Activities have included: formation of a *Project Advisory Team* comprised of experts in DVPP; an extensive state and national *Resource Assessment*; *Key Informant Interviews* with state and national leaders; *Assessment and Prioritization of Promising Strategies*; *Identification and Assessment of Collateral and Social Marketing Materials* for DVPP programs; and initial stages of the development of *Common Messages and Themes* that can be used for future local and statewide DVPP initiatives.

The second phase of the DVPPP (2009-2011), as delineated in this RFA, is the implementation and evaluation of *demonstration projects*. As a result of phase one, it was determined that the priority audience would be youth, ages 11-18, with a strong

focus on middle school aged youth, and that the promising strategies should include core areas such as bystander intervention; promoting assets and positive norms; and community mobilization. The extensive review process resulted in the identification of three promising strategies to be implemented by local organizations across the state in this first round of demonstration projects, including: *Close to Home*; *Promoting Gender Respect*, and *GroundSpark/Respect for All*. Three other related promising strategies, *Mentors in Violence Prevention (MVP)*; *Peer Solutions*; and *Communities United Against Violence* will also be integrated into technical assistance and training activities. Additional demonstration projects may be funded in the future if funding becomes available.

These strategies have the following *Shared Core Components*, which demonstrate desired practices:

- Conducting organizational assessment and transformation
- Conducting gendered analysis
- Fostering youth leadership
- Conducting community assessment, leadership and transformation
- Working with adult influencers
- Strengthening community partnerships/Buy-in/Co-facilitation
- Doing community organizing (not a curriculum)
- Establishing comprehensive approaches/Multiple points of entry
- Conducting participatory, transformative evaluation
- Sustaining successes through changes in policies and practices

In addition, these strategies have the potential to contribute these *Added Values* to the field:

- Development of *intergenerational partnerships*
- Make *connections with other oppressions* explicit
- Inclusive of a *range of gender identities/sexualities*
- Re-center *marginalized communities as agents of change*

As a result of this RFA, it is the intent of VPU to fund two (2) grants for each of the three (3) promising strategies for a total of six (6) *TDV Demonstration Project* grantees, representing ethnic, geographic and other diversity. The initial grant period is two (2) years; however, it is the intent of VPU to fund these projects for a minimum of four (4) years, depending on availability of funds, and successful adherence to grant requirements. Demonstration project grantees will participate in an intensive institute of technical assistance and training on the design, implementation and evaluation of the promising strategy in their respective communities.

While supporting the ongoing implementation of the six (6) demonstration projects, the third phase of the DVPPP (2010-2011) will also provide regional technical assistance and training events in collaboration with the state domestic violence coalition, the California Partnership to End Domestic Violence (CPEDV), and hold statewide meetings and forums on DVPP core components, emerging issues, promising strategies, and statewide initiatives.

C. DEFINITIONS AND SUPPLEMENTAL RESOURCES

For the purposes of this RFA, the following definitions apply:

Domestic Violence/Teen Dating Violence: A spectrum and often a pattern of behaviors that includes physical, sexual, verbal, emotional, and psychological abuse and/or economic control used by adults or adolescents against their current or former intimate partners in an attempt to exercise power and authority, which has a destructive, harmful effect on individuals, the family and the community.

Domestic Violence/Teen Dating Violence Primary Prevention: Population-based and/or environmental and system-level strategies, policies, and actions that prevent domestic or teen dating violence from initially occurring. Such prevention efforts work to modify and/or entirely eliminate the events, conditions, situations, or exposure to influences (*risk factors*) that result in the initiation of relationship violence and associated injuries, disabilities, and deaths. Additionally, primary prevention efforts address perpetration, victimization, and bystander attitudes and behaviors, and seek to identify and enhance *protective factors* that impede the initiation of relationship violence in at risk populations and in the community.

Evidence-based Programs: Programs that have been rigorously evaluated and have been shown to have significant and positive evidence of efficacy in multiple settings can be defined as “evidence-based.” These programs are considered to be scientifically rigorous and to provide the strongest evidence of efficacy.

Promising Strategies: An innovative program that has field-based data showing positive outcomes for preventing DV, but that may not yet have been studied under controlled research conditions can be defined as a “promising program” or a program that has “promising practices or *strategies*.”

Note: Due to the limited number of evidence-based programs available for DV, these demonstration projects will be assessing *promising strategies* that have met select criteria, and that meet the guidelines included in the “Nine Principles of Effective Prevention Programs” (Appendix).

D. ELIGIBILITY CRITERIA

This RFA is open to all eligible firms that meet the qualification requirements, including public and private non-profit organizations, and public universities (including auxiliary organizations).

1. Qualification Requirements

- a. Applicants must demonstrate and provide evidence of:

- 1) An organizational commitment, evidenced by the organization's mission statement, to domestic violence prevention, with a minimum of five (5) years providing DV prevention programs and intervention services in the community;
 - 2) An existing DV *primary prevention* program that is supported by an active community coalition or task force;
 - 3) Documentation of community assessment, readiness assessment or strategic planning for DV prevention in the community;
 - 4) Access to youth ages 11-18;
 - 5) A willingness to engage in organizational change that supports emerging strategies and innovations in DV prevention, youth leadership development, and social change initiatives; and
 - 6) A commitment to fully participate in all DVPPP required activities, trainings, technical assistance events, documentation, and evaluation efforts.
- b. Applicants must be willing to comply with all proposed terms and conditions addressed in the RFA.
 - c. Non-profit organizations must certify their eligibility to claim non-profit status.
 - d. Applicants must be financially stable and solvent and have adequate cash reserves to meet all financial obligations while awaiting reimbursement from the State.

2. Qualification Recommendations

- a. It is highly recommended that *organizations* applying for demonstration projects possess the following:
 - 1) Existing partnerships with diverse community-based organizations, including youth organizations, demonstrating a commitment to comprehensive, community-driven prevention;
 - 2) Existing capacity to engage youth as leaders in DV or TDV prevention;
 - 3) Access to adults, of all genders, who work with or influence youth;
 - 4) Ability to leverage organizational and partner resources for primary prevention of domestic and teen dating violence;
 - 5) A focus on asset/strength based approaches to violence prevention;
 - 6) A clear rationale as to how the chosen *promising strategy* will strengthen and/or build upon current DV primary prevention efforts;
 - 7) Commitment from *all levels of management, staff and board* to the following:
 - Support the project for up to 5 years and to identify opportunities for additional funding/resources;
 - Integrate primary prevention into the mission of the organization;
 - Exemplify a *Learning Organization* that will embrace being in a process that may necessitate transformation;
 - Integrate youth leadership into organization/prevention/community work; and,

- Attend all required technical assistance and training activities, participate in evaluation activities, and present project results at CDPH/VPU-sponsored events.
- b. It is highly recommended that *staff* of applicant organizations who will have primary responsibility for implementing the project possess the following competencies:
- 1) Experience with youth and in facilitating youth groups;
 - 2) Some understanding of youth development;
 - 3) Interest in/capacity to be a facilitator of learning and transformation;
 - 4) Ability to deal with controversial and complex issues;
 - 5) Interest in/capacity regarding gender analysis and multi-bias work;
 - 6) Interest in/capacity in community organizing and social change work; and
 - 7) Desire to become a change agent in the community.

