



**Department
of Health**

Mike DeWine, Governor
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MEMORANDUM

Date: August 15, 2019

To: Prospective VAWA Sexual Assault Prevention (VW) Applicants

From: Jolene Defiore-Hyrmer
Violence and Injury Prevention Section
Division of Health Improvement and Wellness
Ohio Department of Health

Subject: VAWA Sexual Assault Prevention - VW
February 1, 2020 – January 31, 2021

The Ohio Department of Health (ODH), Division of Health Improvement and Wellness, Violence and Injury Prevention Section announces the availability of grant funds to provide up to twenty programs through the VAWA Sexual Assault Prevention Program. Funds will be available to provide programming to reduce the incidence of rape and other forms of sexual violence through primary prevention and education.

To obtain a grant application packet:

1. Go to the ODH website at <http://www.odh.ohio.gov/>
2. From the home page, select "About Us";
3. Select "Funding Opportunities" (lower left on menu);
4. Select "ODH Grants"
5. Select "Grant Solicitations"
6. Select "VAWA Sexual Assault Prevention". You will then select the option to download the RFP as a pdf.

In the application packet you will find:

1. Request for Proposals (RFP) – This document outlines detailed information about the background, intent and scope of the grant, policy, procedures, performance expectations, and general information and requirements associated with the administration of the grant.

2. *Notice of Intent to Apply for Funding (NOIAF)* form – The purpose of this document is to ascertain your intent to apply for available grant funds. Please note: The NOIAF must be submitted no later than **Tuesday, September 10, 2019**, which is the date to be eligible for these funds. NOIAF's not received by the due date will not

When you have accessed the application packet:

1. Review the RFP to determine your organization's ability to meet the requirements of the grant and your intent to apply.
2. If after reviewing the RFP you wish to submit an application for the grant, complete the *Notice of Intent to Apply for Funding* form in the application packet. Fax or e-mail it to ODH, per the listed instructions and by the indicated due date of **Tuesday, September 10, 2019**. The *Notice of Intent to Apply for Funding* form is mandatory, if you intend to apply for the grant.

Upon receipt of your completed *Notice of Intent to Apply for Funding* form, ODH will:

1. Create a grant application project number for your organization. This project number will allow you to submit an application via the Internet using the Grants Management Information System (GMIS 2.0). All grant applications must be submitted via the Internet using GMIS 2.0.
2. ODH will assess your organization's GMIS 2.0 training needs (as indicated on the completed *Notice of Intent to Apply for Funding* form) and contact you regarding those needs. GMIS 2.0 training is mandatory if your organization has never been trained on GMIS 2.0.

Once ODH receives your completed *Notice of Intent to Apply for Funding* form, creates the project number for your organization and finalizes all GMIS 2.0 training requirements, you may proceed with the application process as outlined in the RFP.

All potential applicants are encouraged to participate in a Bidders Conference that will be held via webinar on **Thursday, September 12, 2019** from 9:30 am – 11:00 am. Information to access the call will be sent to anyone who has submitted an NOAIF. The Bidders Conference will provide an opportunity for interested parties to learn more about the RFP and to ask clarifying questions. Please contact Beth Malchus at 614-466-8960 and/or beth.malchus@odh.ohio.gov to register.

All applications and attachments are due **by 4 pm on Monday, October 7, 2019**. Electronic applications received after Monday, October 7, 2019 will not be considered for funding. Faxed, hand-delivered or mailed applications will not be accepted. All grant applications must be submitted via the Internet, using GMIS 2.0. All organizations are required to attend GMIS 2.0 training. **If your organization has not been trained, complete and return the GMIS 2.0 training request form by Tuesday, September 10, 2019.**

If you have questions regarding this application, please contact Beth Malchus.



ALL APPLICATIONS MUST BE SUBMITTED VIA THE INTERNET

OHIO DEPARTMENT OF HEALTH

OFFICE OF
Health Improvement and Wellness

BUREAU OF
Violence and Injury Prevention

VAWA Sexual Assault Prevention

SOLICITATION

FOR

FISCAL YEAR 2020

02/02/20 – 01/31/21

Local Public Applicant Agencies

Non-Profit Applicants

COMPETITIVE GRANT APPLICATION INFORMATION
100% Deliverable Funding

Revised 02/11/2019
For grant starts 10/1/2019 and thereafter

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I. APPLICATION SUMMARY and GUIDANCE

An application for an Ohio Department of Health (ODH) grant consists of a number of required components including an electronic portion submitted via the Internet website “ODH Application Gateway” and various paper forms and attachments. All the required components of a specific application must be completed and submitted by the application due date. **If any of the required components are not submitted by the due date indicated in sections D, G and R, the entire application will not be considered for review.**

This is a competitive solicitation; a Notice of Intent to Apply for Funding (NOIAF – Appendix A) must be submitted by September 10, 2019 | so access to the application via the Internet website “ODH Application Gateway” can be established.

NEW AGENCIES ONLY or if UPDATES are needed: For non-profit agencies, the NOIAF must be accompanied by proof of non-profit status. Both non-profit and local public agencies must submit proof of liability coverage. Potential applicants and current subrecipients are required to maintain their current supplier information in the State of Ohio Supplier Portal. This information includes, but is not limited to, Electronic Funds Transfer (EFT), 1099 Form and current address.

This information is maintained on the following website: <http://supplier.ohio.gov/>

Note: Subrecipients future payments will be held if the agency receives a paper check due to the EFT information not being properly maintained in the supplier portal.

The application summary information is provided to assist your agency in identifying funding criteria:

- A. Policy and Procedure:** Uniform administration of all the ODH grants is governed by the ODH Grants Administration Policies and Procedures (OGAPP) manual and updates in policies that have been posted on the GMIS Bulletin Board. This manual and GMIS Bulletin Board policy updates must be followed to ensure adherence to the rules, regulations and procedures for preparation of all Subrecipient applications. The OGAPP manual is available on the ODH website: <https://odh.ohio.gov/wps/portal/gov/odh/home>. (Click on Grant/Contracts, ODH Grants, Grants Administrative Policies and Procedures Manual (OGAPP)) or copy and paste the following link into your web browser: <https://odh.ohio.gov/wps/portal/gov/odh/about-us/funding-opportunities/resources/grants-administrative-policies-and-procedures-manual>

Please refer to Policy and Procedure updates found on the GMIS bulletin board.

All budget justifications must include the following language and be signed by the agency head listed in GMIS. Please refer to the budget justification examples listed on the GMIS bulletin board.

Budget Justification Certification language

- Subrecipient understands and agrees that it must follow the federal cost principle that applies to its type of organization (2 CFR, Part 225; 2 CFR, Part 220; or, 2 CFR, Part 230).
- Subrecipient's budgeted costs are reasonable, allowable and allocable under OGAPP and federal rules and regulations.
- The OGAPP and the rules and regulations have been read and are understood.
- Subrecipient understands and agrees that costs may be disallowed if deemed unallowable or in violation of OGAPP and federal rules and regulations.
- The appropriate programmatic and administrative personnel involved in this application are aware of agency policy in regard to subawards and are prepared to establish the necessary inter-institutional agreements consistent with those policies.
- Subrecipient agrees and understands that costs incurred in the fulfillment of the Deliverables must be allowable under OGAPP and federal rules and regulations to qualify for reimbursement.

B. Application Name: [VAWA Sexual Assault Prevention]

C. Purpose: [The purpose of the Sexual Violence Prevention Program is to reduce the incidence of rape and other forms of sexual violence through primary prevention and education. Priority program activities must address risk and protective factors for perpetration and prevention strategies that are comprehensive and community-based. The goal of this funding is for awardees to implement prevention strategies across the social ecological model, with half or more of the strategies implemented at the community/societal level. Primary prevention is defined as population based, using environmental and system-level strategies, policies, and actions that prevent sexual violence from initially occurring. For more information about Sexual Violence Prevention as intended by the Centers for Disease Control and Prevention (CDC), refer to the document "Sexual Violence Prevention: Beginning the Dialogue" available online at <http://www.cdc.gov/ncipc/dvp/SVPrevention.htm> .]

D. Qualified Applicants: *Eligible applicants include:*

All applicants must be a local public or non-profit agency, able to show through their response to this application that they are able to implement strategies as required. Applicant agencies must attend or document in writing prior attendance at Grants Management Information System (GMIS) training and must have the capacity to accept an electronic funds transfer (EFT). If an applicant agency needs GMIS training prior to the establishment of access to the application, then a GMIS training form must be submitted (Appendix B).

Applicants will be either local or statewide. Only one statewide applicant will be funded.

Sexual Violence Prevention (local) – for sexual violence prevention programming that supports and expands primary prevention efforts to reduce or stop sexual violence within communities. Primary prevention projects are designed to stop sexual violence before it occurs.

OR

Sexual Violence Prevention (State Coalition) – for statewide sexual violence prevention and technical assistance activities. Applicant must have the mission to serve as a statewide coalition of sexual assault, allied organizations, and individuals throughout Ohio working to eliminate all forms of sexual violence.

NOTE: Hotlines and crisis intervention services will not be funded. Additionally, victim response training will not be funded (i.e., hospital advocacy, law enforcement training, SANE training, or judicial response).

The following criteria must be met for grant applications to be eligible for review:

1. Applicant does not owe funds to ODH and has repaid any funds due within 45 days of the invoice date.
2. Applicant has not been certified to the Attorney General's (AG's) office.
3. Applicant has submitted application and all required attachments by **4:00 p.m. on Monday, October 7, 2019.**

E. Service Area: No more than one (1) project will be funded per county. Projects may serve more than one county. Where more than one county is to be served, letters of support should reflect partnerships in all counties to be served. One (1) statewide project will be funded; the location of the statewide project will not affect other applications from that county.

F. Number of Grants and Funds Available: Approximately \$900,000 in federal funds are expected for funding for up to twenty agencies. All applicants must prepare and submit a \$30,000 initial cost proposal. Activities in this initial proposal must focus on strategies at the community/societal level; strategies at the individual/relationship level should only be included as a core component of community/societal level work. Agencies may request up to an additional \$40,000 for additional strategies; 50% or more of all strategies must be at the community/societal level. Initial proposals will be reviewed first and applications not approved for the initial proposal will not be considered for additional funding. Eligible agencies may apply only for up to \$70,000. For the statewide project, one comprehensive application should be submitted; the activities and funding level for the statewide project will be based on the statewide planning process with input from SADVPP staff.

*No grant award will be issued for less than **\$30,000**. The minimum amount is exclusive of any required matching amounts and represents only ODH funds granted. Applications submitted for less than the minimum amount will not be considered for review.*

G. Due Date: All parts of the application, including any required attachments, must be completed and received by ODH electronically via GMIS or via ground delivery to 246 North High Street, Columbus, Ohio 43215 by **4:00 p.m. by Monday, October 7, 2019**. Applications and required attachments received after this deadline will not be considered for review.

Contact Beth Malchus at 614-466-8960 and/or beth.malchus@odh.ohio.gov with any questions.

H. Authorization: Authorization of funds for this purpose is contained in the *Catalog of Federal Domestic Assistance (CFDA) Numbers* 93.136 and 93.991.

- I. Goals:** *Prevent sexual violence in Ohio through funding of strategies that decrease sexual violence risk factors and increase sexual violence prevention protective factors, selecting strategies based on the best available evidence with at least half the strategies focused on prevention at the community and societal levels of the social ecological model.*
- J. Program Period and Budget Period:** The program period will begin February 1, 2020 and end on January 31, 2024). The budget period for this application is February 1, 2020 through January 31, 2021.
- K. Public Health Accreditation Board (PHAB) Standard(s):** Identify the PHAB Standard(s) that will be addressed by grant activities. (An example is: This grant program will address PHAB standard 3.1: Provide Health Education and Health Promotion Policies, Programs, Processes, and Interventions to Support Prevention and Wellness.) The PHAB standards are available at the following website:
- http://www.phaboard.org/wp-content/uploads/PHABSM_WEB_LR1.pdf
- L. Public Health Impact Statement:** All applicant agencies that are not local health districts must communicate with local health districts regarding the impact of the proposed grant activities on the PHAB Standards.
1. Public Health Impact Statement Summary - Applicant agencies are required to submit a summary of the proposal to local health districts prior to submitting the grant application to ODH. The program summary, not to exceed one page, must include:

Public Health Accreditation Board (PHAB) Standard(s) to be addressed by grant activities. Please select from the following:

- Standard 1.3: Analyze Public Health Data to Identify Trends in Health Problems, Environmental Public Health Hazards, and Social and Economic Factors that Affect the Public's Health.
- Standard 1.4: Provide and Use the Results of Health Data Analysis to Develop Recommendations Regarding Public Health Policy, Processes, Programs, or Intervention.
- Standard 2.2: Contain/Mitigate Health Problems and Environmental Public Health Hazards.
- Standard 3.2: Provide Information on Public Health Issues and Public Health Functions Through Multiple Methods to a Variety of Audiences.
- Standard 4.1: Engage with the Public Health System and the Community in Identifying and Addressing Health Problems through Collaborative Processes.
- Standard 10.2: Promote Understanding and Use of the Current Body of Research Results, Evaluations, and Evidence-Based Practices with Appropriate Audiences.

The applicant must submit the above summary as part of the grant application to ODH. This will document that a written summary of the proposed activities was provided to the local health districts with a request for their support and/or comment about the activities as they relate to the PHAB Standards.

2. Public Health Impact Statement of Support - Include with the grant application a statement of support from the local health districts, if available. If a statement of support from the local health districts is not obtained, indicate that point when submitting the program summary with the grant application. If an applicant agency has a regional and/or statewide focus, a statement of support should be submitted from at least one local health district, if available.

3. Evidence of Health Equity Strategies

The ODH is committed to the elimination of health disparities and health inequities. All applicants are required to:

- 1) Identify specific groups who experience a disproportionate burden of disease, health condition or health outcome targeted by this solicitation.
- 2) Identify specific social and environmental conditions (social determinants of health) associated with health disparities and health inequities. This must be based on data and include geographic reference points (i.e., census tracts, census block groups) to specify where program activities are focused.
- 3) Identify measurable health equity targets to be achieved through program activities. This information must also be supported by data.
- 4) Outline specific evaluation strategies to measure the impact of program activities to decrease and/or eliminate health disparities and health inequities.
- 5) Link proposed activities to health equity strategies identified in local, state or national planning documents. These documents include, but not limited to, current Healthy People goals and objectives; local Community Health Assessments; State Health Improvement Plan (SHIP); National Stakeholder Strategy for Achieving Health Equity; The Health Opportunity and Equity (HOPE) Initiative.
- 6) The above items should be explicitly incorporated into key components of the application (i.e., Goals, Program Narrative, Objectives, Deliverables and Review Criteria). The applicant cannot decide where to insert this information. Care should be taken to avoid repetition to keep the responses focused and specific.

Understanding Health Disparities, Health Inequities, Social Determinants of Health & Health Equity:

The following information is provided to explain key health equity concepts and terms.

Racial and ethnic minorities, people with disabilities, the LGBTQ community and Ohio's economically disadvantaged residents do not have the same opportunities as other groups to achieve and sustain optimal health. Health disparities occur when these groups experience more disease, death or disability beyond what would normally be expected based on their relative size of the population. Health disparities are often characterized by such measures as disproportionate incidence, prevalence and/or mortality rates of diseases or health conditions. Health is largely determined by where people live, work and play. Health disparities are unnatural and occur because of low socioeconomic status,

race/ethnicity, sexual orientation, gender, disability status, geographic location or some combination of these factors. Those most impacted by health disparities also tend to have less access to resources like healthy food, safe housing, quality education, safe neighborhoods, freedom from racism and other forms of discrimination. These are referred to as **social determinants of health (SDOH)**. SDOH are the root cause of health disparities. The systematic nature of health disparities is considered unjust and is referred to as **health inequities**. The ability of everyone to have the same opportunity to achieve the best health possible is referred to as **health equity**. Public health programs that incorporate social determinants into the planning and implementation of interventions will greatly contribute to advancing health equity.

M. GMIS Health Equity Module (There are some functionality issues in GMIS and this module may not function properly. Applications can still be submitted without this being marked complete):

- 1) The GMIS Health Equity Module links important program interventions in grant proposals to health equity strategies identified in local, state or national strategies. These include, but are not limited to, the most current Healthy People goals and objectives; health equity targets in the State Health Improvement Plan (SHIP); National Stakeholder Strategy for Achieving Health Equity; Ohio Health Opportunity Index and/or the Health Opportunity and Equity (HOPE) Initiative. Applicants are required to select the goals and strategies from the module that best reflect how their particular grant proposal addresses health disparities and/or health inequities. Applicants can choose more than one goal and/or strategy.

N. Human Trafficking: The ODH is committed to the elimination of human trafficking in Ohio. If applicable to the subrecipient program, ODH will give priority consideration to those subrecipients who can demonstrate the following:

- a. Victims of human trafficking are included in your agency's target population;
 1. At-risk population
 2. Mental health population
 3. Homeless population
- b. Agency promotes the expansion of services to identify and serve those affected by human trafficking.

☒ X Applicable ☐ Not Applicable to VAWA Sexual Assault Prevention Program
(VW)

O. Appropriation Contingency: Any award made through this program is contingent upon the availability of funds for this purpose. **The subrecipient agency must be prepared to support the costs of operating the program in the event of a delay in grant payments.**

P. Programmatic, Technical Assistance and Authorization for Internet Submission: *Initial authorization for Internet submission, for new agencies, will be granted after participation in the GMIS training session. All other agencies will receive their authorization after the posting of the Solicitation to the ODH website and the receipt of the NOI AF.* Please contact Beth Malchus at beth.malchus@odh.ohio.gov and 614-466-8960 for questions regarding this Solicitation.

Applicant must attend or must document in the NOI AF prior attendance at GMIS

training in order to receive authorization for internet submission.

Q. Acknowledgment: An Application Submitted status will appear in GMIS that acknowledges ODH system receipt of the application submission.

R. Late Applications: GMIS automatically provides a time and date system for grant application submissions. Required attachments and/or forms sent electronically must be transmitted by the application due date. Required attachments and/or forms mailed that are non-Internet compatible must be postmarked or received on or before the application due date of **Monday, October 7, 2019 at 4:00 p.m.**

Applicants should request a legibly dated postmark or obtain a legibly dated receipt from the U.S. Postal Service or a commercial carrier. Private metered postmarks shall **not** be acceptable as proof of timely mailing. Applicants can hand-deliver attachments to ODH, Grants Services Unit (GSU), via the front desk at 246 N. High St., Columbus, Ohio; but they must be delivered by **4:00 p.m.** on the application due date. Fax attachments will not be accepted. **GMIS applications and required application attachments received late will not be considered for review.**

S. Successful Applicants: Successful applicants will receive official notification in the form of a Notice of Award (NOA). The NOA, issued over the signature of the Director of the Ohio Department of Health, allows for expenditure of grant funds.

T. Unsuccessful Applicants: Within 30 days after a decision to disapprove or not fund a grant application, written notification, issued over the signature of the Director of Health, or his designee, shall be sent to the unsuccessful applicant.

U. Review Criteria: All proposals will be judged on the quality, clarity and completeness of the application. Applications will be judged according to the extent to which the proposal:

1. Contributes to the advancement and/or improvement of the health of Ohioans;
2. Is responsive to policy concerns and program objectives of the initiative/program/activity for which grant dollars are being made available;
3. Is well executed and is capable of attaining program objectives;
4. Describe Specific, Measureable, Attainable, Realistic & Time-Phased (S.M.A.R.T.) objectives, activities, milestones and outcomes with respect to time-lines and resources;
5. Estimates reasonable cost to the ODH, considering the anticipated results;
6. Indicates that program personnel are well qualified by training and/or experience for their roles in the program and the applicant organization has adequate facilities and personnel;
7. Provides an evaluation plan, including a design for determining program success;
8. Is responsive to the special concerns and program priorities specified in the Solicitation;
9. Has demonstrated acceptable past performance in areas related to programmatic and financial stewardship of grant funds;
10. Has demonstrated compliance to OGAPP;
11. Explicitly identifies specific groups in the service area who experience a disproportionate burden of the diseases; health condition(s); or who are at an increased risk for problems addressed by this funding opportunity; and,
12. Describe activities which support the requirements outlined in sections I. thru M. of this Solicitation. ||
13. Addresses observance to the National Intimate Partner and Sexual Violence (IP&SV

Prevention Specialist Core Competencies (Appendix XX) and the [Ohio Alliance to End Sexual Violence Core Standards for Rape Crisis Programs in Ohio](#).

14. Indicates that crisis intervention services are not part of the funded project, including hotline services, victim response training on how service providers should respond to victims of sexual violence will not be funded (i.e., hospital advocacy, law enforcement training, SANE training, judicial response);
15. Demonstrates an understanding of the public health approach to prevention (emphasis on improving the health of populations rather than a single individual) and a focus on approaches that emphasize prevention of sexual violence before it occurs.
16. It is preferred that funding support a dedicated staff person working specifically on sexual violence prevention. It is required that all staff implementing strategies through this funding, and the supervisor(s) for such staff, show training in primary prevention of sexual violence as a pre-requisite for employment or to be obtained within the first three months of employment.

The ODH will make the final determination and selection of successful/unsuccessful applicants and reserves the right to reject any or all applications for any given Solicitations; **There will be no appeal of the Department's decision.**

V. Freedom of Information Act: The Freedom of Information Act (5 U.S.C.552) and the associated Public Information Regulations require the release of certain information regarding grants requested by any member of the public. The intended use of the information will not be a criterion for release. Grant applications and grant-related reports are generally available for inspection and copying except that information considered being an unwarranted invasion of personal privacy will not be disclosed. For guidance regarding specific funding sources, refer to: 45 CFR Part 5 for funds from the U.S. Department of Health and Human Service; 34 CFR Part 5 for funds from the U.S. Department of Education or, 7 CFR Part 1 for funds from the U.S. Department of Agriculture.

W. Ownership Copyright: Any work produced under this grant, including any documents, data, photographs and negatives, electronic reports, records, software, source code, or other media, shall become the property of ODH, which shall have an unrestricted right to reproduce, distribute, modify, maintain, and use the work produced. If this grant is funded in whole, or in part, by the federal government, unless otherwise provided by the terms of that grant or by federal law, the federal funder also shall have an unrestricted right to reproduce, distribute, modify, maintain, and use the work produced. No work produced under this grant shall include copyrighted matter without the prior written consent of the owner, except as may otherwise be allowed under federal law.

