



COLORADO
Department of Education

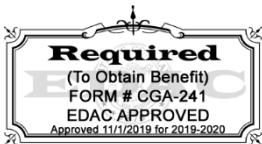
Funding Opportunity

Applications Due: **Monday, December 2, 2019, by 11:59 pm**

Intent to Apply Due: **Friday, November 15, 2019, by 5 pm**

Title V State Sexual Risk Avoidance Education Grant

The State Sexual Risk Avoidance Education (SRAE) Program is authorized and funded by Section 510 of the Social Security Act (42 U.S.C. § 710), as amended by section 50502 of the Bipartisan Budget Act of 2018 (Pub. L. No. 115-123), and as further amended by section 701 of Division S of the Consolidated Appropriations Act, 2018 (Pub. L. No. 115-141).



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Title V State Sexual Risk Avoidance Education Grant

Applications Due: Monday, December 2, 2019, by 11:59 pm

Introduction

The Colorado Title V State Sexual Risk Avoidance Education (SRAE) Grant Program is part of a comprehensive approach to adolescent well-being that seeks to support Colorado youth in developing and navigating healthy relationships and in making decisions that result in reduced teen pregnancy and sexually transmitted infections (STIs), including HIV.

A comprehensive approach to health is at the forefront of Colorado's Comprehensive Health and Physical Education standards (www.cde.state.co.us/cohealth/statestandards), which include abstinence (Sexual Risk Avoidance Education (SRAE) education throughout all grade levels. Congress amended Section 510 of the Social Security Act (42 U.S.C. § 710) in FY 2018 to enable states, territories, or other entities to implement education exclusively on sexual risk avoidance. Title V State SRAE supports funding to states and territories to provide education to youth that normalizes the optimal health behavior of avoiding non-marital sexual activity. The program is designed to teach youth personal responsibility, self-regulation, goal setting, healthy decision-making, a focus on the future, and the prevention of youth risk behaviors such as drug and alcohol usage without normalizing teen sexual activity. A complete definition as well as federal guidance regarding SRAE is in **Part IC** of this application (see page 13).

According to the Comprehensive Health and Physical Education standards, by the end of eighth grade students will have developed mastery about the benefits of sexual risk avoidance combined with information about contraception. Through the awards from this grant program, the state will be able to support local efforts in ways that individual communities deem appropriate to provide comprehensive sexual health services to their students and citizens.

Purpose

Grant funds will be awarded to providers of SRAE programs that support local efforts to promote positive youth development, including leading youth in developing and navigating healthy relationships and making decisions that result in reduced teen pregnancy and STIs, including HIV, and teaches to the Colorado Comprehensive Health Education Standards.

Applicants are encouraged to use evidence-based or evidence-informed teen pregnancy prevention curricula as their primary program(s) for this grant. The Colorado Department of Education is committed to giving youth information and skills that are solidly based in the scientific literature. CDE will allow applicants to choose their own SRAE program, provided the curricula can be successfully, reliably, and broadly applied across many populations and among diverse audiences and locations. Many of the elements for successful curricula can be identified in documents such as the SMARTool and the CDC Health Education Curriculum Assessment Tool (HECAT). These tools provide critical elements to success in implementing programs to positively change youth behavior. For more information on SMARTool, go to www.myrelationshipcenter.org/smartool. Information on HECAT is located at www.cdc.gov/healthyouth/HECAT.

Applicants are encouraged to reach teen populations at most risk such as, but not limited to, Native Americans and other minority youth; youth aging out of foster care; parenting youth; runaway and homeless youth; lesbian, gay, bisexual, transgender, and queer (LGBTQ) youth; youth with developmental disabilities; and youth residing in areas with high teen birth rates. Programs and curricula utilized should be evidence-based/evidenced informed, sensitive, and inclusive to participants of all races, ethnicities, classes, and identities.

Eligible Applicants

Eligible applicants are nonprofit organizations, afterschool programs, and community organizations throughout Colorado that provide SRAE curricula and/or program(s) to youth. School districts and organizations teaching in schools are ineligible to apply for this funding opportunity (CO HB19-1032).