E. FUNDING GUIDELINES

Approximately \$300,000 annually is available for the 24-month grant term to fund six (6) demonstration projects at approximately \$50,000 each. Successful applicants receiving a demonstration project grant will have the opportunity to apply for funding to extend their grant period for an additional 24 months upon successful completion of all required deliverables, contingent upon available funding. CDPH/VPU does not have the authority to disburse funds until the grant award is fully executed. If full funding is not available, CDPH/VPU will either cancel the resulting agreement or amend it to reflect reduced funding and reduced activities. The grantee may not carry over unexpended funds from one budget period into a subsequent budget period.

Budget Periods:

January 1, 2010 to June 30, 2010 (6 months)

July 1, 2010 to June 30, 2011 (12 months)

July 1, 2011 to December 31, 2011 (6 months)

Funding Priority

It is the intent of CDPH/VPU to fund two (2) demonstration projects for each of the three (3) promising strategies as identified in this RFA, and to ensure ethnic, geographic and other diversity in final funding decisions.

F. TENTATIVE RFA TIME SCHEDULE

Below is the tentative time schedule for this application process.

Event	Date	Time (If applicable)
RFA Released	09/25/09	
Voluntary RFA Teleconference Questions Due	10/05/09	4:00 p.m.
Voluntary RFA Informational Teleconference	10/06/09	10:00 a.m.
<u>Mandatory</u> Non-Binding Letter of Intent	10/20/09	4:00 p.m.
Application Due Date	11/05/09	4:00 p.m.
Notice of Intent to Award Posted	11/16/09	
Protest Deadline	11/23/09	5:00 p.m.
Grant Award Date	11/30/09	
Proposed Grant Start Date	01/01/10	

G. INFORMATIONAL TELECONFERENCE

A voluntary informational teleconference has been scheduled as follows to provide guidance and answer questions related to the RFA requirements:

Date: Tuesday, October 6, 2009

Time: 10:00 a.m.

Telephone Number: 1-888-843-6170

Pass Code: 58187

Prospective applicants that intend to submit an application are encouraged to participate in the teleconference. Applicants are also encouraged to email questions to nancy.bagnato@cdph.ca.gov by 4:00 p.m. on the day prior to the teleconference so

they may be answered during the teleconference. If there is time at the end of the teleconference, applicants may be able to ask additional or clarifying questions. Technical assistance regarding programmatic content will not be available.

It is each prospective applicant's responsibility to join the teleconference promptly at the time stated. CDPH reserves the right not to repeat information for participants that join the teleconference after it has begun. The teleconference is a public event or meeting and anyone can join.

After the teleconference, CDPH will post a summary of all questions and responses on the CDPH website at <http://www.cdph.ca.gov/programs/EPIC/Pages/default.aspx>. Spontaneous verbal remarks provided in response to questions/inquiries are unofficial and are not binding on CDPH unless later confirmed in writing.

H. MANDATORY NON-BINDING LETTER OF INTENT

Prospective applicants are **required** to indicate their intent to submit an application. **Failure to submit the mandatory Non-Binding Letter of Intent will result in application rejection.** The mandatory Letter of Intent is not binding and prospective applicants are not required to submit an application merely because a Letter of Intent is submitted.

The Letter of Intent must be submitted on the applicant's letterhead and must be received by October 20, 2009. Submit the Letter of Intent using email (PDF with electronic signature) or FAX to the following:

Email: jeannie.galarpe@cdph.ca.gov

FAX: (916) 552-9821

Address as follows:

Letter of Intent RFA No. VPU-09-001
California Department of Public Health
SAC Branch, Violence Prevention Unit
Attn: Jeannie Galarpe

I. SUBMISSION OF APPLICATION

All applicants are required to submit one (1) signed original application (clearly marked "original") and three (3) copies to:

Regular U.S. Mailing Address:

Jeannie Galarpe
CA Department of Public Health
SAC Branch
MS 7214
P.O. Box 997377
Sacramento, CA 95899-7377

Express Mail or Hand Delivery:

Jeannie Galarpe
CA Department of Public Health
SAC Branch
MS 7214
1616 Capitol Ave., Suite 74.660
Sacramento, CA 95814-5052

- **Applications must be *received* by CDPH (not postmarked) by November 5, 2009, no later than 4:00 p.m.** It is the sole responsibility of the applicant to ensure that CDPH receives the application by the stated deadline.
- **Electronic or FAX applications are not acceptable.**

Applications will be date and time stamped upon receipt. Each application received by 4:00 p.m. on November 5, 2009, will be reviewed for completeness and compliance with the instructions provided in this document. Incomplete, late, or non-compliant applications will not be reviewed or considered for funding.

It is important to note that there is no guarantee that submission of an application will result in funding, or that funding will be allocated at the level requested. Expenses associated with preparing and submitting an application are solely the responsibility of the applicant agency and will not be reimbursed by CDPH/VPU.

Important Note: Due to the highly competitive nature of this process, applicants may submit applications for up to two (2) promising strategies for demonstration projects, but may not submit applications for all three (3) strategies. However, if agencies choose to apply for more than one strategy, **applicants must submit a separate Letter of Intent, and a completely separate and distinct application demonstrating a clear rationale for each chosen strategy.** In addition, if more than one application is received and reviewed for funding, agencies are only eligible to be awarded one grant as a result of the funding process.

J. REVIEW PROCESS

The application review process will be conducted by VPU staff. Each application will be scored for technical merit and potential for success, using the point categories listed below. Applications will receive a technical score for up to 100 points, based upon how clearly each of the RFA questions within components are completed. Up to ten additional points may be awarded by reviewers based on professional judgment.

The applications with the highest scores for each strategy will be considered for funding. VPU staff will then award grants after taking into consideration geographic, ethnic and other diversity. Prospective applicants submitting more than one application will not be awarded more than one grant. It is possible that of two applications submitted by an agency, the application with a lower score may be funded to ensure funding diversity for a particular strategy.

<u>Component</u>	<u>Maximum Points</u>
Community Profile	25
Agency Capability	30
Project Description	25
Scope of Work	5
Budget/Budget Justification	<u>15</u>
	100
Professional Judgment	<u>+10</u>
Total	110

K. APPEALS PROCESS

Only those agencies that submit an application within the required guidelines and are not funded may appeal. There is no appeal process for incomplete applications or those submitted late. Letters appealing the final application selection must be received no later than the stated deadline in the Time Schedule. Faxed copies of appeals are acceptable (FAX 916-552-9821). Or send appeals to:

Regular U.S. Mailing Address:	Express Mail or Hand Delivery:
Jacquolyn Duerr, M.P.H. Chief, SAC Branch California Department of Public Health P.O. Box 997377, MS 7214 Sacramento, CA 95899-7377	Jacquolyn Duerr, M.P.H. Chief, SAC Branch California Department of Public Health 1616 Capitol Ave, Suite 74.660, MS 7214 Sacramento, CA 95814-5052

Appeals shall be limited to the grounds that VPU staff failed to correctly apply the standards for review or evaluating the application as specified in this RFA. The applicant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority, or other basis for the applicant's position, and the remedy sought. Applicants will be notified of decisions in writing within ten days of receipt of the appeal.