ODH must approve, in advance, the content of any work produced under this grant. All work must clearly state:

“This work is funded either in whole or in part by a grant awarded by the Ohio Department of Health, Violence and Injury Prevention Section, Sexual Assault and Domestic Violence Prevention Program and as a sub-award of a grant issued by The Center for Disease Control and Prevention under the Ohio Sexual Violence Prevention and Education grant, grant award number 1 NUF2CE002469-01-00, and CFDA number 93.136.”

X. Reporting Requirements: Successful applicants are required to submit Subrecipient program and expenditure reports. Reports must adhere to the requirements of the OGAPP

manual. Reports must be received in accordance with the requirements of the OGAPP manual and this Solicitation; before the department will release any additional funds.

Note: Failure to ensure the quality of reporting by submitting incomplete and/or late program or expenditure reports will jeopardize the receipt of future agency payments.

Reports shall be submitted as follows:

- a. **Program Reports:** Subrecipients Program Reports must be completed and submitted via GMIS, as required by the subgrant program by the following dates. **Program reports that do not include required attachments (non-Internet submitted) will not be approved.** All program report attachments must clearly identify the authorized program name and grant number.

☒ **X** Program Reports Required ☐ No Program Reports Required

<i>Period</i>	<i>Report Due Date</i>
February 1, 2020 to April 30, 2020	May 15, 2020
May 1, 2020 to July 31, 2020	August 15, 2020
August 1, 2020 2to October 31, 2020	November 15, 2020
November 1, 2020 to January 31, 2021	February 15, 2021

The following are additional program requirements.

- a. The *Annual Conference and Regional Meeting(s)* must be attended by one representative from your agency. The objective for these meetings is to provide technical assistance and an opportunity for sharing successes and barriers in prevention program delivery. Costs associated with these meetings are an allowable cost for this grant proposal.
- b. Programs are expected to post quarterly information about their prevention programs, activities and strategies that have been successful and not successful on the sa-ohio email list.
- c. A success story is to be submitted as a part of the second and fourth quarter program reports.
- d. Programs are required to participate in the statewide evaluation project as requested by ODH.
- e. Programs are required to work with ODH as needed to make strategy changes based on CDC requirements and guidance.
- f. Programs are expected to respond to reasonable requests from ODH for input necessary to complete the annual CDC application, strategic plan and annual report.

- b. **Subrecipient Reimbursement Expenditure Reports:** Subrecipients can choose monthly or quarterly reimbursement (expenditure report submission) from ODH (please check the reimbursement type on the attached NOI AF). Please note that no changes can be made to the reimbursement type during the fiscal year once the project numbers have been established in GMIS. Subrecipient Monthly Reimbursement Expenditure Reports **must** be completed and submitted **via GMIS** by the following dates:

<i>Period</i>	<i>Report Due Date</i>
<i>February 1 – 29, 2020</i>	<i>March 10, 2020</i>
<i>March 1 – 31, 2020</i>	<i>April 10, 2020</i>
<i>April 1 – 30, 2020</i>	<i>May 10, 2020</i>
<i>May 1 – 31, 2020</i>	<i>June 10, 2020</i>
<i>June 1 – 30, 2020</i>	<i>July 10, 2020</i>
<i>July 1 – 31, 2020</i>	<i>August 10, 2020</i>
<i>August 1 – 31, 2020</i>	<i>September 10, 2020</i>
<i>September 1 – 30, 2020</i>	<i>October 10, 2020</i>
<i>October 1 – 31, 2020</i>	<i>November 10, 2020</i>
<i>November 1 – 30, 2020</i>	<i>December 10, 2020</i>
<i>December 1 – 31, 2020</i>	<i>January 10, 2021</i>
<i>January 1 – 31, 2021</i>	<i>February 10, 2021</i>

Subrecipient Quarterly Reimbursement Expenditure Reports **must** be completed and submitted **via GMIS** by the following dates: **(please see example below)**

<i>Period</i>	<i>Report Due Date</i>
February 1, 2020 to April 30, 2020	May 10, 2020
May 1, 2020 to July 31, 2020	August 10, 2020
August 1, 2020 to October 31, 2020	November 10, 2020
November 1, 2020 to January 31, 2021	February 10, 2021

Note: Obligations not reported on the final monthly or 4th quarter expenditure report will not be considered for payment with the final expenditure report.

- c. Final Expenditure Reports:** A Subrecipient Final Expenditure Report reflecting total expenditures for the fiscal year must be completed and submitted **via GMIS by 4:00 p.m.** on or before March 5, 2021. The information contained in this report must reflect the program's accounting records and supportive documentation. Any cash balances must be returned with the Subrecipient Final Expense Report. The Subrecipient Final Expense Report serves as an invoice to return unused funds.

Submission of the Monthly/Quarterly and Final Subrecipient Expenditure reports via the GMIS system indicates acceptance of OGAPP. Clicking the "Approve" button signifies authorization of the submission by an agency official and constitutes electronic acknowledgment and acceptance of OGAPP rules and regulations.

- Y. Special Condition(s):** A Special Conditions link is available for viewing and responding to special conditions within GMIS. The 30-day time period, in which the subrecipient must respond to special conditions will begin when the link is viewable. Subsequent payments will be withheld until satisfactory responses to the special conditions or a plan describing how those special conditions will be satisfied is submitted in GMIS.

- Z. Unallowable Costs:** Funds **may not** be used for the following:

1. To advance political or religious points of view or for fund raising or lobbying;
2. To disseminate factually incorrect or deceitful information;
3. Consulting fees for salaried program personnel to perform activities related to grant

- objectives;
- 4. Bad debts of any kind;
- 5. Contributions to a contingency fund;
- 6. Entertainment;
- 7. Fines and penalties;
- 8. Membership fees -- unless related to the program and approved by ODH;
- 9. Interest or other financial payments (including but not limited to bank fees);
- 10. Contributions made by program personnel;
- 11. Costs to rent equipment or space owned by the funded agency;
- 12. Inpatient services;
- 13. The purchase or improvement of land; the purchase, construction, or permanent improvement of any building;
- 14. Satisfying any requirement for the expenditure of non-federal funds as a condition for the receipt of federal funds;
- 15. Payments to any person for influencing or attempting to influence members of Congress or the Ohio General Assembly in connection with awarding of grants;
- 16. Fundraising;
- 17. Research projects;
- 18. Crisis intervention services including hotlines, case management, hospital and court advocacy, counseling, support groups, will not be funded;
- 19. Victim response training on how service providers should respond to victims of sexual violence will not be funded (i.e., hospital advocacy, law enforcement training, SANE training and judicial response);
- 20. Offender treatment programs for the purpose of preventing repeat perpetration. The focus for these funds are on preventing first-time perpetration; and
- 21. To advocate or promote gun control. Funds may not be spent on political action or activities designated to affect the passage of specific Federal, State, or local legislation intended to restrict or control the purchase or use of firearms

Subrecipients will not receive payment from ODH grant funds used for prohibited purposes. ODH has the right to recover funds paid to Subrecipients for purposes later discovered to be prohibited.

- AA. Audit:** Subrecipients currently receiving funding from the ODH are responsible for submitting an independent audit report. Every subrecipient will fall into one of two categories which determine the type of audit documentation required.

Subrecipients that expend \$750,000 or more in federal awards per fiscal year are required to have a single audit which meets OMB's Federal Uniform Administrative Requirements. The subrecipient must submit, a copy of the auditor's management letter, a corrective action plan (if applicable) and a data collection form (for single audits) within 30 days of the receipt of the auditor's report, but no later than nine months after the end of the Subrecipient's fiscal year. The fair share of the cost of the single audit is an allowable cost to federal awards provided that the audit was conducted in accordance with the requirements of OMB's Federal Uniform Administrative Requirements.

Subrecipients that expend less than the \$750,000 threshold require a financial audit conducted in accordance with Generally Accepted Government Auditing Standards. The Subrecipient must submit a copy of the audit report, the auditor's management letter, and a corrective action plan (if applicable) within 30 days of the receipt of the auditor's report, but no later than nine months after the end of the Subrecipient's fiscal year. **The financial audit**

is not an allowable cost to the program.

Once an audit is completed, a copy must be sent to <https://harvester.census.gov/facweb/> or to the ODH, Grants Services Unit, (GSU) within 30 days. Reference: OGAPP and OMB's Omni Circular Federal Uniform Administrative Requirements regarding Audits of States, Local Governments, and Non-Profit Organizations for additional audit requirements.

Subrecipient audit reports (finalized and published, and including the audit Management Letters, if applicable) **which include internal control findings, questioned costs or any other serious findings, must include a cover letter which:**

- Lists and highlights the applicable findings;
- Discloses the potential connection or effect (direct or indirect) of the findings on subgrants passed through the ODH; and,
- Summarizes a Corrective Action Plan (CAP) to address the findings. A copy of the CAP should be attached to the cover letter.

AB. Submission of Application

Formatting Requirements:

- Properly label each item of the application packet (e.g., Budget Narrative, Program Narrative).
- Each section should use 1.5 spacing with one-inch margins.
- Program and Budget Narratives must be submitted in portrait orientation on 8 ½ by 11 paper.
- Number all pages (print on one side only).
- Program Narrative should not exceed 25 pages (**excludes** appendices, attachments, budget and budget narrative).
- Use a 12-point font.
- Forms must be completed and submitted in the format provided by ODH

The GMIS application submission must consist of the following:

Complete & Submit Via Internet

1. Application Information
2. Project Narrative
3. Project Contacts
4. Budget
 - Primary Reason
 - Funding
 - Justification
 - Personnel
 - Other Direct Costs
 - Equipment
 - Contracts
 - Compliance Section
 - Summary
5. Civil Rights Review Questionnaire
6. Assurances Certification
7. Federal Funding Accountability and Transparency Act (FFATA)

- reporting form
8. Change request in writing on agency letterhead (**Existing agency with tax identification number, name and/or address change(s)**).
 9. Health Equity Module
 10. Public Health Impact Statement Summary (non-health department only)
 11. Statement of Support from the Local Health Districts (non-health department only)
 12. Attachments as required by Program are to be saved as files into the narrative section of GMIS 2.0 with names indicated:
 - a. (Insert Agency Name) SVP Narrative 2020
 - b. (Insert Agency Name) SVP LOS 2020
 - c. (Insert Agency Name) SVP Strategic Worksheets (Appendix E)
 - d. (Insert Agency Name) SVP Key Personnel 2020 (Appendix F)
 - e. (Insert Agency Name) SVP Table of Organization 2020
 - f. (Insert Agency Name) SVP Logic Model 2020 (Appendix G)
 - g. (Insert Agency Name) SVP Cost Expenditure Plan 2020 (Appendix H)
 - h. (Insert Agency Name) SVP Curriculum Content Form(s) 2020 (Appendix I)

One copy of the following document(s) must be e-mailed to <https://harvester.census.gov/facweb/> or mailed to the address listed below:

**Complete
Copy &
E-mail or
Mail to
ODH**

Current Independent Audit (latest completed organizational fiscal period; **only if not previously submitted**)

**Ohio Department of Health
Grants Services Unit
Central Master Files, 4th Floor
35 E. Chestnut Street
Columbus, Ohio 43215**

II. APPLICATION REQUIREMENTS AND FORMAT

GMIS access will be provided to an agency after it has completed the required ODH sponsored training. Agencies who have previously completed GMIS training will receive access after the Notice of Intent to Apply for Funding for is submitted to ODH.

All applications must be submitted via GMIS. Submission of all parts of the grant application via the ODH's GMIS system indicates acceptance of OGAPP. Submission of the application signifies authorization by an agency official and constitutes electronic acknowledgment and acceptance of OGAPP rules and regulations in lieu of an executed Signature Page document.

- A. Application Information:** Information on the applicant agency and its administrative staff must be accurately completed. This information will serve as the basis for necessary

communication between the agency and the ODH.

- B. Budget:** Prior to completion of the budget section, please review pages 12 – 13 of the Solicitation for unallowable costs.

Match or Applicant Share is not required by this program. Do not include Match or Applicant Share in the budget and/or the Applicant Share column of the Budget Summary. Only the narrative may be used to identify additional funding information from other resources.

- 1. Primary Reason and Justification Pages:** Provide a budget justification narrative outlining how the deliverable will be met. (A budget justification example can be found on GMIS).
- 2. Other Direct Costs:** Submit a budget for this section and the necessary form(s) to support costs for the period February 1, 2020 to January 31, 2021.

The applicant shall retain all original fully executed contracts on file.

- 3. Compliance Section:** Answer each question on this form in GMIS as accurately as possible. *Completion of the form ensures your agency's compliance with the administrative standards of ODH and federal grants.*

- C. Assurances Certification:** Each subrecipient must submit the Assurances (Federal and State Assurances for subrecipients) form within GMIS. This form is submitted as a part of each application via GMIS. The Assurances Certification sets forth standards of financial conduct relevant to receipt of grant funds and is provided for informational purposes. The listing is not all-inclusive, and any omission of other statutes does not mean such statutes are not assimilated under this certification. Review the form and then press the “Complete” button. By submission of an application, the subrecipient agency agrees by electronic acknowledgment to the financial standards of conduct as stated therein.

D. Project Narrative:

1. Executive Summary:

- List program goal(s) and objectives, **clarifying objectives for the \$30,000 initial funding** and additional objectives for additional funds requested. Clarify the sexual violence risk and protective factors the program will address (Refer to [CDC's Connecting the Dots](#)). What planning factors lead to the decision to propose this project?
- Briefly describe:
 - Who the project will be serving, including demographics.
 - Setting of project activities (e.g., schools, community, worksite, faith community, healthcare).
 - Role of your partners/coalition who are assisting with planning and implementation of the project.
 - How the project will be evaluated.

- State the total funds that are being requested and how they will be primarily used.

2. Description of Applicant Agency/Documentation of Eligibility/Personnel:

- Briefly discuss the applicant agency's eligibility to apply. Provide the applicant agency's mission statement, guiding principles and focus of services or programs provided; and how long the agency has been in operation.
- Summarize the agency's structure as it relates to this program and, as the lead agency, how it will manage the program.
- Experience and Capacity to Address Sexual Violence Prevention
 - Clarify how primary prevention of sexual violence fits with the agency mission and strategic plan.
 - Summarize any existing sexual violence prevention and/or violence prevention (e.g., rape, intimate partner violence, dating violence, sexual harassment, sex trafficking, and bullying) efforts managed by your agency, including information on any other sources of funding for this work. Describe how this funding will be used to expand upon or address other areas, and not supplant current funding sources.
 - Describe the capacity of your organization, its personnel or contractors to communicate effectively and convey information in a manner that is easily understood by diverse audiences. This includes persons of limited English proficiency, those who are not literate, have low literacy skills, and individuals with disabilities.

Community Outreach

- Specifically discuss how work in selected settings (e.g. workplace, school, community) will be linked to a broad community effort.
- Describe existing agency networking, coordination and collaborations within the proposed community (e.g., Community Health Improvement Plan, Family and Children's First, bullying prevention, child abuse prevention, gangs and violence prevention, Start Talking, human trafficking, infant mortality prevention, opioid prevention, home visiting programs, Community Action Agencies, neighborhood and/or settlement homes). Describe any partnership and activities with 1) faith-based organizations, 2) youth serving organizations and, 3) organizations that serve men and boys.
- Include reasons why it made sense to partner with the specific groups to address selected settings (e.g., serve similar populations, have expert knowledge) and how the community members are/will be involved in the project planning, implementation and evaluation.
- Provide assurance that your agency/staff are and/or will become members of:
 - Ohio Alliance to End Sexual Violence? <http://www.oaesv.org/>
 - [Support Ohio Women of Color Caucus](#) by encouraging all women of color staff, interns, and volunteers to attend caucus meetings.
 - Ohio Men's Action Network ([OHMAN](#))
 - The list serve sa-ohio@yahoogroups.com
 - <http://PreventConnect.org> newsletter

NOTE: Another organization to consider for membership is the Safe States Alliance
<http://www.safestates.org>

- Letters of Support – Include four (4) letters of support. Letters should demonstrate community partnership and collaboration and show links with other community agencies addressing violence prevention. Additionally, the letters should show support with the organizations, schools and/or businesses represented in the planned activities (Logic Model) Combine all letters of support into one pdf document. The document should be named “(Insert Agency Name) SVP LOS Support 2020” and attached in the narrative section of GMIS 2.0.

For Statewide Project only: Include six (6) letters of support. At least four (4) letters should be from local rape crisis centers and/or sexual violence prevention programs representing diverse geographic parts of Ohio. Combine all letters of support into one pdf document. The document should be named “(Insert Agency Name) SVP LOS 2020” and attached in the narrative section of GMIS 2.0.

Governing Board/Advisory Committee/Coalition

- Describe your governing board, which must have at least five (5) members. Provide assurance that this grant application will be discussed and documented in the board meeting minutes.
- If the agency is not a rape crisis center with board members specifically focused on sexual violence prevention, the agency must have a project advisory committee or be part of a community task force or coalition that meets at least twice a year to address sexual violence. Provide assurance that agenda and meeting minutes are taken and maintained.
- Provide assurance that sexual violence prevention program has oversight by an advisory committee/coalitions whose membership should include people knowledgeable about the community’s needs for rape prevention and sexual violence and reflect the diversity of your community. If your advisory committee/coalition doesn’t have the above criteria (sexual violence prevention and diversity), please describe your plan to improve this over the course of the year (See Attachment 1 *Guidance for Coalition Work* for possible advisory committee or community task force membership ideas).
- Describe how board/advisory committee members are oriented on sexual violence prevention, as well as on-going training which includes topics related to social justice and anti-oppression work.

For Statewide Project only – Provide a description of how statewide representation of local rape crisis centers and sexual violence prevention programs will be developed and maintained.

Personnel

- Funded projects at the \$30,000 level must employ staffing levels that reflect a minimum of one staff person designated to spend .4 time (16 hours/week) or more on primary prevention of sexual violence. Confirmed staff time should increase proportionately with additional funds requested. Provide documentation that demonstrates compliance with this requirement on the Key Personnel Cover Page – Appendix F.

- List all personnel who will be directly involved in program activities and working on the grant on Key Personnel Cover Page Appendix F. Personnel should also be listed in the Logic Model. Include the relationship between program staff members, staff members of the applicant agency and other partners and agencies that will be working on this program. Indicate if hiring or contracting additional staff is necessary for implementing the project. Attach Key Personnel Cover Page, resumes, and position descriptions as one document in the narrative section of GMIS 2.0 for all relevant program staff. Resumes should be up to date. If the staff person is currently employed by your agency, be sure that the resume reflects that employment. The attachment should be named: “(Insert Agency Name) SVP Key Personnel 2020.”

REMOVE PERSONAL INFORMATION SUCH AS HOME ADDRESS, HOME PHONE, AND IDENTIFICATION NUMBER FROM RESUMES.

- Provide position descriptions for any new positions to be created. The attachment should be named “(Insert Agency Name) SVP Key Personnel 2020”
- Attach into the narrative section of GMIS 2.0 a table of organization of the agency showing sexual violence prevention component. The attachment should be named “(Insert Agency Name) SVP Table of Organization 2020.”

Hiring, Training and Job Performance Evaluation

- Describe procedures for annual evaluation and review of job performance for all project staff, interns and volunteers. Note: The Executive Director review is to be conducted by the Board annually. This should be a narrative description; summarize, but do NOT include copies of the forms used.

[Ohio Alliance to End Sexual Violence Core Standards for Rape Crisis Programs in Ohio](#) requires a minimum of twenty (20) hours of basic training, plus additional training specific to job responsibilities. All funded staff and their supervisors should attend sexual violence primary prevention basics training that follows CDC recommended principles for prevention either prior to starting in their positions or within three months after starting in a grant funded position.

- Include with your SVP Prevention Key Personnel 2020 documentation (either certificates of completion – if available, or a statement on your agency letterhead) demonstrating that all program, contracted, and administrative staff responsible for supporting and implementing SVP have completed primary prevention training from one or the other of the following resources:
 - VetoViolence: Principles of Prevention
<https://vetoviolenace.cdc.gov/apps/pop/prevention-intro.html>
 - Ohio Alliance to End Sexual Violence/Ohio Domestic Violence Network: Ready Set Go
- Include details about the type of training routinely provided to new staff, student interns or volunteers during orientation. Include a statement that ensures all sexual violence prevention program staff involved with this project will have experience or receive training in concepts identified in the National Intimate Partner and Sexual Violence Prevention Specialist Core Competencies. (See Attachment 2); and as part

of their orientation will attend the Ohio Alliance to End Sexual Violence's *Ready, Set Go*. (See Training Deliverables)

- Describe on-going training activities as appropriate (e.g., annual sexual assault prevention conference, regional workshops, PreventConnect.org webinars, VetoViolence, and etc.). Include plans for determining ongoing training based upon identified needs. (See Training Deliverables)

NOTE:

- For prevention educators, cross-training with other ODH funded Sexual Violence Prevention Programs is strongly encouraged and considered under the training deliverable.
- Out-of-state travel must be submitted as part of the original grant, via a budget revision, or receive approval in writing from ODH program consultants in cases where no budget revision is necessary.

Statewide Project only: Designate a coordinator with prior experience working on statewide prevention and technical assistance efforts, particularly in the area sexual violence prevention. The designated coordinator must demonstrate knowledge and skills using the public health model, primary prevention strategies, Ecological Model and Spectrum of Prevention Model. Training can be achieved in multiple ways. Include a statement here to ensure that all involved program staff will have experience or receive training in concepts identified in the National Intimate Partner and Sexual Violence Prevention Specialist Core Competencies (See Training Deliverables).

Contract Personnel and Services

If any objectives of the grant are to be implemented through a contract, include background information about the contracting agency or individuals, if known. Include all work to be conducted through contracts in the methodology. Contract personnel are held to the same training and orientation expectations as other staff. Provide assurance that contracted prevention educators directly involved with program activities (i.e., listed in Logic Model) will have experience or receive training in the concepts identified in the National Intimate Partner and Sexual Violence Prevention Specialist Core Competencies (See Attachment 2).