Priority Considerations

Available grant funding will be distributed to applicants demonstrating high need based on priority criteria. Priority will be given to applicants serving populations ages 10-19 at most risk such as but not limited to:

- Youth aging out of foster care;
- Parenting youth;
- Runaway and homeless youth;
- Minority teens including Native Americans;
- LGBTQ youth;
- Youth with developmental disabilities;
- Youth residing in areas with high teen birth rates; and
- Parent education for those youth involved in the SRAE programs.

Priority will also be given to applicants using evidence-based/evidenced-informed SRAE pregnancy prevention programs based on best practices and sound theoretical frameworks for direct student services.

Available Funds

Approximately \$200,000 is available for grantees starting January 1, 2020, through September 30, 2020. Individual awards will range between \$50,000 and \$100,000 with an average anticipated individual award of \$75,000. CDE anticipates awarding grants from January 1, 2020, through September 30, 2020, a nine-month period, contingent upon continued federal appropriations, CDE re-applying for federal funding, and upon grantees meeting all grant, fiscal, and reporting requirements.

Allowable Use of Funds

Funds must be used in a manner consistent with program requirements. Allowable grant activities include:

- Direct youth SRAE programs;
- SRAE afterschool program curricula and instruction;
- SRAE afterschool Positive Youth Development programs;
- One staff member to attend the federally sponsored Adolescent Pregnancy Prevention Conference in Atlanta, GA, June 2-4, 2020. Budgets must align with the Federal Cost Rate.

To support the allowable grant activities, allowable purchases include, but are not limited to:

- Curricula/programs;
- Salary and benefits;
- Materials;
- Equipment;
- Training related to the selected SRAE curriculum/program;
- Light snacks for youth activities and parent education meetings (justify why snacks should be allowed);
- Out-of-state travel for one staff member to attend the federally sponsored Adolescent Pregnancy Prevention Conference in Atlanta, GA, June 2-4, 2020;
- 20% of total budget may be used to evaluate the SRAE program (See Local Program Evaluation section on page 7 for criteria).

Allowable administrative costs include:

- Usual and recognized overhead, including indirect rates for all consortium organizations that have a federally approved indirect cost rate;
- Management and oversight of specific project components funded under this program; and
- Development and submission of the application document.

Indirect costs:

- Applicants that are non-profit organizations may charge indirect costs if they have an approved Indirect Cost Agreement with U.S. Department of Education. **Please submit a copy of the indirect cost Agreement with the U.S. Department of Education with the application.**

Funds cannot be used for the following purposes:

- To supplant or replace current public or private funding;
- To supplant ongoing or usual activities of any organization involved in the project;
- To purchase or improve land, or to purchase, construct, or make permanent improvements to any building;
- To reimburse pre-award costs;
- Food for trainings;
- To support planning efforts and other activities associated with the program or application;
- For fundraising, political education, or lobbying activities;
- Media, advertising, or development of curriculum; and
- Although an allowable cost with the federal government, CDE will not allow the expenditure of dues and/or membership fees to any organization.

Duration of Grant

Funding is anticipated to begin January 1, 2020. The grant is a reimbursement grant and will be awarded for January 1, 2020, through September 30, 2020, for fiscal year 2019-2020. Funds must be expended by September 30, 2020. There will be no carryover of funds.

Program Requirements

Programs must be implemented in afterschool or weekend settings, and/or community organizations. Applicants are also encouraged to incorporate direct services to youth through SRA programs that provide further connectedness to the community, as well as parent education.

All programs should incorporate the Colorado Comprehensive Health and Physical Education standards into programs and materials, particularly Standard 2 (GLS: Healthy Sexuality), and where applicable Standard 3 (Social Emotional Wellness), and Standard 4 (Prevention and Risk Management). Providers should also ensure that programs are consistent with the state statute, HB-19-1032 (www.cde.state.co.us/sites/default/files/documents/healthandwellness/download/1292_enr.pdf) concerning medically accurate sex education. Additionally, programs must incorporate effective strategies that have demonstrated impacts on delaying initiation of sexual activity.