L. CONTRACT AWARD PROCESS

The award of the contract is based upon a competitive application review and selection process. Final funding decisions will be posted on the CDPH/VPU website and all applicants will be notified directly of their application status by November 16, 2009. The State reserves the right to negotiate the agreement and not to award a contract if negotiations are unsuccessful. If an applicant fails to finalize the contract, the State

reserves the right to fund another application. Once an application is selected for funding, the applicant will receive a contract with CDPH. The contract will incorporate the proposed scope of work (SOW) and budget. Changes in the scope of work and budget must be submitted in writing and approved by CDPH/VPU.

M. CONTRACT TERMS

The term of the resulting contract is expected to be 24 months and is anticipated to be effective from January 1, 2010 through December 31, 2011. The contract term may change if CDPH/VPU cannot execute the agreement in a timely manner due to unforeseen delays.

Following the award notification, contract negotiations will occur with the potential grantee in a timely manner. Following contract negotiations, the grantee is required to submit a final SOW, Budget, and Budget Justification in accordance with CDPH/VPU requirements, which will become part of the formal contract. Upon completion and approval of these documents, the contract will be fully executed and work will commence. The resulting contract will be of no force or effect until it is signed by both parties and approved by CDPH. The contractor is hereby advised not to commence performance until all approvals have been obtained. Should performance commence before all approvals are obtained, said services may be considered to have been volunteered if all approvals have not been obtained.

The grantee is to expend funds in accordance with the negotiated line item budget. If changes in line items, salary ranges, or staffing patterns need to be made, the grantee must request a budget revision, which may require a contract amendment depending on what in the budget needs to be changed. It is up to the discretion of CDPH/VPU whether or not to approve the requested budget revision.

The grantee will be reimbursed in arrears for actual expenses, which means the agency incurs expenses and is then reimbursed by CDPH. The grantee submits a monthly invoice for expenses incurred in the previous 30 days and then the State has up to 30 days to pay certified small businesses and up to 45 days to pay others. This means that the grantee must be able to cover at least 45 to 60 days worth of project payroll, indirect, operating expenses, and any expenses incurred by a subcontractor or consultant prior to reimbursement by the State. Additionally, the grantee is to submit invoices to CDPH/VPU in a timely manner to ensure prompt payment of expenses and cash flow maintenance.

The grantee is expected to contact CDPH/VPU if they are having difficulties implementing the SOW or need to make changes in the approved activities. The agency must be aware that it is legally bound to deliver the services as stated in the SOW. If changes need to be made in the SOW, the grantee must contact CDPH/VPU to discuss the issue and request a SOW revision, which may require a contract amendment. It is up to the discretion of CDPH/VPU whether or not to approve the request. If contract deliverables, including Progress Reports, are not completed satisfactorily, CDPH/VPU has the authority to withhold and/or recover payment of funds.

ADDITIONAL GRANT REQUIREMENTS

Due to the highly specialized nature of these demonstration projects, all grantees must commit and adhere to these additional grant requirements, which will be included as grant deliverables in the contracted scope of work:

A. REPORTING REQUIREMENTS

Award recipients will be required to complete on-line annual progress reports (due July 31, 2010, and July 31, 2011) and a final written report due December 31, 2011. In addition, grantees will be required to submit formalized documentation and evaluation reports, including case studies. The format and requirements for these reports will be provided to grantees upon funding, and technical assistance will be provided on report and case study development.

B. DOCUMENTATION AND EVALUATION

Grantees will be provided with tools and methods of evaluation for each of the promising strategies, and with format requirements for the development of case study documents. Technical assistance will be provided for these minimum requirements for evaluation and documentation. Grantees may choose to develop more extensive evaluation or documentation for their projects above and beyond these minimum requirements.

C. TECHNICAL ASSISTANCE AND TRAINING

The purpose of this RFA is to fund demonstration projects that will integrate specified promising strategies into current DV/TDV primary prevention efforts and develop formalized documentation and evaluation that can be shared with others working in this field. Toward this end, the structure of this project is designed to establish a learning community that is informed through the provision of intensive technical assistance and training (TAT) on implementation and evaluation for each of the promising strategies, and on core primary prevention concepts and models, and through the sharing of experiences and insights of project grantees. **All grantees are required to attend all VPU sponsored TAT events**, including, at a minimum, the following:

- An initial 4 day TAT institute in Jan/Feb 2010 in Sacramento
- 1-day follow-up training in Sacramento
- 2-day onsite training in local grantee community
- 1-3 webinars
- Individualized technical assistance on implementation and evaluation of promising strategy in local grantee community
- Teen Dating Violence Prevention Forum, Summer 2010, in Sacramento
- Statewide Networking Meeting, Spring 2011, in Sacramento

PROMISING STRATEGIES

Applicants must choose one of the following three (3) *promising strategies* for their proposed demonstration project. There should be a clear rationale as to how the selected strategy will extend, enhance, strengthen, and be integrated into current DV/TDV primary prevention efforts in the community. **Applicants do not have to have current capacity to implement the chosen strategy;** *Expert Trainers* will provide intensive technical assistance and training to successful applicants on implementing and evaluating the promising strategy in their respective communities. Applicants do, however, need to meet the *qualification requirements*, and will ideally meet the *qualification recommendations* delineated in the “Eligibility Criteria” section of this RFA.

Applicants may choose to apply for up to two (2) promising strategies for demonstration projects. However, **applicants must submit a separate Letter of Intent and completely separate application demonstrating a distinct rationale for each chosen strategy. Only one demonstration grant will be awarded per applicant.**

A. **CLOSE TO HOME** (<http://www.c2home.org/>)

1. Background: Founded in 2002 by a small group of community residents in Dorchester (Boston), MA, *Close to Home* has pioneered the use of community mobilization strategies to foster community wide responsibility to prevent domestic and sexual violence. By combining expertise in DV/SV with expertise in community organizing, *Close to Home* draws attention to a seemingly intractable public health problem that is too often considered a private matter rather than part of public life and engages all community members in developing and implementing solutions to the problem.
2. Promising Strategy Defined: Demonstration projects will be implementing a community mobilization strategy, which is defined as a community driven process that engages youth, adults and organizational leaders to develop and implement local prevention strategies.
3. Purpose / Intended Outcomes: *Close to Home’s* community mobilization process will be adapted to the context of the selected programs and communities to:
 - a. Build a strong, active network of community members and organizations committed to fostering community-wide responsibility for domestic and teen dating violence;
 - b. Develop local community leadership to identify, develop and implement local prevention projects; and
 - c. Transform environmental factors and social norms to prevent initial perpetration of domestic and teen dating violence.

4. Audience(s): Demonstration projects will begin by engaging the youth community (ages 11-18) as a primary constituency, and will also work with local adult residents and organizational leaders.
5. Theoretical Framework / Rationale: The rationale for this mobilization approach is that research demonstrates most people turn to their informal (family, friends and neighbors) or formal (associative life, faith communities, etc.) social networks when in need of support in their lives and their relationships. This approach seeks to engage social networks in communities to create change around the issue of domestic violence.
6. Basic Program Components: Grantees will be trained to implement *Close to Home*'s community mobilization process and principles to build a network of community members engaged in domestic and teen dating violence primary prevention. The process includes:
 - a. Assess: engage in a process of inquiry and research to understand the local context, learn about the prevalence of domestic and teen dating violence and identify community talents, resources, and assets to mobilize for primary prevention;
 - b. Talk: convene youth and other community members for discussions to raise awareness, foster critical thinking and dialogue, identify solutions, and recruit volunteers;
 - c. Build skills: facilitate training and team building to support skill and leadership development in violence prevention; and
 - d. Act: community members develop domestic and teen dating violence primary prevention projects to implement in the community.
7. TAT Outcomes / Benefits of learning this approach: Organizations that learn and implement this strategy will increase and strengthen their:
 - a. relationships with a broad base of constituencies in their community;
 - b. visibility in their local community; and
 - c. community organizing and prevention skills.
8. Outcomes sought with community members through implementation will include increases in:
 - a. community connectedness;
 - b. leadership skills and civic participation;
 - c. knowledge and attitudes related to violence in relationships, healthy relationships, and gender roles; and
 - d. changes in behavior related to relationships and intervening as bystanders.