Agency Policies and Confidentiality

Confirm the ability and intent to meet the expectations of the [Ohio Alliance to End Sexual Violence Core Standards for Rape Crisis Programs in Ohio](#)

You can either summarize agency's confidentiality policy, or if it is two (2) pages or less, include the actual policy in the attachments section, noting in the online application where it can be found in the attachments. The agency's confidentiality policy submitted or described should address the following:

- All services are provided in a confidential manner;
- No information regarding a client may be disclosed without an individual's consent, except as required by law;
- No information regarding a client's case is released to the media;
- All agency staff/student interns/volunteers/contract workers are given

- confidentiality training and must sign a confidentiality statement;
- Precaution is taken to ensure and maintain confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones, cell phones, telephone answering machines and other electronic or computer technology; and
- The agency's policy regarding reporting and responding to disclosure of sexual violence that may occur during/after a program in accordance with Ohio Revised Code, Section 2151.421, found here: <http://codes.ohio.gov/orc/2151.421>.
- The agency's procedure for working with schools or community organizations in addressing confidentiality, sexual violence disclosures, and Ohio Mandated reporting law.
- If you choose to submit confidentiality policy attach it into the narrative section of GMIS 2.0. The attachment should be named “-*Insert Agency Name* – SVP Confidentiality Policy 2020”

Quality Assurance (QA)

- Provide a description of the prevention QA plan including review of the agency's prevention programs, mechanism for reporting results and procedures for corrective action plan. The plan should include professional and community input and consumer participation.

NOTE:

- Quarterly prevention QA should include a committee of three (3) or more persons who:
 - Review cultural and linguistic competency of services and agency;
 - Review any unusual incidents for patterns and trends (including teacher/parent/student complaints or denial of services);
 - Review agency records (e.g., confidentiality, program evaluation forms);
 - Review the project's logic model, performance in meeting goals and objectives of the project, and data collection and analysis mechanisms;
 - Identify success stories; and
 - [Ohio Alliance to End Sexual Violence Core Standards for Rape Crisis Programs in Ohio](#)
- Annual QA should include:
 - Review of agency's policies and procedures;
 - Scheduled review of prevention materials (e.g., brochures, handouts and posters) and curriculums used;
 - Employees, student interns and volunteer annual performance review;
 - [Ohio Alliance to End Sexual Violence Core Standards for Rape Crisis Programs in Ohio](#)
 - Include assurance that prevention resources, successes and program design weaknesses will be shared with other local agencies statewide (e.g., ODH meetings, sa-ohio listserv) quarterly and annually.

Funding and Sustainability

- Describe how the project plans to sustain activities after funding period. The proposed outline should include:

- Organization of a subcommittee or the board or advisory committee to address future funding.
- Identification of resource availability and gaps.
- Partnerships with community stakeholders
- Review of other potential on-going funding, including:
 - Review of other potential resources to support the project after sources of ODH funding are terminated
 - Development of supplemental funding sources to allow for expansion of the project and increase in expenses above the ODH spending limit
 - How the program can be integrated into existing ongoing services.

Cultural Competency Services

- Every community contains diversity. Some communities may have more or less cultural/ethnic diversity than others, but all have diversity related to geography, age, religion, sexual orientation, socio-economic status, disability status and other factors. Communities with less clearly visible diversity will still need to be prepared to respond to cultural/ethnic diversity. Achieving cultural competency is an ongoing process ([See NSVRC Risk and Protective Factors & Social Determinants of Health](#)).

In each of the following areas, describe your agency's strengths, gaps and areas of outreach/expansion that are priorities for the coming year. Each applicant is asked to include a quarterly in-service or staff discussion regarding issues of diversity.

- Access for the community to be served:
 - Are the hours of prevention education programming adequate for the needs of the community to be served? Are you providing prevention programming to all populations within your community to be served as described in the "Problem Need Section?" How will the community know about your prevention programming?
 - Does your agency have resources in place for requests from communities with limited English proficiency and/or non-literate populations? Does your agency have a procedure for choosing interpreters and bilingual staff?
 - Are all materials and curricula reviewed by representatives reflecting the community to be served? Explain how this review is accomplished.
- Cultural competency in staffing:
 - Do the Sexual Violence Advisory Committee/Agency Board members reflect a broad representation of the community to be served that includes representatives from organizations serving diverse communities? If not, include a plan for achieving this representation.
 - Are agency staff, college interns and volunteers reflective of the community to be served? If not, include a plan for achieving representation.
 - Is there ongoing professional development and in-service training for staff, student interns, volunteers and board members related to culturally competent provision of service(s)?
 - Include with your SVP Prevention Key Personnel documentation (either certificates of completion – if available, or a statement on your agency letterhead) demonstrating that all program and administrative staff responsible for supporting

and implementing SVP have completed training from one or more of the following resources:

<http://kirwaninstitute.osu.edu/implicit-bias-training/>,
<http://rootsofhealthinequity.org/about-course.php>
<https://www.colorado.gov/pacific/cdphe/suite-of-tools>,
https://www.healthpolicyohio.org/wp-content/uploads/2018/10/PolicyBrief_Equity.pdf
<http://www.racialequitytools.org/act/communicating/implicit-bias>

3. Problem/Need:

Description of Sexual Violence risk and protective factors

- Describe the Sexual Violence risk and protective factors the program will address. Include, if available descriptions of county/local reports and related violence (e.g., bullying rates, community tolerance of sexual violence, domestic violence rates, alcohol-related offenses, institutional support from the community to prosecute perpetrators, dating violence, sexual harassment, and bullying) risk and protective factors (Refer to [CDC's Connecting the Dots](#)). Only restate national and state data if local data is not available. See Attachment 3 for data resources.
- Describe any primary (self-collected, community needs assessment, Community Health Assessment etc.) and secondary (existing) data that describes the problem and justifies the need for your program (e.g., local school report card, PRIDE Survey, OYES, etc.).
- Specifically, describe the community's assumptions and social norms about sexual violence and related violence, and safe, supportive and nurturing relationships.
- Identify and describe how the problem affects your community.
- Research and statistics show that certain groups experience a disproportionate burden of sexual assault and intimate partner violence. These include members of racial and ethnic minority groups, people with disabilities, and those from the Lesbian, Bisexual, Gay, and Transgender Community. Social determinants such as low income, poverty, racism and discrimination, or a combination of these issues, complicate efforts to identify and provide services for these communities. Explicitly describe the burden of sexual violence for these groups in your jurisdiction or service area including its impact on the groups mentioned above.
- Explicitly describe segments of the intended population who experience a disproportionate burden of the local health status concern in your selected settings (e.g. workplace, schools, community). This information must correlate with the Statement of Intent to Pursue Health Equity Strategies. ([See NSVRC Risk and Protective Factors & Social Determinants of Health](#))
- Describe how this data was used to determine selected settings across the social ecological model as described in your strategy worksheets (Appendix E) and logic model (Appendix G).

Planning Process

Ideally a community needs assessment should occur every three (3) to five (5) years. A community needs assessment should include:

- An ongoing community process to identify demographic changes, changes in rates of sexual violence or rape, sexual harassment, or other related violence.
- Sexual violence prevention needs of the community intended to be served.

- How results are considered in the design and implementation of agency's project.
- Reasons the particular strategies and activities to be used are appropriate to the community.
- Existing strengths, including other organizations and resources within the community related to sexual violence prevention.
- Input from residents and service providers regarding awareness of services and areas of unmet needs
- Results of evaluations, pre-program tests for prevention and awareness programs and community wide assessments partnered with other entities, such as the local health department Community Health Assessment, Family and Children First Councils, Regional Child Abuse Prevention Council, Mental Health Board, local PRIDE and YRBS data or other local planning effort.
- Document the need for culturally competent prevention services based on the needs of diverse populations.
- An agency/program's strategic plan is developed from the results of the needs assessment
- See [Community Tool Box](#) for more information.

Indicate if a community needs assessment has been completed within the past two years. Provide a brief summary of the needs assessment process and the community partners involved. Describe how this process was used in determining the risk and protective factors chosen to address this project.

Existing Programs and Gaps in Programming

- Include a description of other agencies/organizations also addressing this problem/need.
- Describe potential gaps in sexual violence prevention programs and services in the community. How will the proposed sexual violence prevention project fill these gaps?

Barriers

- Describe any community barriers/anticipated barriers implementing sexual violence prevention activities and strategies for overcoming these issues.

4. Methodology: |

This section is intended to demonstrate the applicant's knowledge, experience and ability to implement the project and meet the requirements set forth in the RFP. The selection of inputs, outputs, activities, and outcomes should reflect that the sexual violence prevention project builds on community strengths and resources, and that the activities selected will contribute to altering the public's knowledge, attitudes, beliefs and behaviors related to sexual violence perpetration and promote safe, supportive and nurturing relationship. This section will consist of five parts: a. Logic Model, b. Overall Project Description, c. Deliverables, d. Saturation matrix, and e. Curriculum Content Form

Refer to Appendices E, G and H to complete this section. In addition to the Program Narrative, applicants must also provide appropriate strategy worksheets, logic model, and cost expenditure plan.

a. Logic Model:

Complete and attach the Logic Model as directed in Appendix G. Attachment should be named “(Insert Agency Name) SVP Logic Model 2020” and attached in the narrative section of GMIS 2.0.

b. Strategy Work Sheets:

Complete and attach Strategy Work Sheets as directed in Appendix E. Attachment should be named “(Insert Agency Name) SVP Strategy Work Sheets 2020” and attached in the narrative section of GMIS 2.0.

c. Coalition Work: Provide narrative description here, responding to coalition activities as described in Attachment 1: Guidance for Coalition Work. Include description of outputs/reporting data and short term outcomes. If you are doing coalition work, this should be included in the logic model and as deliverables on the cost expenditure plan (but does not count toward strategies being implemented for the purpose of individual/relationship or community/societal totals).

d. Evaluation:

Describe the evaluation measures that will be used to determine the overall success of the program. Describe impact measures as well as process/activity-level measures. Provide assurance agency will work with ODH evaluator. Programs must indicate **and discuss** in this narrative their willingness to participate and progress in the implementation of the project, including: testing or reporting on standardized evaluation items from the Item Bank for Outcome Measure Guidance, completing the Primary Prevention Capacity Assessment (PPCA) Tool annually and attending trainings/webinars facilitated by ODH Evaluator. Information about the Item Bank, PPCA, and webinars can be found at <http://www.odh.ohio.gov/odhPrograms/hpr/sadv/svp.aspx>

e. Cost Expenditure Plan/Deliverables

Complete and attach the Cost Expenditure Plan (Excel) as directed in Appendix H. Attachment should be named “(Insert Agency Name) SVP Cost Expenditure Plan 2020” and attached in the narrative section of GMIS 2.0.

f. Curriculum Content Form: Complete the Curriculum Content Form (Appendix I) for each curriculum implemented. Attachment should be named “(Insert Agency Name) SVP Curriculum Content Form 2020” and attached in the narrative section of GMIS 2.0.

g. Program Cover Page: Complete the Program Cover Page (Appendix J). Attachment should be named “(Insert Agency Name) SVP Program Cover Page 2020” and attached in the narrative section of GMIS 2.0 |

E. Civil Rights Review Questionnaire - EEO Survey: The Civil Rights Review Questionnaire Survey is a part of the Application Section of GMIS. Subrecipients must complete the questionnaire as part of the application process. This questionnaire is submitted automatically with each application via the Internet.

F. Federal Funding Accountability and Transparency Act (FFATA): All applicants applying for ODH grant funds are required to complete the FFATA reporting form in GMIS. Applicants must ensure that the information contained in SAM.gov, DUN & Bradstreet and the FFATA reporting form match. ODH will hold all payments if an applicant's information

does not successfully upload into the federal system.

All applicants for ODH grants are required to obtain a Data Universal Number System (DUNS), register in SAM.gov and submit the information in the grant application. For information about the DUNS, go to www.dnb.com. For information about System for Award Management (SAM) go to <https://beta.sam.gov/>.

Information on Federal Spending Transparency can be located at www.usaspending.gov or the Office of Management and Budget's website for Federal Spending Transparency at <https://www.whitehouse.gov/>.

(Required by all applicants, the FFATA form is located on the GMIS Application page and must be completed in order to submit the application.)

- G. Attachment(s):** Attachments are documents which are not part of the standard GMIS application but are deemed necessary to a given grant program. All attachments must clearly identify the authorized program name and program number. All attachments submitted to GMIS must be attached in the "Project Narratives" section and be in one of the following formats: PDF, Microsoft Word or Microsoft Excel. Please see the GMIS bulletin board for instructions on how to submit attachments in GMIS. Attachments that are non-Internet compatible must be postmarked or received on or before the application due date. An original and the required number of copies of non-Internet compatible attachments must be mailed to the ODH, Grants Services Unit, Central Master Files address by **4:00 p.m. on or before Monday, October 7, 2019**.

A minimum of an original and the indicated number of copies of non-Internet attachments are required. If program requires more copies, then insert the appropriate number.

III. APPENDICES

- A. Notice of Intent to Apply for Funding
- B. GMIS Training Request Form
- C1. Deliverable – Objective Descriptions
- C2. Deliverable – Objective Allocations
- D. Application Review Form *(required)*
- E. Strategy Work Sheets
 - E1 Overview for Strategy Work Sheet
 - E2 Strategy Work Sheet Form
 - E3 Guidance for Strategy Work Sheets
- F. Key Personnel
- G. Logic Model
- H. Cost Expenditure Plan
 - H1 Plan/Report form - Excel File will be sent upon receipt of NOAIF form
 - H2 Directions
- I. Curriculum Content Form
- J. Program Cover Page

IV. ATTACHMENTS

1. Guidance for Coalition Work
2. IPSV Prevention Competencies
3. Data Sources
4. Logic Model Directions

Submission Required

See Due Date Below

New Applicants must submit the GMIS Training form with the Notice of Intent to Apply for Funding Form

Reimbursement
Type
Select one of the
options below:

- ☐ Monthly
OR
☐ Quarterly

NOTICE OF INTENT TO APPLY FOR FUNDING

Ohio Department of Health
Division of Health Improvement and Wellness
Violence and Injury Prevention Section
Sexual Assault and Domestic Violence Prevention Section

ODH Program Title:
[VAWA Sexual Assault Prevention]

ALL INFORMATION REQUESTED MUST BE COMPLETED.

County of Applicant Agency _____ Federal Tax Identification Number _____

Geographic Area Applying to Cover _____

NOTE: The applicant agency/organization name must be the same as that on the IRS letter. This is the legal name by which the tax identification number is assigned.

Type of Applicant Agency (Check One) ☐ County Agency ☐ Hospital ☐ Local Schools
☐ City Agency ☐ Higher Education ☐ Not-for Profit

Applicant Agency/Organization _____

Applicant Agency Address _____

Agency Contact Person Name and Title _____

Telephone Number _____ E-mail Address _____

Agency Head (Print Name)

Agency Head (Signature)

Please note that the agency head listed above must match the agency head listed in GMIS. Unless a new agency, NOIAF's will not be accepted if name doesn't match what is listed in GMIS. If the agency head needs updated in GMIS, please include a letter on agency letterhead outlining the change. The new agency head's signature will be accepted with receipt of the update letter.

Does your agency have at least two staff members who have been trained in and currently have access to the ODH GMIS system? ☐ YES ☐ NO

If yes, no further action is needed.

If no, at least two people from your agency are **REQUIRED** to complete the training before you will be able to access the ODH GMIS system and submit a grant proposal. Complete the GMIS training request form in the Request for Proposal.

The NOIAF must be accompanied by the agency's Proof of Non-Profit status (if applicable) and Proof of Liability Coverage (if applicable). Potential applicants and current subrecipients are required to set-up and maintain their current supplier information in the State of Ohio Supplier Portal. This information includes, but is not limited to, Electronic Funds Transfer (EFT), 1099 Form and current address.

This information must be set-up and maintained in the following website: <http://supplier.ohio.gov/>

Note: Subrecipients future payments will be held if the agency receives a paper check due to the EFT information not being properly maintained in the supplier portal.

Forms are only required for NEW AGENCIES or if UPDATES are needed for current agencies. THE NOIAF AND REQUIRED FORMS MUST BE EMAILED TO [Beth.Malchus]@odh.ohio.gov BY [September 10, 2019]

NOTE: NOIAF's will be considered late if any of the required forms listed above are not received by NEW AGENCIES by the due date. NOIAF's considered late will not be accepted.

Appendix B

If new applicant, this form must be submitted with the Notice of Intent to Apply for Funding Form.

GMIS Training, User Access, Access Change or Deactivation Request

One request per person. Requests will only be honored when signed by your **Agency Head** or **Agency Financial Head** and complete. In addition, if a user leaves your agency, you are to notify ODH so that their account is rendered inactive and submit a form for the replacement. The user will receive his/her username and password via e-mail once the request is processed. *Please note: GMIS Training is only required for New Agencies to ODH. If you are new to your agency someone there should train you. Refresher guides can be found on the ODH web site: <https://odh.ohio.gov/wps/portal/gov/odh/about-us/funding-opportunities/ODH-Grants/>. ODH Grants Page - "GMIS Training Resource" Section. Confirmation of your GMIS training session will be e-mailed once a date has been assigned by ODH. Also use this form when user changes are needed.*

Date: _____

Check the type of access and complete the information requested: ☐ Employee - needs GMIS Training

☐ New Employee - needs GMIS Access. Effective Date of Activation: _____

☐ Existing Employee - New GMIS User or GMIS User Access Change. Effective/Change Date: _____

☐ Deactivation - User no longer needs access to ODH Application Gateway/GMIS 2.0 or GMIS 2.0 only:

Effective Date of Deactivation (ODH Application Gateway/GMIS 2.0): _____

Or Effective Date of Deactivation (GMIS 2.0 access only): _____

Agency Name & Address: _____

Employee Name (no nicknames): _____

Employee Job Title: _____

Employee Office Phone Number: _____

Employee Office Fax Number: _____

Employee Office Email Address: _____

User Access Section: Please check all that applies and enter requested information:

Email Notifications: ☐ Yes ☐ No

GMIS Project Number(s) user needs access to: _____

Authorization Signature for User Access/Change/Deactivation:

Signature of Agency Head or Agency Financial Head

Printed Name of Agency Head or Agency Financial Head

To be completed by Grants System Officer ONLY - Date Received:

Date Processed:

Deliver Requests to Karen Tinsley, Grants System Officer, 614-644-7546

Mail: ODH/OFA, 35 E. Chestnut St., 4th Floor, Columbus, Ohio 43215 Or

Scan & Email: karen.tinsley@odh.ohio.gov

Name of Subgrant Program: VAWA Sexual Assault Prevention - VW

Budget Period: February 1, 2020 - January 31, 2021

of Deliverables: 2

Use Budget Justification Scenario#: 3

X Deliverables Only

Deliverable – Objective 1: Primary Prevention Strategies

(Must show strategies that are at least 50% at the community/society level)

Objective 1A: Policy, Practices, Procedures and Protocols work: (community/societal)

- a. Develop policies, procedures, practices and/or protocols for schools/youth serving organizations, for non-school business/workplaces, or for community (May include changes to modify physical and social elements of the setting; may include efforts related to Community Health Improvement Plans/Community Health Assessments)
 - i. Initial outreach
 - ii. Follow up/implementation
- b. Agency/organizational assessment - Climate Survey/Environmental scan/mapping

Objective 1B: Messaging (community/societal)

- a. Electronic/social media
- b. Other media
- c. Community events or short trainings
- d. Other – specify

Objective 1C: Training: (individual/relationship)

- a. Train the Trainer – Engage adults to work with youth or other adults
- b. Train the Trainer – Youth led
- c. Training in Knowledge, Awareness, Behavior, Beliefs and Skills (KABBS) – should emphasize skill building. Must be multi-session; audience may be youth or adults.

Objective 1D: Fostering Coalitions and Networks (Note: This deliverable does not count as a strategy; it does not count toward the 50% requirement level of community/societal. Coalition/networking is an activity which will inform other strategies)

- a. For new groups only - recruitment and planning for initial meeting
 - b. Development (or for on-going groups, review and revisions) of annual plan
- NOTE: Funds for activities of the group (e.g. training, policy work, messaging) should be listed as strategies on separate work sheets.

Deliverable – Objective 2: Training and Reporting

Objective 2A: Training for staff

Objective 2B: Reporting

Appendix C2

Form# OFA-012

Name of Subgrant Program: **VAWA Sexual Assault Prevention - VW**
Budget Period: **February 1, 2020 - January 31, 2021**
of Deliverables: **2**
Use Budget Justification Scenario #: **3**

___ Base Only
___ Base and Deliverables
xx Deliverables

	Base	Deliverable - Objective 1 Primary Prevention Strategies	Deliverable - Objective 2 Training and Reporting		Total
To be determined	0	TBD	TBD		TBD

2020 Review Score Sheet
Competitive Solicitation for VAWA Sexual Assault Prevention

Appendix D

Applicant Agency: <input type="checkbox"/> State-wide Proposal County(ies) to be served: <input type="checkbox"/> State-wide Proposal	GMIS#: Requested Initial Budget \$30,000 <input type="checkbox"/> Requested Extension: TOTAL Budget Request:
<input type="checkbox"/> Previously Funded Applicant <input type="checkbox"/> New Applicant	

ODH USE ONLY : External Reviewer Responsibilities	YES V
Grant Application Reviewer Packet Received	
Conflict of Interest Form Submitted	
Reviewer Score Sheet and Recommendations submitted	
Attend External Panel Review DATE:	

Mandatory Requirements: Applicant must demonstrate both of the following to be considered for funding	Accept	Reject
Applicant has demonstrated primary prevention approaches that take place <i>before</i> sexual violence perpetration has occurred.		
Applicant has demonstrated a comprehensive approach with prevention and 50% of strategies at the community/societal level		
Applicant submitted an initial \$30,000 cost expenditure report which meets criteria for funding as a stand-alone project Note: Entire review sheet should be completed based on \$30,000 budget; if approved; complete addendum review for additional funds requested.		

Overall Scoring

Criteria	Maximum Score	Reviewers Score
Executive Summary	5	
Applicant Agency	21	
Problem/Need Statement	14	
Methodology/Deliverables	48	
Budget Review	12	
TOTAL	100	

Competitive Solicitation for 2020 VAWA Sexual Assault Prevention

Recommendation of Reviewer:

- ☐ Approval for \$30,000 as submitted (no conditions)
- ☐ Approval for \$30,000 with conditions. List condition(s) below
- ☐ Disapproval of project. Reason(s) are stated below.

