California Department of Public Health
Safe and Active Communities Branch, Violence Prevention Unit
Request for Applications (RFA) Number 14-10360:
Rape Prevention and Education Program

Teleconference Summary
July 15 and July 17, 2014

WELCOME:

Welcome to the California Department of Public Health, Safe and Active Communities Branch, Violence Prevention Unit teleconference for Request for Applications (RFA) Number 14-10360: Rape Prevention and Education Program. I am Nancy Bagnato, Coordinator of the RPE Program, and here with me is Mina White, Epidemiologist for the RPE Program; Pam Shipley, Chief of the Administrative Unit; Stacy Alamo Mixson, Chief of the State and Local Injury Control Section; Jeannie Galarpe, Administrative Unit; David Bodick, Violence Prevention Unit; and our newest staff member, Enrica Bertoldo, Violence Prevention Unit.

GENERAL ANNOUNCEMENTS:

We will be using several acronyms today: RCC, which stands for Rape Crisis Center; RFA, which stands for Request for Applications; RPE, which stands for Rape Prevention and Education; and CDPH/VPU, a reference to the California Department of Public Health, Violence Prevention Unit, where this project is administered.

A transcript, including all questions and answers from both teleconferences, will be posted on the CDPH/VPU website as indicated in the RFA. The transcript will not be a verbatim record of these proceedings since it may contain additional or corrected information.

FORMAT OF THE TELECONFERENCE:

First we will review some important information about this RFA. Next we will answer all questions received in advance, and then entertain additional questions. Some questions may need additional research in order to give comprehensive answers. Some of the questions may require additional discussion among staff, so we may need to put you on hold for a moment while we discuss the question. All of the answers to your questions will be included in the teleconference transcript. Please hold all questions until the question and answer portion of the call.

IMPORTANT DATES:

Intent to Apply Due: July 21, 2014
CDPH/VPU is requesting an email to notify us of an applicant's intent to apply. This is not a mandatory letter of intent but is a simple email requested for administrative purposes. You are not required to indicate your intent, nor are you required to submit an application if you indicate your intent and then choose not to apply.

Application Due Date: August 1, 2014
This is a competitive RFA process. No extensions can be granted, and late applications will not be accepted. Please ensure that your application is received by CDPH/VPU prior to 4 pm on August 1st.

Notice of intent to award date: August 15, 2014
We are anticipating that the review process will be completed and funding decisions finalized by Friday, August 15th. An email will be sent to the contact person indicated on the RFA cover sheet and the information will also be posted on the website.

Contract period: November 1, 2014 – January 31, 2018
The contract start date will be November 1, 2014 to coincide with the previous federal grant cycle. The first budget period of the contract will be three months and end January 31, 2015, to align with the new federal grant cycle. The contract will then extend three more years and the end date will be January 31, 2018.

RFA OVERVIEW:

Purpose: The purpose of this RFA is to fund local rape crisis centers (RCCs) to implement and evaluate sexual violence (SV) primary prevention projects that are evidence-informed, community centered, and are designed using required program strategies.

Eligibility: This RFA is limited to those local RCCs currently funded by the CDPH/RPE Program.

Funding: Each application should include an annual budget in the amount of $75,000 for project operations, and $10,000 for CDPH/VPU required technical assistance and training.

Service Areas:
RCCs funded by CDPH/VPU currently receive funding for one, two or three service areas. RCCs may submit applications for each service area they currently serve that is funded through the RPE Program. Each application will be reviewed and scored as a separate application in the competitive process. If more than one service area application for an agency is selected for funding as a result of the RFA process, the agency will not receive full funding for each service area. The agency will have the opportunity to accept a maximum of $25,000 for each additional service area and will revise their budget and scope of work accordingly during contract negotiations. This formula was developed to ensure that the maximum number of agencies could be funded, while supporting the current service area structure. If an agency does not feel that these additional funds are sufficient to address additional service areas, they should focus their efforts and application on one service area.

Technical Assistance and Training:
As a funding requirement from the Centers for Disease Control and Prevention, CDPH/VPU is required to provide technical assistance and training (TAT) to all RPE funded contractors. In addition to this requirement, CDPH/VPU is committed to providing the resources that are necessary to build capacity of California's RPE funded programs on best practices for sexual violence prevention to ensure that California's RPE Program remains competitive at the national level, and that local agencies are employing sound program strategies to end sexual violence in their communities. Statewide TAT allows for leveraged learning and networking that builds collective competencies across the state. In addition, these strong competencies and effective programs are able to leverage other funds to support prevention efforts.

To meet these objectives, CDPH/VPU will ensure that intensive TAT on required program strategies and evaluation capacity is provided to funded projects. CDPH/VPU has historically funded statewide TAT through a separate single contract. To increase efficiency and focus of the TAT, CDPH/VPU is augmenting each contract award in the amount of $10,000 per year, per agency, which is to be used to purchase required TAT services that are approved by CDPH/VPU. These training funds are designated for TAT that is required by CDPH/VPU and included in mandatory scope of work objectives, and should not be used for any other purpose in the application. Applicants that receive funding will be provided further direction on the use of these funds.

PROGRAM PLANNING:

The RFA requires that all proposed projects must include a *program assessment and planning phase*. The purpose of this requirement is to allow agencies time to build a strong foundation for their program efforts, including time to strengthen their previous assessment, research and planning, and time to receive TAT directly related to program development, implementation and evaluation. We felt this was most critical for those agencies proposing new types of projects or program strategies that they have not previously implemented in their community. It is incumbent upon the applicant to determine an adequate time period for this planning phase based on their organizational and community readiness, up to a maximum period of 90 days, commencing upon contract execution. The program planning phase may occur simultaneously with the implementation of some project activities as appropriate and determined by the applicant.