B. THE RESPECT FOR ALL PROJECT (<http://groundspark.org/respect-for-all>)

1. Background: *The Respect For All Project* is a program of GroundSpark, a California-based, national, multi-issue non-profit organization whose mission is to create visionary films and dynamic educational campaigns that move individuals and communities to take action for a more just world. Films and educational campaigns change hearts and minds, create lasting culture change, and support diverse constituents to take action to uproot the most entrenched prejudices of our times.
2. Promising Strategy Defined: *The Respect For All Project* seeks to create inclusive, bias-free schools and communities by providing media tools, support and training to youth, educators, and youth service providers. A comprehensive set of resources is offered, including award-winning documentary films, curriculum guides, and professional development workshops that train teachers and service providers to use films and materials with young people.
3. Purpose / Intended Outcomes: The goal of *The Respect For All Project* is to create safe and inclusive learning environments for young people through multiple settings and on many different levels. It focuses on building the capacity of each community to find sustainable strategies that will work best for that community.
4. Audience(s): Primarily adult educators in schools, youth service programs, parent/guardian groups, community groups and education programs. While films feature the voices of young people, they are primarily focused on training adults working with youth because it is critical to make sure the adults working with youth are able to support, sustain, and help build safe and inclusive learning environments.
5. Theoretical Framework / Rationale: Several approaches are used to address bias-based bullying, teen dating violence, and human diversity issues:
 - a. combine a multi-issue approach with a strong commitment to anti-bias work;
 - b. use a social ecological framework to address issues of bullying and bias issues;
 - c. use a four-square relational model that addresses the relationships in the bullying dynamic;
 - d. identify bullying as a behavior and dynamic that can be changed; and
 - e. focus on creating a positive model of safe and inclusive schools.
6. Basic Program Components: Grantees will work with the entire school community to develop an understanding of the issues that each school and/or community are facing and create culture change (students, teachers, admin, family members) through the following:
 - a. Community Readiness Assessment;

- b. Community Organizing;
 - c. Workshops/Trainings;
 - d. Mentor Program;
 - e. Using Film to Engage the Community;
 - f. Training of Trainers
7. TAT Outcomes / Benefits of learning this approach: Organizations that learn and implement this strategy will:
- a. Build an understanding of working with schools and school districts and communities;
 - b. Learn to use various tools and resources: films, curriculum, bullying framework, community readiness assessment;
 - c. Learn strategies for engaging school communities, building a school-wide and community-wide response, developing action plans and supporting them to take action;
 - d. Understand the value of using a multi-issue, anti-bias approach to domestic and teen dating violence prevention work; and
 - e. Develop strategies for working with controversial issues and resistance to change.

C. PROMOTING GENDER RESPECT (<http://www.mensworkinc.com/welcome>)

1. Background: *Promoting Gender Respect* is a project encouraging leadership development for middle school boys in Tennessee. Both the Tennessee Coalition Against Sexual and Domestic Violence and *MensWork: Eliminating Violence Against Women, Inc.*, have histories of working with youth to prevent domestic/sexual violence. For this project, the two organizations partnered to create and pilot-test a curriculum for middle school boys.
2. Promising Strategy Defined: This program was designed to develop and support the leadership skills of middle school aged boys to respond to and prevent gendered bullying and sexual and dating violence. In order to support the leadership of middle school boys, additional strategies of partnering with organizations, and engaging influential adults were also developed. The program should be adapted by facilitators and participants for cultural and contextual relevance. Multiple forms of oppression experienced by participants are addressed.
3. Purpose / Intended Outcomes: As a result of this project:
 - a. Participants will report decreased acceptance of behavior that promotes or condones violence against women and girls, and will report engaging in behavior that rejects violence against women and girls;
 - b. Local programs who work with youth will demonstrate increased capacity to engage boys gender-based violence prevention activities;
 - c. Middle school aged boys are able to develop/practice leadership skills. They are supported (by adults) to act as leaders in their communities;

- d. Organizational partners will examine their organizational culture to develop their abilities to support boy leadership, and promote gender respect;
 - e. Participants will examine parallels between being leaders and acting as allies;
 - f. Community members become engaged in generation of positive norms that prevent gender-based violence.
4. Audience(s)
- a. Primary audience: Middle school aged boys
 - b. Secondary audience: Influential adults; youth-serving organizations; communities.
5. Theoretical Framework / Rationale: There are several distinct but interrelated theoretical considerations informing this program:
- a. Gendered bullying – recognizing that bullying is gendered (boys bully girls differently than boys bully other boys, and some aspects of how boys bully other boys is also gendered) and that this gendered bullying forms the foundation for sexual assault and dating/domestic violence.
 - b. Ecological Framework – communities, institutions, and society as a whole must be involved in an integrated strategy to prevent bullying and promote gender respect.
 - c. Boys and men need to become part of the movement to end gender-based violence.
 - d. Bystander Theory – most people do not stay silent because they agree with the violent behavior, but because of a variety of other reasons (someone else will do it, fear of becoming a target, etc). By working with boys to promote their leadership, they become better able to identify ways that they can act, and become more willing to act and become allies to girls and women. This will ultimately have the effect of reducing violence by changing social norms and by creating an environment that is less tolerant of gender-based violence.
 - e. Leadership Development theory
 - f. Youth Development – This program was created specifically with middle school boys' developmental context in mind.
6. Basic Program Components:
- a. A curriculum for 7th and 8th grade boys, to be implemented in youth-serving organizations – 8 sessions, 45 to 60 minutes each;
 - b. Development of an ongoing community-based project, to be carried out in the community during and after the end of the program;
 - c. Facilitator training program;
 - d. Training in organizational assessment (for use with partner organizations used for the implementation of this program), developing organizational partnerships, and assisting organizations in supporting boy leadership development;

- e. Training on developing the skills and abilities of influential adults in supporting boy leadership to promote gender respect; and
 - f. Ongoing technical assistance to organizations implementing the curriculum.
7. TAT Outcomes / Benefits of learning this approach: Grantees will develop the ability to:
- a. Educate and engage middle-school aged boys in conversations about dating abuse, sexual harassment, sexual assault, gender respect and healthy relationships;
 - b. Assess organizations as to their readiness to work to engage boys and men;
 - c. Assess organizations in their readiness and capacity to promote gender respect and healthy relationships;
 - d. Identify influential adults and promote their skills to develop youth leadership;
 - e. Support influential adults (both male and female) in promoting gender respect;
 - f. Apply the ecological framework through hands-on skill-building.

