

REQUEST FOR PROPOSAL



Application Deadline: September 23, 2011

PLEASE READ VERY CAREFULLY

The Arkansas Commission on Child Abuse, Rape, and Domestic Violence is pleased to announce the availability of funds from the Centers for Disease Control and Prevention for 2011/2012 for Sexual Violence Prevention and Education. **Projected funding budget is approximately \$235,000.** *Please note: This amount is subject to change.*

You will find the application enclosed in this mailing. Please review the application instructions very carefully and submit all requested information.

Applicants must submit program and budget proposals reflecting programming for the funding period of **November 1, 2011 - October 31, 2012**. Applications without all requested documentation may not be considered.

The Arkansas Commission on Child Abuse, Rape, and Domestic Violence would encourage any organization needing assistance with the application to contact Lori Gardner. Technical assistance is available by email, telephone or in-person. If you need in-depth assistance with your application, technical assistance calls can be scheduled to discuss your specific program needs with Lori Gardner (programmatic assistance) or Candy Garland (budget assistance). Please contact Ms. Gardner at 501-661-7975 or lagardner@uams.edu or Candy Garland at 501-661-7975 or garlandcandyl@uams.edu for an appointment.

We look forward to the receipt of your application.

CENTERS FOR DISEASE CONTROL
Rape Prevention and Education Program

REQUEST FOR PROPOSAL
CALENDAR
FY 2011/2012

August 15, 2011	Release Request for Proposal
September 23, 2011	Deadline to submit proposals (by 4:30 P.M.)
October 7, 2011	Proposal review by RFP Committee
October 21, 2011	Award notices sent out
November 1, 2011	Award period begins
October 31, 2012	Award period ends

REQUEST FOR PROPOSAL

CENTERS FOR DISEASE CONTROL AND PREVENTION Rape Prevention and Education Program

The Arkansas Commission on Child Abuse, Rape, and Domestic Violence (ACCARDV) of the University of Arkansas for Medical Sciences (UAMS) and the Arkansas Department of Health (ADH) is authorized to allocate and administer funds for Sexual Violence Prevention and Education through a Cooperative Agreement with the Centers for Disease Control and Prevention (CDC). These funds will strengthen sexual violence prevention and education efforts through the provision of grants to community-based organizations to provide comprehensive sexual violence primary prevention aimed at preventing the initial occurrence of sexual violence. Funds are available, as specified in this Request For Proposal (RFP) for Rape Prevention Education programs.

LEGISLATIVE AUTHORITY

In 1994, Congress passed the Violence Against Women Act (VAWA). The intent of VAWA is to assist women in the United States who are targets of violent crimes such as rape, domestic violence and stalking. In 2000, several changes to the Violence Against Women Act created the National Rape Prevention Education Program (RPE) as a stand-alone categorical grant. CDC's National Center for Injury Prevention and Control was designated as having responsibility for the National RPE program.

OVERVIEW OF ACCARDV

The mission of the Arkansas Commission on Child Abuse, Rape, and Domestic Violence is to enhance investigation, treatment, support, and prevention in cases of child abuse, rape, and domestic violence. As a reflection of this mission, the Commission seeks to provide training, prevention, public awareness, resource development and technical assistance services to service providers, decision makers, professionals and concerned citizens. The Commission also seeks to reduce the incidence of rape and attempted rape through broad-based education efforts, including the provision of funds to local communities for sexual violence prevention and education.

SEXUAL VIOLENCE PRIMARY PREVENTION

The working definition of sexual violence prevention for the RPE program is population-based and/or environmental and system-level strategies, policies and actions that prevent sexual violence from initially occurring. Such prevention efforts work to modify and/or entirely eliminate the events, conditions, situations or exposure to influences (risk factors) that result in the initiation of sexual violence and associated injuries, disabilities and deaths. Additionally, sexual violence prevention efforts address perpetration, victimization and bystander attitudes and behaviors and seek to identify and enhance protective factors that impede the initiation of sexual violence not only in at-risk populations, but also the community at large.

The range of sexual violence prevention strategies is broad and is multi-faceted, requiring the skills and approaches of many disciplines and areas of expertise. Through the RPE program, the awardees will promote efforts to modify or eliminate the individual, relationship, community, and societal influences that are associated with the perpetration, victimization and bystander attitudes and behaviors that allow sexual violence to occur.