External Reviewer's Comments:

Proposal's strengths:

Proposal's weaknesses:

Recommended technical assistance or training needs:

Special Conditions:

Disapproval for the following reasons: The following criteria constitute grounds for disapproval of application:

1. Mandatory requirements were not fulfilled;
2. Incompleteness of grant proposal or inconsistency with goals and/or purpose of the ODH program and competitive solicitation;
3. Gross inappropriateness in the purpose, objectives, and activities of an application or its budget measured by review criteria;
4. Fraudulent presentation; or
5. Determination that grant funds are to be used as a substitute for an existing project's current resources.

Scale	0 = Does NOT meet expectations	1 = Meets expectations
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Criteria Executive Summary (10 points)	Comments	Maximum Score	Reviewer's Score
<input type="checkbox"/> Lists program goal(s) and objectives, clarifying objectives for the \$30,000 initial funding and additional objectives for additional funds requested; specifies risk and protective factors to be addressed and what planning factors led to the decision to propose this project.		1	0 1
<input type="checkbox"/> Identifies who the project will be serving, including demographics, and the appropriate setting for project activities to reach this audience.		1	0 1
<input type="checkbox"/> Describes partners/coalition's roles in assisting with planning and implementation of the project.		1	0 1
<input type="checkbox"/> Describes how the project will be evaluated		1	0 1
<input type="checkbox"/> States the total funds that are being requested and how they will be primarily used.		1	0 1
Total Executive Summary		5	

Scale	0 = Does NOT meet expectations	1 = Partially meets expectations	2 = Meets expectations	3 = Exceeds expectation
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Criteria Description of Applicant Agency	Comments	Maximum Score	Reviewer's Score
<p>Eligibility</p> <p><input type="checkbox"/> Discusses agency's eligibility to apply. Includes agency's mission statement, guiding principles and focus of services or programs provided; and how long the agency has been in operation. Summarizes agency's structure as it relates to this project and, as the lead agency, how it will manage the program.</p> <p>Experience in and Capacity to Address Sexual Violence Prevention</p> <p><input type="checkbox"/> Describes how primary prevention of sexual violence and the proposed project fits with the agency's mission and strategic plan.</p> <p><input type="checkbox"/> Summarizes any existing sexual violence prevention and/or violence prevention (e.g., rape, intimate partner violence, dating violence, sexual harassment, sex trafficking, and bullying) efforts managed by agency, including any other sources of funding for this work. Describes how this funding will expand upon but not supplant current funding source.</p> <p><input type="checkbox"/> Describes the capacity of the organization, its personnel or contractors to communicate effectively and convey information in a manner that is easily understood by diverse audiences. This includes persons of limited English proficiency, those who are not literate, have low literacy skills, and individuals with disabilities.</p>		3	0 1 2 3

Criteria Description of Applicant Agency	Comments	Maximum Score	Reviewer's Score
<p>Community Outreach</p> <p><input type="checkbox"/> Discusses how activities in selected settings will be linked to a broad community effort. (Refer to Strategy Work Sheets.)</p> <p><input type="checkbox"/> Describes existing agency networking, coordination and collaborations within the proposed community. Includes reasons why it made sense to partner with the specific groups and how the community members are/will be involved in the project planning, implementation and evaluation. Describe any partnership and activities with 1) faith-based organizations, 2) youth serving organizations and, 3) organizations that serve men and boys.</p> <p><input type="checkbox"/> Describes an example of community prevention work the agency has participated/collaborated on with local prevention taskforces or coalitions.</p> <p>Letters of Support</p> <ul style="list-style-type: none"> ○ Four Letters of Support ○ Shows links with other community agencies addressing violence prevention. Demonstrates community partnership and collaboration with organizations, schools and/or businesses represented in Logic Model. <p><input type="checkbox"/> <u>For Statewide Project only:</u></p> <ul style="list-style-type: none"> ○ Six (6) letters of support. At least four (4) letters should be from local rape crisis centers and/or sexual violence prevention programs representing diverse geographic parts of Ohio. Letters should demonstrate community partnership and collaboration with organizations represented in Logic Model. 		3	0 1 2 3

Criteria Description of Applicant Agency	Comments	Maximum Score	Reviewer's Score
<p>Governing Board & Advisory Committee/Coalition</p> <p><input type="checkbox"/> Describes governing board (must have at least five (5) members and bylaws). Provides assurance that this grant application will be discussed and documented in the meeting minutes.</p> <p>REVIEWER'S NOTE: If the agency is not a rape crisis center with a board made up of members specifically focused on sexual violence prevention, the agency must have a project advisory committee or be part of a community task force or coalition that meets at least twice a year to address sexual violence.</p> <p><input type="checkbox"/> Provides assurance that the sexual violence prevention program has oversight by an advisory committee or coalition whose membership includes people knowledgeable about the community's needs for rape prevention and sexual violence. Provide assurance that agenda and meeting minutes are taken and maintained.</p> <p><input type="checkbox"/> Describe how the committee/coalition provided input in the planning process for this project.</p> <p><input type="checkbox"/> Describes how board and/or advisory committee/coalition members are trained on sexual violence prevention issues.</p> <p>For Statewide Project only – Provide a description of how statewide representation of local rape crisis centers and sexual violence prevention programs will be developed and maintained. Describe the committee/coalition input in the planning process for the statewide project.</p>		3	0 1 2 3

Criteria Description of Applicant Agency	Comments	Maximum Score	Reviewer's Score
<p>Hiring, Training and Job Performance Evaluation</p> <ul style="list-style-type: none"> • Confirms that the Executive Director review will be conducted by the Board annually. • Includes details about the type of training routinely provided to new staff, student interns or volunteers during orientation. Ensures sexual violence prevention program staff involved with this project will have experience or receive training in concepts identified in the <i>National Intimate Partner and Sexual Violence Prevention Specialist Core Competencies</i>; and as part of their orientation will attend the Ohio Alliance to End Sexual Violence's <i>Ready, Set Go</i>. (See Training Deliverables) • Describes on-going training activities as appropriate (e.g., annual sexual assault prevention conference, regional workshops, PreventConnect.org webinars, VetoViolence, and etc.). Include plans for determining ongoing training based upon identified needs. (See Training Deliverables) <p><input type="checkbox"/> Describes procedures for evaluation and review of job performance for all project staff, interns and volunteers.</p> <p><input type="checkbox"/> Statewide Project only: Designates a coordinator with prior experience working on statewide prevention and technical assistance efforts. The designated coordinator must demonstrate knowledge and skills using the public health model, primary prevention strategies, Ecological Model. Training can be achieved in multiple ways.</p> <p>Contract Personnel/Services</p> <p><input type="checkbox"/> If any objectives of the grant are to be implemented through a contract, includes background information about the contracting agency or individuals. Includes all work to be conducted through contracts in the Logic Model. Provide assurance that contracted prevention educators will have the same training/experience requirements as previously listed for staff.</p>		3	0 1 2 3

Criteria Description of Applicant Agency	Comments	Maximum Score	Reviewer's Score
<p>Agency Policies and Confidentiality</p> <p><input type="checkbox"/> Confirms the ability and intent to meet the expectations of the <i>Ohio Alliance to End Sexual Violence Core Standards for Rape Crisis Programs in Ohio</i></p> <p><input type="checkbox"/> The agency's confidentiality policy submitted or described addresses the requirements as listed in the RFP (pp 20-21)</p> <p>Quality Assurance (QA)</p> <p><input type="checkbox"/> Provides a description of the prevention QA plan including review of the agencies prevention programs, mechanism for reporting results, and procedures for corrective action planning. The plan includes professional and community input and consumer participation. Meets the expectations as listed in the RFP pp 21 – 22.</p> <p>Funding and Sustainability</p> <p><input type="checkbox"/> Describes how project will sustain activities after funding period. Meets the expectations as outlined in the RFP (pp 22)</p>		Y N 3	Special condition if "no" 0 1 2 3
<p>Cultural Competency Services (See previous page) Provides discussion, in each of the following areas listed below:</p> <ul style="list-style-type: none"> Discusses access for the community to be served: Addresses the points listed in the RFP pp 22. <p><u>Cultural competency in staffing:</u></p> <ul style="list-style-type: none"> Addresses the points identified in the RFP pp 22 – 23. Listed Key Personnel have training documentation for one or more of the following: Implicit Bias, Roots of Health Equity, Colorado Sweet Tools to Advance Equity, Health Policy of Ohio Health Equity Brief, and/or Racial Equity Tools. (See SVP Key Personnel) 		3	0 1 2 3
	Comments	Maximum Score	Reviewer's Score
Total Description of Applicant Agency		21	

Scale		0 = Does NOT meet expectations	1 = Partially meets expectations	2 = Meets expectations	
Criteria Problem/Need		Comments		Maximum Score	Reviewer's Score
Description of Sexual Violence risk and protective factors				2	0 1 2
<input type="checkbox"/> Describes the Sexual Violence risk and protective factors the program will address. Includes, if available descriptions of county/local reports and related violence (e.g., high bullying rates, community tolerance of sexual violence, high domestic violence rates, high alcohol-related offenses, of institutional support from the community to prosecute perpetrators, dating violence, sexual harassment, or bullying) risk and protective factors. Restates national and state data if local data is not available.					
<input type="checkbox"/> Provides support as to why sexual violence is a problem in identified community at this time (includes local data, not just national and state data). Describes any primary (self-collected, community needs assessment, etc.) and secondary (existing) data that describes the problem and justifies the need for program.				2	0 1 2
<input type="checkbox"/> Describes community's assumptions and social norms about sexual violence, other violence, and healthy relationships. <input type="checkbox"/> Identifies and describes how the problem affects the community to be served.				2	0 1 2
Explicitly describe the burden of sexual violence for these groups in your jurisdiction or service area including its impact on the groups mentioned above. <input type="checkbox"/> Explicitly describe segments of the intended population who experience a disproportionate burden of the local health status concern. This information must correlate with the Statement of Intent to Pursue Health Equity Strategies.				2	0 1 2

Criteria Problem/Need	Comments	Maximum Score	Reviewer's Score
Planning Process <input type="checkbox"/> Indicates if a community needs assessment has been completed within the past two years. Provide a brief summary of the needs assessment process and the community partners involved. Describes how this process was used in determining the risk and protective factors chosen to address this project. Describes overall community's sexual violence prevention strategic plan. REVIEWER'S NOTES: The strategic plan can be part of a larger community violence prevention plan.		2	0 1 2
Existing Programs and Gaps in Programming <input type="checkbox"/> Includes a description of other agencies/organizations also addressing this problem/need. <input type="checkbox"/> Describes potential gaps in sexual violence prevention programs and services in the community. Describes how will the proposed sexual violence prevention project fill these gaps?		2	0 1 2
Barriers <input type="checkbox"/> Describes any community barriers/anticipated barriers implementing sexual violence prevention activities and strategies for overcoming these issues.		2	0 1 2
Total Problem/Need		14	

Scale	0 = Does Not meet expectation	1 – 2 = Partially meets expectation	3-4 = Meets expectation	5-6 = Exceeds expectation
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NOTE TO REVIEWER: Complete this section of the review based on the \$30,000 initial proposal. Refer to the Methodology Narrative, Logic Model, Strategy Work Sheets, Coalition Work Sheet, and cost expenditure plan.

Criteria Methodology/Deliverables	Comments	Maximum Score	Reviewer's Score
The following forms were submitted: <input type="checkbox"/> Logic Model <input type="checkbox"/> All appropriate Strategy Work Sheets <input type="checkbox"/> All appropriate Curriculum Content Forms		Y N Y N Y N	Special condition if "no"
Logic Model: <input type="checkbox"/> Logic model contains all required elements and can be easily understood by the reviewer. Difference between initial (\$30,000) strategies and expansion strategies are clearly identified. <input type="checkbox"/> All strategies and activities for initial (\$30,000 level) strategies are identified in the Logic Model <input type="checkbox"/> All strategies and activities are focused on primary prevention of sexual violence perpetration. <input type="checkbox"/> Everyone listed for initial level strategies are included in the Logic Model's Inputs, and are represented in the Key Personnel Page (including contracted personnel/services.)		6	0 1 2 3 4 5 6
Overall Project Strategies/Strategy Work Sheets <input type="checkbox"/> Narrative, strategy work sheets, logic model, and deliverables submitted in the cost expenditure plan all align		Y N	Special condition if "no"
<input type="checkbox"/> Indicates a comprehensive approach to sexual violence prevention with appropriate strategies at the		6	0 1 2 3 4 5 6

community/societal level as required, and individual/relationship strategies that primarily support the community/societal work			
<input type="checkbox"/> Initial Strategy Work Sheets - description <ul style="list-style-type: none"> ○ Clear description of each strategy, including setting and population of focus ○ Strategies appropriately align with STOP SV Focus areas/approaches ○ Reasons for selecting each strategy are well documented 		6	0 1 2 3 4 5 6
<input type="checkbox"/> Initial Strategy Work Sheets – population and setting <ul style="list-style-type: none"> ○ Clear narrative description of populations of focus and settings of focus. ○ Documents why each population or setting was selected and is appropriate for each strategy. ○ Includes data sources used to identify the population 		6	0 1 2 3 4 5 6
<input type="checkbox"/> Initial Strategy Work Sheets – outcome and implementation <ul style="list-style-type: none"> ○ Clear and realistic intended outcomes ○ Documents implementation data that will be collected ○ Clear plan for what data sources will be used and what outcomes will be measured. 		6	0 1 2 3 4 5 6
<input type="checkbox"/> Coalition Work Narrative: Narrative in the methodology section describes the activities of all coalition work, as described in Attachment 1 “Guidance for Coalition Work”. <ul style="list-style-type: none"> ○ Clearly defines coalition work in the initial component of the application ○ If more than one coalition, all requested information is provided for each ○ Plans for reporting and evaluation are clearly articulated. 		6	0 1 2 3 4 5 6
<input type="checkbox"/> Describes the evaluation measures that will be used to determine the overall success of the program. Describes		6	0 1 2 3 4 5 6

impact measures as well as process/activity-level measures. Provides assurance agency will work with ODH evaluator.			
<input type="checkbox"/> Curriculum Content forms are included and complete. Reason for curriculum selection are clear and appropriate.		6	0 1 2 3 4 5 6
Total Methodology/Deliverables		48	

Criteria: Budget Review from a program perspective (9 points)	Comments	Maximum Score	Reviewer's Score
<input type="checkbox"/> Budget is reasonable, appropriate and adequate to meet the goals and objectives of the project. The budget includes a justification for unusual and high cost items.		6	0 1 2 3 4 5 6
<input type="checkbox"/> Deliverables in the cost expenditure plan are clearly described, measurable, and relevant.		6	0 1 2 3 4 5 6
Total Budget Review		12	

2020 - ADDENDUM Review Score Sheet - For review of expansion strategies

Appendix D

Applicant Agency:		GMIS#:
Overall Scoring		
Criteria	Maximum Score	Reviewers Score
Methodology/Deliverables	48	
Budget Review	12	
TOTAL	60	

Recommendation of Reviewer:

- ☐ Approval for expansion as submitted (no conditions)
- ☐ Approval for expansion with conditions. Listed condition(s) are on next page
- ☐ Disapproval of expansion. Reason(s) are stated below.

External Reviewer's Comments:

Proposal's strengths:

Proposal's weaknesses:

Recommended technical assistance or training needs:

Special Conditions:

Disapproval for the following reasons: The following criteria constitute grounds for disapproval of application:

1. Mandatory requirements were not fulfilled;
2. Incompleteness of grant proposal or inconsistency with goals and/or purpose of the ODH program and competitive solicitation;
3. Gross inappropriateness in the purpose, objectives, and activities of an application or its budget measured by review criteria;
4. Fraudulent presentation; or
5. Determination that grant funds are to be used as a substitute for an existing project's current resources.

Scale	0 = Does Not meet expectation	1 – 2 = Partially meets expectation	3-4 = Meets expectation	5-6 = Exceeds expectation
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Criteria Methodology/Deliverables	Comments	Maximum Score	Reviewer's Score
The following forms were submitted: <input type="checkbox"/> All appropriate Strategy Work Sheets <input type="checkbox"/> All appropriate Curriculum Content Forms		Y N Y N	Special condition if "no"
Logic Model: <input type="checkbox"/> Logic model contains all required elements and can be easily understood by the reviewer. Difference between initial (\$30,000) strategies and expansion strategies are clearly identified. <input type="checkbox"/> All strategies and activities for expansion strategies are identified in the Logic Model <input type="checkbox"/> All strategies and activities are focused on primary prevention of sexual violence perpetration. <input type="checkbox"/> Everyone listed for expansion level strategies are included in the Logic Model's Inputs, and are represented in the Key Personnel Page (including contracted personnel/services.)		6	0 1 2 3 4 5 6
Overall Expansion Strategies/Strategy Work Sheets <input type="checkbox"/> Narrative, strategy work sheets, logic model, and deliverables submitted in the cost expenditure plan all align		Y N	Special condition if "no"
<input type="checkbox"/> Indicates a comprehensive approach to sexual violence prevention with appropriate strategies at the		6	0 1 2 3 4 5 6

community/societal level as required, and individual/relationship strategies that primarily support the community/societal work			
<input type="checkbox"/> Expansion Strategy Work Sheets - description <ul style="list-style-type: none"> ○ Clear description of each strategy, including setting and population of focus ○ Strategies appropriately align with STOP SV Focus areas/approaches ○ Reasons for selecting each strategy are well documented 		6	0 1 2 3 4 5 6
<input type="checkbox"/> Expansion Strategy Work Sheets – population and setting <ul style="list-style-type: none"> ○ Clear narrative description of populations of focus and settings of focus. ○ Documents why each population or setting was selected and is appropriate for each strategy. ○ Includes data sources used to identify the population 		6	0 1 2 3 4 5 6
<input type="checkbox"/> Expansion Strategy Work Sheets – outcome and implementation <ul style="list-style-type: none"> ○ Clear and realistic intended outcomes ○ Documents implementation data that will be collected ○ Clear plan for what data sources will be used and what outcomes will be measured. 		6	0 1 2 3 4 5 6
<input type="checkbox"/> Expansion Coalition Work Narrative: Narrative in the methodology section describes the activities of all coalition work, as escribed in Attachment 1 “Guidance for Coalition Work”. <ul style="list-style-type: none"> ○ Clearly defines coalition work for the expansion component of the application ○ If more than one coalition, all requested information is provided for each ○ Plans for reporting and evaluation are clearly articulated. 		6	0 1 2 3 4 5 6
<input type="checkbox"/> Describes the evaluation measures that will be used to		6	0 1 2 3 4 5 6

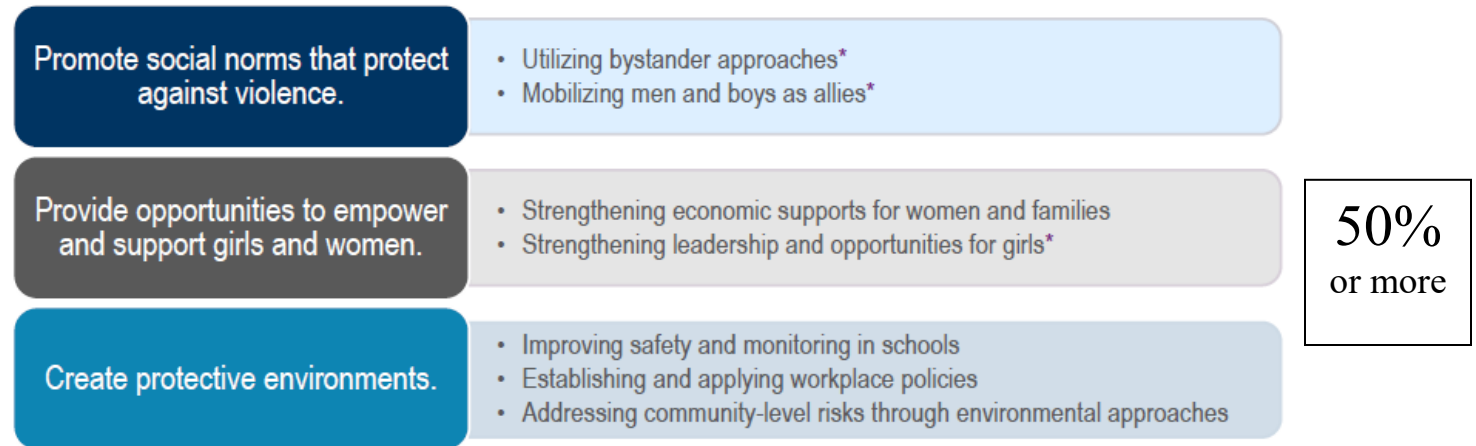
determine the overall success of the program. Describes impact measures as well as process/activity-level measures. Provides assurance agency will work with ODH evaluator.			
<input type="checkbox"/> Curriculum Content forms are included and complete. Reason for curriculum selection are clear and appropriate.		6	0 1 2 3 4 5 6
Total Methodology/Deliverables		48	

Criteria: Budget Review from a program perspective (9 points)	Comments	Maximum Score	Reviewer's Score
<input type="checkbox"/> Budget is reasonable, appropriate and adequate to meet the goals and objectives of the project. The budget includes a justification for unusual and high cost items.		6	0 1 2 3 4 5 6
<input type="checkbox"/> Deliverables in the cost expenditure plan are clearly described, measurable, and relevant.		6	0 1 2 3 4 5 6
Total Budget Review		12	

Overview for Strategy Work Sheet

Appendix E-1

All strategies must be associated with the focus areas and approaches found in CDC's document *STOP SV: A Technical Package to Prevent Sexual Violence*. There are three focus areas that may include community level strategies. In the below graphic, the first column shows focus areas and the second column shows approaches.



* Some, but not all, of the programs associated with this kind of approach are community level.

There is a fourth focus area, *Teach Skills to Prevent Sexual Violence*. Strategies in this focus area will be at the individual/relationship level. Strategies may be implemented within this focus area if they are implemented in conjunction with one or more community level strategies.

Teach Skills to Prevent Sexual Violence	<ul style="list-style-type: none"> Social-emotional learning Teaching healthy, safe dating and intimate relationship skills to adolescents Promoting healthy sexuality Empowerment-based training 	50% or less
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Ohio's State Sexual and Intimate Partner Violence Prevention Plan, an umbrella statewide prevention plan has four priority areas, all of which elevate the role of anti-oppression and social justice work within all strategies. These four priority areas are:

Priority Area One (1): Shift individuals and S/IPV agencies towards a healthier, more equitable, and anti-oppressive organizational culture

Priority Area Two (2): Magnify the value and scope of S/IPV prevention and anti-oppression work in organizations, communities, and at the state level

Priority Area Three (3): Cultivate and advance effective S/IPV prevention programs which include a social justice framework

Priority Area Four (4): Enhance external partnerships and collaborations to prevent S/IPV that include, support and promote an anti-oppression framework

ODH funded strategies must align with this plan, but applicants do not need to specify exactly where strategies in their applications align – ODH will work with funded applicants after award to show those connections.