APPLICATION INSTRUCTIONS

A. GENERAL INSTRUCTIONS

All applicants are to follow the instructions provided herein, using the attached forms. All sections, including attachments, must be completed and submitted in the order requested. Any application that does not comply with this requirement will be considered non-responsive and will not be reviewed.

1. Develop applications by following all RFA instructions and/or clarifications issued by CDPH in the form of question and answer notices, clarification notices, Administrative Bulletins or RFA addenda.
2. Before submitting an application, seek timely clarification through participation in the Informational Teleconference of any requirements or instructions that are believed to be vague, unclear or that are not fully understood.
3. Read all instructions carefully. Be sure to include all of the information required in the RFA, including all attachments. Re-check the application to ensure completeness.
4. Do not provide any materials that are not requested, such as brochures or samples of materials. These will be discarded and not reviewed.
5. In preparing an application response, all narrative portions should be straightforward, detailed, and precise. Answer all questions in the order presented with clear titles for each section. CDPH will determine the responsiveness of an application by its quality, not its volume, packaging or colored displays.
6. Arrange for the timely delivery of the application package(s) to the address specified in this RFA. Do not delay until shortly before the deadline to submit the application.
7. Submit one (1) original application and three (3) copies or sets. Write “**Original**” on the original application set after you have duplicated the copies. Each application set must be complete with a copy of all required attachments and documentation.

B. FORMAT REQUIREMENTS

Format the narrative portions of the application as follows:

- Single-spaced with one-inch margins at the top, bottom, and both sides.
- Use a font style of “Arial” with a font size of 12 points.

- Print pages single-sided on white bond paper.
- Sequentially paginate the pages in the application in the lower right corner. It is not necessary to paginate items in the Appendix.
- Bind each application with staples or a binder clip. *Do not use binders.*
- All RFA attachments that require a signature must be signed in ink, preferably in a color other than black. Signature stamps are not acceptable.

C. APPLICATION COMPONENTS

1. APPLICATION COVER SHEET

Complete all sections of the Application Cover Sheet (Attachment A). A person authorized to legally bind the applicant must sign the Application Cover Sheet. If the applicant is a corporation, a person authorized by the Board of Directors to sign on behalf of the Board must sign the Application Cover Sheet.

2. APPLICATION NARRATIVE

a. Community Profile (25 points) (3 page limit)

Applicants must submit a community profile that provides descriptive information and a frame of reference for reviewers in the assessment of the proposed project. Reviewers will assess not only the clarity of the application, but the thoughtful demonstration of strategic planning, rationale for why these particular activities are proposed for the intended audience, and if the applicant can demonstrate the capability of implementing the project as proposed.

Therefore, be specific with regards to the readiness of the intended recipients or community, and do not include any data or information that is not specifically related to the community where the project will be implemented.

Included in this profile should be results gained from community assessments, strategic planning documents, previous program evaluation results, and/or any other information that is relevant to understanding the current needs related to DV/TDV prevention within the community.

For the purposes of this RFA, prepare a community profile that demonstrates your knowledge and tie-in with the community, and how you have assured the appropriateness of DV/TDV primary prevention efforts. At a minimum, include the following:

- a complete and detailed description of the specific community where the promising strategy will be implemented;

- discussion of the steps you have taken to develop a profile of the community through mapping, needs assessments, strategic planning, etc, and that focuses on infrastructure and assets, to guide your current prevention work;
- the assets/strengths/resources that can support the project in the community to ensure stability and support for the long term work of DV/TDV primary prevention efforts, and how these strengths and resources will be utilized in the implementation of this project. Be sure to include community leaders, coalitions, collaborations, youth leadership programs, and the availability of domestic violence programs and services. Also include any current or timely opportunities that could leverage the work of your project or provide for institutionalization in the community (e.g., recent data released by County Health Department on DV or TDV; partners with recent grants that might leverage your work; your agency is located in one of the 14 California Endowment 10-year investment communities, etc.);
- how you ensured that your current DV primary prevention project would meet the needs of the community and have an appropriate “fit” with the community’s culture and level of readiness. This could include:
 - a self-assessment of readiness criteria (such as similar existing or past efforts in the community, community champions, community coalition/partnerships, community climate supportive of IPV/TDV prevention/chosen strategies, etc.); and/or
 - reports, endorsements, resolutions, etc.
- evaluation results and/or lessons learned from current DV/TDV prevention work that demonstrates an ongoing or emerging need supported by this intended project; and
- a description of the active DV or TDV coalition or task force that is currently supporting your primary prevention efforts, including: a list of members and organizations; their role in supporting DV or TDV primary prevention; how they are engaged in support of comprehensive DV/TDV prevention.

b. Agency Capability (30 points) (4 page limit)

- 1) Provide an overview of your organization’s history and services, and describe your organization’s experience with domestic and/or teen dating violence prevention, services and programs. Specify the type and length of time providing these programs. This is meant to provide an overview of *experience* in DV/TDV prevention. Applicants will provide a more complete *description* of their current DV/TDV primary prevention program under Project Description (below).
- 2) Describe your current access to youth ages 11-18, how youth are involved with your organization, and your existing capacity to engage youth as leaders in DV or TDV prevention.

- 3) Describe your current access to adults (of all genders) who work with or influence youth, and how they are involved with your organization in preventing DV/TDV.
- 4) Describe existing partnerships with diverse community-based organizations, demonstrating a commitment to comprehensive, community-driven prevention. Include your organization's ability and history of involving both traditional and "non-traditional" partners in DV/TDV prevention work, such as: the business community; associative life (clubs, orgs, etc.); local government; parks and recreation; youth organizations or sports teams; job development; etc.
- 5) Describe how your organization has been and is prepared to engage in organizational change that supports emerging strategies and innovations in DV prevention, youth leadership development, and social change initiatives.
- 6) Describe which team/department in your organization would implement this strategy. Discuss and provide examples of how staff and/or key partners who will be implementing the project possess competencies in the following:
 - Experience with youth and in facilitating youth groups;
 - Some understanding of youth development;
 - Interest in/capacity to be a facilitator of learning and transformation;
 - Ability to deal with controversial and complex issues;
 - Interest in/capacity regarding gender analysis and multi-bias work;
 - Interest in/capacity in community organizing and social change work; and
 - Desire to become a change agent in the community.
- 7) Describe examples of how your key staff have established some type of leadership role in the DV field, such that investing in their prevention capacity will position them to be more effective peer influencers who can then encourage learning, change, and engagement in primary prevention of DV/TDV among their peer DV organizations.
- 8) Discuss your organization's ability to manage state funds, including evidence of being financially stable and solvent with adequate cash reserves to meet all financial obligations while awaiting reimbursement from the State.
- 9) Discuss any other information relevant to understanding and justifying the need for the proposed grant for DV/TDV prevention, and the rationale for why your agency is qualified to implement this project.
- 10) Discuss how your organization is competent and capable to administer this project, and will commit to fully participate in all DVPPP required

activities, trainings, technical assistance events, documentation, and evaluation efforts.

- 11) Certify eligibility to claim non-profit status and include this documentation as an attachment.

c. **Project Description (25 points) (4 page limit)**

The Project Description is intended to demonstrate the applicant's knowledge, experience and ability on how to propose incorporating the promising strategy into current DV/TDV primary prevention efforts and programs in the community. The project description should demonstrate how the activities will build upon community strengths and resources, thereby enhancing community capacity toward the prevention of domestic and teen dating violence.