COMPREHENSIVE SEXUAL VIOLENCE PREVENTION STRATEGIES/METHODS

Applicants must demonstrate the use of widely accepted and proven methods and strategies. These methods/strategies include:

- **Evidence-based:** Sub-grantees are strongly encouraged to use the best available evidence for program planning and development. Evidence can range from evaluation and research data on the effectiveness of a certain program or strategy to local and published data such as data from police reports or surveys. Published data can be helpful in identifying risk and protective factors and risk groups for sexual violence. Risk groups are identified by demographic variables that are not easily changed such as gender, race or age. Risk and protective factors are characteristics of either the person or their environment that are more easily modified such as attitudes, beliefs and behaviors.
- **Developmentally appropriate materials and approaches:** The use of developmentally appropriate approaches takes into account the level of physical, social, emotional, and intellectual development of the participants. Applicants should demonstrate use of materials that are developmentally appropriate for the targeted population.
- **Inclusion of post-session materials:** Research shows that informational materials should be provided as learning reinforcement in addition to educational seminars and trainings. Applicants should incorporate use of informational materials into proposed activities.
- **Partnerships and Collaboration:** Partnership and collaborative efforts can enhance program capacity to achieve intended outcomes. Applicants should demonstrate collaboration with other organizations to share resources and integrate messages into existing systems.
- **Nine principles of prevention:** Nine characteristics have been consistently associated with effective prevention programming. Effective programming includes:
 1. Comprehensive strategies;
 2. Varied teaching methods;
 3. Sufficient dosage;
 4. Theory driven;
 5. Opportunities for positive relationships;
 6. Appropriately timed;
 7. Socio-culturally relevant;
 8. Outcome evaluation; and
 9. Well-trained staff.

Applicants should make every effort to incorporate the nine principles of prevention into primary prevention efforts. More information about the principles of prevention can be found at <http://www.cdc.gov/ViolencePrevention/sexualviolence/prevention.html>

- **Social ecological model:** This model allows incorporation of risk and protective factors from multiple domains. The social ecological model not only addresses an individual's risk factors, but also the norms, beliefs and social and economic systems that create the conditions for the occurrence of sexual violence.
 - **Individual:** The first level identifies biological and personal history factors that increase the likelihood of becoming a victim or perpetrator of violence. Some of these factors are age, education, income, substance use, or history of abuse.
 - **Relationship:** The second level includes factors that increase risk because of relationships with peers, intimate partners, and family members. A person's closest social-circle peers, partners, and family members influence their behavior and contributes to their range of experience.
 - **Community:** The third level explores the settings, such as schools, workplaces, and neighborhoods, in which social relationships occur and seeks to identify the characteristics of these settings that are associated with becoming victims or perpetrators of violence.
 - **Societal:** The fourth level looks at the broad societal factors that help create a climate in which violence is encouraged or inhibited. These factors include social and cultural norms. Other broad societal factors include the health, economic, educational and social policies that help to maintain economic or social inequalities between groups in society.

“Sexual Violence Prevention: Beginning the Dialogue” identifies concepts and strategies, including use of the social ecological model, that may be used as a foundation for planning, implementing, and evaluating sexual violence primary prevention activities. To read the full document, visit <http://www.cdc.gov/violenceprevention/pdf/SVPrevention-a.pdf>.

ARKANSAS COMPREHENSIVE PLAN FOR SEXUAL VIOLENCE PREVENTION

In 2007, the Arkansas Sexual Violence Primary Prevention Comprehensive Planning Team was formed by the Arkansas Commission on Child Abuse, Rape and Domestic Violence and the Arkansas Department of Health through the Center for Disease Control (CDC) and Injury Prevention's Rape Prevention and Education (RPE) Cooperative Agreement.

The planning team conducted a comprehensive assessment of sexual violence prevention efforts in the state to articulate a vision and broad goals for Rape Prevention in Arkansas. The result of this extensive process is an eight year plan that addresses societal and community levels of the social ecological model through strategies that have demonstrated the potential ability to prevent first-time perpetration and victimization. For an explanation of the social ecological model, see above.

Rape prevention strategies used by RPE funded programs typically address individual and relationship levels of the ecological model. For instance, many RPE funded programs use an

evidence-based curriculum shown to prevent sexual violence by making changes primarily at the individual and relationship levels called *Safe Dates*. However, to implement a comprehensive sexual violence primary prevention program, the community and societal levels of the ecological model need to be addressed, if we are ever to achieve our goal of eliminating sexual violence. With this need in mind, the main goal of the comprehensive plan is to change the social norms that support sexual violence to finally end this problem.