SCOPE OF WORK:

- Prepare a SOW for each of the four (4) budget periods using the SOW template (Attachment C). The first budget period is three months due to our requirement to align with the new CDC federal fiscal year for RPE.
- The template includes required TAT and administrative requirements as Goal 2. However, if you have more than one goal preceding these administrative requirements, you can revise this accordingly.
- An example of a SOW using the community mobilization strategy has been included as Appendix C for your reference.
- The SOW must be in alignment with the proposed project budget, and not include personnel or activities not supported or included in the budget line items. So for

example, if you are including youth stipends in your budget, be sure to reference these within the SOW activities, or vice versa.

- The SOW must clearly identify one or more required Program Strategies in either the goal or objectives, and clearly address a minimum of two levels of the Socio-Ecological Model or the Spectrum of Prevention, one of which must be at the community, institutional, or organizational level.
- The *Guidelines* provide sample activities and outcomes to inform the development of the SOW for each of the Program Strategies.
- At the end of the Guidelines document is a list of resources and trainings that have been provided by CALCASA that support program requirements.

PREPARING YOUR APPLICATION:

We recently conducted an RFA process for our Domestic Violence Training and Education Program, which brought to light many common weaknesses in applications submitted to CDPH/VPU. Please ensure that your application:

- Includes responses to all sections and questions in the same order as provided in the RFA. Ideally, include headers referring to each section of the RFA for each of your responses. This ensures that the reviewer can easily find the information provided that pertains to each section.
- Does not refer reviewers to other sections of your application. Include the necessary information in response to each question, but does not exceed the page limit.
- Specifically responds to each detail in each question, and does not provide extraneous information that is not requested. Respond to the question and then go back to make sure you have answered all parts of the question. A common mistake was not answering the second part of a question, such as "how does this apply?"
- Is consistent throughout all sections, including the project description, scope of work and logic model.
- Demonstrates your competencies in developing and implementing your RPE program. Do not assume the reviewer knows your capacity, or that you know how to do the work.
- Emphasizes your capacity and experience as it relates to your ability to implement the proposed SV primary prevention project.

We hope that this information has provided you with some ways to strengthen your application. Now we will proceed to the Questions that have been submitted prior to the teleconference. Our staff will read each question, followed by the response.

<u>QUESTIONS AND ANSWERS</u>:

<u>Question 1</u>: Who is the VPU?

Response: VPU stands for Violence Prevention Unit, of the Safe and Active Communities Branch, California Department of Public Health. The VPU is responsible for administering the RPE Program. Please see the RFA Glossary for a complete listing of frequently used abbreviations.

<u>Question 2</u>: How many grants is CDPH/VPU anticipating awarding this cycle?

Response: CDPH/VPU does not have an anticipated number due to the range of funding options for RCCs with multiple service areas.

<u>Question 3</u>: Will the Word document be unlocked? I want to type in information on pages 22-23.

Response: The Word document should be unlocked and available for editing. If an applicant is having difficulty accessing any document in the RFA, please contact Jeannie Galarpe at jeannie.galarpe@cdph.ca.gov for assistance.

<u>Question 4</u>: Can footnotes be in a smaller font than the Arial 12 point font required for the narrative?

Response: Yes. As a page limit strategy, if you have several of them and the footnotes take up too much space at the bottom of the page, you may want to do a reference list page at the end which wouldn't count in the page limit.

<u>Question 5</u>: What format do you need the Non-Binding Intent to apply notice? Email to Nancy, other?

Response: Per the RFA, Intent to Apply, page 8, "Prospective applicants are requested to indicate their intent to submit an application by sending an email indicating this intent to Jeannie Galarpe at the following email address: Email: jeannie.galarpe@cdph.ca.gov."

<u>Question 6</u>: Regarding the Non-Binding Intent to Apply, do we have to wait and only send on 7/21/14 by 4:00 pm or can it be sent earlier?

Response: The email can be sent any time prior to July 21st at 4 pm.

<u>Question 7</u>: Are the actual questions required to be included in the Application Narrative responses? If so, will their inclusion count toward the page requirements? Do you want us to only include the question heading and to follow the sequence of the questions as asked on the RFA?

Response: No, the application narrative does not need to include the RFA questions. However, it is helpful to reviewers if a header or title is used for each section. Answer all questions in the order provided in the RFA. All narrative will count toward the page limit requirement.

Question 8: Can we apply for RPE services we are currently funded for, or do you want new programs?

Response: The RFA does not require new programs to be proposed. If the currently funded program activities fit the criteria required in the RFA, these would be acceptable to propose.

Question 9: The Program Information Form seems to force a choice between school and community. Our grant proposal is specifically to work on Tribal lands where making this distinction is not in alignment with cultural norms; therefore we are proposing a program primarily community-wide but with distinct, integrated activities in their schools. My question is, can we choose both/neither to respect the community view? If not, should we choose community and then somehow show (perhaps under priority audiences) the school-based work?

Response: One of the first steps in program planning is to clearly articulate where your program will be implemented, which also then indicates where social norms will be impacted. The form is intended to capture the intent of your program by identifying the setting for your program efforts. Your program as stated is community-wide, so the setting is "community." Schools are one key component of your community efforts.

Question 10: In terms of driving our work using community wisdom, needs, and input, how much of this process needs to happen before we apply, vs. once the contract period actually starts?