Strategy Work Sheet Form

Appendix E2

All strategies should be included in the logic model and cost expenditure plan.

For each specific selected strategy, fill out this table providing all requested information. Use guidance in Appendix E-3, additionally, the content in italics is intended to help guide your responses, and can be deleted on the actual worksheets to be submitted.

<p>Prevention Strategy Title: <i>See directions for title in “Guidance for Strategy Work Sheets – Appendix E-3.”</i></p>
<p>Strategy Description: <i>Describe how your prevention strategy will be implemented. Include specific related activities; be sure to specify setting and population of focus. See additional direction in “Guidance for Strategy Work Sheets – Appendix E-3.”</i></p>
<p>List other strategy work sheets that cross-reference with this strategy: <i>For example, if there will be a team of trained youth leaders who will also provide training for peers/younger youth, and do some policy work, there should be three worksheets – Objective 1C(b)- Train the Trainer, youth led, Objective 1C(c) – youth to youth training in KABBS, and Objective 1A – Policy, Practices, Procedures and Protocols work. Each of those three sheets should list the other two in this section.</i></p>
<p>Which STOP SV Focus Area/Approach does this program, policy or practice address? (select all that apply)</p> <p>Promote Social Norms that Protect Against Violence</p> <p><input type="checkbox"/> Bystander approaches</p> <p><input type="checkbox"/> Mobilizing men and boys as allies</p> <p>Teach Skills to Prevent Sexual Violence</p> <p><input type="checkbox"/> Social-emotional learning approaches</p> <p><input type="checkbox"/> Teach healthy, safe dating and intimate relationship skills to adolescents</p> <p><input type="checkbox"/> Promoting healthy sexuality</p> <p><input type="checkbox"/> Empowerment based training for women to reduce risk for victimization</p> <p>Provide Opportunities to Empower and Support Girls and Women</p> <p><input type="checkbox"/> Strengthening economic support for women and families</p> <p><input type="checkbox"/> Strengthening leadership and opportunities for adolescent girls</p> <p>Create Protective Environments</p> <p><input type="checkbox"/> Improving safety and monitoring in schools</p> <p><input type="checkbox"/> Establishing and consistently applying workplace policies</p> <p><input type="checkbox"/> Addressing community level risks through environmental approaches</p> <p>Explain how this program, policy or practice aligns or addresses the STOP SV approach selected:</p>
<p>What area of work does this strategy address? (select all that apply)</p>

	Training	Individual/Relationship
	Policy	Community/Societal
	Messaging	Community/Societal
	Other (must be from STOP SV)	Specify

Note: Individual/relationship strategies must be paired with one or more community/societal strategies.

What is the main way this program, policy, or practice is delivered?

- ☐ Educational curriculum
- ☐ Social marketing
- ☐ Social media campaign
- ☐ Built environment change
- ☐ Organizational policy change
- ☐ Policy education or implementation
- ☐ Other (not listed) specify:

What is the evidence (evaluation results, research outcomes, etc.) for the effectiveness of the program, policy or practice in addressing the identified sexual violence problem?

- ☐ Example approach listed in the STOP SV technical package
- ☐ Based on best available research evidence
- ☐ Based on practice based evidence
- ☐ Other (not listed) specify:

Provide short description further explaining this response:

What are the reasons for selecting this prevention strategy? *What is the evidence to support that this strategy will address the sexual violence problem identified in the population of focus? To what extent does this prevention strategy address the identified risk and protective factors in the population of focus? What sources of information or data informed your selection of this strategy and helped determine that it may be effective in changing sexual violence related outcomes and/or addressing risk and protective factors in the population of focus? Examples of sources may include needs assessment, capacity or assets assessment, environmental scan, strategic theory or logic model, evaluation report, literature review, or other sources – please specify.*

Provide a narrative description of the population and setting of focus for this program, policy or practice. Why was this population or setting selected, and how is the program, policy or practice appropriate for the selected population or setting. Include the data sources you used to identify this population. *Population refers to the entities that the prevention strategy is intended to affect and change. May be individuals, organizations, or communities. Describe the population using this convention: Population X in Setting Y. Be as specific as possible; for example, if students, further define by age/grade/ and any other specific characteristics on which the strategy will focus. If community, focus may be on a community with a specific socioeconomic status or other unique characteristic. Organizational focus may be college, bars, etc. Identify the potential reach for this strategy, such as number of*

students in that grade, colleges, or bars in the geographic area; this may be estimated. Data sources used to identify and select the population may include needs assessment, evaluation/evaluation report, in-depth interviews, surveys, focus groups, population based surveys, or other sources – please specific.)

What risk or protective factors are addressed by the strategy? (select all that apply)

Risk factors:

- ☐ Lack of non-violent problem solving skills
- ☐ Cultural norms supporting aggression
- ☐ Harmful norms around masculinity and femininity
- ☐ Societal norms that support sexual violence
- ☐ Weak health, educational, economic, and social policies/laws

Protective factors:

- ☐ Association with pro-social peers
- ☐ Connection/commitment to school
- ☐ Connecting with a caring adult
- ☐ Community support and connectedness
- ☐ Coordination of resources and services among community agencies

What is the intended outcome of this prevention strategy. *The intended outcomes are the expected immediate effects on or changes in the population of focus as a direct result of the strategy activities or program operations. These should match the short term outcomes on your logic model. For training, outcomes may be increase in knowledge, awareness, behaviors, beliefs, and/or skills. Policy and messaging outcomes may include environmental or norms changes. Coalition building, outcomes may be increase in collaboration and coordination among participants.*

What data will you collect on the implementation of this prevention strategy? *May include recruitment, attendance, participant satisfaction and/or engagement, implementation barriers and facilitators, fidelity, adaptation, number of activities such as education/training sessions, projects, ads, social media postings, text messages or emails, presentations, print materials, meetings, etc. delivered or provided, contextual information, or other – please specify. See additional direction in “Guidance for Strategy Work Sheets – Appendix E-3.”*

What data sources will you use to measure implementation? *May include capacity or assets assessment, environmental scan, strategy theory or logic model, evaluation report, literature review, administrative records, observations, tracking logs, surveys, focus groups, in-depth interviews, or other – please specify. . See additional direction in Guidance for Strategy Work Sheets – Appendix E-3.*

What types of data or information will you collect about the outcomes of this prevention strategy? *May include risk/protective factors, rates of victimization or perpetration, knowledge, attitudes, beliefs, behaviors, skills, social norms, change in policy, practice, procedure, protocols, environmental change, or other, please specify. See additional direction in “Guidance for Strategy Work Sheets – Appendix E-3.”*

What data sources will your organization use to measure these outcomes? *May include needs assessment, evaluation/evaluation report, in-depth interviews, surveys, focus groups, vital records, registries, population based surveys, or other, please specify. . See additional direction in “Guidance for Strategy Work Sheets – Appendix E-3.”*

Guidance for Strategy Work Sheets – Appendix E - 3

Objective A: Policy (Community/Society): Changing Policy, Practice, Procedures and Protocols within a setting (e.g., K-12 school building or district or other school setting such as colleges/universities, non-school youth settings, businesses/organizational setting, city or county) that address the prevention of sexual violence, sexual harassment and partner violence. These can be youth and/or young adult led or adult led.

Prevention Strategy Title (to be entered on Strategy Work Sheet – first question) <i>Title should include elements listed above for “Objective A” with specification of the setting. Fill out a separate Strategy Work Sheet for each different setting.</i>	
Strategy Description (to be entered on Strategy Work Sheet – second question)	Data you will collect and sources you will use to measure implementation success (to be entered on Strategy Work Sheet - final four questions)
<ul style="list-style-type: none"> • Identify and describe Strategy settings (s) to work with and meet face to face. • Create a setting team to review current policy. Team can be youth and/or young adult led, or adult led (based on the setting: human resources, employee assistance, school personnel, administration, youth, parents and community) members interested in promoting safe and supportive relationships. • Conduct a baseline assessment (environmental scan, climate survey, self-assessment, focused conversations, incident mapping) of setting based on best practices to identify strengths, weaknesses, opportunities and threats. • Develop and implement a plan addressing organizational health, workplace equity and anti-oppression practices as areas of focus. • Develop plan and implement a plan to be developed based on a formal review of setting’s policy, practice, procedure, and protocols. <ul style="list-style-type: none"> ○ Setting policy review should be based on best practices and minimally include: <ul style="list-style-type: none"> ▪ Integrate prevention with early intervention and response protocols ▪ Provide support services to vulnerable students/employees ▪ Institute a reporting system ▪ Monitor policy effectiveness ▪ Program will use a tool(s) based on best practices (See Resources in Logic Model) ▪ Cooperate with all prevention messaging and training that occurs in the setting (e.g. parenting, safe and supportive relationships, alcohol and 	<ul style="list-style-type: none"> a. Identify the number of baseline assessments (environmental scan, climate survey, self-assessment) b. Identify the number of setting(s) policies, practices, procedures and protocols reviewed with recommendation c. Identify the number of settings that have implemented recommendations d. Adding diversity and equity questions to hiring and performance evaluation. e. Establishing organizational equity goals and practices. f. County CHA and/or CHIP has goals and objectives that have shared risk and protective factors for sexual violence.

<p>drug prevention, bullying, sexual harassment, suicide and abstinence prevention).</p> <ul style="list-style-type: none"> • Assist with implementation (Implementation can include Messaging and Training) • Work on local community health assessment (CHA) to develop and implement community health improvement plan (CHIP). • Work with ODH evaluator to develop long term plan that measures environmental changes. 	
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Objective B Messaging (Community/societal level) Community sexual violence, prevention programing/events, social marking campaigns, and media advocacy. Messaging can be youth and/or young adult led or adult led.

Prevention Strategy Title (to be entered on Strategy Work Sheet – first question) <i>Title should include elements listed above for “Objective A” with specification of the setting. Fill out a separate Strategy Work Sheet for each different setting.</i>	
Strategy Description (to be entered on Strategy Work Sheet – second question)	Data you will collect and sources you will use to measure implementation success (to be entered on Strategy Work Sheet - final four questions)
<ul style="list-style-type: none"> • Identify specific populations or setting for message. • Create and implement a social media unified plan that will reinforce and complement prevention strategies across the Social Ecological Model <ul style="list-style-type: none"> ○ Message promotes positive change in social norms risk and protective factors identified in the Strategic Worksheet. ○ Promotes appropriate bystander intervention ○ Promotes equity and anti-oppression practices ○ Emphasize modeling safe, supportive and nurturing relationships ○ Culturally relevant, age appropriate, and based on valid information. <p>NOTE: the populations is to be created with representation of the intended population at all stages of creation and implementation.</p> <ul style="list-style-type: none"> ▪ Review of campaign or social media message to ascertain appropriateness ○ When appropriate, the campaign is linked to community based special events, state and/or national (e.g., SAAM, Teen Dating Violence 	<ul style="list-style-type: none"> a. Identify population to be served b. Submit social media plan c. Monthly reporting completed with aggregated data, lessons learned and highlighted successes. d. Number of letters to editor/interviews/social media messages used e. Outcome report specific outcome measures as required. f. Identify population to be reached g. For each populations(s) to be reached, identify the number to be served h. Number of participants per identified population served i. Identify content areas or curriculum used for training j. Monthly reporting completed with aggregated data,

<p>Awareness Month, Domestic Violence Awareness Month, Bullying Prevention Awareness Month) or the Ohio Alliance to End Sexual Violence Campaign (i.e., Be the One)</p> <ul style="list-style-type: none"> ○ Use of Media is based on cultural appropriateness to gain visibility and advance a specific sexual violence prevention message through the use of editorials, interviews, media events, letter to the editor and/or paid ads. ○ Create/purchase and/or distribute resources libraries/Information materials (this should be built into deliverable) ○ Provides community resources and/or state hotline number ○ Messages should be created based on the results from the community needs assessment (CHA, environmental scan, climate survey) ○ Provide educational program/event (at least an hour <119 minutes) to reach identified population groups (i.e., parents, teachers, youth, college students, men, and faith communities). <ul style="list-style-type: none"> ▪ An Event is part of a social media campaign. ▪ An Event is designed to reinforce and complement messaging around social norms risk and protective factors identified in the Strategic Worksheet. ▪ Event has an outcome objective that is measurable and address social norm risk and protective factors identified in the Strategic Worksheet (work with state evaluator on establishing a mechanism for measuring event's success). ▪ Emphasize modeling safe and supportive relationships ▪ Promotes appropriate bystander intervention ▪ Promotes equity and anti-oppression practices ▪ Culturally relevant and age appropriate and based on valid information ▪ Provides community resources and/state hotline number ▪ Types of events and programs that could be conducted: Art exhibit (e.g., What We're You Wearing, Red Dress), Take Back the Night March, Walk a Mile in Her Shoes, White Ribbon Campaign, Color Run, <i>Vagina Monologues</i>, or Movie screening (e.g., <i>The Hunting Ground</i>, <i>The Mask you Live In</i>). ▪ Focus conversation or community consensus building around the risk and protective factors of sexual violence 	<p>lessons learned and highlighted successes.</p> <ul style="list-style-type: none"> k. Pre/post test or retrospective based on measuring learning objectives and risk and protective factors. Item Bank stems may be used. l. Activity based evaluation m. Evaluate event's success (Work with state evaluator to obtain appropriate tool)
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<ul style="list-style-type: none"> ▪ Purchased training materials per participant (should be included in the deliverable). ▪ The event will be promoted through use of posters, mass and social media and includes educational messages. This should be included in the social media plan. <ul style="list-style-type: none"> • Work with state evaluator on outcome tools for measuring campaign's success. 	
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Objective C Training Prevention Programming (Individual/Relationship Level) 1) Train the Trainer/Engaging adults to work with youth or with other adults 2) Engaging youth leaders to promote safe, supportive and nurturing relationships 3) Knowledge/Attitudes/Behaviors/Beliefs/Skills (KABBS)

Objective C Training Prevention Programing: Train the Trainer/Engaging adults to work with youth or with other adults. Prevention programing in specific community settings: NOTE: This objective must be paired with Policy and/or Messaging Objective.

<p>Prevention Strategy Title (to be entered on Strategy Work Sheet – first question) <i>Title should include elements listed above for “Objective C” with specification of the audience and curriculum title, for example, Coaching Boys Into Men or The New Playbook, or may have been developed by your agency and informed by your evaluation. Fill out a separate Strategy Work Sheet for each different setting, and a Curriculum Description Content Form (Appendix X) for each curriculum used.</i></p>	
Strategy Description (to be entered on Strategy Work Sheet – second question)	Data you will collect and sources you will use to measure implementation success (to be entered on Strategy Work Sheet - final four questions)
<ul style="list-style-type: none"> • Recruit leaders via face-to-face meeting • Plan training for at least two hours or more: <ul style="list-style-type: none"> ○ Identify curriculum or create learning objectives and program outline. ○ Curriculum or content is designed to reinforce and complement prevention strategies across the Social Ecological Model <ul style="list-style-type: none"> ▪ Emphasize modeling safe and supportive relationships ▪ Discusses policies that reduce the risks and increases protective factors ▪ Promotes appropriate bystander intervention ▪ Topics should include anti-oppression, diversity and inclusion. ▪ Discusses mandated reporting disclosures, discoveries, and suspicion in 	<ul style="list-style-type: none"> a. Identify community(ies) to be reached b. For each population(s) reached, identify the number to be served c. Identify content areas or curriculum used for training d. Monthly reporting completed with aggregated data, lessons learned and highlighted successes. e. Pre/post test or retrospective outcome report may be on Item Bank Stems or specific

<p>organization.</p> <ul style="list-style-type: none"> ▪ Culturally relevant, practices adult learning principles and based on valid information ▪ Establishes a mechanism for outcome evaluation that measures learning objectives. <ul style="list-style-type: none"> • Training outcome should include action steps for long term outcomes. ▪ Provides community resources and/or state hotline number ▪ Purchased training materials per participant should be included in cost of deliverable <ul style="list-style-type: none"> • Implement Training • Provide monthly progress data to ODH. • Work with state evaluator on outcome tools for measuring success 	<p>outcome based on learning objectives.</p> <p>f. Identified action steps for long term outcomes.</p>
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Objective C Training: 2 Engaging youth leaders to promote safe and supportive relationships: NOTE: This objective must be paired with Policy and/or Messaging Objective.

<p>Prevention Strategy Title (to be entered on Strategy Work Sheet – first question) <i>Title should include elements listed above for “Objective C” with specification of the audience and curriculum title, as developed by your agency and informed by your evaluation. (Refer to best practices from Ohio University found in Attachment 4 Logic Model Directions Attachment 4) Fill out a separate Strategy Work Sheet for each different setting, and a Curriculum Description Content Form (Appendix X) for each curriculum used.</i></p>	
<p>Strategy Description (to be entered on Strategy Work Sheet – second question)</p>	<p>Data you will collect and sources you will use to measure implementation success (to be entered on Strategy Work Sheet - final four questions)</p>
<ul style="list-style-type: none"> • Recruit youth or young adult leaders via face-to-face meeting • Plan training for at least five hours or more and engage multi learning styles: <ul style="list-style-type: none"> ○ Identify train the trainer curriculum or create learning objectives and program outline. ○ Curriculum or content is designed to reinforce and complement prevention strategies across the Social Ecological Model and supports the CDC National Health Education Standards. 	<ul style="list-style-type: none"> a. Identify youth leaders in community b. For each population, number of youth leaders trained c. Identify content area or curriculum used d. Monthly reporting completed with aggregated data, lessons learned and highlighted successes. e. Pre/post test or retrospective outcome report may

<ul style="list-style-type: none"> ▪ Emphasize modeling safe and supportive relationships ▪ Discusses policies that reduce the risks and increases protective factors ▪ Emphasize modeling safe and supportive relationships ▪ Topics should include anti-oppression, diversity and inclusion. ▪ Promotes appropriate bystander intervention ▪ Practices public and presentation skills ▪ Provides leadership skills training ▪ Discusses mandated reporting disclosures, discoveries, and suspicion in organization. ▪ Culturally relevant, age appropriate and based on valid information. ▪ Establishes a mechanism for outcome evaluation that measures learning objectives. <ul style="list-style-type: none"> • Training outcome should include action steps for long term outcomes. ▪ Provides community resources and/or state hotline number ▪ Purchased training materials per participant should be included in cost of deliverable <ul style="list-style-type: none"> • Collaborate with other community youth-led programs (e.g., bullying prevention, Teen Institute, Youth to Youth) • Provide oversight to youth leaders for developing a strategic plan to implement and evaluate a sexual violence prevention project for other youth in their community. Projects can include: peer-education in school, social media messages, and community events and policy work. • Provide monthly progress data to ODH. • Work with state evaluator on outcome tools for measuring success 	<p>be based on Item Bank Stems or identified learning objectives</p> <p>f. Identified action steps for long term outcomes.</p>
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Objective 4: C Training in KABBS: NOTE: This objective must be paired with Policy and/or Messaging Objective.

Prevention Strategy Title (to be entered on Strategy Work Sheet – first question) *Title should include elements listed above for “Objective C” with specification of the audience and curriculum title, for example, Bringing in the Bystander, Green Dot, Safe Dates, or may have been developed by your agency and informed by your evaluation. Fill out a separate Strategy Work Sheet for each different setting, and a Curriculum Description Content Form (Appendix X) for each curriculum used.*

Strategy Description (to be entered on Strategy Work Sheet – second question)	Data you will collect and sources you will use to measure implementation success (to be entered on Strategy Work Sheet - final four questions)
<ul style="list-style-type: none"> • Plan training curriculum that must be multi-session, emphasize practicing skills and engage multi learning styles: <ul style="list-style-type: none"> ○ Curriculum or content is designed to reinforce and complement prevention strategies across the Social Ecological Model and support the CDC’s National Health Education Standards <ul style="list-style-type: none"> ▪ Emphasize modeling safe and supportive relationships ▪ Discusses policies that reduce the risks and increases protective factors ▪ Emphasize modeling safe and supportive relationships ▪ Promotes appropriate bystander intervention ▪ Topics should include anti-oppression, diversity and inclusion. ▪ Discusses mandated reporting disclosures, discoveries, and suspicion in organization. ▪ Culturally relevant, age appropriate and based on valid information ▪ Establishes a mechanism for outcome evaluation that measures learning objectives. <ul style="list-style-type: none"> • Training outcome should include action steps for long term outcomes. ▪ Provides community resources and/or state hotline number ▪ Purchased training materials per participant should be included in cost of deliverable. • Provide monthly progress and outcome data to ODH. • Work with state evaluator on outcome tools for measuring events success. 	<ul style="list-style-type: none"> a. Identify schools/agencies/youth programs to be reached b. For each population(s) reached, identify the number to be served c. Identify the number of sessions each audience received d. Identify curriculum(s) used (See curriculum content form Appendix H) e. Monthly reporting completed with aggregated data, lessons learned and highlighted successes. f. Pre/post test or retrospective outcome report based on Item Bank Stems as required (See Attachment 5)

APPENDIX F
KEY PERSONNEL

Required attachment should be named “Insert Agency Name SVP Personnel 2019” and attached into GMIS 2.0 Narrative Section.

Key Personnel Cover Page
List Personnel and include their resumes and position descriptions

Funded projects at the \$30,000 level must employ staffing levels that reflect a minimum of one staff person designated to spend .4 time (16 hours/week) or more on primary prevention of sexual violence. Confirmed staff time should increase proportionately with additional funds requested. This person must be trained according to the IPSV Prevention Competencies (Attachment 2).

Note: All positions funded by this grant must have prevention training (See RFP page 19 – Hiring, Training and Job Performance Evaluation and page 23 – Cultural Competency Services.

Complete the cover page to demonstrate compliance with this program requirement and to list other program staff involved with this project. Project staff identified must be listed in logic model. Attach the Cover Page, resumes and position descriptions as one document in GMIS 2.0 narrative section. The attachment should be named “(Insert Agency Name) SVP Key Personnel 2020”

- Personnel/Position, Percent of Time Devoted to and Paid by SVP Grant, Function and Qualifications.