For year two of the Comprehensive Plan, the negative effects of violence against women in the media will continue to be addressed by funded programs through a media literacy curriculum. Applicants that are working with general population youth must address Outcome Statement 1.1 of the Arkansas Comprehensive Plan for Primary Prevention of Sexual Violence in the 2010/2011 RPE application. (See the Commission's website at www.accardv.uams.edu for the Executive Summary of the plan.)

Outcome Statement 1.1: Within three years, increase recognition of the negative effects of sexual objectification/exploitation of women in the media by 10% among students in grades 6-9 in RPE funded communities as evidenced by pre/post tests or other school surveys.

This year, applicants are required to address this outcome statement by proposing a goal and objectives to implement educational seminars, professional training, as well as a community component using the Media Literacy Project curriculum (provided by the Commission). This goal should be implemented in at least one area school.

The following activities should be included in objectives:

- Educational seminars for parents
- Professional training for teachers (can be combined with parent program, if necessary)
- Educational seminars for students
- Community component such as students providing presentation to parents and teachers, a skit on media literacy, creating a petition or organizing a letters to the editor campaign

For programs that implemented the Media Literacy Project curriculum the previous grant year, it is ideal to implement the curriculum within the same school system, but at a different grade level. For instance, if a program implemented the curriculum last year in Grade 6, using basic concepts from the curriculum, it is ideal to implement the program with the same students in Grade 7, using the intermediate concepts of the curriculum. In this way, students will be saturated and long-term impact can be measured.

Please note: Programs that target youth populations should also propose goals and objectives that address individual and relationship levels of the ecological model, such as the *Safe Dates* program, in addition to this goal which addresses the societal level of the ecological model. However, it may be necessary to propose fewer goals and objectives at the individual and relationship levels, in order to accomplish this new requirement.

PERMITTED USES OF RAPE PREVENTION EDUCATION FUNDS

Federal legislatively approved activities to prevent sexual violence and first time perpetration and victimization include the following:

Educational seminars

Educational seminars promote protective factors and reduce risk factors for sexual violence to public groups such as students in schools, civic groups, or church members. Educational seminars can be conducted for youth in school and youth outside of school. Acceptable adult groups for educational seminars include: parents, at-risk adults, adults with disabilities. The following is an example of a goal and objectives addressing healthy relationships for youth:

Training programs for professionals

Professional trainings are presented to professional groups to provide skills that will aid them in preventing first-time victimization and perpetration. Acceptable groups for professional trainings include: educators, non-profit professionals, such as mental health who work with at-risk populations, faith/ clergy and professionals who work with people with disabilities. However, it is ideal to provide professional training in specific communities, where other efforts are being conducted, in an effort to fully saturate that community, thereby having the most impact. For instance, if a program is conducting the Safe Dates program for at-risk youth in foster care, a professional training for professionals who work in foster care would be a great complement.

Preparation of informational materials

Research shows that informational materials should be provided in addition to educational seminars and trainings to reinforce learning. An example is the creation of a handout or brochure detailing social norms that contribute to a societal acceptance of sexual violence and information on ways to begin changing those norms.

Education and training programs for students and campus personnel

Programs designed to reduce the incidence of sexual assault at colleges and universities. Example: an eight week program for XYZ fraternity intended to change peer group norms that are supportive of sexual violence

Efforts to help prevent sexual assault among individuals with disabilities (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102))

These efforts can include educational seminars for people with disabilities and parents with children with disabilities, but also professional training for service providers who work with people with disabilities. An example is a one-day (or multi-session) training program for professionals who work with people with disabilities designed to help organizations implement policy changes intended to decrease the climate and culture that supports violence against people with disabilities.