Response: There is no specific amount of research and planning that is required. It is incumbent upon the applicant to ensure a process that is community centered and evidence informed that effectively guides project development.

Question 11: How specific is specific in the community profile? How much detail is too much detail?

Response: The applicant should provide sufficient detail that provides the reviewer with an understanding of the unique characteristics of the community, and that includes the information requested in the Community Profile section of the RFA within the stated page limit.

Question 12: On Page 15- Question #2: Are you asking about the agency's assets, strengths and resources?

Response: Please refer to the entire paragraph, which states: "Assets may include community leaders, coalitions, collaborations, local policies, youth programs, and the availability of SV programs and services. Assets may also include arts programs, local businesses or events, or any other community resource that may support the work of your project."

Question 13: We can use the first year (Nov-Jan) for preparation, correct? We can start implementing programs in stages after the first year?

Response: The RFA requires that all proposed projects must include a *program assessment and planning phase*. It is incumbent upon the applicant to determine an

adequate time period for this planning phase based on their organizational and community readiness, for a period of up to 90 days, commencing upon contract execution. The program planning phase may occur simultaneously with the implementation of some project activities as appropriate and determined by the applicant.

<u>Question 14</u>: Where you indicated about the planning phase you stated "…for a period of up to 90 days…" can this period be longer?

Response: No. However, it is anticipated that some elements of planning will take place throughout the course of the project.

<u>Question 15</u>: On the project description, C.2, you ask about the program's theory of change. Are you looking for a schematic showing the Theory of Change or just a brief description?

Response: Schematics may be integrated into the narrative if the applicant chooses to use this method. However, schematics often take up quite a bit of space which should be taken into consideration with page limits. A brief description would suffice.

<u>Question 16</u>: Can you further clarify what is meant by "theory of change"? It is referred to throughout the RFA but I have not seen a definition.

Response: The RFA Project Description, Question 2 (pages 16-17) states: "How the desired outcomes and activities seek to alter identified risk and protective factors addressed through your project. What is your theory of change that will lead to preventing first time perpetration and victimization?"

For the purposes of this RFA, the theory of change is an explanation as to <u>why</u> the applicant thinks that the project as designed will lead to preventing sexual violence.   In more formal terms, it is a hypothesis that articulates the assumptions about the process through which change will occur, and specifies the ways in which all of the required early and intermediate outcomes related to achieving the desired long-term change will be brought about and documented as they occur. What research and evidence supports your proposed activities and outcomes, which in turn will likely lead to preventing first time perpetration of sexual violence in the community? The first part of the RFA question provides the foundation for the second part of the question. How you propose to alter risk and protective factors is part of your theory of change.

<u>Question 17</u>: In the Agency Capability section (pg16 – items 5 & 8) do these items count towards the 4-pg limit or can they be in addition to the 4-pages?

Response: For item 5: "Discuss the proposed staffing pattern and how this adequately supports the proposed project. Attach an Organizational Chart after the Agency Capability narrative that includes this proposed staffing." The discussion of the proposed staffing pattern is part of the narrative and therefore <u>is included</u> in the page limit. The Organizational Chart is <u>not included</u> in the page limit.

For item 8: "If the applicant is claiming non-profit status, provide certification of this eligibility to claim non-profit status and include this documentation as an attachment." This documentation is <u>not included</u> in the page limit.

Question 18: Agency Capability, item 5, states to attach an Organizational Chart. Is this chart for the agency as a whole or only for the staff working on the prevention programs?

Response: Each agency is different in organizational structure and size. If the applicant agency is small, you can include a chart of the entire organization. If it is a large organization, please provide an organizational chart that bests represents how the RPE Program project is situated within the next larger structure of the organization (what does it fit under?), including all staff and reporting relationships that are involved with the project.

Question 19: On Page 16, Agency Capability, Question #6 - How much detail needs to be included?

Response: It is incumbent upon the applicant to provide sufficient detail to demonstrate key partner or staff competencies in the stated areas.

Question 20: Agency Capability, question 6, asks about how staff **and** key partners possess competencies in specific areas. Do you need each of the bullet points explained for both staff and key partners?

Response: The RFA states: "Discuss how staff and key partners who will be implementing the project possess competencies in any or all of the following:" The intent of this question is to demonstrate the competencies that will be supporting the proposed project. This includes staff and key partners.

Question 21: On Page 15, Agency Capability, Question 3 - Do you want information about past projects or relevant information about the current project? I need the clarity in the second part of the question.

Response: The RFA states: "Describe existing partnerships with diverse community-based organizations that will help achieve intended outcomes and sustain efforts." The intent of all parts of this question is to discuss how any current partnerships will contribute to the proposed project, and how these partners will help to sustain the efforts of the proposed project over time.

Question 22: Agency Capability, question 4, asks for an example of a success story. Are you looking for a narrative/anecdotal type of success story or an evaluation based success story?

Response: The RFA states: "Provide an example of a successful outcome from your previous SV primary prevention efforts that demonstrates your capacity to implement the proposed project." The success story does not need to be evaluation based, although this would be a stronger example.

Question 23: Is it desirable or undesirable to choose a small charter school as opposed to a larger public school as our partner for the work? If a small school is okay, how small is really considered acceptable?

Response: It is incumbent upon the applicant to propose the setting for the proposed project with a rationale as to why this was chosen. There are no size requirements for a

school partner; however, applicants should ensure that their project demonstrates sufficient reach to facilitate community change.

Question 24: At the beginning of the instructions it states to choose one Program Strategy, but one of the forms asks about a secondary strategy. So, does this mean that we should actually be choosing two?