	Name of Personnel/Position	% of Time Devoted to RPE Grant	% of Time Paid by RPE Grant	Function of Position	Qualifications of Project Personnel.
Personnel for initial \$30,000 funding level - .4 hour minimum					
Personnel proportionate to additional funding					

APPENDIX G – LOGIC MODEL

LOGIC MODEL 2020 Ohio Department of Health

Sexual Assault and Domestic Violence Prevention Program

Program Goal: To decrease the rate of sexual violence perpetration and victimization in (Ohio or specific community) by promoting social norms that protect against violence; providing opportunities to empower and support girls and women; create protective environments; and teach skills to prevent sexual violence.

Strategy Objective: There are only 3 Types of Strategy Objectives; they are 1) Policy, Practice, Procedures and Protocol Work, 2) Messaging 3) Training. Also include an objective in your logic model if you are doing Coalition/Council/Network/Work Group activities.

INPUTS <i>What we invest/ resources indicate people responsible for activities</i>	STRATEGIES	RISK AND PROTECTIVE FACTORS to be addressed. Please refer to <u>CDC's Connecting the Dots</u>	SHORT TERM/INTERMEDIATE OUTCOMES <i>Changes we expect to see soon (typically achieved during the program or at the end of program participation</i>	LONG TERM OUTCOMES
<i>Key Personnel Identified in Appendix F should be listed here.</i>	<i>List Strategy Title(s) identified in Appendix E Strategy Worksheet here. Add Coalition/Council/Network/Work Group if applicable). These should match a) narrative and b) Cost Expenditure Plan</i>	<i>Comprehensive list of Risk and Protective factors to be addressed (inclusive of those being addressed through all your strategies.)</i>	<i>List short term outcomes identified and associated with each strategy (Appendix E Strategy Worksheet) For Coalition/Council/ Network/Workgroup strategies should match a) narrative and b) Cost Expenditure Plan</i>	<i>Decrease the rate of sexual violence perpetration and victimization</i>
Assumptions: <i>(Your theory of how the program will work; this may be an explicit theory - see Appendix 3 “Models and Theories” - or may be assumptions based on your knowledge and experience)</i>			External Factors: <i>(Tailer these to each objective; these should include things that may influence your goal achievement)</i>	
Evaluation Measures: <i>(tools you will use to know you have achieved your outcomes) Methods for each activity should be well thought out, with specific evaluation tools ready before project begins. Ensure this list matches your narrative section. See Appendix E: Strategy Worksheet and Attachment 1 Guidance for Coalition Work</i>				

Ohio Department of Health				
VW20 VAWA Sexual Assault Prevention				
Deliverable Expenditure Cost Report	\$0.00			
SFY:				
Agency Name:				
Contact Person:				
Contact Email:				
Contact Phone:				
ODH Project Number:				
Reporting Period:				
Reporting Frequency: Monthly Quarterly				
Deliverable Name	Cost per Unit/Activity	Annual/Total Budgeted for the year	Annual/Total Number of Units/Activities	For ODH Use Only
Individual/Relationship strategies must be paired with Policy and/ or Messaging strategies. Each strategy must have a separate worksheet.				

<p>Objective 1: Strategy A: Policies, Practices, Procedures and Protocols: A. Develop policies, practices, procedures and protocols for schools/youth serving organizations/workplace that promotes safe and supportive relationships and safe learning/work environment and improves school/workplace climate.</p> <p>1:A: Conduct a baseline assessment (TO RECEIVE REIMBURSEMENT: For each site: Submit the following: <i>Planning Meeting (s) Agenda/Meeting Minutes, final report, and travel log. Complete the following items in the table: Name and location for policy. Indicate if using a national tool or agency developed</i>)</p> <p>1:B ODH funded project will provide written recommendations to the identified setting. <i>TO RECEIVE REIMBURSEMENT: For each site: Submit the following: Planning Meeting (s) Agenda/Meeting Minutes that include recommendations for change, and travel log. Complete the following items in the table: Name and location for policy. Indicate if using a national tool or agency developed.</i></p> <p>1:C. ODH funded project will follow up with the identified setting staff to discuss final policy, practice, procedure, or protocol and resolve any final considerations. <i>TO RECEIVE REINBURSEMENT: Complete and submit the table in the Program Activities Report. For each setting submit setting, Agenda of follow up meeting, travel log.</i></p> <p>1:D Work on local community health assessment and implement community health improvement plan <i>TO RECEIVE REIMBURSEMENT: For each site: Submit the following: Planning Meeting (s) Agenda/Meeting Minutes CHA and CHIP weblink, and travel log. Complete the following items in the table: Name and location for policy. Indicate if using a national tool or agency developed.</i></p>				
<p><i>Activity #1: ODH funded project will meet with (NAME ORGANIZATION(s) Identify if youth or workplace organization.</i></p>		\$0.00		

<i>Activity #2: ODH funded project will meet with (NAME ORGANIZATION(s)) Identify if youth or workplace organization.</i>		\$0.00		
<i>Activity #3: ODH funded project will meet with (NAME ORGANIZATION(s)) Identify if youth or workplace organization.</i>		\$0.00		
<i>Activity #4: ODH funded project will provide written recommendations to the identified setting</i>		\$0.00		
<i>Activity #5: ODH funded project will follow-up with the identified setting staff to discuss final policy and resolve any final considerations.</i>		\$0.00		
<i>Activity #6: activity to be inputed by the agency</i>		\$0.00		
<i>Activity #7: activity to be inputed by the agency</i>		\$0.00		
<i>Activity #8: activity to be inputed by the agency</i>		\$0.00		
<i>Activity #9: activity to be inputed by the agency</i>		\$0.00		
<i>Activity #10: activity to be inputed by the agency</i>		\$0.00		
Objective total for this reporting period	N/A	\$0.00	0.00	
Deliverable Name	Cost per Unit/Activity	Annual/Total Budgeted for the year	Annual/Total Number of Units/Activities	For ODH Use Only

<p>Objective 2: Strategy B Messaging (Community/societal level) Community sexual violence, prevention programing/events, social marking campaigns, and media advocacy. Messaging can be youth and young adult led or adult led.</p> <p>2:B:1 Create a social messaging campaign for setting. <i>TO BE REIMBURSED</i>: Submit the following: Planning Meeting Agenda/Meeting Minutes and travel log. Social media plan. Complete and submit the following items in the Program Activities Report's table: Name and location of the event, Identify Risk and Protective Factors to be addressed,</p> <p>2:B:2. Implement social messaging plan TO BE REIMBURSED: Submit the following: Planning Meeting Agenda/Meeting Minutes and travel log. Complete and submit Program Activities Report's table. Name and location of the event, Identify Risk and Protective Factors to be addressed</p> <p>2:B:3 Event TO BE REIMBURSED: Complete and submit table in Program Activities Report, submit travel log, training outline with learning objectives, flyers, and any photos documenting the event. Messaging and advertisement for they event. Evaluation summary.</p> <p>2:B:4 Submit actual release of messaging TO BE REIMBURSED: Complete table in the Program Activities Report.</p>				
<i>Activity #1: to be inputed by the agency</i>		\$0.00		
<i>Activity #2: to be inputed by the agency</i>		\$0.00		
<i>Activity #3: to be inputed by the agency</i>		\$0.00		
<i>Activity #4: to be inputed by the agency</i>		\$0.00		
<i>Activity #5: to be inputed by the agency</i>		\$0.00		
<i>Activity #6: to be inputed by the agency</i>		\$0.00		
<i>Activity #7: to be inputed by the agency</i>		\$0.00		

<i>Activity #8: to be inputed by the agency</i>		\$0.00		
<i>Activity #9: to be inputed by the agency</i>		\$0.00		
<i>Activity #10: to be inputed by the agency</i>		\$0.00		
<i>Activity #11: to be inputed by the agency</i>		\$0.00		
<i>Activity #12: to be inputed by the agency</i>		\$0.00		
<i>Activity #13: to be inputed by the agency</i>		\$0.00		
<i>Activity #14: to be inputed by the agency</i>		\$0.00		
<i>Activity #15: to be inputed by the agency</i>		\$0.00		
<i>Activity #16: to be inputed by the agency</i>		\$0.00		
<i>Activity #17: to be inputed by the agency</i>		\$0.00		
<i>Activity #18: to be inputed by the agency</i>		\$0.00		
<i>Objective total for this reporting period</i>	N/A	\$0.00	0.00	
Deliverable Name	Cost per Unit/Activity	Annual/Total Budgeted for the year	Annual/Total Number of Units/Activities	For ODH Use Only

<p>Objective 3: Strategy C Training: Individual/Relationship strategies must be paired with Policy and/ or Messaging strategies.</p> <p><u>3:C:A:1 Train the Trainers/Engage adults to work with youth or other adults.</u></p> <p>participating in a two hour or more training/workshop</p> <p>Establish and plan opportunity Establish and plan training opportunity with identified setting (e.g., bar, health care, school, faith community, business...) TO BE REINMBURSED: Submit the following: Planning Meeting Agenda/Meeting Minutes and travel log. Complete and submit the following items in the Program Activities Report's table: Name and location of the training, Identify Risk and Protective Factors to be addressed and intended audience, submit draft training outline with measurable learning objectives</p> <p>(http://www.fresnostate.edu/academics/oie/documents/assessments/Blooms%20Level.pdf), proposed evaluation.</p> <p>3:C:A:2 Present</p> <p>program: TO BE REIMBURSED: Complete and submit table in Program Activities Report, submit travel log, final training outline with learning objectives, flyers, and any photos documenting the event, evaluation summary.</p>				
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<p>3:C:B:1: Train the Trainers/Youth Led. (Youth Training 5 hours) Establish and plan opportunity Establish and plan training opportunity with identified setting (e.g., bar, health care, school, faith community, business...) TO BE REINMBURSED: Submit the following: Planning Meeting Agenda/Meeting Minutes and travel log. Complete and submit the following items in the Program Activities Report's table: Name and location of the training, Identify Risk and Protective Factors to be addressed and intended audience, submit draft training outline with measurable learning objectives (http://www.fresnostate.edu/academics/oie/documents/assessments/Blooms%20Level.pdf), proposed evaluation.</p> <p>3:C:B:2 Present program: TO BE REIMBURSED: Complete and submit table in Program Activities Report, submit travel log, final training outline with learning objectives, flyers, and any photos documenting the event, evaluation summary.</p>				
<p>3:C:C:1: Training in KABBS (Curriculum emplasizing skill building.) List school/organization to whom multi-session program will be provided. Put each on a separate line. For each school/organization, list the curriculum to be used. If the same school/organization will be receiving more than one curriculum, list a separate line for each curriculum. Identify the number of sessions to be provided in the yearIdentify School/Identified curriculum used based on CDC recommendation "Using Essential Elements to Select, Adapt, and Evaluate Prevention Approaches," (submit date, location of program and travel log. Agency should have on file records supporting staff time, and evaluation records as appropriate) TO BE REIMBURSED: Complete table in the Program Activities Report and attached travel log.</p>				

<i>Activity #1:</i>		\$0.00		
<i>Activity #2: to be inputed by the agency</i>		\$0.00		
<i>Activity #3: to be inputed by the agency</i>		\$0.00		
<i>Activity #4: to be inputed by the agency</i>		\$0.00		
<i>Activity #5: to be inputed by the agency</i>		\$0.00		
<i>Activity #6: to be inputed by the agency</i>		\$0.00		
<i>Activity #7: to be inputed by the agency</i>		\$0.00		
<i>Activity #8: to be inputed by the agency</i>		\$0.00		
<i>Activity #9: to be inputed by the agency</i>		\$0.00		
<i>Activity #10: to be inputed by the agency</i>		\$0.00		
<i>Activity #11: to be inputed by the agency</i>		\$0.00		
<i>Activity #12: to be inputed by the agency</i>		\$0.00		
<i>Activity #13: to be inputed by the agency</i>		\$0.00		
<i>Activity #14: to be inputed by the agency</i>		\$0.00		
<i>Activity #15: to be inputed by the agency</i>		\$0.00		
<i>Objective total for this reporting period</i>	N/A	\$0.00	0.00	
Deliverable Name	Cost per Unit/Activity	Annual/Total Budgeted for the year	Annual/Total Number of Units/Activities	For ODH Use Only

<p>Objective 4: Strategy D Fostering Coalitions and Networks (youth led and adult) convene a county wide coalition to create and implement a needs assessment and/or strategic plan for sexual violence prevention, and/or will conduct a membership collaboration survey for an established coalition (Implementation of activities of the strategic plan will be elsewhere in your logic model and expenditure report. For example, if your coalition hosts an event, the planning and time would be found here. The actual event would be part of messaging plan found in B. If your coalition sponsors community messaging, that would be in also found in your messaging plan.)</p> <p>4:D::1 Needs Assessment Draft: <i>TO BE REIMBURSED: Submit date draft needs assessment was approved by the coalition/network in meeting minutes; actual draft to be available for review upon request (List each coalition separately)</i></p> <p>4:D:2 Final Report of Needs Assessment <i>TO BE REIMBURSED submit date final needs assessment was approved by the coalition/network in meeting minutes; actual output to be available for review upon request (List each coalition/network separately)</i></p> <p>4:D:3 Stratgic Plan Draft implement <i>TO BE REIMBURSED: Submit date draft strategic plan was approved by the coalition/network in meeting minutes; actual draft to be available for review upon request (List each coalition separately).</i> 4:D:4 Strategic plan final approved copy. <i>TO BE REIMBURSED submit date final was approved by the coalition/network in meeting minutes; actual output to be available for review upon request (List each coalition/network separately)</i></p> <p>4:D:3 Collaborative/Membership Survey to be completed. <i>TO BE REIMBURSED: submit copy of collaborative survey (List each coalition/network separately)</i></p>				
<i>Activity #1: Youth led Coalition Activity to be inputed by the agency</i>		\$0.00		
<i>Activity #2: Youth led Coalition Activity to be inputed by the agency</i>		\$0.00		

<i>Activity #3: Youth led Coalition Activity to be inputed by the agency</i>		\$0.00		
<i>Activity #4: Adult led Coalition Activity to be inputed by the agency</i>		\$0.00		
<i>Activity #5: Adult led Coalition Activity to be inputed by the agency</i>		\$0.00		
<i>Activity #6: Adult led Coalition Activity to be inputed by the agency</i>		\$0.00		
<i>Activity #7: to be inputed by the agency</i>		\$0.00		
<i>Activity #8: to be inputed by the agency</i>		\$0.00		
<i>Activity #9: to be inputed by the agency</i>		\$0.00		
<i>Activity #10: to be inputed by the agency</i>		\$0.00		
<i>Objective total for this reporting period</i>	N/A	\$0.00	0.00	

Ohio Department of Health				
VW20 VAWA Sexual Assault Prevention				
Deliverable Expenditure Cost Report	\$0.00			
SFY:				
Agency Name:				
Contact Person:				
Contact Email:				
Contact Phone:				
ODH Project Number:				
Reporting Period:				
Reporting Frequency: Monthly Quarterly				
Deliverable Name	Cost per Unit/Activity	Annual/Total Budgeted for the year	Annual/Total Number of Units/Activities	For ODH Use Only
Training, Reporting and Evaluation				
Objective 1: Training for staff to increase preventionist competencies and skills; anti-oppression training and training around social justice issues that share the same risk and protective factors. The cost for training including staff time to participate, training and travel costs. (e.g., PreventConnect, Peer 2 Peer, Regional Meeting, Annual OAESV prevention Conference) <i>TO BE REIMBURSED: Complete and submit table in the Program Activities Report. Submit, training agenda, certificate of attendance, and travel log. NOTE: Two Days in May or Crisis Intervention Training is not reimbursed through these grant funds. Please seek funding through the AGO or OCJS.</i>				
Activity #1: OAESV Conference		\$0.00		

<i>Activity #2: Regional Meeting</i>		\$0.00		
<i>Activity #3: Project Directors Meeting</i>		\$0.00		
<i>Activity #4: Training Webinars</i>		\$0.00		
<i>Activity #5: Training</i>		\$0.00		
<i>Activity #6: State Wide Prevention Meeting</i>		\$0.00		
<i>Activity #7</i>		\$0.00		
<i>Activity #8</i>		\$0.00		
<i>Objective total for this reporting period</i>	N/A	\$0.00	0.00	
Deliverable Name	Cost per Unit/Activity	Annual/Total Budgeted for the year	Annual/Total Number of Units/Activities	For ODH Use Only
Objective 2: Reporting				
Primary Prevention Capacity Assessment - \$275 - \$375		\$0.00		
Mid-year report for CDC - \$450 - \$550		\$0.00		
<i>Activity #1: Cost for 1st/3rd quarters – no success story - \$300 - \$400</i>		\$0.00		
<i>Activity #2: Cost for 2nd/4th quarters – with success story - \$400 - \$500</i>		\$0.00		
<i>Activity #3: to be inputed by the agency</i>		\$0.00		
<i>Objective total for this reporting period</i>	N/A	\$0.00	0.00	
Deliverable Name	Cost per Unit/Activity	Annual/Total Budgeted for the year	Annual/Total Number of Units/Activities	For ODH Use Only
Deliverable #2: Reimbursable Outreach Totals for the reporting period	N/A	\$0.00	0.00	

APPENDICES H2: Directions Cost Expenditure Plan Worksheet

Guidance for Monthly/Quarterly Deliverable Cost Expenditure Plan/Report (Excel):

NOTE: We highly recommend you complete the 2020 logic model before attempting to create this report. Your logic model is your workplan for the year and will identify your deliverables needed for this report. Specifically, it will identify the Deliverable 1 objectives. Your 2020 logic model and Monthly/Quarterly Deliverable Cost Expenditure Report must be aligned.

The Monthly/Quarterly Deliverable Cost Expenditure Report (Excel) will serve two purposes:

1. As part of your application, it will identify the deliverables, the activities and number of activities for each deliverable, and the costs associated with each activity. The activities must fall within Allowable Costs listed below. For the 2020 application you will attach TWO Cost expenditure plans, one for your initial \$30,000 funding, and one for up to an additional \$40,000. Activities in this initial plan should focus on the community/societal level, either policy efforts or messaging for norms change as described elsewhere in this RFP; in the initial plan, training should only be included if it is a core component of community/societal level work. Remember that this cost expenditure plan will be reviewed as a stand alone proposal and if this is not approved additional efforts will not be considered.

Once the initial plan is complete, prepare an expansion cost expenditure report for additional activities. These may include doing more of what was submitted as part of the initial plan, and/or may include additional strategies not included in the initial plan. Both the initial and expansion plans must show that 50% or more of strategies will be at the community/societal levels

2. This same form will be used as your Monthly or Quarterly Cost Expenditure Report (numbers provided for each deliverable must match the reimbursement amounts you submit in GMIS). As you submit your expenditure reports, you should name the document according to the month or quarter you are seeking reimbursement. Make sure to save a copy of this form for your files.

Documentation: You will be required to fill out a Monthly/Quarterly Activities Report (Appendix F-iii) to document your expenses and be able to be reimbursed.

*****The Ohio Department of Health has moved to a Deliverable-based Model. For these VAWA Sexual Assault Prevention, 100% of your award will be deliverable based (Deliverable 1 and Deliverable 2). All costs associated with deliverables (including personnel, direct costs and contracts) MUST roll into the appropriate deliverable budget amount.**

Allowable Deliverable Objectives:

Instructions: Please use the following universe of options as you plan your deliverables, objectives, and activities. You will need to customize each Objective for your community and what you plan to do. It is not expected that you will have activities in all deliverables/objectives. For the workplan, you will need to write out your Objectives and activities. You will then fill out the number of activities per year, the cost of those activities, and the total budget for each deliverable.

Setting Unit Costs:

Unit costs should reflect ALL costs associated with implementing that deliverable – the cost of the staff person doing the work, including their time to plan and set up for their activity, supervision and fiscal costs associated with supporting that work, and costs associated with office space and supplies and travel needed to do that work.

New for 2020, ODH is designating a range of costs for Deliverable 2, Objective 2. The range is intended to reflect differing costs in different parts of the state. Agencies are not required to bill for these activities, but if you do please bill within these ranges:

Primary Prevention Capacity Assessment - \$275 - \$375

Mid-year report for CDC - \$450 - \$550

Quarterly reporting (no success story) - \$300 - \$400

Quarterly reporting with success story - \$400 - \$500

Deliverable – Objective 1: Primary Prevention Strategies

(Must show strategies that are at least 50% at the community/society level)

Objective 1A: Policy, Practices, Procedures and Protocols work: (community/societal)

- a. Develop policies, procedures, practices and/or protocols for schools/youth serving organizations, for non-school business/workplaces, or for community (CHIP/CHA)
 - i. Initial outreach
 - ii. Follow up/implementation
- b. Agency/organizational assessment - Climate Survey/Environmental scan/mapping

Objective 1B: Messaging (community/societal)

- e. Electronic/social media
- f. Other media
- g. Community events or short trainings
- h. Other – specify

Objective 1C: Training: (individual/relationship)

- d. Train the Trainer – Engage adults to work with youth or other adults
- e. Train the Trainer – Youth led
- f. Training in Knowledge, Awareness, Behavior, Beliefs and Skills (KABBS) – should emphasize skill building. Must be multi-session; audience may be youth or adults.

Objective 1D: Fostering Coalitions and Networks (Note: This deliverable does not count as a strategy; it does not count toward the 50% level of community/societal. Coalition/networking is an activity which will inform other strategies)

- a. For new groups only - recruitment and planning for initial meeting
 - b. Development (or for on-going groups, review and revisions) of annual plan
- NOTE: Funds for activities of the group (e.g. training, policy work, messaging) should be listed as strategies on separate work sheets.

Addendum: If an agency would like to do an activity not listed here but that can be clearly linked to the STOP SV Technical Package, that can be submitted. Complete a Strategy Work Sheet for that strategy and include that strategy on your logic model.

Deliverable – Objective 2: Training and Reporting

Objective 2A: Training for staff

Objective 2B: Reporting (Please refer to the pre-set dollar amounts above)

NOTE: Activities within Deliverables can be modified during the grant period, but you must first communicate your changes, and those changes must be approved by program staff at Ohio Department of Health. Documentation of these changes must occur in the Comments Tab of the Budget Section. Changes between deliverables requires a budget revision.

APPENDIX I

Curriculum Description Content Form, Revised 2019

Directions: If you are doing any sort of training, you must have a curriculum for that training and complete this Curriculum Description Content Form. This curriculum should be identified in your Strategy Work Sheet. On each Strategy Work Sheet you will designate the evidence for the effectiveness of this curriculum, with a short description explaining your response.