***Please note:** General sexual violence educational seminars/trainings such as prevalence and dynamics of sexual violence, laws and statutes, etc. and intervention-based sessions such as how to help a victim, recognizing the warning signs, etc. are not sufficient to change attitudes, beliefs and behaviors and prevent sexual violence from occurring. Consequently, seminars/trainings can include general sexual violence and intervention-based topics ONLY as part of a broader primary prevention strategy.*

Sexual violence public education events and campaigns

Additionally, Sexual Violence Public Education Events and Campaigns are allowable. These efforts should be aimed at increasing knowledge, as well as changing attitudes and beliefs, about sexual violence. These events or campaigns should be used in conjunction with other RPE primary prevention efforts in a community, such as educational seminars and/or professional trainings. For instance, implementing a campaign featuring posters and Public Service Announcements on healthy relationships in the same community in which *Safe Dates* has been provided. *Activities that seek only to increase awareness, such as informational booths, are not sufficient to increase knowledge and change attitudes and beliefs about sexual violence.*

ELIGIBILITY

- Applicants must be public or nonprofit agencies or institutions of higher learning **AND** located **in the state of Arkansas**.
- Applicants must demonstrate a clear understanding of the dynamics of sexual violence, the principles of prevention and show how they will address these complex issues.
- Applicants must also show the level of commitment to the issue and why they believe they are the best organization to address this issue in the proposed target community.

The RFP Review Committee reserves the right to deny funds to those organizations that do not meet the requirements of this grant.

Funding is always tentative until a contract for services has been signed between the sub-grantee and the Arkansas Commission on Child Abuse, Rape, and Domestic Violence/University of Arkansas for Medical Sciences.

NON-ALLOWABLE ACTIVITIES

Activities or areas that **will not** be considered as an allowable cost in award of funds are:

- Activities that are not primary prevention;
- Direct intervention services;
- Projects/services which duplicate existing training, education or services in a geographic area;
- Purchase of clothing, food, shelter, intervention support groups, therapy, or similar costs;
- Provision of self-defense training;
- Participant incentives such as t-shirts, pencils or magnets.

AVAILABLE FUNDS

Projected funding budget is approximately \$235,000

- All awards and disbursement of funds under this RFP are contingent upon availability of funds to UAMS and the Commission on Child Abuse, Rape, and Domestic Violence.

- The Commission on Child Abuse, Rape, and Domestic Violence and UAMS reserve the right to reallocate funds to established priority areas, at their discretion, of any awarded funds that may be unobligated and returned by the award recipient under this RFP.
- All projects **must be completed by October 31, 2012**, in order to insure funding availability for fiscal year 2013.

PROPOSAL APPLICATION

Proposals for Sexual Violence Prevention and Education must adhere to the requirements set forth by the Commission. Proposals that do not conform to these requirements will not be considered. These requirements are:

- Proposals must be typed.
- The application must be in size 12 font, Times New Roman, and double-spaced.
- Applications should be no longer than 25 pages. *Attachments may be included for certain items such as resumes and job descriptions.*
- **Pages must be numbered** and in the following order:
 1. Summary Data Form
 2. Project Narrative
 - a. Problem Statement
 - b. Target Population
 - c. Goals and Objectives
 3. Project Evaluation Plan
 - a. Staff responsible
 - b. Process evaluation
 - c. Outcome evaluation
 4. Organizational Capacity
 - a. Management Structure
 - b. Community Collaboration
 - c. Job Description(s), Salaries and Resumes of Key Persons
 - d. Cooperative Agreements
 - e. Assurances
 - f. Certification Regarding Lobbying
 5. Budget
 - a. Summary
 - b. Narrative

Please do not include the RFP instructions with your proposal application. Failure to submit all required items, or to adhere to the requirements of the application, will affect your request for funds. Please submit all items requested.

Please note: If your organization is currently funded for RPE and has a staff person- other than the RPE Coordinator- that writes grant applications, it is critical to have your RPE Coordinator involved in the writing process. This person has the most knowledge about the program and will, therefore, be able to contribute to a successful application in a substantial way.

1. SUMMARY DATA FORM:

Please complete the required information and provide a summary of the proposed project. This summary will be used to describe your program on the Commission website, if awarded funding.

2. PROJECT NARRATIVE (30 Points):

This section should provide an overview of the problem or challenge which needs to be addressed, the target population, target community, goals and objectives for overcoming the identified problem(s), a time frame and an impact statement. The project narrative should include the following information:

- a. Problem Statement:** Describe the problem that prompts the applicant to propose the project. Provide data regarding the nature and extent of the identified problem. *The identified problem must be related to the program's goals and objectives.*
- b. Target Population:** Indicate the target population that your project will serve (i.e., adult, youth and/or underserved). Describe the target community including its location, population, geographic nature (i.e., rural, urban or combination) and other relevant demographic and geographic information. For goals that are aimed at youth, please state *grade level* rather than elementary, middle or high school.
- c. Goals and Objectives:** This section is an illustration of what the applicant proposes to do. Applicants should describe major goals and **measurable** objectives for the program. A useful framework for developing goals and objectives is the SMART method.