Provide a full and complete description of your current DV/TDV primary prevention program, including the audience, activities, and proposed outcomes. Then describe your vision for the design and delivery of the chosen *promising strategy* as it relates to your current program. This narrative should give reviewers a clear understanding of:

- the current DV/TDV primary prevention program and activities underway in your community;
- why the new promising strategy was chosen;
- how the new strategy will strengthen and/or build upon current DV/TDV primary prevention efforts;
- who will be responsible for the coordination and implementation of the activities;
- key stakeholders and partners in planning, implementing and evaluating this new strategy;
- how activities will be linked in a comprehensive plan of action to achieve the goals and objectives of your overall DV/TDV prevention project;
- how project information will be communicated among community partners and to the broader community; and
- how the promising strategy will be institutionalized for long-term prevention efforts.

3. LETTERS OF COMMITMENT AND SUPPORT

- a. Attach a Letter of Commitment from the Executive Director and Board Chair demonstrating the following:
 - Support for the project for up to four years and to identify opportunities for additional funding/resources;
 - Ensuring that primary prevention is integrated into the mission of the organization;

- Exemplifying a *Learning Organization* that will embrace being in a process that may necessitate transformation;
 - Integration of youth leadership into organization/prevention/community work; and
 - Staff attendance at all CDPH/VPU required technical assistance and training activities, participation in CDPH/VPU evaluation activities, and presentation of project results at CDPH/VPU sponsored events.
- b. Attach a Letter of Commitment from any *community partners* who will be directly participating in the proposed demonstration project, stating their readiness and commitment to support all project requirements.
- c. Attach individualized letters of support from each member of your community coalition or task force that confirms community readiness and the applicant agency's capacity to implement the proposed project.

4. SCOPE OF WORK (5 points) (Attachment B)

A scope of work (SOW) template has been provided as Attachment B that includes the basic components of the demonstration project activities and deliverables for the three budget periods. Successful applicants who receive demonstration project grants will complete a detailed Workplan as a result of the initial technical assistance and training institute that specifically delineates project activities related to their respective strategy.

For the purposes of this RFA, use Attachment B and personalize the template SOW by including project name, intended audience for the promising strategy, key stakeholders, community partners, and any other details that define the unique characteristics of your project or that further clarify the SOW.

Attach the completed SOW immediately following the *Project Description*.

5. BUDGET/BUDGET NARRATIVE (15 points) (Attachment C and D)

The project budget request is to be submitted on the budget forms provided. You may use either Word or Excel format. Round all dollar amounts and percentage figures to whole numbers.

In addition to the budget, provide a brief narrative explanation of each line item. For personnel line items, explain the time allocation by objective for each position in the budget. For operating expenses, explain the expenditures for each line item and justify their inclusion.

In preparing the budget, applicants should take into account the following:

Grantees are required to pay for travel and lodging for a minimum of two people to attend TAT activities sponsored by VPU and should budget accordingly. There are no registration fees for these VPU sponsored TAT events. There will be no

travel/lodging costs to grantees to attend the TDV Prevention Forum in Sacramento in FY 2010/2011, as all grantees will be provided scholarships to attend.

1. Personnel

Personnel includes all personnel costs to operate the project.

- a. List personnel by job category or classification rather than by name to allow for staff turnover.
- b. Indicate total monthly salary range for full time equivalents (FTEs). The salary range stated should include any anticipated increases (i.e., cost-of-living adjustments and merit salary adjustments).
- c. Indicate percentage of time the position will be utilized in this project (e.g., 20 hours of work within a 40-hour week is 50 percent). All percentages should be in whole numbers. If biweekly pay periods cause the monthly salary amount to vary, indicate the variance in a footnote at the bottom of the page.
- d. Indicate the amount requested per position based upon the monthly salary ranges and total amounts. If the percentage rate for benefits differs for various positions, indicate the specific amount for each position on a separate detail sheet.
- e. Subtotal all personnel costs.

2. Operating Expenses

Operating Expenses include all costs except personnel costs. List only those items of operating expenses that apply to this project.

Project funds cannot be used for purchase or renovation of buildings, facilities or land, or the purchase of major equipment. Major equipment is defined as property costing over \$5,000 with a life expectancy of one or more years.

Examples of common operating expense line items are provided in the sample format. The following is a list of operating expense items most commonly recognized by the State:

- a. General Expenses – Includes office supplies, books, manuals, publications, and minor equipment (unit cost under \$5,000).
- b. Other Expenses – Includes utilities, telephone, space, insurance, equipment rental, postage, and duplication. These expenses need to be itemized showing the cost for each.

- c. Travel – Travel is reimbursed at current Department of Personnel Administration rates. Mileage should indicate the number of miles for ground transportation and rate per mile (not to exceed 55 cents per mile). For airfare, indicate the number and destination of trips and expected cost per trip. Per diem should specify the number of days and rate per day. Travel must be in accordance with the needs of the program and the scope of work. No out-of-state travel is allowed without prior written approval of CDPH.
- d. Consultant Services/Subcontractors – Applicants planning to use consultants or subcontractors in the performance of the work must identify each proposed consultant/subcontractor, if known, at the time of application submission; each known consultant's/subcontractor's expertise; describe the responsibilities to be assigned to each consultant/subcontractor. Include a description of plans for overseeing the performance of consultants/subcontractors. Notwithstanding the use of any consultant/subcontractor, the applicant will ultimately be responsible for performance of all terms and conditions of the resulting contract. The State reserves the right to approve changes in consultant/subcontractor selection. *Generally, consultants are not to be paid over \$350 per eight-hour day. Special consultants may be paid at a higher rate per day based on prevailing rates and other special considerations addressed in the blanket justification. In no event is the consultant to be paid more than the hourly salary rate established for state employees in similar classifications.* Include in the application the consultant's title, hourly rate, and number of hours to be worked (e.g., per week, per month).
- e. Staff Training – Costs and fees for meetings and conferences attended by project staff are reimbursable.
- f. Indirect Costs – Express either as a percentage rate and total, or as a total cost only, and specify how total costs were calculated. These are overhead costs that are not directly identifiable to the applicant or to the applicant's project and are generally expressed as a percentage of total personnel costs.
- g. Non-Reimbursable Items – Project funds cannot be used for meals or refreshments served at meetings, workshops, training sessions, etc. conducted by contractors or subcontractors.

APPLICATION COVER SHEET

AGENCY NAME			
STREET ADDRESS			
CITY	COUNTY	STATE	ZIP CODE
TELEPHONE NUMBER		FAX NUMBER	
FEDERAL TAX ID NUMBER			

AMOUNT REQUESTED \$	FUNDING PERIOD January 1, 2010 to December 31, 2011
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Person having day-to-day responsibility for the Project:	
Name:	
Title:	
Address:	
Telephone:	Fax:
Email:	

The undersigned hereby affirms that the statements contained in the application package are true and complete to the best of the applicant's knowledge and accepts as a condition of a contract the obligation to comply with applicable state and federal requirements, policies, standards, and regulations. The undersigned recognizes that this is a public document and open to public inspection.