Applicants must incorporate positive youth development (PYD) into their programming. Over time, practitioners, policymakers, funders, and researchers determined that promoting positive asset building and considering young people as resources were critical strategies. As a result, the youth development field began examining the role of resiliency — the protective factors in a young person's environment — and how these factors could influence one's ability to overcome adversity. Those factors include, but not limited to:¹

- Family support and monitoring;
- Caring adults;
- Positive peer groups;
- Strong sense of self;
- Self-esteem;
- Future aspirations; and
- Community activities.

¹ <https://youth.gov/youth-topics/positive-youth-development>

To ensure organizations use effective programming, SRAE programs must, at a minimum, implement evidence-based or evidence-informed programming that complies with the following requirements:

- Provide data that demonstrates how the selected intervention and overall proposal systematically applies key program elements that have been found to be effective in positive youth behavior change, especially delaying initiation of sexual activity, returning to a lifestyle without sex, and refraining from non-marital sex.
- Teach the benefits associated with personal responsibility, self-regulation, goal setting, healthy decision-making, healthy relationships, avoiding poverty, resisting sexual coercion, and dating violence and other youth risk behaviors, such as drug and alcohol usage.
- Provide formal training for facilitators/educators on the program strategies, approaches, and interventions. This training must be delivered by professionals who can provide follow-up technical assistance to facilitators.
- Link program participants to services with local community partners and other agencies that support the health, safety, and well-being of program participants. The partnering agencies should share a commitment for optimal health outcomes which do not normalize teen sex.

Applicants must review their effective programs to determine whether the interventions can be adapted subject to copyright restrictions, implemented with fidelity, and adhere to the core curriculum components to meet the requirements of programs designed for this grant. The selected interventions must be promising practices, or have evidence of effectiveness with the target populations and adhere to the following requirements:

- Interventions and/or strategies selected must be medically accurate and complete age-appropriate with regard to the developmental stage of the intended audience, and culturally appropriate, recognizing the experiences of youth from diverse communities, backgrounds, and experiences.
- Education on sexual risk avoidance must ensure that the unambiguous and primary emphasis and context for each topic described below is a message to youth that normalizes the optimal health behavior of avoiding non-marital sexual activity.
 - a) The holistic individual and societal benefits associated with personal responsibility, self-regulation, goal setting, healthy decision making, and a focus on the future.
 - b) The advantage of refraining from non-marital sexual activity in order to improve the future prospects, and physical and emotional health of youth.
 - c) The increased likelihood of avoiding poverty when youth attain self-sufficiency and emotional maturity before engaging in sexual activity.
 - d) The foundational components of healthy relationships and their impact on the formation of healthy marriages and safe and stable families.
 - e) How other youth risk behaviors, such as drug and alcohol usage, increase the risk for teen sex.
 - f) How to resist and avoid, and receive help regarding, sexual coercion and dating violence, recognizing that even with consent teen sex remains a youth risk behavior.

Applicants will assure that all youth-serving staff implementing programming are sensitive to the needs of youth and the demographic they serve. Programs and curricula utilized must be evidence-based/evidenced-informed, sensitive, and inclusive to participants of all races, ethnicities, and classes, and LGBTQ students. Grantees will show how they will prevent and respond to harassment or bullying within their programs. They will promote the social wellbeing of all youth and be prepared to address any trauma experienced by youth they serve by taking appropriate action such as reporting, if necessary.

Providers will be required to include in the application and maintain a comprehensive list of providers and give referrals should students need further assistance. Referral resources should include, but not be limited to:

- Substance use, abuse, and addiction;
- Tobacco cessation;
- Mental health services; and
- Intimate partner violence and dating violence.