How to Develop SMART objectives:

Objectives should be SMART— that is, Specific, Measurable, Achievable, Realistic, and Time-phased. Objectives are statements that describe program results to be achieved and how they will be achieved.

- **S**pecific objectives include who will be targeted and what will be accomplished.
- **M**easurable objectives include how much change is expected specifically enough that achievement of the objective can be measured through counting or documenting change.
- **A**chievable objectives can be realistically accomplished given your program's existing resources and constraints.
- **R**ealistic objectives address the scope of the health problem and propose reasonable programmatic steps.
- **T**ime-phased objectives provide a timeline indicating when the objective will be met.

To learn more about SMART objectives, view this power point at <http://www.cdc.gov/healthyouth/evaluation/pdf/SMARTcards.pdf>

Please note: Applicants must also include information on curricula and any other materials that will be used. More points will be given to those agencies that demonstrate use of multi-session, data driven/evidence-based curricula. Indicate if your agency developed the

curricula or if it was developed by another organization. Provide a detailed outline of the seminar, training or event including information that will be covered, activities involved and materials that are to be distributed. Please contact the Commission's Rape Project Coordinator for a list of recommended curricula.

3. PROJECT EVALUATION (20 POINTS):

ACCARDV is committed to funding agencies whose goals are to change the knowledge, attitudes, beliefs and behaviors that support sexual violence and that reduce the incidence of rape and attempted rape. In order to assess the progress of the project, as well as changes in the participants and environments, all funded projects are required to participate in both a process and outcome evaluation. Job descriptions should reflect an appropriate percentage of staff time to be devoted to program evaluation.

- a. **Staff Responsible:** Applicants should provide the name of the staff person who will be responsible for implementing the evaluation plan, collecting data, analyzing results, and recommending program improvements based on evaluation results.
- b. **Process Evaluation:** Sub-grantees are required to complete Quarterly Reports that describe progress towards goals and objectives, including the number and type of activities completed. Funded programs should also utilize tools or instruments, such as satisfaction surveys or participant interviews, to determine needed improvements/enhancements to their programs.
- c. **Outcome Evaluation:** Funded projects are also expected to plan and implement an outcome evaluation for **all** proposed activities. All sub-grantees will be responsible for analyzing and reporting on results. ACCARDV developed a Resource Kit that includes basic information on evaluation, approved surveys and other evaluations tools.

Approved surveys include:

- Attitudes Toward Rape
- Attitudes Toward Rape Victims
- Revised Rape Myth Acceptance Scale
- Illinois Rape Myth Acceptance Scale
- Opinions About Sexual Assault

Additional approved outcome evaluation tools, outlined in the Resource Kit, include interviews, focus groups and tracking changes/trends over time. Kits are available upon request.

In this section of the proposal, please include the following for all proposed activities:

- **Name of Activity/ Strategy:** Brief description of activity, intensity (length or duration), target audience, number reached and key strategies.
- **Target Outcome:** List anticipated changes in participants (e.g., an increase knowledge and change in attitudes, beliefs and behaviors by 20%), organizations or other targets such as a change in policy or protocol.

- **Tool/instrument:** Include type of information gathered (interview, survey, etc.) the tool/ instrument, when it is administered, who is evaluated, any consent issues.

If applicants have conducted evaluations in the past and wish to use other evaluation instruments, please describe your evaluation design (methods, sample, and data collection procedures) and provide a copy of your survey or instrument.

Please note: For goal and objectives related to Comprehensive Plan Outcome Statement 1.1., applicants should propose *reduce the negative effects of sexual objectification/exploitation of women in the media by 10% among students' grades 6-9*. For the tool/instrument, applicants should state the pre/post test included in the curriculum will be used. An additional outcome could be the results of a petition created by students on change.org.

4. ORGANIZATIONAL CAPACITY (20 POINTS)

This section should illustrate the applicant organization's capacity and its ability to provide prevention services to its population and carry out the implementation of the project. Include the following information:

- a. **Management Structure:** Applicants should outline the management structure and organizational capability for program implementation. Please include an organizational chart with names and titles.
- b. **Community Collaboration:** Identify and describe the role of any collaborative efforts with other agencies necessary to the completion of the project. Provide examples of collaborative agreements with agencies the applicant will work with in the 2010/2011 grant year. It is not necessary to submit copies of all collaborative agreements for this project. Please limit to ten (10) the number of collaborative agreements submitted.