Name of curriculum and edition to be used:	
Curriculum created by:	Publication date:
Web site address:	
Have you modified the curriculum? <input type="checkbox"/> <input type="checkbox"/> Yes (If yes, describe below) <input type="checkbox"/> <input type="checkbox"/> No	
To what element was this adaption made? (Check all that applies) <input type="checkbox"/> <input type="checkbox"/> Content <input type="checkbox"/> <input type="checkbox"/> Delivery <input type="checkbox"/> <input type="checkbox"/> Implementer	
Type of Adaption <input type="checkbox"/> <input type="checkbox"/> Addition <input type="checkbox"/> <input type="checkbox"/> Deletion <input type="checkbox"/> <input type="checkbox"/> Reordering Sequence <input type="checkbox"/> <input type="checkbox"/> Modification <input type="checkbox"/> <input type="checkbox"/> Other (please specify):	Reason for Adaptation <input type="checkbox"/> <input type="checkbox"/> To increase relevancy of material and participant understanding <input type="checkbox"/> <input type="checkbox"/> To increase participant participation <input type="checkbox"/> <input type="checkbox"/> To create or maintain relationships with participants <input type="checkbox"/> <input type="checkbox"/> To respond to limited time or resources <input type="checkbox"/> <input type="checkbox"/> Other (please specify)
Description for reason for this adaptation.	

Facilitation:

<input type="checkbox"/> <input type="checkbox"/> Peer/Teen facilitated: <input type="checkbox"/> <input type="checkbox"/> Adult facilitated:
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Setting

<input type="checkbox"/> <input type="checkbox"/> Workplace: <input type="checkbox"/> <input type="checkbox"/> School: <input type="checkbox"/> <input type="checkbox"/> Other (Please Describe):

Audience

Intended Age: <input type="checkbox"/> <input type="checkbox"/> Pre-K <input type="checkbox"/> <input type="checkbox"/> 1-3 Grades <input type="checkbox"/> <input type="checkbox"/> 4-5 Grades <input type="checkbox"/> <input type="checkbox"/> 6-8 Grades <input type="checkbox"/> <input type="checkbox"/> Grades 9-12 <input type="checkbox"/> <input type="checkbox"/> College <input type="checkbox"/> <input type="checkbox"/> Adults <input type="checkbox"/> <input type="checkbox"/> Train the Trainers (also check the intended age)
Specific audience? (e.g., incarcerated youth, GLTB, language, boys only, girls only, mixed audience, sensory, cognitive, developmental, or mental disability) <input type="checkbox"/> <input type="checkbox"/> Yes (if yes, describe) <input type="checkbox"/> <input type="checkbox"/> No

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Dosage – this should be your ideal /how the curriculum is best implemented

Number of sessions:
Length of time per session:

Training for Youth Components

Teacher component: <input type="checkbox"/> <input type="checkbox"/> Yes (if yes, describe) <input type="checkbox"/> <input type="checkbox"/> No
Parent component: <input type="checkbox"/> <input type="checkbox"/> Yes (if yes, describe) <input type="checkbox"/> <input type="checkbox"/> No

Evidence Essential Content Elements

Content Areas addressed: Please refer to the [2015 Item Bank for Outcome Measurement Guidance](#) to answer this. All curriculums utilized must address **at least 3 content areas** (labeled A-H in the Item Bank document), however we encourage SUBGRANTEES to use curriculums that cover all or most of the content areas. These 8 content areas have been identified as content to change social norms associated with the risk and protective factors of sexual violence.

ODH will work with SUBGRANTEES to finalize evaluation tools that will measure change related to the risk and protective factors identified in your strategy work sheet. ODH will be working with local programs to revise the item bank stems to better measure change.

Content Area
<input type="checkbox"/> <input type="checkbox"/> <i>Sexual Assault, Coercion and Consent</i>
<input type="checkbox"/> <input type="checkbox"/> <i>IVP/SV Attitudes</i>
<input type="checkbox"/> <input type="checkbox"/> <i>Bystander Behavior</i>
<input type="checkbox"/> <input type="checkbox"/> <i>Communication</i>
<input type="checkbox"/> <input type="checkbox"/> <i>Gender Stereotyping in Media and Culture</i>
<input type="checkbox"/> <input type="checkbox"/> <i>Violence and Oppression</i>
<input type="checkbox"/> <input type="checkbox"/> <i>Healthy Relationships</i>
<input type="checkbox"/> <input type="checkbox"/> <i>Conflict Management</i>

Attach a copy of your evaluation tool.

List specific curriculum components by session:
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Appendix J - PROGRAM COVER PAGE
Ohio Department of Health
Sexual Assault and Domestic Violence Prevention Program
Please complete and attach this and all attachment forms in GMIS 2.0.
Budget Period: **February 1, 2020** to **January 31, 2021**

Project Title: VAWA Sexual Assault Prevention

Authorized User Name/Grant Number: _____

Applicant Agency (Fiscal Agent): _____

Address: _____

Project Director: _____

Telephone #: () _____ FAX #: () _____

E-Mail: _____ Web Address: _____

County: _____

Federal Vendor Tax ID Number of Fiscal Agent: _____

☐ County project

Communities to be served:

☐ Single County Program – Specify county: _____

☐ Multi-County – List counties; designate below which services will be provided in each county:

☐ Statewide Project

List Strategies; designate strategies planned at initial \$30,000 level and additional strategies to be implemented with additional funding (it is ok for these to be the same, if you will be implementing the same strategies in additional settings with additional funds). At both initial and expansion levels, strategies at the community/societal level must be 50% or more of total strategies.

Strategies at Community/Societal level:

Strategies at Individual/Relationship level:

Initial budget of \$30,000 is required. Expansion budget can be up to \$40,000 for total maximum budget allowable of \$70,000.

Full Project Budget request (initial + expansion): \$ _____

ATTACHMENT 1

GUIDANCE FOR COALITION WORK

Objective D – Coalitions/Councils/Network/Workgroup may include both 1) Youth and Young Adults and/or 2) Community Coalitions/Advisory Councils 3) Project Specific Workgroup to work on sexual violence prevention programming.

This information should be provided as a narrative description in your narrative response, RFP D:Program Narrative, #4 – Methodology – item “c” coalition work. There is no Strategy Work Sheet for this Objective. Below are examples of activities and evaluation methods that you can include in your methodology narrative, logic model and included as deliverables in your cost expenditure report.

Note: This does not count as a strategy towards your 50% requirement for community/societal level work. This work informs Objectives A, B, & C. Coalition/Councils/Network/ Workgroups.

Describe activities in your narrative RFP D-4-c:	For each activity identify your reporting and evaluation plan using the examples below.
<ul style="list-style-type: none"> Describe how you will form or join a local coalition/council or create a workgroup for an on-going community prevention that address the risk and protective factors associated with sexual violence (e.g., Youth led School/County Council, Local Health Department, Family and Children’s First Council, Regional Child Abuse Prevention Council, Healthy Communities Coalition, Drug and Alcohol Prevention Task Force). Address the following: <ul style="list-style-type: none"> Recruitment For youth, recruitment of adult allies/mentors <ul style="list-style-type: none"> Orientation and training of adults Orientation training includes basic primary sexual violence prevention and anti-oppression. (Objective C) On-going training includes issues around a social justice (e.g., workplace equity, employment conditions, Schools to Prisons Pipeline, Safe Zone training) (Objective C) Describe how this project will plan and implement a comprehensive community or organizational needs assessment or environmental scan, focused interviews, or climate survey that includes the risk and protective factors associated with sexual violence perpetration (e.g., Regional Child Abuse Prevention Council, local public health, local schools, etc.) 	<ul style="list-style-type: none"> List of community coalition members submitted (See sample form for suggested coalition partners) Document meeting agendas and meeting minutes Provide a report any community assessment, climate surveys, environmental scans or focus interviews results that impact on the project Develop a strategic plan based on a community needs and resources assessment. Document how plan is being implemented. Develop a sustainability plan. If established coalition, membership collaborative survey result. (Note: Sample survey is available through ODVN’s prevention tool kit)

<ul style="list-style-type: none"> • Describe how this project will develop and implement a strategic plan for sexual violence prevention or be part of a community wide health plan that includes the risk and protective factors associated with sexual violence. Plan can include work done in other objectives such as: <ul style="list-style-type: none"> ○ Host or co-host an in-person training for the coalition on sexual violence prevention. (Objective C) ○ Develop or jointly promote a social marketing campaign on risk and protective factors associated with sexual violence. (Objective B:2) ○ Co-create or volunteer at community wide event (Objective B:1) ○ Members review their organizational policies, practices, procedures and protocols. (Objective A) <ul style="list-style-type: none"> ▪ May address organizational health, workplace equity, and anti-oppression practices as areas of focus ○ Members assist community schools and organizations reviews of policies, practices, procedures and policies. (Objective A) ○ Share services and resources and data ○ Host think tank, focused conversations and consensus building activities with community members and stakeholders around risk and protective factors associated with sexual violence. • If community has established coalition or subcommittee, provide assurance that a yearly membership collaborative survey will be. • Discuss project's sustainability plan or how the coalition will create one. <ul style="list-style-type: none"> ○ May include sources for funding, staffing, and/or other resources to continue this work. This may include contributions from community partners. 	
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Who to consider to be on your coalition or who to join: This list is to help you generate some ideas on coalition representation? Some may not be appropriate for your program.

Potential Partners/Coalition Members	Appropriate for project (Y/N)	Available in community (Y/N)	Contact person/notes
County/City Health Department			
Maternal & Child Health Staff (e.g., WIC programs, Family Planning Program, STI/HIV program, Help Me Grow, Black Infant mortality projects)			
Adolescent Health/Youth Violence Staff			
Older adult programs			
Other, specify			
Other City/County Agencies			
Emergency Preparedness/Health Department			
Children & Family Services – Jobs and Family			
Law Enforcement Agency			
Other County/City Agency (specify)			
Area Agency on Aging/County Aging Organization			
Parks and Recreation			
Victim Witness/Advocacy Program			
Mayor's Office			
City/County Administration			
County Health Director/Commissioner			
Other High Profile County Official (specify)			
Prosecutor's Office			
Hospitals/Health Care			
Emergency Room Nurses/Trauma Center Manager/SANE			
Community Outreach/Education Programs			
Child Advocacy Center			
Social Services			
Trauma Services			
ED Physicians Pediatricians/Osteopathic physicians/OB/GYN/Geriatricians			
Schools			
School Nurses			
School Safety Officer			
Administrators			
Teachers			
Students/student groups			
Parent Teacher Organizations			
Coaches			

Potential Partners/Coalition Members	Appropriate for project (Y/N)	Available in community (Y/N)	Contact person/notes
Business			
Bars and Restaurants			
Related business agenda (e.g., safety monitoring in schools, workplace policies sexual harassment and domestic violence, etc.)			
Businesses willing to provide in-kind donations (e.g., food, mailing, printing, communications, etc.)			
Community-Based Organizations			
Youth Serving Organizations (e.g., Girl Scouts, Boy Scouts, Boys and Girls Clubs, City Leagues)			
Human Trafficking and Domestic Violence Shelters			
Mental Health			
Substance Abuse Prevention Organizations			
Orgs. Serving Marginalized Communities (e.g., poverty)			
Child and Family First Council			
Orgs. Serving Migrant Farm Workers			
Community Health Centers			
Faith-based Organizations			
Community/Service Organizations (e.g., Jaycees, Federation of Women's Clubs, Junior League, etc.)			
Child Care Centers			
Community Centers (e.g, Jewish Community Centers, YMCA/YWCA)			
Others, specify			
Colleges & Universities			
University/College			
Community College			
Technical/Art Schools			
Advocacy Groups			
AAA			
Other, specify			
Racial/Ethnic Underserved			
African American			
Hispanic/Latino			
Asian Pacific Islander and Native American			
Persons with Disabilities			
Rural			
Low socio-economic status			
Gay, Lesbian, Bi-sexual & Transgender (GLBT)			
Others (please specify)			

Safe States Alliance
Partner and Sexual Violence Prevention
Special Interest Group

**National Intimate Partner and Sexual Violence
Prevention Specialist Core Competencies**

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January 2015.
Pending Final Approval

Safe States Alliance

National Intimate Partner and Sexual Violence Prevention Specialist Core Competencies

Introduction

The following core competencies have been developed by a Core Competencies Workgroup (CCW) within the Safe States Alliance *Partner and Sexual Violence Prevention Special Interest Group (SIG)*. The Safe States Alliance (Safe States) is a national non-profit 501(c)(3) organization and professional association whose mission is to strengthen the practice of injury and violence prevention. The purpose of this SIG is to provide a forum for Safe States members to discuss and share program strategies, resources and policy initiatives aimed at reducing intimate partner and sexual violence (IP&SV). Members of the SIG felt that the development of core competencies would be an excellent resource not only for members of Safe States, but for others working in the field at both the community and state level, including state level Rape Prevention and Education (RPE) Program Directors funded through the National Centers for Disease Control and Prevention (CDC). The CCW engaged in a year-long development process that included: researching existing competencies and related guidelines; creating draft guidelines; vetting draft guidelines with SIG members; sharing draft guidelines with CDC staff; and finally, soliciting input nationally through an online survey (SurveyMonkey, Inc).

A core competency is a fundamental knowledge, ability, or expertise in a specific subject area or skill set ¹. The “core” part of the term indicates that the individual has a strong basis from which to gain additional competence to do a specific job. Theoretically, a core competency should allow an individual to expand and grow their knowledge and skills to provide a significant benefit to themselves and the people they serve.

The main purpose of these core competencies is to systematically guide the development of technical assistance and in person and on-line training programs for the IP&SV Prevention Specialist (Preventionist). These competencies can also be used to create job descriptions, to develop needs assessments, or to assist with performance evaluation. They have been designed to encompass essential knowledge and skills in five areas that are widely considered necessary to do IP&SV prevention work in the field of injury and violence prevention: general knowledge, assessment and evaluation, project management, communications and training and self-care and resiliency building.

It is not expected that an individual will need to be an expert in all of the competencies in order to effectively carry out their job. Many of the competencies may be more relevant to someone working at the state level than at the local level, or vice versa. And in some cases, larger programs may have multi-disciplinary teams that share responsibilities and therefore the competencies associated with those tasks. The intent is that the individual should ascertain those competencies that are a priority given their job responsibilities, and gain knowledge and skills throughout the course of their career in prevention to strengthen those competencies. This document is designed to accomplish this by providing the user with a roadmap for gaining and building on the competencies through 1) a three month introductory stage, 2) a subsequent nine months, and 3) progressing to ongoing growth and education. The remainder of the document is for all professionals to engage in continuous quality improvement.

The Core Competency Workgroup envisions that in the future the competencies will be distributed as a self-assessment tool that includes an individual development plan template. Individuals would be able to assess each competency using a four point scale, with:

- 1 = None. I am unaware or have very little knowledge of the skill
- 2 = Aware. I have heard of, but have limited knowledge or ability to apply the skill
- 3 = Knowledgeable. I am comfortable with my knowledge or ability to apply the skill
- 4 = Proficient. I am very comfortable, am an expert, or could teach this skill to others

The self-assessment tool will assist the IP&SV Preventionist to develop a training plan to assist with growth and advancement in the field of intimate partner and sexual violence prevention. The Core Competency Workgroup also envisions that local and national resources will be linked to each competency to provide knowledge and skills needed to become an expert.

To ensure that the IP&SV Prevention Competencies are kept up-to-date, the Core Competency Workgroup recommends a scheduled review by the Safe States Partner/Sexual Violence SIG.

"core competency." *Dictionary.com's 21st Century Lexicon*. Dictionary.com, LLC. 25 Apr. 2014.
<Dictionary.com [http://dictionary.reference.com/browse/core competency](http://dictionary.reference.com/browse/core%20competency)>.

The Safe States Alliance National Intimate Partner and Sexual Violence Prevention Specialist Core Competencies document has been cross walked with the essential core competencies developed by SAVIR§-Safe States Alliance Joint Committee on Infrastructure Development. Below is the key.

Core Competencies for Injury and Violence Prevention

Developed by the SAVIR§-Safe States Alliance Joint Committee on Infrastructure Development

The essential competencies for injury and/or violence prevention are identified below. Following the general list of competencies is a more detailed list including learning objectives.

1. Ability to describe and explain injury and/or violence as a major social and health problem.
2. Ability to access, interpret, use and present injury and/or violence data.
3. Ability to design and implement injury and/or violence prevention activities.
4. Ability to evaluate injury and/or violence prevention activities.
5. Ability to build and manage an injury and/or violence prevention program.
6. Ability to disseminate information related to injury and/or violence prevention to the community, other professionals, key policy makers and leaders through diverse communication networks.
7. Ability to stimulate change related to injury and/or violence prevention through policy, enforcement, advocacy and education.
8. Ability to maintain and further develop competency as an injury and/or violence prevention professional.
9. Demonstrate the knowledge, skills and best practices necessary to address at least one specific injury and/or violence topic (e.g. motor vehicle occupant injury, intimate partner violence, fire and burns, suicide, drowning, child injury, etc.) and be able to serve as a resource regarding that area.

National Intimate Partner and Sexual Violence (IP&SV) Prevention Specialist Core Competencies

First Three Months

A. By the end of the first three months, the IP&SV prevention specialist will be familiar with:

1. The history of the IP&SV movements including prevention. (1, 9)
2. At least three theories as a basis for addressing IP&SV prevention. (1,3,9)
3. The Principles of Effective Prevention. (1, 2, 3, 4)
4. The Spectrum of Prevention and Social-Ecological Models. (1, 3)
5. The concept of anti-oppression practice (9)
6. The principles of social justice (1, 8, 9)
7. Effective presentation and facilitation skills. (9)
8. The continuum of evidence for IP&SV prevention discussed in the Center for Disease Control's paper Understanding Evidence. (1, 2, 4)
9. Tools for program planning: grand writing, logic model, work plans, goal writing and outcome statements. (2, 3, 4, 5)
10. State and federal laws regarding IP&SV that have an impact on program policies and procedures. (5,7,9)
11. Procedure for handling disclosures that could include mandated reporting requirements. (5,7,9)

B. After the first three months the IP&SV specialist prevention will or is able to:

General Knowledge:

1. Apply the public health approach to IP&SV prevention. (1,2,3,4,9)
2. Distinguish the difference between primary prevention compared to secondary and tertiary prevention in IP&SV. (1,9)
3. Give examples of how primary prevention can contribute to social change. (1,7)
4. Identify modifiable risk and protective factors for IP&SV perpetration. (1,9)
5. Challenge personal biases and beliefs that may interfere with work. (3,9)

Assessment and Evaluation:

1. Identify sources of existing data for IP&SV related issues. (2,9)

Project Management:

1. Identify available funding streams for IP&SV prevention. (5,9)
2. Read IP&SV current grant guidelines and requirements applicable to position. (5,9)

Communications and Training:

1. Tailor and adapt effective communication messages and training content to meet the needs of different audiences. (3,4,6,7)
2. Describe the differences between: evidence based, evidence informed, theory based, and practice based prevention strategies. (1)
3. Identify informational sources to respond to various IP&SV prevention topics requests. (2,6,7,9)

Self-Care and Resiliency Building

1. Identify the ways in which IP&SV may affect both personal and professional life. (9)
2. Identify ways you can implement self-care into your professional life. (9)
3. Devise a plan to use clear boundaries between personal and professional life. (9)

First Year

A. By the end of the first year, the IP&SV prevention specialist will be familiar with:

1. The intersections with other forms of violence and its application to strategies in your program. (1,9)
2. The concept of a community of practice. (9)
3. Building community and stakeholder trust through collaboration and collaborative decision making process. (1,3,5)
4. Recognize the intersections (e.g., risk and protective factors or identified population) to other public health prevention program. (1,9)
5. Different types of data collection used to systematically measure outcomes of implemented strategies. (2,3,4)
6. Sustainability and institutionalizing prevention strategies and resources. (5)
7. The use of continuous quality improvement (CQI) to improve an existing service, strategies and product or to design a new service, strategies or product. (2,3,4,5)
8. Basic financial management principles. (5)
9. The differences between public relations, media advocacy and social media. (6,7)
10. The differences between lobbying, advocacy and education. (6,7)
11. Trauma stewardship and the effect of direct and indirect trauma exposure on self, co-workers, and others. (9)

B. By the end of the first year, the IP&SV prevention specialist will or is able to:

General Knowledge:

1. Apply the Principles of Effective Prevention. (1,2,3,4)
2. Recognize the importance of linking prevention program strategies to evidence and theory. (1,2,3,4)
3. Identify the connections IP&SV has to civil rights and human rights. (9)
4. Give examples of how Social Determinants of Health contribute to IP&SV including: racism, sexism, economic inequity, power, oppression, patriarchy and privilege. (1,3,9)
5. Address personal biases and beliefs that may interfere with work. (3,9)

Assessment and Evaluation:

1. Identify different methods for assessing community's needs and assets related to IP&SV prevention. (2,9)
2. Explain the importance of evaluating IP&SV prevention strategies. (1,2,4,9)
3. Explain the difference between process and outcome evaluation. (9)
4. Develop a work plan including goal writing and measurable outcome statements based on a community or state assessment. (1,3,9)
5. Utilize valid and reliable tools to measure the effectiveness of IP&SV prevention strategies. (2,4,9)
6. Read and interpret data sets used to inform IP&SV prevention strategies. (2,4,9)
7. Use and cite data to tell the story to engage potential stakeholders by increasing the understanding of the value and impact of IP&SV prevention on the individual, community and societal level. (2,4,6,9)

Project Management:

1. Craft goals and outcomes statements in IP&SV prevention strategies based on community or state assessment results. (2,3,4,5,9)
2. Develop evidence informed IP&SV prevention strategies using the Social-Ecological and/or Spectrum of Prevention and Effective Principles of Prevention. (1,3,9)
3. Develop IP&SV strategies that are informed by Social Determinants of Health and anti-oppression practice and social justice principles. (1,3,9)
4. Implement prevention strategies for IP&SV based on the public health approach. (1,2,3,4,9)
5. Build effective partnerships with multi-sector stakeholders by increasing connections, reciprocity and trustworthiness. (1,3,5)
6. Use evidence based and/or evidence informed curriculum, strategies and approaches for IP&SV prevention. (2,3,4,9)
7. Use collaborative decision making for developing and implementing prevention strategies. (5)
8. Identify skills needed for leadership development. (8)
9. Utilize project management skills: problem solving, decision making, planning, delegating, communication, meeting management, managing self. (5,8)
10. Identify elements needed for writing a successful grant proposal. (5)
11. Monitor grant's deliverables. (5)
12. Generate information for progress or other reports. (5)
13. Critique and assess grant applications/proposals to determine eligibility for funding. (5)
14. Leverage human, technological and financial resources to assist in implementing IP&SV prevention strategies. (1,3,5,9)