Response: Applicants are required to use one strategy, but may use more than one per the information below:

Page 11, B. Program Strategies, in the RFA states: "All proposed projects must be designed using one or more of the five (5) Program Strategies (Active Bystander Engagement; Community Engagement; Community Mobilization; Promoting Gender Equity; and/or Youth Leadership Development)."

Page 8, Program Strategy, in the RPE Program Guidelines states: "Your project may include more than one of the five required Program Strategies. Indicate the one Program Strategy that is the focus of your project, and any other Strategies that are secondary in your program efforts. For example, many projects focusing on schools may choose *Community Engagement* as their primary strategy, but will also be integrating *Active Bystander Engagement* and *Youth Leadership* into their project. (See Guidelines, Section III. Overview of Required Program Strategies for additional information.)"

Question 25: What is an example of a "local SV coalition or task force"? CALCASA is the Sexual Assault Coalition that we work with, but we certainly wouldn't consider them local.

Response: The purpose of this question is to demonstrate what infrastructure exists at the local level to support prevention efforts. Many established programs are members of local coalitions or task forces that include organizations such as public health departments, social service agencies, health care institutions, schools, law enforcement, or other community stakeholders that meet regularly to plan and collaborate on local activities, strategic planning, policy development, etc., to support local initiatives. This does not include work done with state level coalitions such as CALCASA.

Question 26: On page 15, under A.4, it asks for a description of any local SV coalition or task force that is currently supporting your primary prevention efforts. If no such coalition/task force exists that is directly supporting prevention work, will the proposal lose the available points?

Response: If the applicant does not have a local coalition or task force in their community, please address this fact, and discuss how your agency collaborates on SV primary prevention with community stakeholders that meet regularly to plan and collaborate on local activities, strategic planning, policy development, etc., to support local initiatives.

Question 27: Is a University partner being used to help implement activities and model healthy behaviors considered our secondary audience, or are they simply a partner that we are leveraging?

Response: This is something each applicant must consider based on several factors, and would depend on whether you have specific program objectives for this partner. For

example, you may have an objective to build a partner's capacity to initiate SV prevention program and policy development within their institution. In this case, the administration might be considered a secondary audience. Or, you may be implementing ongoing education and training with the staff, with specific outcome objectives, which may also indicate a secondary audience. A strong indicator would be how much time and energy you are investing in this partner and if you can identify specific outcome objectives that support your overall program goal and objectives. It is not as critical to *categorize* this partner as it is to be clear about how this partner will be involved in your program efforts.

<u>Question 28</u>: On page 15, under B.3 - Can you confirm the partnerships cited as examples can be for any prevention effort or must they be specific to the proposed project?

Response: Per the RFA, the applicant is to describe existing partnerships with diverse community-based organizations <u>that will help achieve intended outcomes and sustain efforts</u>. This refers to the proposed project.

<u>Question 29</u>: For the Youth Leadership program strategy, can college students be considered youth? Or is youth defined as under 18? This might include youth who have recently graduated from high school.

Response: For the purposes of this RFA, the Youth Leadership strategy was designed for youth through high school. However, adolescence is defined as up to age 24, so for those projects focusing on college campuses, this strategy could be employed with this audience. The only caveat is that being a college student is not defined by age. Therefore, the Community Engagement strategy could also be used, and building leadership within the community could be one objective. It is incumbent upon the applicant to make the case for why a particular strategy was chosen.

<u>Question 30</u>: Should we only include our adopted curriculum or our in-house created curriculum?

Response: Include any curriculum used in project implementation.

<u>Question 31</u>: If I am currently using one curriculum can I state that I want to incorporate another curriculum in years 3 and 4?

Response: Yes.

<u>Question 32</u>: I did not see the "In Touch With Teens" Curriculum listed. Is that still an accepted curriculum for us to utilize?

Response: CDPH/VPU does not provide a list of acceptable or endorsed curricula. Resources in the RPE Guidelines are meant to provide examples of curricula for the different strategies and are not recommended or accepted curricula per the following statement: "The programs and resources included in this document are examples provided for each of the required Program Strategies, and are here for educational purposes only. <u>This list is not exhaustive and should not be considered an endorsement of any particular program, curriculum or product</u>." It is incumbent upon the applicant to

determine which curricula meet the needs of the community and the proposed outcomes for their project.

Question 33: Primary vs. Secondary audience: who is that? Can you give an example?

Response: The primary audience could be youth ages 8-18 at a Boys and Girls Club, while the secondary audience could be staff at the Club, parents of the youth, or other community members engaged in community events facilitated by youth leaders. The scope of work must have specific measurable objectives for any secondary audience.

Question 34: Can you give an example of a great evaluation system?

Response: Please refer to the RPE Program Guidelines resources on evaluation.

Question 35: When we are defining our ”community” can we pick more than one school?

Response: Yes.

Question 36: We are planning to work with two different schools in the same school district for our proposed project. Would we consider BOTH schools ONE community or would each separate school be its own community?

Response: For the purposes of this RFA, it is incumbent upon the applicant to define the community where the project will be implemented and to make a strong case as to why the community was chosen, and how the project meets the needs, culture, and readiness of the community. Was one assessment done with both schools? Are the schools geographically close enough to propose a community project that extends to school staff or parents of both schools in collective activities? If the project has linked activities and outcomes between the two schools, then this might be considered one community. If project activities and outcomes are specific to each school, then they might be considered as separate communities.