The description of providers must identify referral resources, include information about how referrals will be made to other services and programs, and how follow up will take place, when appropriate. Programs should encourage enrolling

eligible youth in health assistance programs such as Medicaid and Children's Health Insurance Program (CHIP), or any other federal or state assistance program for which they may be eligible. Referral services on contraception may not include demonstrations, simulations, or distribution of contraceptive devices (per Section 510, Sexual Risk Avoidance Education (b)(4)).

Applicants may not use federal funds under this award to support inherently religious activities, including, but not limited to, religious instruction, worship, prayer, or proselytizing (45 CFR Part 87) (www.acf.hhs.gov/sites/default/files/assets/general_terms_and_conditions_mandatory.pdf).

Local Program Evaluation

Applicants may conduct evaluations on their individual evidenced-based/evidenced-informed programs and may designate up to 20% of their budget to support evaluation.

In accordance with legislation, any SRAE research and evaluation conducted or supported must be:

- Rigorous, meaning that they utilize:
 - Established scientific methods for measuring the impact of an intervention or program model in changing behavior (specifically sexual activity or other sexual risk behaviors, or reducing pregnancy among youth); or
 - Other evidence-based methodologies
- Evidence-based/evidence-informed
- Designed and conducted by independent researchers who have experience in conducting and publishing research in peer-reviewed outlets.

Local evaluation must ensure that the evaluation:

- Answers important questions of interest to the state and to the larger field of sexual risk avoidance education;
- Includes an appropriate evaluation design;
- Addresses sexual risk avoidance outcomes, specifically, sexual activity, or other sexual risk behaviors, or reducing pregnancy among youth;
- Addresses outcomes, including self-regulation; and
- Meets expectations of rigor that the Administration for Children and Families provides through a system of technical assistance for grantees and their local evaluators.

There are three types of methodologies that are permitted for local evaluations, to include:

- Impact evaluations: efficacy/effectiveness studies that have a control/comparison group that either receives no services or distinct services from the intervention group
- Comprehensive needs assessments: scientific/systematic investigations which identify needs and challenges around a given issue, determines root causes, identifies current barriers to addressing the need, and sets priorities for future actions; and
- Descriptive studies: studies that both document and link both program implementation (i.e., activities/components/program delivery) and participant outcomes.

The Administration for Children and Families (ACF) will select a subset of projects, e.g. state-led programs, or sub-awardee programs, funded under this announcement to participate in one or more rigorous federal evaluations. All states and sub-awardees will be required to participate, if selected, and must give their assurance that they will participate.

Reporting Requirements

Title V State SRAE grantees will receive at least 2-3 site visits by CDE each year of the grant.

Additionally, the applicant will twice-annually provide CDE the following information:

- A. Progress Report Program Indicators [Tab 1] (See **Attachment C**)

1. Major Activities and Accomplishments
 2. Describe deviations or departures from the original project plan
 3. Significant Observations
 4. Organizational Issues
 5. Technical Assistance and Training
 6. Activities planned for next reporting period
- B. Indicators Chart/Unduplicated Numbers [Tab 2] (see **Attachment C**)
1. Total Initiated and Completed Training
 2. Male, Female, Race, Ages 10-14 and 15-19
 3. Pregnant and Parenting, Youth in juvenile justice programs, runaway and homeless youth, LGBTQ
- C. Grant Evaluation/Data Collection
- D. Annual Financial Report (due **November 1, 2020**)

Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through the Title V State Sexual Risk Avoidance Education Grant Program. Grantees will be responsible for obtaining parental approval for surveys and data collection. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with CDE's privacy and security policies and procedures.

Note: Documents submitted must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under n=16 for students or n=5 for educators.

Intent to Apply

If interested in applying for this funding opportunity, please submit the Intent to Apply (see **Attachment B**) at www.surveymonkey.com/r/titlev1920_loi by **Friday, November 15, 2019, by 5 pm**.

Review Process and Timeline

Applications will be reviewed by peer reviewers to ensure they contain all required components and contain complete and adequate responses to the application according to the scoring rubric. Applicants will be notified of final award status no later than **Wednesday, January 1, 2020**.