Signature: _____ Date: _____

Type Name and Title: _____

Address: _____

Telephone: _____ Fax: _____

E-mail: _____

Scope of Work
January 1, 2010 to June 30, 2010

GOAL # 1: Strengthen capacity to plan, develop, implement and evaluate a comprehensive, community-driven domestic and teen dating violence primary prevention program.			
MEASURABLE OBJECTIVES	MAJOR ACTIVITIES	TIME LINE	PERFORMANCE MEASURE AND/OR DELIVERABLES
1. By June 30, 2010, attend a 2.5 day Technical Assistance and Training (TAT) institute in Sacramento, and follow-up TAT activities as required by CDPH/VPU.	1.1 Confirm staff and community members who will be attending institute.	1.1 Jan 2010	1.1 List of attendees
	1.2 Arrange for travel and lodging.	1.2 Jan 2010	1.2 Travel/Lodging Reservations
	1.3 Participate in and/or complete pre-Institute assessments with Institute Expert Trainers (ETs).	1.3 Jan - Feb 2010	1.3 Completed assessments
	1.4 Attend Institute in Sacramento.	1.4 Jan - Feb 2010	1.4 Institute sign-in sheets
	1.5 Participate in and/or complete post-Institute assessments and assignments.	1.5 Feb - Mar 2010	1.5 Completed assessments and assignments
	1.6 Participate in all follow-up TAT activities as required by CDPH/VPU, including but not limited to one-day trainings, webinars, and/or technical assistance on-site visits.	1.6 Mar – Jun 2010	1.6 TAT event sign-in sheets and notes

Scope of Work
January 1, 2010 to June 30, 2010

GOAL # 1: Strengthen capacity to plan, develop, implement and evaluate a comprehensive, community-driven domestic and teen dating violence primary prevention program.			
MEASURABLE OBJECTIVES	MAJOR ACTIVITIES	TIME LINE	PERFORMANCE MEASURE AND/OR DELIVERABLES
2. By June 30, 2010, complete organizational and community readiness assessments.	2.1 In consultation with trainers, compile and/or develop organizational and community readiness assessments.	2.1 Mar - Apr 2010	2.1 Copies of assessment tools
	2.2 Establish audience and communication mechanism for dissemination of assessments.	2.2 Mar – Apr 2010	2.2 Dissemination Plan
	2.3 Conduct assessments internally and with external partners.	2.3 Apr – May 2010	2.3 Record of Dissemination
	2.4 Compile and analyze results in consultation with ETs.	2.4 May – Jun 2010	2.4 Summary of results
3. By June 30, 2010, submit an <i>Implementation Workplan</i> for selected Promising Strategy	3.1 In consultation with ETS, and as a result of readiness assessments and current DV efforts, determine final audience(s); project activities; and process and outcome measures for <i>Promising Strategy</i>	3.1 May – Jun 2010	3.1 Draft elements for Workplan
	3.2 In consultation with <i>community partners</i> , develop <i>Implementation Workplan</i> for <i>Promising Strategy</i> for July 1, 2010 through December 31, 2011.	3.2 Jun 2010	3.2 Implementation Workplan

Scope of Work
July 01, 2010 to June 30, 2011

GOAL # 1: Plan, develop, implement and evaluate a comprehensive, community-driven domestic and teen dating violence primary prevention program.			
MEASURABLE OBJECTIVES	MAJOR ACTIVITIES	TIME LINE	PERFORMANCE MEASURE AND/OR DELIVERABLES
1. By July 31, 2010, submit an annual progress report to CDPH/VPU.	1.1 Review required format and instructions for progress report.	1.1 July 2010	1.1 Progress Report instructions
	1.2 Prepare information, assessments and summaries completed to date.	1.2 July 2010	1.2 Project materials
	1.3 Complete and submit progress report to CDPH/VPU.	1.3 Jul 2010	1.3 Progress Report
2. By June 30, 2011, attend all technical assistance and training (TAT) activities as required by CDPH/VPU.	2.1 Confirm staff and community member who will be attending Teen Dating Violence Prevention Forum in Sacramento.	2.1 Jun 2010	2.1 Registration
	2.2 Arrange for travel and lodging.	2.2 Jun - Aug 2010	2.2 Travel/Lodging Reservations
	2.3 Participate in and/or complete pre-Forum assignments with Institute ETs.	2.3 Jun - Aug 2010	2.3 Completed assignments
	2.4 Attend 2 day Forum in Sacramento.	2.4 Jul - Aug 2010	2.4 Registration List
	2.5 Participate in all follow-up TAT activities as required by CDPH/VPU, including but not limited to one-day trainings, webinars, and/or technical assistance on-site visits.	2.5 Jul - Jun 2010	2.5 Registration and/or sign-up sheets
	2.6 Confirm staff and community member who will be attending/presenting at 2 day Statewide Networking Meeting in Sacramento.	2.6 Jan - Feb 2011	2.6 Registration

Scope of Work
July 01, 2010 to June 30, 2011

GOAL # 1: Plan, develop, implement and evaluate a comprehensive, community-driven domestic and teen dating violence primary prevention program.			
MEASURABLE OBJECTIVES	MAJOR ACTIVITIES	TIME LINE	PERFORMANCE MEASURE AND/OR DELIVERABLES
	2.7 Arrange for travel and lodging.	2.7 Feb – Apr 2011	2.7 Travel/Lodging Reservations
	2.8 Participate in and/or complete pre-meeting assignments and preparation of presentation with ETs.	2.8 Apr – Jun 2011	2.8 Completed assignments and presentation outline
	2.9 Attend and present at 2 day Networking Meeting in Sacramento.	2.9 Apr – Jun 2011	2.9 Registration and Presentation
3. By June 30, 2011, implement community-driven <i>Promising Strategy</i> .	3.1 Conduct planning and development with community partners.	3.1 Jul – Aug 2010	3.1 Meeting minutes
	3.2 Schedule and conduct activities with intended audience(s).	3.2 Jul 2010 – Jun 2011	3.2 Schedule and progress reports
	3.3 Document and evaluate activities.	3.3 Jul 2010 – Jun 2011	3.3 Case Study Draft and Evaluation Report.

Scope of Work
July 01, 2011 to December 31, 2011

GOAL # 1: Plan, develop, implement and evaluate a comprehensive, community-driven domestic and teen dating violence primary prevention program.			
MEASURABLE OBJECTIVES	MAJOR ACTIVITIES	TIME LINE	PERFORMANCE MEASURE AND/OR DELIVERABLES
1. By July 31, 2011, submit an annual progress report to CDPH/VPU.	1.1 Review required format and instructions for progress report.	1.1 Jul 2011	1.1 Progress Report instructions
	1.2 Prepare information, assessments and summaries completed to date.	1.2 Jul 2011	1.2 Project materials
	1.3 Complete and submit progress report to CDPH/VPU.	1.3 Jul 2011	1.3 Progress Report
2. By December 31, 2011, attend all technical assistance and training (TAT) activities as required by CDPH/VPU.	2.1 Participate in all follow-up TAT activities as required by CDPH/VPU, including but not limited to one-day trainings, webinars, and/or technical assistance on-site visits.	2.1 Jul - Dec 2011	2.1 Sign-in sheets, registration and TAT notes
3. By December 31, 2011, implement and evaluate community-driven <i>Promising Strategy</i> .	3.1 Continue planning and development with community partners based on evaluation results.	3.1 Jul – Dec 2011	3.1 Meeting minutes
	3.2 Schedule and conduct activities with intended audience(s).	3.2 Jul – Dec 2011	3.2 Schedule and progress reports
	3.3 Document and evaluate activities.	3.3 Jul – Dec 2011	3.3 Case Study Draft and Evaluation Results