Question 37: The instructions specifically state to select "a minimum of 2 levels of either the SEM or the Spectrum of Prevention, one of which must be at the community, institutional, or organizational level". I understand this for SEM but I don't know which levels this refers to in the Spectrum of Prevention.

Response: The SEM would include community or institutional. The Spectrum would include organizational. Please see RPE Program Guidelines, Appendix B, Developing Comprehensive Programs, for a complete description of both of these models, which includes descriptions of these levels.

Question 38: Can we repeat the same SOW over each of the 3 years or does CDPH/VPU expect to see program development over the course of the 3 years?

Response: It is anticipated that some activities will repeat over the course of the contract. However, per the RFA, page 14, each application must include “a minimum of two (2) levels of the Socio-Ecological Model or Spectrum of Prevention that the project addresses, one of which must be at the community, institutional, or organizational level.” It is anticipated that these higher level objectives may need time for development and

may not occur in the beginning of the contract term. The Logic Model should also show short and long term outcomes which would also be reflected in the SOW. To the extent that the applicant can foresee how their program will progress over time, please include this in the SOW. Per the RFA, page 17, "A sample SOW using the community mobilization strategy has been included as Appendix C."

<u>Question 39</u>: On the SOW, is an organization only supposed to have two goals or can there be more?

Response: There are no requirements as to how many goals should be proposed. However, goals are meant to be a bigger vision of what you hope to achieve, so it is not likely that a project would propose many goals.

<u>Question 40</u>: Will CDPH/VPU allow for SOW modifications if things don't go according to plan?

Response: Yes, although these modifications may require a contract amendment.

<u>Question 41</u>: Can any or all of the Attachment C (SOW sample in the application) be used as the Rape Crisis Center actual SOW for 2014-2018?

Response: Any or all of the information included in the RFA sample SOW can be used to develop the application SOW.

<u>Question 42</u>: For multi-service areas, do we put the separate contract numbers in the upper right corner of the Scope of Work (SOW)?

Response: No, there are no contract numbers at this time since this is a new contract. If funded, CDPH/VPU will issue a contract number to be placed in the SOW.

<u>Question 43</u>: The SOW instructions say, "The SOW must be in alignment with project budget and not include personnel or activities not supported or included in the budget line items." What if we are using volunteers or in-kind resources in the implementation of activities? These items will not show up on the budget.

Response: If the SOW identifies them as volunteers, that would not create an issue with the need to align with the budget, since it does not <u>impact</u> the budget. This statement is to ensure that costs that need to be in the budget are in there, and alternatively, that if a cost is in the budget, it needs to support the SOW and therefore be reflected in the SOW.

<u>Question 44</u>: Can we include staff that is not funded by CDPH/VPU in the SOW/logic model who we anticipate will be necessary but will be funded from other sources? If yes, do we need to explain who they are and how they are funded?

Response: No. Other staff not funded by CDPH/VPU should not be included in the SOW/Logic Model. The SOW/Logic Model should represent the project funded by CDPH/VPU. However, if in-kind staff is contributing to the implementation of the overall project, please discuss this in the Agency Capability section, #2 where you are asked to discuss current agency capacity to implement the intended project, and any discussion within the Project Description that may enhance an understanding of project implementation.

Question 45: For the TAT pages on the SOW, we are expected just to insert the position titles specific to our agency and make no other changes, correct?

Response: Correct.

Question 46: Almost all of our prevention programs are school-based and follow the school year calendar, which does not align with the contract year. Should the timelines in the SOW reflect the sequence of events from activity start to finish, even if they fall outside the contract year? Or should events be presented only as they fall in line with the contract year, even if that order may list "post-test and evaluation" first and then "participant recruitment" last?

Response: The SOW should reflect the actual activities that occur within each of the budget periods.

Question 47: Is Attachment D (page 34) to assist us in creating our goals or would you like us to fill it in & turn this in as part of our application?

Response: Please see the RFA, Page 17, Logic Model (LM), which states: "Submit a project LM using the *Logic Model template* (Attachment D). A sample LM using the community mobilization strategy has been included as Appendix C."

Question 48: Do we need to have one logic model for the 4 years or one for each year? Do we need to adjust our logic model to the one included in the application? Does each Goal on the SOW need its own logic model or should we only submit one?

Response: One logic model should be developed and included in the application for the 39 month project using the template provided (Attachment D).

Question 49: What can we put in the logic model? Can we include inputs that have historically not been funded (i.e. food for prevention meeting)?

Response: Inputs that are part of your theory of change, and that are important to project implementation, should be included in the logic model. It is not required that all inputs be funded through the RPE Program. An exception to this would be other staff not funded by CDPH/VPU. Please only include CDPH/VPU funded staff positions in the Logic Model. As a reminder, please note that food and drinks cannot be purchased with state or federal funds.

Question 50: For sufficient dosage, can the dosage be applied across different groups? Do we need to follow the research that shows that 7-9 sessions are needed for impact?

Response: The intended audience needs sufficient dosage to impact change, so the dosage is to be applied to each audience. The intent of dosage is to consistently reinforce behavioral change to affect change. The research referenced provides an ideal amount to strive for. Applicants have the ability to tailor their project to their needs in order to achieve the desired outcomes.

Question 51: How specific should we be getting in the logic model?

Response: Per the RFA, page 17, "Use the attached *Guidelines* to inform the development of the LM. The *Guidelines* include sample activities and outcomes for each of the required Program Strategies that can inform LM development. Training resources that have been provided to RCC contractors on LM development are also included in the *Guidelines* for reference. A sample LM using the community mobilization strategy has been included as Appendix C."