Note: This is a competitive process – applicants must score at least 94 points out of the 135 possible points to be approved for funding. Applications that score below 94 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

Submission Process and Deadline

An electronic copy of the application (in PDF format) and electronic budget (in Excel format) must be submitted to CompetitiveGrants@cde.state.co.us by **Monday, December 2, 2019, by 11:59 pm**. The electronic version should include all required components of the application as one document. Please attach the electronic budget workbook in Excel

format as a separate document. Faxes will not be accepted. Incomplete or late applications will not be considered. **If you do not receive an email confirmation of receipt of your application within 24 hours after the deadline, please email CompetitiveGrants@cde.state.co.us.** Application materials and budget are available for download on the CDE website at www.cde.state.co.us/healthandwellness/title_v.

Submit the electronic copy of the application and electronic budget to:

CompetitiveGrants@cde.state.co.us

By: **Monday, December 2, 2019, by 11:59 pm**

Application Format

- The total narrative (Sections A-E) of the application cannot exceed 10 pages. Please see below for the required elements of the application. Note: Applications that exceed 10 pages will not be reviewed.
- All pages must be standard letter size, 8-1/2" x 11", using 12-point font, single-spaced with 1-inch margins and numbered pages.
- The signature page must include original signatures of the lead organization/fiscal agent.

Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Part II (pages 16-20).

Part I: Application Introduction [not scored]:

Part IA: Cover Page - Applicant Information

Part IB: Program Assurances Form

Part IC: Federal Guidance for the Title V State Sexual Risk Avoidance Education Grant and Signature Page

Part ID: Executive Summary (no more than one page)

Part II: Narrative [cannot exceed 10 pages]:

Priority Considerations

Section A: Needs Assessment

Section B: Proposed Program Description

Section C: Program Implementation

Section D: Sustainability

Section E: Budget Narrative (included in 10-page limit) and Electronic Budget Spreadsheet

(the Excel Budget attachment to the application does not count toward page limit for the narrative)

Title V State Sexual Risk Avoidance Education Grant

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Part IA: Cover Page - Applicant Information

Provider Information			
Provider Name:			
Mailing Address:			DUNS #: <input style="width: 50px;" type="text"/>
Name of Sexual Risk Avoidance Education Program:			
Applicants are strongly encouraged to use an evidence-based/evidence informed Sexual Risk Avoidance program.			
Type of Education Provider			
(check box below that best describes your organization or authorizer)			
<input type="checkbox"/> Nonprofit Organization <input type="checkbox"/> Afterschool Program <input type="checkbox"/> Community Organization			
Region			
(indicate region of Colorado this program will directly impact)			
<input type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast			
Recipient Communities			
(list all communities impacted by this funding – additional rows may be added)			
Authorized Representative Information			
Name:		Title:	
Telephone:		E-mail:	
Program Contact Information			
Name:		Title:	
Telephone:		E-mail:	
Fiscal Manager Information			
Name:			
Telephone:		E-mail:	
Amount of Funding Requested			
Year One (2019-2020)	\$ <input style="width: 150px;" type="text"/>		

7. The work of personnel supported through this grant, directly supports the accomplishment of the program goals.

Briefly describe:

8. Funded programs must comply with Colorado CRS 22-1-110.5, "Education regarding human sexuality-prior written notice to parent-content standards." www.cde.state.co.us/cohealthpe/policiesandguidelines

Briefly describe your process to obtain parent consent:

9. Funded programs must align with the Colorado Comprehensive Health and Physical Education Standards. www.cde.state.co.us/standardsandinstruction/casreview-spring2018committeerecommendations-ch

Indicate how your program aligns with the standards:

10. Funded programs must comply with the State Sexual Risk Avoidance Education (SRAE) Program authorized and funded by Section 510 of the Social Security Act (42 U.S.C. § 710), as amended by section 50502 of the Bipartisan Budget Act of 2018 (Pub. L. No. 115-123), and as further amended by section 701 of Division S of the Consolidated Appropriations Act, 2018 (Pub. L. No. 115-141). (see **Part IC** on page 13).