Scope of Work
July 01, 2011 to December 31, 2011

GOAL # 1: Plan, develop, implement and evaluate a comprehensive, community-driven domestic and teen dating violence primary prevention program.			
MEASURABLE OBJECTIVES	MAJOR ACTIVITIES	TIME LINE	PERFORMANCE MEASURE AND/OR DELIVERABLES
4. By December 31, 2011, submit final documentation and reports to CDPH/VPU	4.1 Review required format and instructions for case study and final report as provided by CDPH/VPU.	4.1 Jul – Dec 2011	4.1 Report instructions
	4.2 Prepare information, assessments and summaries completed to date.	4.2 Jul – Dec 2011	4.2 Project materials
	4.3 Complete and submit case study and final report to CDPH/VPU.	4.3 Jul – Dec 2011	4.3 Case Study and Final Report

**Budget Narrative
January 1, 2010 – June 30, 2010**

Budget Narrative
July 1, 2010 – June 30, 2011

Budget Narrative
July 1, 2011 – December 31, 2011

**PROPOSED BUDGET DETAIL
January 1, 2010 – June 30, 2010**

Personnel [Itemize all personnel expenses]

<u>Position Title and Number of each</u>	<u>Salary Range</u>	<u>FTE %</u>	<u>Annual Cost</u>	
	\$XXXX-\$XXXX		\$	
	\$XXXX-\$XXXX		\$	
	\$XXXX-\$XXXX		\$	
Total Personnel				\$ _____

Fringe Benefits ([X] % of Personnel) \$ _____

Operating Expenses [Itemize all operating expenses]

<u>Expense Description</u>	<u>Cost</u>	
	\$	
	\$	
	\$	
Total Operating		\$ _____

Equipment [Itemize all equipment costs]

<u>Equipment Description</u>	<u># of Units</u>	<u>Unit Cost</u>	<u>Total Cost</u>	
		\$	\$	
		\$	\$	
Total Equipment				\$ _____

Travel \$ _____

Subcontracts [Itemize all subcontract costs]

Name of Subcontractor: (If known)

<u>Personnel</u>	<u>Gen. Exp.</u>	<u>Travel</u>	<u>Subcontracts</u>	<u>Indirect Costs</u>	<u>Total Cost</u>
\$	\$	\$	\$	\$	\$

Name of Subcontracted Project (If Subcontractor is unknown):

\$

Total Subcontracts \$ _____

Other Costs [Itemize each cost charged to this line item]

<u>Item Description</u>	<u>Estimated Cost</u>	
	\$	
Total Other Costs		\$ _____

Indirect Costs (xx% of [enter cost basis] Costs) ** \$ _____

** Indirect costs are limited to the first \$25,000 of each subcontract

Total Costs \$ _____

PROPOSED BUDGET DETAIL
July 1, 2010 – June 30, 2011

Personnel [Itemize all personnel expenses]

<u>Position Title and Number of each</u>	<u>Salary Range</u>	<u>FTE %</u>	<u>Annual Cost</u>	
	\$XXXX-\$XXXX		\$	
	\$XXXX-\$XXXX		\$	
	\$XXXX-\$XXXX		\$	
Total Personnel				\$ _____

Fringe Benefits ([X] % of Personnel) \$ _____

Operating Expenses [Itemize all operating expenses]

<u>Expense Description</u>	<u>Cost</u>	
	\$	
	\$	
	\$	
Total Operating		\$ _____

Equipment [Itemize all equipment costs]

<u>Equipment Description</u>	<u># of Units</u>	<u>Unit Cost</u>	<u>Total Cost</u>	
		\$	\$	
		\$	\$	
Total Equipment				\$ _____

Travel \$ _____

Subcontracts [Itemize all subcontract costs]

Name of Subcontractor: (If known)

<u>Personnel</u>	<u>Gen. Exp.</u>	<u>Travel</u>	<u>Subcontracts</u>	<u>Indirect Costs</u>	<u>Total Cost</u>
\$	\$	\$	\$	\$	\$

Name of Subcontracted Project (If Subcontractor is unknown):

\$

Total Subcontracts \$ _____

Other Costs [Itemize each cost charged to this line item]

<u>Item Description</u>	<u>Estimated Cost</u>	
	\$	
Total Other Costs		\$ _____

Indirect Costs (xx% of [enter cost basis] Costs) ** \$ _____

** Indirect costs are limited to the first \$25,000 of each subcontract

Total Costs \$ _____

**PROPOSED BUDGET DETAIL
July 1, 2011 – December 31, 2011**

Personnel [Itemize all personnel expenses]

<u>Position Title and Number of each</u>	<u>Salary Range</u>	<u>FTE %</u>	<u>Annual Cost</u>	
	\$XXXX-\$XXXX		\$	
	\$XXXX-\$XXXX		\$	
	\$XXXX-\$XXXX		\$	
				Total Personnel \$ _____

Fringe Benefits ([X] % of Personnel) \$ _____

Operating Expenses [Itemize all operating expenses]

<u>Expense Description</u>	<u>Cost</u>	
	\$	
	\$	
	\$	
		Total Operating \$ _____

Equipment [Itemize all equipment costs]

<u>Equipment Description</u>	<u># of Units</u>	<u>Unit Cost</u>	<u>Total Cost</u>	
		\$	\$	
		\$	\$	
				Total Equipment \$ _____

Travel \$ _____

Subcontracts [Itemize all subcontract costs]

Name of Subcontractor: (If known)

<u>Personnel</u>	<u>Gen. Exp.</u>	<u>Travel</u>	<u>Subcontracts</u>	<u>Indirect Costs</u>	<u>Total Cost</u>
\$	\$	\$	\$	\$	\$

Name of Subcontracted Project (If Subcontractor is unknown):

\$

Total Subcontracts \$ _____

Other Costs [Itemize each cost charged to this line item]

<u>Item Description</u>	<u>Estimated Cost</u>	
	\$	
		Total Other Costs \$ _____

Indirect Costs (xx% of [enter cost basis] Costs) ** \$ _____

** Indirect costs are limited to the first \$25,000 of each subcontract

Total Costs \$ _____

APPENDIX

Nine Principles of Effective Prevention Programs: “At a Glance”¹

1. Comprehensive: Strategies should include multiple components and affect multiple settings (levels of the ecological model) to address a wide range of risk and protective factors of the target problem.
2. Varied Teaching Methods: Strategies should include multiple teaching methods, including some type of active, skills-based component.
3. Sufficient Dosage: Participants need to be exposed to enough of the activity for it to have an effect. Research shows that 7-9 “doses” are needed to affect changes in attitudes and behaviors.
4. Theory Driven: Preventive strategies should have a scientific justification or logical rationale.
5. Positive Relationships: Programs should foster strong, stable, positive relationships between children/youth and adults, youth and youth, adults and adults.
6. Appropriately Timed: Program activities should happen at a time (developmentally) that can have maximal impact in a participant’s life.
7. Socio-Culturally Relevant: Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.
8. Outcome Evaluation: A systematic outcome evaluation is necessary to determine whether a program or strategy worked.
9. Well-Trained Staff: Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision.

¹ Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). “What works in prevention: Principles of Effective Prevention Programs.” *American Psychologist*, 58, 449-456.