Question 52: Can we use graphics (i.e. arrows) or abbreviations in the logic model? Can graphics represent words in the logic model (i.e. increase or decrease)?

Response: Yes, if it is clear what these graphics represent.

Question 53: Does the logic model have to be 12 point font?

Response: No, but it should not be less than 10 point font.

Question 54: Would it be possible to get a sample letter of support for the purpose of the application?

Response: No, there are no samples available. Applicants are responsible for obtaining original letters of support specific to their agency capability.

Question 55: The RFA requires one Letter of Support; I have two. Do I just pick one?

Response: Yes.

Question 56: Does our Letter of Support ideally need to come from the school where we are planning on completing the RPE funded work? Or can it come from another school that we have collaborated with recently doing similar work? How should we use the letter of support? Should it be from our proposed partner who we have not worked with yet, or an organization that we have worked with previously? Should the Letter of Support be from individuals of existing partners or established organizations? For a Community Mobilization program strategy, is it a problem if the Letter of Support comes from a school?

Response: The Letter of Support should be from a community partner that can confirm the applicant agency's capacity to implement the proposed project, testifying to the capability of the applicant. Think of the letter of support like a letter of reference by an agency who can testify to your capacity and abilities to perform the stated activities. It is preferred that the Letter of Support be submitted from an established organization as opposed to individuals not affiliated with an organization. The Letter of Support is appropriate from a school or any organization that testifies to your capacity to perform the stated activities in your application.

Question 57: Can an MOU be used as a Letter of Support?

Response: No, a Letter of Support is to be submitted which testifies to the capacity of the applicant. An MOU identifies tasks to be performed or an agreement to collaborate.

<u>Question 58</u>: Can we use an Operational Agreement (the letter includes rape prevention activities) letter instead of the Letter of Commitment?

Response: Page 15 of the RFA states: "If selected for funding, an additional requirement in the first 90 days of the executed contract will be to obtain a Letter of Commitment (LOC) from each community partner who will be directly participating in proposed project activities, stating readiness and commitment to support the proposed project. A Memorandum of Understanding (MOU) can be substituted for any LOC." If the Operational Agreement meets the intent and requirement as stated, this would also meet this requirement.

<u>Question 59</u>: The RFA states that there needs to be a minimum of one full time equivalent (FTE) dedicated to the RPE program, and that the 1.0 FTE must include a minimum of **.75 FTE of a Project Coordinator responsible for implementing the project.** Can you please elaborate on what you mean by responsible for implementation? Can that be an individual doing the work or are you asking for a supervisor position?

Response: Yes, the statement "responsible for implementing the project" means staff doing the work and implementing the project. This ensures that sufficient staffing is dedicated to implementing project activities.

<u>Question 60</u>: Should the funding specifically fund the full FTE working on the project?

Response: Applicants are required to budget for a minimum of 1.0 FTE, which includes a minimum of .75 for a Project Coordinator.

<u>Question 61</u>: We provide services in multiple regions and we plan to submit an application for each service area.   Should we budget .75 FTE for a Project Coordinator in each application?

Response: Yes. Each application is a separate application and must include all RFA application requirements, including the requirement for a minimum of 1.0 FTE, which includes a minimum of .75 FTE for a Project Coordinator.

<u>Question 62</u>: Is the .75 FTE to be funded on RPE, or prevention?

Response: Applicants are required to budget for a minimum of 1.0 FTE, which includes a minimum of .75 for a Project Coordinator. This 1.0 FTE requirement is for the RPE project funded through this RFA, not overall prevention in the organization.

<u>Question 63</u>: On the Personnel FTE (page 19 #1), the Program Coordinator FTE shall not be less than .75 FTE. Does that mean that the remaining .25 FTE will be spread among the other staff/positions involved in the program? Or can we apply different FTE's to the number of Program Staff? (Example: .25 FTE for Staff A, .40 FTE for Staff B, and .50 FTE for Staff C)

Response: Staffing for the proposed project <u>must include</u> a <u>minimum</u> of 1.0 FTE committed to the RPE Program work. Ideally this is one full-time staff person. However, to accommodate the needs of different agencies, the RFA states that the 1.0 FTE could be made up of more than one staff position, but that the primary person coordinating and implementing the project needs to be at least .75 FTE. This would leave

.25 FTE that would need to be provided through other staffing to fulfill the 1.0 FTE requirement for the proposed project.

Therefore, if there is not one full time staff person dedicated to the project to fulfill the 1.0 FTE requirement, there needs to be at least one staff person working at a minimum of 75% time dedicated to the project, and one or more staff totaling a minimum of 25% time dedicated to the project.

Question 64: Can administrative personnel in support of the program be included as part of the FTE? For example, the Community Education Coordinator would be covered by 80% of the grant and the other would be supportive staff members such as the supervisor and data entry personnel.

Response: Yes.

Question 65: Can you have more than 1 FTE?

Response: Yes.

Question 66: Is there a requirement for a 1.0 Full Time Equivalent (FTE) position and a .75 FTE Program Coordinator for each application/service area?

Response: During the application process, a total of 1.0 FTE is required for each application/service area which includes a minimum of .75 FTE as a Project Coordinator. The remaining .25 FTE may be dedicated to other program staff. If an applicant is ultimately funded for more than one service area, the agency will then develop a new budget and scope of work during contract negotiations. The new budget will then include the 1.0 FTE requirement inclusive of all service areas.

Question 67: I have a question re: qualifying for “two service areas”. Our Cal-OES grant, for instance, funds two separate areas. Please can you share whether this will be the case for RPE?