Briefly describe how your curriculum complies:

11. Funded programs must comply with Section 317P(c)(2) of the Public Health Service Act (42 U.S.C. § 247b-17(c)(2)) regarding medically accurate information (see **Attachment A**). All educational materials and curricula designed, mass produced and used for instructional and information purposes are certified as medically accurate.

List source(s) for the curriculum used:

12. Funded programs must be consistent with § 22-1-128, C.R.S.

Please describe how your plan for funding is consistent with this law.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the CDE before modifications are made to the expenditures. Please contact Jennifer Austin, Grants Fiscal (Austin_J@cde.state.co.us, 303-866-6689) and Benjie Blase, Health and Wellness (Blase_B@cde.state.co.us, 303-912-4073) for any modifications.

Name of Authorized Representative

Signature

Date

Name of Program Contact

Signature

Date

Name of Board President

Signature

Date

Note: If grant application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

Part IC: Federal Guidance for the Title V State Sexual Risk Avoidance Education Grant and Signature Page

(complete and attach after Part IB)

The State Sexual Risk Avoidance Education (SRAE) Program is authorized and funded by Section 510 of the Social Security Act (42 U.S.C. § 710), as amended by section 50502 of the Bipartisan Budget Act of 2018 (Pub. L. No. 115-123), and as further amended by section 701 of Division S of the Consolidated Appropriations Act, 2018 (Pub. L. No. 115-141). www.congress.gov/bill/115th-congress/house-bill/1892/text#toc-HB0C3FCB33B3D48FDBB47D6FC206C5798

SEC. 50502. EXTENSION FOR SEXUAL RISK AVOIDANCE EDUCATION.

(a) IN GENERAL.—Section 510 of the Social Security Act (42 U.S.C. 710) is amended to read as follows:

SEC. 510. SEXUAL RISK AVOIDANCE EDUCATION.

(b) PURPOSE.—

(1) IN GENERAL.—Except for research under paragraph (5) and information collection and reporting under paragraph (6), the purpose of an allotment under subsection (a) to a State (or to another entity in the State pursuant to subsection (a)(2)) is to enable the State or other entity to implement education exclusively on sexual risk avoidance (meaning voluntarily refraining from sexual activity).

(2) REQUIRED COMPONENTS.—Education on sexual risk avoidance pursuant to an allotment under this section shall—

- (A) ensure that the unambiguous and primary emphasis and context for each topic described in paragraph (3) is a message to youth that normalizes the optimal health behavior of avoiding nonmarital sexual activity;
- (B) be medically accurate and complete;
- (C) be age-appropriate;
- (D) be based on adolescent learning and developmental theories for the age group receiving the education;
- and
- (E) be culturally appropriate, recognizing the experiences of youth from diverse communities, backgrounds, and experiences.

(3) TOPICS.—Education on sexual risk avoidance pursuant to an allotment under this section shall address **each** of the following topics:

- (A) The holistic individual and societal benefits associated with personal responsibility, self-regulation, goal setting, healthy decision making, and a focus on the future.
- (B) The advantage of refraining from non-marital sexual activity in order to improve the future prospects and physical and emotional health of youth.
- (C) The increased likelihood of avoiding poverty when youth attain self-sufficiency and emotional maturity before engaging in sexual activity.
- (D) The foundational components of healthy relationships and their impact on the formation of healthy marriages and safe and stable families.
- (E) How other youth risk behaviors, such as drug and alcohol usage, increase the risk for teen sex.
- (F) How to resist and avoid, and receive help regarding, sexual coercion and dating violence, recognizing that even with consent teen sex remains a youth risk behavior.

(4) CONTRACEPTION.—Education on sexual risk avoidance pursuant to an allotment under this section shall ensure that—

- (A) any information provided on contraception is medically accurate and complete and ensures that students understand that contraception offers physical risk reduction, but not risk elimination; and
- (B) the education does not include demonstrations, simulations, or distribution of contraceptive devices.