Communications and Training:

1. Utilize effective presentation and facilitation skills. (6,7,9)
2. Provide accurate and appropriate technical assistance related to IP&SV prevention tailored to specific audiences. (7,9)
3. Communicate the complexities of IP&SV prevention issues to stakeholders and the public. (5,6,7,9)
4. Establish and maintain positive working relationships with partners and stakeholders. (1,3,4,5)

Self Care and Resiliency Building:

1. Understand how burnout, vicarious trauma and compassion fatigue may be presented in self and co-workers doing IP&SV prevention work. (9)
2. Apply self-care into your personal and professional life. (9)
3. Identify a mentor or ally to assist and help guide your efforts in IP&SV prevention. (9)

On-going Professional Competencies

The IP&SV prevention specialist will or is able to:

General Knowledge:

1. Recognize how power, patriarchy, oppression and privilege can affect IP&SV prevention strategies. (1,9)
2. Seek new ways to grow in understanding Social Determinants of Health including cultural, ethnic and racial differences, sexism, economic inequity, etc. (1,3,8)
3. Examine and challenge personal biases and beliefs towards people who are different from self. (3,9)
4. Assess personal strengths and challenges and seek out training opportunities for needed areas of improvement. (5,8)
5. Stay current on emerging and best practices, evidence and research by attending training and networking opportunities. (5,8)
6. Develop mentoring skills and practices in order support a new IP&SV prevention specialist. (5,8)
7. Recognize training and technical assistance needs for personal and professional growth. (5,8)

Assessment and Evaluation:

1. Translate data in order to tell prevention stories to engage stakeholders and diverse audiences to build their capacity of understanding the impact of IP&SV. (2,4,6,7,9)
2. Use appropriate reference materials to support IP&SV work. (5,9)
3. Use varied methods and tools for assessing community prevention needs for IP&SV. (2,3,9)
4. Coordinate the design and implementation of a community and/or state needs assessment. (1,2,3)
5. Coordinate the design and implementation of valid and reliable evaluation tools to measure the effectiveness of IP&SV prevention strategies. (2,3,4,9)
6. Analyze and interpret outcome and process data to determine what strategies should be sustained, modified or discontinued. (2,4,5)

Project Management

1. Use continuous quality improvement to inform work strategies. (2,3,4,5)
2. Write grant proposals to implement and sustain IP&SV prevention strategies. (5,9)
3. Monitor budget for IP&SV programs. (5,9)
4. Implement strategies to sustain IP&SV prevention programs. (3,5,9)
5. Build and maintain partnerships with community and/or state stakeholders to implement and sustain IP&SV prevention strategies. (1,3,5,9)
6. Collaborate with other public health areas and social justice efforts to address IP&SV prevention strategies. (1,3,5,9)
7. Recognize training needs to partner with culturally specific agencies from your community to assist in implementing culturally appropriate education and build community relationships. (1,3,5,7,8)
8. Identify new (i.e., human, technological, financial resources and other assets from community) to support implementing IP&SV prevention strategies and project management. (1,5,9)

9. Understand the roles and responsibility related to informing policy development. (6,7)

Communication and Training

1. Use media advocacy to support implementation of IP&SV prevention goals. (6,7,9)
2. Use social media to support implementation of IP&SV prevention goals. (6,7,9)

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Martin, S. L., Hoehn, M., Mathew, M., Runyan, C. W., Orton, S., & Royster, L. (2009). Primary prevention of violence against women: Training needs of violence practitioners. Violence Against Women, 15(1), 44-56.

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National Sexual Violence Resource Center, (2012). Resources for sexual violence preventionists: Core competencies for sexual violence prevention practitioners. Enola: National Sexual Violence Resource Center.

Ohio Sexual and Intimate Partner Violence Prevention Consortium, (2011). Primary Prevention Educator Competencies. Cleveland: Ohio Alliance to End Sexual Violence.

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Demographics and Social Determinants of Health

- Ohio County Trends: https://development.ohio.gov/reports/reports_countytrends_map.htm (Note you can search general demographics by school districts)
- Living Wage Calculator by county <http://livingwage.mit.edu/states/39/locations>
- Talk Poverty: <https://talkpoverty.org/state-year-report/ohio-2018-report/>
- Ohio Unemployment <http://ohiolmi.com/laus/Ranking.pdf>
- Health Equity Resource Page <https://www.healthpolicyohio.org/equity-resource-page/>
- Health Policy of Ohio Health Equity Brief https://www.healthpolicyohio.org/wp-content/uploads/2018/10/PolicyBrief_Equity.pdf
- American Association of University Women <http://www.aauw.org/resource/gender-pay-gap-by-state-and-congressional-district/>
- Women Empowerment Resources: <https://www.uschamberfoundation.org/initiative/womens-economic-empowerment>

Sexual Assault National Data

- CDC <http://www.cdc.gov/violenceprevention/sexualviolence/datasources.html>
- CDC Injury and Violence by the Numbers Infographic http://www.cdc.gov/injury/wisqars/overview/key_data.html#infographic
- National Department of Justice Data Rape and Sexual Assault <http://www.bjs.gov/index.cfm?ty=tp&tid=317>
- National Intimate Partner & Sexual Violence Survey NISVIS <https://www.cdc.gov/violenceprevention/datasources/nisvs/index.html>
- Campus Safety and Security <http://ope.ed.gov/campussafety/#/>
- National Uniform Crime Reporting Statistics <https://www.ucrdatatool.gov/>
- Census of Juveniles in Residential Placement <https://www.ojjdp.gov/research/CJRP.html>
- Indicators of School Crime and Safety: 2018 <https://www.bjs.gov/content/pub/pdf/iscs18.pdf>

Ohio-Specific Injury Data

- Ohio Violence and Injury Prevention Program – Burden of Injury in Ohio (Selected County Injury Profiles) <https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/core-violence-injury-prevention-program/injury-data>
- Child Maltreatment <https://www.cwla.org/wp-content/uploads/2018/04/Ohio.pdf>
- by county: <https://datacenter.kidscount.org/data#USA/1/0/char/0>
- Web-based Injury Statistic and Reporting System – Customized reports of states and national injury –related data. <https://www.cdc.gov/injury/wisqars/index.html> (Leading cause of injury nationally and cost of injury)

Ohio Crime Data

- Ohio Incident Based Reporting System (County) http://www.ocjs.ohio.gov/crime_stats_reports.stm

Behavior Risk Factor Data & Child Health

- Ohio Youth Risk Behavior Survey <https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/youth-risk-behavior-survey/youth-risk-behavior-survey>
- Ohio Youth Environmental Survey: <https://ohyes.ohio.gov/>

Ohio Department of Health & Public Health Linking Risk and Protective Factors

- Ohio State Health Improvement Plan and Health Assessment <https://odh.ohio.gov/wps/portal/gov/odh/about-us/sha-ship>
- HIPI: Health Dashboard <https://www.healthpolicyohio.org/>
- Home Visiting Report <https://governor.ohio.gov/wps/portal/gov/governor/media/news-and-media/030819>
- Social Determinants of Health of Infant Mortality <https://www.healthpolicyohio.org/social-determinants-of-infant-mortality-advisory-group/>

Ohio Department of Education and Higher Education

- School Report Card Index <https://reportcard.education.ohio.gov/>
- Changing Campus Culture Benchmark Data <https://www.ohiohighered.org/ccs/data>
- Ohio Department of Education Strategic Plan: <http://education.ohio.gov/About/EachChildOurFuture>
- HPIO Brief: School based drug and violence prevention and mental health promotion <https://www.healthpolicyohio.org/connections-between-education-and-health-no-4-school-based-drug-and-violence-prevention-and-mental-health-promotion/>
- HPIO: Education and health fact sheet: suspension and expulsion among young children
- HPIO: Education and health fact sheet: Positive Intervention and Supports
- HPIO: Social Determinants of Health on Infant Mortality <https://www.healthpolicyohio.org/social-determinants-of-infant-mortality-advisory-group/>

Data Resource Center Child & Adolescent Health <http://childhealthdata.org/browse/survey>

Substance Abuse and Alcohol Related Data + Injury Data by county

- BRFAA Data Tools http://www.cdc.gov/brfss/data_tools.htm
- NSDUH – SAMHSA <https://www.samhsa.gov/data/nsduh/reports-detailed-tables-2017-NSDUH>
- Drug Overdose and Death: <https://www.countyhealthrankings.org/app/ohio/2016/measure/factors/138/data>
- Alcohol and Public Health - <http://www.cdc.gov/alcohol/onlinetools.htm>
- HPIO: Ohio Addiction Policy Inventory and Scorecard https://www.healthpolicyohio.org/wp-content/uploads/2018/06/AddictionScorecard_PreventionTreatmentRecovery_06062018.pdf
- Ohio Opiate Report <https://mha.ohio.gov/Researchers-and-Media/Combating-Opiate-Abuse>

GLTBQ

- GLSEN Report <https://www.glsen.org/article/2015-national-school-climate-survey>

Elder Abuse

- Ohio Jobs and Family <http://jfs.ohio.gov/ocf/APS-Data-Fact-Sheet-2017.stm>

Child abuse

- CWLA - <https://www.cwla.org/wp-content/uploads/2018/04/Ohio.pdf>
- USDHHS Children's Bureau – Child Maltreatment <http://www.acf.hhs.gov/cb/research-data-technology/statistics-research/child-maltreatment>

Human Trafficking

- Polaris Project <http://polarisproject.org/facts>

General

- National and Community Services <https://www.volunteeringinamerica.gov>
- National Women's Law Center <https://nwlc.org/about/>
 - Numerous issues: pay gap, school policies, LGBTQ issues,
- Chronical for Higher Education Graduation Rate: <http://collegecompletion.chronicle.com/>
- US Equal Employment Opportunity Commission Charges (Ohio)
https://www1.eeoc.gov/eeoc/statistics/enforcement/charges_by_state.cfm

Tool for Collecting Community Demographics

Sources: Information can be found at the following sites:

1. U.S. Census Factfinder at: <http://www.census.gov/2010census/>
2. Ohio Department of Development County Profiles
https://development.ohio.gov/reports/reports_countytrends_map.htm

Identified Community: City/County _____

Zip code(s) _____

Designated: Rural: ___ Appalachian: ___ Urban: ___

Demographic	Category	Target Community		Ohio	
		Number	Percent	Number	Percent
2007 Total Population	All Residence			11,466,917	100%
Gender	Male			5,586,499	48.7%
	Female			5,876,904	51.3%
Age	Under 6 Years			908,264	8%
	6 to 17 years			1,976,877	17.4%
	18 to 24 years			1,056,259	9.3%
	25 to 44 years			3,335,997	29.4%
	45 to 64 years			2,567,648	22.6%
	65 and over			1,508,095	13.3%
	Median Age			36.2	N/A
Race/Ethnicity	White			9,630,053	84%
	African American			1,346,290	11.7%
	American Indian and Alaskan Native			21,903	0.2%
	Asian			174,382	1.5%
	Native Hawaiian and Other Pacific Islander			3,372	0%
	Other race			109,891	1%
	Two or more races			177,512	1.5%
	Hispanic (may be any race)			273,920	2.4%
Language	Speak a language other than English at home			657,311	6.1%
Educational Attainment	No high school diploma			1,262,085	17%
	High school graduate			2,674,551	36.1%
	Bachelor's degree or higher			1,563,532	21.1%

Demographic	Category	Target Community	Ohio
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		Number	Percent	Number	Percent
Poverty	Individuals below poverty			1,170,698	10.6%
	Below 50% poverty level			530,076	4.8%
	Families below poverty level			235,026	7.8%
Unemployment	% of Labor Force Unemployed – 2009				10.4%
Income	2006 per Capita Personal income			\$33,320	N/A
Geography	Urban			8,782,329	77%
	Inside Urbanized Areas			7,311,293	64%
	Inside Urbanized Clusters			1,471,036	13%
	Rural			2,570,811	23%
Land Use (% of Land)	Urban			N/A	9.17%
	Cropland			N/A	45.53%
	Pasture			N/A	7.81%
	Forest			N/A	37.12%
No. Houses (Year Built)	Before 1960		*	2,251,130	47.1%
	1960 to 1979		*	1,441,421	30.1%
	1980 to 2000		*	1,090,500	22.8%
Media Resources	Television Station		*	69	N/A
	Radio Station		*	340	N/A
	Daily newspaper stations		*	94 (3,126,339)	N/A
Health Care	Physician		*	29,472	N/A
	Hospital (#beds)		*	177 (44,189)	N/A
	Licensed Nursing Homes		*	1,1779	N/A
	Licensed Residential Care		*	4,043	N/A
Schools	Preschool				
	Public Schools		*	4,043	N/A
	Students		*	1,751,511	N/A
Transportation	Motor Vehicles		*	12,021,879	N/A

*Calculate Percentage of Ohio for these

Data Sources: Information on community indicators and GIS mapping to help identify social determinates of health can be found at the Community Commons website:

www.communitycommons.org

ATTACHMENT 4

REVISED 2019

Logic Model & Evaluation Plan Directions

Required Program Goal: To decrease the rate of sexual violence perpetration and victimization in (Ohio or specific community) by promoting social norms that protect against violence; providing opportunities to empower and support girls and women; create protective environments; and teach skills to prevent sexual violence.

Inputs

- Staff (Note: All staff listed should be identified on the Key Personnel Cover Page Appendix F)
- Funding
- Resources

Strategy Objective

Strategy Objective A: Policy, Practices, Procedures and Protocol (Community/Society): Changing Policy, Practice, Procedures and Protocols within a setting (e.g., K-12 school building or district or other school setting such as colleges/universities, non-school youth settings, businesses/organizational setting, city or county) that address the prevention of sexual violence, sexual harassment and partner violence. These can be youth and young adult led or adult led.

- By January 31, 2021, (Name setting) policies and systems will be in place that promotes safe and supportive relationships, a safe environment and improves (setting's) climate.

Strategy Objective B Messaging: Social media campaign:

- By January 31, 2021, (fill in specific audience(s) to be reached e.g., residency, parents, teachers, youth, college students, men, and faith communities) will read stories/editorials/messages about promoting safe and supportive relationships and preventing sexual violence perpetration.

Messaging can be youth and young adult led or adult led.

Strategy Objective C Training Prevention Programming (Individual/Relationship Level)_1) Train the Trainer/Engaging adults to work with youth or with other adults 2) Engaging youth leaders to promote safe, supportive and nurturing relationships 3) Knowledge/Attitudes/Behaviors/Beliefs/Skills (KABBS)

- 1) Train the Trainer/Engaging adults to work with youth or with other adults. Prevention programing in specific community settings:
 - By January 31, 2021, adults (fill in: who work with youth or other adults) in (fill in specific community setting e.g., bars, health care, schools, faith communities and businesses) will participate in a two hour or more train the trainer workshop will demonstrate an overall increase in knowledge, attitude and skills to engage (youth and/or other adults) towards preventing sexual violence perpetration and promoting safe and supportive relationships. **NOTE: This objective must be paired with Policy and/or Messaging Objective.**
- Objective C Training: 2 Engaging youth leaders to promote safe and supportive relationships:
 - By January 31, 2021, youth (name community/organization) participating in a 5 hour or more training/workshop will demonstrate an overall increase in positive an overall increase in a positive change in knowledge, attitude and skills towards preventing sexual violence perpetration and promoting safe and supportive relationships with their peers. **NOTE: This objective must be paired with Policy and/or Messaging Objective.**
- Objective 4: C Training in KABBS:
 - By January 31, 2018, (fill in specific audience, e.g., Halferty Hills High School Students, YWCA clubs youth, PTA parents, organizations, bat) participating in a multi-session, sexual violence, primary prevention program will be able to demonstrate an overall increase in a positive change in knowledge, attitude and skills towards preventing sexual violence perpetration and promoting safe and supportive relationships. **NOTE: This objective must be paired with Policy and/or Messaging Objective.**

Strategy Objective D – Coalitions/Councils/Network/Workgroup may include both 1) Youth and Young Adults and/or 2) Community Coalitions/Advisory Councils 3) Project Specific Workgroup to work on sexual violence prevention programming

- **Objective D Fostering Community Coalitions and Networks:**
 - By January 31, 2021, a strategic plan will be developed and/or implemented that addresses prevention systems to promote safe, supportive and nurturing relationships by decreasing risk factors and increasing protective factors associated with sexual violence. **Note: This objective does not count as a strategy towards your 50% requirement for community/societal level work. This objective work informs Objective A, B, & D.**
- Addendum: If an agency would like to do an activity not listed here but that can be clearly linked to the STOP SV Technical Package, that can be submitted. Complete a Strategy Work Sheet for that strategy and include that strategy on your logic model.

Work Sheet Strategies:

List worksheet strategies identified under each objective. Add Coalition/Council/Network/Work Group if applicable. These should match a) narrative and b) Cost Expenditure Plan

Risk and Protective Factors:

This should be a comprehensive list of your risk and protective factors for all strategies listed under each objective

Short Term/Intermediate Outcome:

List short term outcomes identified and associated with each strategy (Appendix E Strategy Worksheet) For Coalition/Council/Networks and Workgroups strategies should match a) narrative and b) Cost Expenditure Plan

Resources for Strategies and Reporting data/Output data

Strategy Objective A Policies, Practices, Procedures, Protocols:

- Avon See the Signs, Speak Out – [Workplace Training Program](#)
- Workplace Toolkit for reviewing and developing policy. [Futures without Violence](#)
- Start Strong School Policy Assessment Tool - through [Futures without Violence](#)
- AAUW [Harassment Free Schools](#)
- National Women's Law Center: Let Her Learn <https://nwlc.org/let-her-learn/>
- Stewards of Children Policy Recommendations for Children and Youth Programs – [Darkness to Light](#)
- Campus and High School Policy Tool Kit – Know your IX <https://www.knowyourix.org/>
- Tools for Drafting Sexual Harassment Policy – [End Violence Against Women Now](#)
- AAUW' guide: [Know Your Rights at Work Employer's Guide](#)
- National Women's Law Center: [Sexual Harassment Tools to Help Employers Prevent Harassment](#)
- ToPS: Consensus Building <https://www.ica-usa.org/top-training.html>

- Sample Campus Environmental Scan from the Hunting Ground: https://s3.amazonaws.com/fwvcorp/wp-content/uploads/20160121115025/The-Hunting-Ground-Action-Toolkit_8.31.15.pdf
- Awake to Woke to Work: Building a Race Equity Culture: <https://www.equityinthecenter.org/wp-content/uploads/2019/04/Equity-in-Center-Awake-Woke-Work-2019-final-1.pdf>
- CHA/CHIP: <https://odh.ohio.gov/wps/portal/gov/odh/about-us/sha-ship>

Strategy Objective B Messaging

- Faith Communities – [Faith Trust Institute](#)
- Men and Boys, Health Care, Parents, Teens – [Futures without violence](#), [National Sexual Violence Resource Center](#)
- Media and Social Marketing – Webinar “[How state and local health departments can capitalize on social media](#)” by PreventConnect, PreventConnect [resources on media](#),
- Social Media Examiner – [Strategies to measure social media success](#)
- Bystander intervention: [Engaging Bystanders in Sexual Violence Prevention](#), [Green Dot Campaign](#),
- Sexual Assault Awareness Month: <https://www.nsvrc.org/saam>
- Ohio Alliance to End Sexual Violence: I Can Be the One. <https://icanbetheone.com/>

Strategy Objective C Training:

- How to write measurable learning objectives <https://www.celt.iastate.edu/teaching/preparing-to-teach/tips-on-writing-course-goalslearning-outcomes-and-measureable-learning-objectives/>
- Understanding Evidence <https://vetoviolence.cdc.gov/understanding-evidence>
- Faith Communities – [Faith Trust Institute](#), VAWNET – [interfaith toolkit](#), Transforming Communities – [One Spirit Resource](#),
- Ohio Department of Education, Anti-HIB [Resources](#)
- Ohio Department of Higher Education [Resources](#)
- Men and Boys – [Ohio Men’s Action Network](#): Ohio’s New Playbook: Standing Strong to Promote Nonviolence Contact [Ohio Domestic Violence Network](#), Futures without Violence - [Coaching Boys into Men](#), [White Ribbon Campaign](#), Men Can Stop Rape - [MOST Clubs](#).
- Youth Leadership – National Sexual Violence Resources Center: [Best Practice for Engaging Youth as Partners](#) Youth-led Participatory Action Research (YPAR) – Public Health Institute – [white paper series](#) (NOTE: The report and white paper series are now together)
- Prevention Action Alliance formerly known as Ohio Drug Free Action Alliance –
- [Ohio Youth Lead Prevention Network](#)
- [Ohio Adults as Allies: Youth Led Programs](#)
- [Ohio Adults as Allies: Youth Empowerment](#)
- Ohio Domestic Violence Network: [Prevention Toolkit](#)

Objective 2 Coalitions:

- CDC – [Community Health Assessment Guide](#)
- CDC - [Sustainability Guide](#)

- University of Kansas - [Community Toolkit](#) for Building Coalitions and Task Force in Health
- National Sexual Violence Resource Center – [Building Stronger Services through Collaboration](#)
- Close to Home – Community Mobilization <http://www.c2home.org>
- Advocates for Youth – [Community Mobilization](#)
- [CDC Community Mobilization Guide](#) – (CDC created this guide for STI programs, but many of the ideas can be used in sexual violence prevention work)
- Coalition Work Resources – [Coalition Assessment and Evaluation tools](#)

National Resources for Program Planning and Evaluation
[National Sexual Violence Resource Center](#)

- [Evaluation Tool Kit NEW 2018](#)

[VAWNET](#)
[PreventConnect](#)

Prevent Institute: [A Guidebook in Strategy Evaluation](#)

Prevent Institute: [Unity Roadmap](#)

Shifting the Paradigm [American College Health Association](#)

CDC Veto Violence

- [Success Stories](#)
- [evaluACTION](#)
- [Principles of Prevention](#)
- [Understanding Evidence](#)