Response: You are also funded for these same two service areas with RPE, although both of these are included in one contract. Therefore, if you choose to, you may submit a separate application for each of these service areas.

Question 68: Can I apply once for $75,000 for two service areas? (Applying for a total contract of $75,000, not $100,000.)

Response: No, one application must be submitted for each service area, and each application for each service area will be reviewed and scored separately. If two service areas are awarded, the agency will negotiate a final budget amount with CDPH/VPU.

Question 69: Is the $10,000 allocated for TAT in addition to the $75,000 annual budget?

Response: Yes, $10,000 is provided for TAT in the training line item in the budget in addition to the $75,000 provided for program activities for a total maximum budget of $85,000.

Question 70: Concerning training in Year One is there any set amount that needs to be allocated to training? The $10,000 for TAT should be included in the budget for all 4 years or starting in year 2?

Response: Please refer to page 19, second paragraph, of the RFA that states: "Contractors are required to include the amount of $2,500 in year one and $10,000 in years two, three and four in the Training line item for required CDPH/VPU approved TAT to support implementation of required program strategies and competencies in SV primary prevention."

Question 71: Will the trainings be held in Sacramento or is the location unknown?

Response: Please refer to page 19, third paragraph of the RFA that states: "Contractors are required to include funds for travel and lodging in the travel line item for budgeted project staff to attend one two-day training in year one, and four one-day trainings annually thereafter in Sacramento required and sponsored by CDPH/VPU."

Question 72: Do you anticipate us sending more than the 1 FTE staff member to required TAT?

Response: Per the RFA, page 19, third paragraph, "Contractors are required to include funds for travel and lodging in the travel line item for budgeted project staff to attend…" It is anticipated that all program staff included in the project budget will attend TAT to build capacity in implementing their project.

Question 73: Due to our agency size, and regarding program staff that is required to attend the TAT trainings, can it be just the Program Coordinator?

Response: See response above.

Question 74: We understand mileage for the required CDPH/VPU TAT should be put in under the Travel section of the budget. Is the mileage for those required trainings still included in the total $10,000 required to be budgeted for those trainings?

Response: Travel costs to participate in CDPH/VPU required TAT is not included in the required $10,000 training line item and should be budgeted separately. The $10,000 is for the purchase of TAT.

Question 75: Is there information available indicating how much each of the required components (delineated in the SOW) of TAT will cost? Do these elements need to be broken down (e.g., mileage, motel, meals, etc.)? How much detail is needed for these required elements of TAT?

Response: Applicants do not need to include detail in the training line item regarding TAT components. The only detail required is for the travel line item for travel costs related to attending TAT in Sacramento. Per the RFA, page 19, third paragraph: "Contractors are required to include funds for travel and lodging in the travel line item for budgeted project staff to attend one two-day training in year one, and four one-day trainings annually thereafter in Sacramento required and sponsored by CDPH/VPU."

Question 76: On page 12, E. Technical Assistance and Training, it is clearly stated that the TAT funds are solely for the VPU required and approved trainings. Since an expense has to show on the Training Line item (Required Staff Training), do we register and pay in advance for the cost of the Trainings? Upon completion of trainings, do we bill / invoice CDPH for the TAT trainings so we can be reimbursed for the training cost?

Response: Applicants do not need to include detail in the training line item regarding TAT components. Applicants that receive funding will be provided further direction on the use of these funds.

Question 77: May we use some of the $10,000 set-aside for TAT in each of the three full budget years to pay a contractor for training (e.g., training on Interactive Journalings used in Youth Intervention strategies) or for development of a model outreach tool targeting Sexual Assault and Teen Dating Violence?

Response: No. The training funds are designated for CDPH/VPU required and approved TAT for the contractors' benefit and should not be designated for other purposes in the application. Applicants that receive funding will be provided further direction on the use of these funds.

Question 78: Will the $10,000 breakdown be given by CDPH/VPU?

Response: Yes, please see response above.

Question 79: For the TAT trips, can you clarify how many trips there are for the 2 days in the first year and for the 4 days in subsequent years?

Response: Contractors are required to budget project staff to attend one two-day training in year one, and four one-day trainings annually thereafter in Sacramento.

Question 80: Regarding TAT trips, there is a large budget impact for those sites that are located further away from Sacramento. Can there be adjustments to trainings and/or locations?
Response: For the purposes of this RFA, a location needed to be identified in order for applicants to prepare travel line item budgets. Adjustments to trainings and locations cannot be made for the purpose of this RFA. However, once CDPH/VPU has funded the new projects, there may be opportunities to revise TAT locations based on where funded agencies are located. For the purposes of this application, budgets should account for travel for trainings held in Sacramento, and there may be adjustments during contract negotiations after awards are issued.

Question 81: For TAT the RFA requires that all budgeted project staff need to attend trainings in Sacramento. For certain agencies, it is challenging to operate when several staff are at trainings. Can this requirement be reexamined?

Response: "Budgeted project staff" is meant to include at minimum, the .75 FTE Program Coordinator, to attend trainings as a requirement, and contractors will use their discretion in other project staff attending trainings. The intent of the TAT is to build capacity of all project staff.

Question 82: Would it be possible to do a “train the trainer” model?

Response: After funding decisions are made, this model and other training issues will be explored further by CDPH/VPU.

Question 83: May we use funds to help pay for costs associated with facilities (e.g., mortgage)?
Response: Per the RFA, page 20, Operating Expenses: “Project funds cannot be used for purchase or renovation of buildings, facilities or land, or the purchase of major equipment.” However, facility rental or leasing cost to support project staff is an acceptable operating expense.