(5) RESEARCH.—

(A) IN GENERAL.—A State or other entity receiving an allotment pursuant to subsection (a) may use up to 20 percent of such allotment to build the evidence base for sexual risk avoidance education by conducting or supporting research.

(B) REQUIREMENTS.—Any research conducted or supported pursuant to subparagraph (A) shall be—
(i) rigorous;
(ii) evidence-based; and
(iii) designed and conducted by independent researchers who have experience in conducting and publishing research in peer-reviewed outlets.

[Name of Organization] _____ agrees to comply with the requirements of the Title V State Sexual Risk Avoidance Education grant requirements as stated above in the Section 510 of the Social Security Act (42 U.S.C. § 710), as amended by section 50502 of the Bipartisan Budget Act of 2018 (Pub. L. No. 115-123), and as further amended by section 701 of Division S of the Consolidated Appropriations Act, 2018 (Pub. L. No. 115-141).

Name of CEO

Signature

Date

Title V State Sexual Risk Avoidance Education Grant

Applications Due: Monday, December 2, 2019, by 11:59 pm

Application Scoring

CDE Use Only

Part I:	Application Introduction	No Points
Part II:	Narrative	
	Priority Considerations	/30
	Section A: Needs Assessment	/15
	Section B: Proposed Program Description	/50
	Section C: Program Implementation	/15
	Section D: Sustainability	/10
	Section E: Budget Narrative and Electronic Budget Spreadsheet	/15
	Total:	/135

GENERAL COMMENTS: Please indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-
-

RECOMMENDATION: Funded _____ Funded with Changes _____ Not Funded _____

Selection Criteria and Evaluation Rubric

Part I: Application Introduction (No Points)

Parts IA, IB, IC: Cover Pages and Assurances

Complete applicant information and program assurances and include as the first pages of the application.

Part ID: Executive Summary

Provide a brief description (no more than one page) of the applicant’s program to be funded by the Title V State Sexual Risk Avoidance Grant Program. This summary does not count toward the 10-page narrative page limit.

Part II: Narrative (135 Points)

The following criteria will be used by reviewers to evaluate the application as a whole. **The narrative should be written in order of the rubric scoring for review purposes.** In order for the application to be recommended for funding, it must receive at least 94 points out of the 135 possible points and all required elements must be addressed. An application that receives a score of zero on any required elements will not be funded.

Priority Considerations (Reviewers will score Priority Considerations based on descriptions Provider writes throughout the rest of the application narrative in the proceeding scoring rubric sections. The Provider does not have to specifically write answers to the indicators in the Priority Considerations scoring rubric section).	Not Addressed/ Met No Criteria (information not provided)	Met One or More Criteria (requires additional clarification or development)	Met All Criteria (concise, thoroughly developed, high-quality, well written response)	TOTAL POINTS
1) Provider described how it will serve one or more of the following: <ul style="list-style-type: none"> • Youth aging out of foster care; • Parenting youth; • Runaway and homeless youth; • Minority teens including Native Americans; • LGBTQ youth; • Youth with developmental disabilities; and/or • Youth residing in areas with high teen birth rates. 	0	5	10	
2) Provider described the evidence-based/evidence informed program(s) and/or curricula it will implement for SRAE programs).	0	5	10	
3) Provider described how the chosen evidence-based/evidenced informed program(s) for direct student services such as mentoring, and/or classroom instruction are based on best practices and sound theoretical frameworks.	0	5	10	
Reviewer Comments:				
TOTAL POINTS				/30

Section A: Needs Assessment	Not Addressed/ Met No Criteria (information not provided)	Met One or More Criteria (requires additional clarification or development)	Met All Criteria (concise, thoroughly developed, high-quality, well written response)	TOTAL POINTS
1) Describe the problems related to teen pregnancy and STIs in the Colorado region(s) that the Provider will serve with grant funds. Provide any supporting data.	0	3	5	

