

2024 Rape Prevention and Education: Request for Applications



February 6, 2024

Please complete the following and submit to csegraves@health.in.gov by 6 p.m. March 15.

Funding Opportunity Overview	
Funding opportunity title	Rape Prevention and Education
Application due date:	March 15, 2024
Total available funding:	\$525,605
Estimated number of awards:	Five to six grantees expected
Estimated award amount:	Recommended maximum: \$150,000
Cost sharing/match required:	No
Budget period:	February 1, 2024 to Jan. 31, 2025
Project period:	February 1, 2024 to Jan. 31, 2029* <i>*Contracts will be reevaluated each year</i>

Signatory Contact Information	
Name:	
Organization:	
Address:	
Phone number: <i>(must be able to receive text messages)</i>	
Email:	

Primary Programming Contact Information	
Name:	
Organization:	
Phone:	
Email:	

Submission Overview	
What is the name of your program or initiative?	
Provide a one-sentence description of your program/initiative.	
What is the estimated cost per year for your program/initiative?	
What is the estimated reach of your program or initiative? Please provide the county/counties and the number of individuals to be served per year.	

Sexual Violence Prevention Strategies	
Please select what sexual violence strategies/programs you will be using:	
<input type="checkbox"/> Provide economic supports	<input type="checkbox"/> Strengthen household financial security <ul style="list-style-type: none"> ○ Family assistance programs such as TANF and SNAP ○ Tax credits such as Earned Income Tax Credit (EITC) and Child Tax Credit ○ Subsidized/affordable childcare ○ Livable wages ○ Microfinance programs ○ Comparable worth policies <input type="checkbox"/> Family-friendly policies <ul style="list-style-type: none"> ○ Paid leave policies ○ Workplace flexibility policies
<input type="checkbox"/> Create protective environments	<input type="checkbox"/> Improve school climate and safety <ul style="list-style-type: none"> ○ Environmental approaches at the building level (e.g., Shifting Boundaries intervention program) ○ School Restorative Justice Programs <input type="checkbox"/> Improve organizational environments <ul style="list-style-type: none"> ○ Proactive sexual harassment prevention policies and procedures ○ Reduce exposure to community-level risks ○ Assisted housing mobility ○ Low-income housing tax credits ○ Alcohol-related policies <input type="checkbox"/> Modify the physical and social environment <ul style="list-style-type: none"> ○ Greening activities ○ Business improvement districts (BIDs) ○ Crime prevention through environmental design



<input type="checkbox"/> Promoting social norms that protect against violence	<input type="checkbox"/> Bystander approaches <ul style="list-style-type: none">○ Green dot○ Bringing in the bystander <input type="checkbox"/> Men and boys as allies in prevention <ul style="list-style-type: none">○ Coaching boys into men
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Program/Initiative Description

- Provide a description of your program/initiative.
- Describe how your program/initiative aligns with the strategy/strategies selected. (See below for more information on strategies).



Goals, Objectives, and Measures

- Make goals in the SMARTIE (Specific, Measurable, Attainable, Realistic, Timely, Inclusive/Intersectionality, and Equitable) framework.
- Include measures for processes and outcomes.

Process measures are ways in which the implementation of the program is measured. For example, how many people you want to serve or the number of webinars you want to create.

Outcome measures refers to measuring program outcomes. For example, how many people served by the program found it “helpful” or “very helpful” when surveyed afterward?



Populations of Focus and Equitable Outcomes

- Please describe your populations of focus and/or how your program will improve equitable outcomes in Indiana.
- How and why have you identified this population/issue of inequity?

Intended Benefit

- What short and intermediate outcomes do you hope to achieve through your program/initiative?
- Explain how your program/initiative aligns with IDOH's short-term and intermediate outcomes.



Evaluation Capacity

- Describe current evaluation efforts and current data collected.
- Describe who will be responsible for evaluation.
- Describe what (if any) technical assistance will be needed in developing evaluation capacity.

Staff Retention

- What plans exist to support staff retention within the organization?
- Is your organization's staff and leadership representative of the people you serve?



Sustainability

- What plans exist to continue/maintain programs if the organization were to stop receiving RPE funds?
 - It is okay to answer “none” if no plans exist.

Required Additional Documentation

- Budget (template attached)

PLEASE READ BELOW TO ENSURE YOU ARE SELECTING THE BEST STRATEGY FOR YOUR PROGRAM/INITIATIVE. YOU CAN SELECT AS MANY AS NEEDED.