Question 84: The budget description identifies “*other expenses*” as utilities, telephone, duplication, postage, but the budget sample identifies these items (communications, duplication, printing, etc.) as general “*operating expenses*”. How do we determine the difference between *general operating* and *other expenses*?

Response: Everyday items such as office supplies, postage, communications, printing, etc., fall under Operating Expenses and should also include other line item categories such as rent, utilities, liability insurance, etc., which are typically recognized as normal costs of doing business. Other costs usually include specialized or unique costs, such as student stipends, advertising media buys, etc. The most important thing is to provide a detailed budget narrative, and any costs that should be shifted under another budget line item category can be adjusted during contract negotiations.

Question 85: On page 20, #2 – a. How do you define Minor Equipment?

Response: Minor equipment is defined as a tangible item having a base unit cost of less than $5,000 with a life expectancy of one (1) year or more and is either furnished by CDPH or the cost is reimbursed through the contract agreement. For example, a computer printer or telephone.

Question 86: On Attachment F – Proposed Budget Detail, Under Personnel. Column 1. “ Position Title and Number of each” - What is “number of each”?

Response: “Number of each” is used to indicate that the classification budgeted for is for one or more staff with this position title. Example, if the budget includes a “Prevention Educator (2)”, the (2) would indicate two prevention educators.

Question 87: For Personnel, part c, do you want the % each position will dedicate to this project per week?

Response: Typically, the % time for staff positions is indicated on an annual or monthly basis.

Question 88: To encourage youth participation in leadership and prevention activities, are stipends an acceptable budget line item?

Response: Yes.

<u>Question 89</u>: Should youth stipends be placed under consultants on the budget page? Or are stipends for youth considered an incentive?

Response: No, stipends are not considered incentives and are allowable in the budget as youth are supporting program implementation activities. Include "youth stipends" under "Other" in the budget.

<u>Question 90</u>: If we are planning to work with a specific group of students, can we include participation incentives (i.e. t-shirts) to be covered by RPE? These would not be giveaways, like whistles or pens, but rather contingent on membership.

Response: No. Governor's Executive Order # 2-18-2011 is still in effect and we are not allowed to use state funds for any type of incentive, marketing or promotional items. Funds from other sources may be used for this purpose.

<u>Question 91</u>: Can we use funding to purchase technology? For example, can we purchase a new laptop and projector?

Response: The purchase of a projector and laptop would be allowable expenses. However, if you use CDPH/VPU funds to buy computer equipment you will be subject to the same security policies and practices as the state and must have encryption software installed that is at least as protective as the state's. A special contractor's equipment form would need to be completed and the items purchased are tracked and tagged with an official state tag. If "state-owned" laptops or computers are then lost or stolen, it becomes a security breach and reportable to CDPH. If the applicant chooses to include the purchase of computer equipment in their application, these policies and the approval of the purchase will be addressed during final contract negotiations.

<u>Question 92</u>: On page 10, last paragraph: If something changes in the budget and we request a budget revision for a contract amendment, which may or may not be approved, is it 10% that can be moved to show change in our budget?

Response: Budget modifications requested by funded contractors, if approved, may require a contract amendment. Specifics regarding these amendments will be discussed with contractors at the time of the amendment.

<u>Question 93</u>: Can I apply for less than $75,000 or do I have to budget for the full amount if we only serve one region.

Response: Applicants can propose any budget amount not to exceed $75,000 per year. However, applicants are encouraged to budget adequately for project activities. Proposing a lesser amount will <u>not</u> make the application more competitive, and in some cases may detract from the application if sufficient resources are not dedicated to project staffing and implementation.

<u>Question 94</u>: Can the budget be done in Excel?

Response: No, the budget must be done in Word on the templates provided in the RFA.

Question 95: For the titles of the attachments (e.g., the Logic Model as Attachment C), do we use the same letters in our application?

Response: No, they are provided for your reference in the RFA.

Question 96: Who will be reviewing the applications and will they have some expertise in the field?

Response: Per the RFA, page 9, "The application review process will be conducted by CDPH/VPU staff." However, do not omit information in your narrative with an assumption that the reviewer knows the capacity of the organization or the applicant's knowledge of sexual violence primary prevention. It is incumbent upon the applicant to demonstrate this capacity and knowledge in their application.

Question 97: Is CALCASA allowed to give technical advice after the RFA teleconference?

Response: Yes. CALCASA is available for ongoing technical assistance on program development throughout the RFA process.

Question 98: Will CDPH/VPU accept additional questions after the Tuesday teleconference that will be addressed in the Thursday teleconference? Will the answers to the questions raised in the teleconferences be posted or otherwise available for review?

Response: Per the RFA, page 8, "Applicants may email questions regarding the RFA to nancy.bagnato@cdph.ca.gov by 4:00 p.m. on the day prior to each teleconference so they may be answered during the teleconferences." "CDPH/VPU will post a teleconference summary, including all questions and responses by July 18, 2014 on the CDPH/VPU website at http://www.cdph.ca.gov/programs/Pages/EPICFundingOpportunities.aspx."

CLOSING REMARKS:

At the conclusion of this teleconference, no additional questions will be accepted. However, programmatic technical assistance is available from CALCASA on an ongoing basis so please contact them with any questions related to program development. You may contact David Lee at david@calcasa.org or Abby Sims at abby.sims@calcasa.org.

This concludes the teleconferences and closes the question and answer period for RFA Number 14-10360: Rape Prevention and Education Program.