Please note: *Collaborative agreements should include: type of collaboration, i.e., educational seminar, professional training, or awareness event; topic or curriculum that will be used; and for educational seminars or professional trainings indicate whether they will be single or multi-session. If multi-session, the total number of sessions should be indicated. If a community component will be conducted, such as a poster contest or a letters to the editor campaign, please include that activity in the agreement as well.*

- c. **Resumes, Job Descriptions and Salaries of Key Persons:** Resumes of key persons funded by the proposal. Attach job description and salary range of key positions necessary to complete the project. Job descriptions should match allowable activities of the grant and resumes.
- d. **Cooperative Agreements:** Should a Commission funded program share a service area (city, county) with another Commission funded program for the purpose of providing prevention activities, a current (dated within sixty days of the RFP deadline) Cooperative

Agreement must be in place. If there is no Cooperative Agreement, then the procedure will be based solely on competition, meaning that services rendered, as well as compliance with previous procedures, will be taken into consideration when determining funding. Should you be uncertain whether or not there is a program that currently shares the area your program intends to serve, please call the Commission and staff will determine if another program is currently funded for that area.

- e. Assurances:** The attached form must be signed by the applicant's authorized representative.
- f. Certification Regarding Lobbying:** The attached form must be signed by the applicant's authorized representative. Federal funding may not be used to support any lobbying efforts. Lobbying efforts supported by non-federal funds must be reported quarterly to the Commission on the "Disclosure Form to Report Lobbying" form which the Commission will forward to the Arkansas Department of Health.

5. BUDGET (30 POINTS)

- All funds budgeted in the grant must be supported by the program description.
- Complete the budget summary sheet provided and a budget narrative that details the specifics of the proposed budget. Each budget item must be fully justified and/or explained in the detailed budget narrative.
- Administrative overhead costs are not an allowable expense of award funds and due to budget constraints neither is equipment.
- Other limitations and requirements are addressed in the Assurances portion of this application package.

SUBMISSION OF PROPOSAL APPLICATION

Deadline: Applications must be received by **4:30 P.M. on September 23, 2011**

Please Note: Applications must be received by, not postmarked.

- Submit an electronic copy of proposal application to lagardner@uams.edu.
- AND**
- Submit 7 paper copies, including original, of the application to Lori Gardner:

Physical Address: ACCARDV
(Mail, ship or hand-delivery) 2102 Riverfront Drive, Suite 102
Little Rock, Arkansas 72202

Review Process

All applications will be reviewed by the RFP Review Committee on October 7, 2011. Applicants should provide a contact person who will be available by phone on that date to answer any questions the Committee may have concerning the application. ACCARDV staff will review the RFP Committee results and make final recommendations to Commissioners. Commissioners will vote on the recommendations and award determination letters will be mailed to applicants.

SUMMARY DATA FORM

Applicant Organization:	
Mailing Address:	
Physical Address:	
Employer ID Number:	
Contact Person:	
Title:	
Telephone/ Fax:	
Email Address:	
Title of Proposed Project:	
Areas impacted by project (i.e., cities, counties, etc.):	
Target Population (i.e., adults, youth, underserved, etc.):	
Project Description:	
Applicant Organization Description:	

PROJECT BUDGET 2011- 2012

PROPOSED AWARD	
TOTAL PERSONNEL (Total salaries/fringe)	
Salaries	
Fringe	
TOTAL OPERATIONS	
Telephone	
Postage	
Duplication/Printing	
Supplies	
TOTAL TRAINING/EDUCATION COSTS	
Trainer Travel (UAMS rate is \$.42 per mile)	
Other Costs	
TOTAL OTHER PROJECT COSTS (Please itemize)	

ASSURANCES

By executing these assurances the applicant agency agrees that any award under this RFP will be administered, and activities or services provided, in accordance with applicable state and federal laws and regulations. This agency agrees to use any funds awarded under this RFP only for those activities described in this application.