Strategy 1: Strengthen economic supports

Employment, stable housing, financial stability, and food security are important protective factors for women’s risk of SV victimization. Policies and programs that work to improve financial stability can also reduce the risk factors associated with SV victimization. Two approaches with existing evidence are strengthening household financial security and family-friendly policies. Strengthening household financial security addresses some violence risk factors, including poverty, unemployment, financial stress and hardship, childcare instability, parental stress, family conflict, depression, and gender inequality. Providing income supports (e.g., tax credits, childcare subsidies, livable wages), income-generating opportunities to empower and support women, and decreasing the gender pay gap directly target these risk factors. Family-friendly policies may change the context for households by improving the balance between work and family responsibilities, while helping ensure economic security. These supports help individuals and families increase household income and buffer against risk for multiple forms of violence. Programs and policies that address this approach at the community- and societal-levels have the potential to decrease gender inequality and economic instability, both risk factors for SV.



The list below includes the approaches and corresponding example programs, practices and policies under Focus Area 1:

- Strengthen household financial security
 - Family assistance programs such as TANF and SNAP
 - Tax credits such as Earned Income Tax Credit (EITC) and Child Tax Credit
 - Subsidized/affordable childcare
 - Livable wages
 - Microfinance programs
 - Comparable worth policies
- Family-friendly policies
 - Paid leave policies
 - Workplace flexibility policies

Strategy 2: Create Protective Environments

To achieve population-level reductions in SV rates, SV prevention should include community- and societal-level strategies that change community characteristics, so they are safe, healthy, and protective. Community- and societal-level prevention strategies go beyond changing individual attitudes, beliefs, and behaviors, and focus on modifying community structures, social norms, environment, and policies. Approaches with existing evidence are improving school climate and safety, improving organizational environments, reducing exposure to community-level risks, and modifying the physical and social environment. Improving safety and monitoring in schools includes modifying the school environment to reduce SV and to increase safety and support for students. Organizational policies establish and enforce standards of behavior in the work environment and create healthy organizational climates, which in turn can help prevent sexual harassment, child sexual abuse, and gender-based bullying. Community-level risks for SV include concentrated poverty, housing insecurity, economic and residential instability, violence exposure, high numbers of alcohol retailers in an area, and weak neighborhood support and cohesion (like a lack of mutual support among community members). Implementing programs and policies that address these risks can reduce the risk for SV by changing the community environment and incentivizing behavioral expectations. Modifications to the physical and social environment can include increasing lighting, managing accessibility of buildings and public spaces, repairing or replacing abandoned buildings, creating green spaces, and organizing events and activities that bring together community members and provide them with opportunities for more community involvement.

The list below includes the approaches and corresponding example programs, practices and policies under focus area 2:

- Improve school climate and safety
 - Environmental approaches at the building level (e.g., Shifting Boundaries intervention program)
 - School restorative justice programs
- Improve organizational environments
 - Proactive sexual harassment prevention policies and procedures reduce exposure to community-level risks



- Assisted housing mobility
- Low income housing tax credits
- Alcohol-related policies
- Modify the physical and social environment
 - Greening activities
 - Business improvement districts (BIDs)
 - Crime prevention through environmental design

Strategy 3: Promoting Social Norms That Protect Against Violence

Approaches that focus on changing the social norms (group-level beliefs and expectations of members behavior) related to the acceptance of violence and restrictive gender norms of priority groups have the potential to reduce rates of SV perpetration and victimization. The approaches with existing evidence for this strategy are bystander approaches and men and boys as allies in prevention. Bystander approaches are designed to build peer leadership for promoting social norms that protect against violence and that encourage safe intervention for all forms of SV. Approaches that mobilize men and boys as allies focus on promoting positive norms around masculinity, gender, and violence, which are then diffused through peer social networks. To be considered community-level, programs proposed within this focus area should focus on components which aim to change social norms (e.g., a social norms or social marketing campaign), thereby addressing social norms at the setting-level (school or community).

The list below includes the approaches and corresponding example programs, practices and policies under focus area 3:

- Bystander approaches
 - Green dot
 - Bringing in the bystander
- Men and boys as allies in prevention
 - Coaching boys into men

For more information on each of the evidence informed approaches and example program/policy efforts listed below, please use the Approach search tool on VetoViolence (<https://vetoviolence.cdc.gov/apps/violence-prevention-practice/approach-search#!/>).

If implementing/proposing a program or policy area that is not included as an example, strategies selected must meet the following criteria:

- Fits within one of the strategies
- Has documented evidence of effectiveness, OR includes one or more of the following criteria:
 - Is grounded in theory of primary prevention of SV
 - Has demonstrated evidence of preventive effects on SV or associated community or societal level risk and protective factors through a less rigorous evaluation for the population of focus
 - Has been successfully implemented prior to the time of application
- Addresses risk and protective factors for SV



- Demonstrates a link between the theory of the program/policy effort and targeted outcomes addressing SV
- Is feasible to implement and evaluate

Next Steps

1. Internal IDOH scoring team will review submissions.
2. All applicants will be notified via email of the final decision to fund or not fund.
3. Applicants selected for funding will work with IDOH to complete contracts.