The applicant agency provides assurances that none of the funds will be used to:

1. Duplicate training, education, or services in a geographic area.
2. Purchase furnishings, or any other purchase or improvement of real estate property.
3. Make cash payment to or in behalf of clients for items or services such as clothing, food, shelter, or health services.
4. Satisfy any requirement for the expenditure of non-federal funds as a condition for the receipt of federal funds.
5. Supplant any state or local funds.
6. Support administrative cost related to the proposal's activities or to the agency's administrative costs in general.

The applicant agency agrees to the following:

1. It shall maintain records that document the nature and outcomes of its activities, including records necessary for the appropriate accounting of funds received and disbursed.
2. It shall make available to the Commission on Child Abuse, Rape and Domestic Violence or UAMS all records or documents related to the activities funded under this RFP.
3. It shall allow ACCARDV Rape Project Coordinator access to perform site visits and to monitor presentations once per year.
4. It shall make such reports (financial and programmatic) to the Commission on Child Abuse, Rape, and Domestic Violence or UAMS as may reasonably be required.
5. It shall protect the confidentiality of and shall prevent the inappropriate disclosure of information related to victims of rape.
6. No person shall, on the basis of sex, race, disability, or religion be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity funded in whole or part by awarded funds. Applicable laws include 1) Title VI of the Civil Rights Act of 1964, 2) Title IX of the Education Amendments of 1972, 3) Section 504 of the Rehabilitation Act of 1973, and 4) Age Discrimination Act of 1975.
7. It shall initiate proposed activities within 30 days of award unless prior written approval of a delay is obtained.
8. Applicants applying for program funding for programs starting November 1, 2008, and which were previously funded by the Rape Prevention Education Grant through the Arkansas Commission on Child Abuse, Rape, and Domestic Violence, shall provide necessary documentation requested to verify those activities.
9. It shall make available for replication statewide any educational or programmatic materials developed in whole or in part under the funded proposal.

10. It shall be willing to collaborate locally and statewide. This includes sharing of any relevant program information with other organizations.
11. It shall be willing to attend training opportunities sponsored by the Arkansas Commission on Child Abuse, Rape and Domestic Violence.
12. It shall provide exclusively primary prevention activities with the funds received.
13. It shall submit completed quarterly reporting forms contained in the sub-grantee packet.
14. It shall complete all projects funded under this RFP and submit all invoices **by the completion date of October 31, 2012.**
15. It shall submit a copy of all brochures, pamphlets or other educational materials funded for printing or purchase under this RFP for approval. It shall also submit a copy of all agendas for training/presentation funded under this RFP.
16. It shall submit a letter of cooperative agreement between the organization receiving the grant funds and particular educational institutions where training/presentation will occur. **Cooperative Agreements should be included in the submitted proposal.**
17. It shall not permit any funds to be paid to any current or past member of the Arkansas legislature or current state employee without first notifying the Director of the Commission.

To the best of my knowledge and belief, all data and information in this application are true and correct. This application has been duly authorized by the applicant's governing body and the applicant will comply with all assurances and requirements if this project is awarded funding. Furthermore, I understand that this program will be required to complete progress reports (format provided by the Commission) should the project receive funds.

Applicant Agency: _____

Authorized Signature: _____

Date: _____

Title (position): _____

CERTIFICATION REGARDING LOBBYING
CERTIFICATION FOR CONTRACTS, SUB-GRANTS, LOANS,
AND
COOPERATIVE AGREEMENTS

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the awarding of any federal contract, the making of any federal sub-grant, the making of any federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, sub-grant, loan, or cooperative agreement.
2. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this Federal contract, sub-grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," attached hereto, in accordance with its instructions. This disclosure form must be filed with the Arkansas Department of Health (ADH) at the end of each calendar quarter in which there occurs any event that requires disclosure or that materially affects the accuracy of the information contained in any disclosure form previously filed. An event that materially affects the accuracy of the information reported includes:
 - a. A cumulative increase of \$25,000 or more in the amount paid or expected to be paid for influencing or attempting to influence a covered federal action; or,
 - b. A change in the person(s) or individuals(s) influencing or attempting to influence a covered federal action; or,
 - c. A change in the officer(s), employee(s), or member(s) contracted to influence or attempt to influence a covered federal action.
3. The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

By: _____
(Authorized Provider Representative)

Date: _____

For: _____
(Name of Provider Agency)

Grant Program: _____

FIN-9350 (R 6/10) Alternate formats (large print, audio tape, etc.) will be provided upon request.