2) Identify the youth population(s) in the identified Colorado region(s) with the greatest need that will be served with grant funds. The youth to be served with these funds could be but not limited to: <ul style="list-style-type: none"> Youth aging out of foster care; Parenting youth; Runaway and homeless youth; Minority teens including Native Americans; LGBTQ youth; Youth with developmental disabilities; and/or Youth residing in areas with high teen birth rates. 	0	3	5	
3) Describe the analysis that was conducted to identify the selected region(s) and youth population(s). Provide any supporting data.	0	3	5	
Reviewer Comments:				
			TOTAL POINTS	/15

Section B: Proposed Program Description	Not Addressed/ Met No Criteria <small>(information not provided)</small>	Met One or More Criteria <small>(requires additional clarification or development)</small>	Met All Criteria <small>(concise, thoroughly developed, high-quality, well written response)</small>	TOTAL POINTS
1) Describe whether Provider will provide: <ul style="list-style-type: none"> Direct student services through Positive Youth Development; In-classroom SRAE curricula and instruction; After-school PYD or SRAE mentoring; and/or Provide formal training for facilitators/educators on the program strategies, approaches, and interventions. 	0	2	3	
2) Describe how Provider will utilize evidence-based/evidence informed teen pregnancy prevention program(s) and/or curricula.	0	5	10	
3) Describe how selected program(s) and/or curricula utilized will be sensitive and inclusive to youth participants of all races, ethnicities, classes, and identities.	0	3	5	
4) Describe how program(s) and/or curricula for direct services to youth, if any, will be based on best practices and sound theoretical frameworks.	0	2	3	
5) Describe how program incorporates effective strategies that have demonstrated impacts on delaying initiation of sexual activity.	0	2	3	
6) Provide the projected number of unduplicated youth the Provider anticipates to reach through the selected program(s) and/or curricula.	0	2	3	
7) Describe how program is medically accurate, as defined in HB19-1032. Medical information must be verified or supported by the weight of research conducted in compliance with accepted scientific methods and published in peer-reviewed journals where applicable. Medical information must also comprise material that leading professional organizations and agencies with relevant expertise in the field recognize as accurate, objective, and complete.	0	2	3	

8) Describe how program will incorporate the Colorado Comprehensive Health and Physical Education standards into programs and materials, particularly Standard 2 (GLS: Healthy Sexuality), and where applicable Standard 3 (Social Emotional Wellness), and Standard 4 (Prevention and Risk Management). Providers should also ensure that programs are consistent with the state statute, HB19-1032.	0	3	5	
9) Describe how Provider will support local efforts that promote Positive Youth Development (PYD), including leading youth in developing and navigating healthy relationships and making decisions that result in reduced teen pregnancy and STIs, including HIV.	0	3	5	
10) Explain how all youth-serving staff implementing programming are sensitive to the needs of youth and the demographic they serve. Demonstrate how programs and curricula utilized will be evidence-based/evidenced informed, sensitive, and inclusive to participants of all races, ethnicities, and classes, and LGBTQ students. Demonstrate how provider will prevent and respond to harassment or bullying within its program, promote the social wellbeing of all youth, and be prepared to address any trauma experienced by youth they serve by taking appropriate action such as reporting, if necessary.	0	3	5	
11) Provide a comprehensive list of providers and give referrals should students need further assistance. Referral resources should include, but not be limited to: <ul style="list-style-type: none"> • Substance use, abuse, and addiction • Tobacco cessation • Mental health services • Intimate partner violence and dating violence <p>The description of providers must identify referral resources, include information about how referrals will be made to other services and programs, and how follow up will take place, when appropriate.</p>	0	3	5	
Reviewer Comments:				
TOTAL POINTS				/50

Section C: Program Implementation	Not Addressed/ Met No Criteria <small>(information not provided)</small>	Met One or More Criteria <small>(requires additional clarification or development)</small>	Met All Criteria <small>(concise, thoroughly developed, high-quality, well written response)</small>	TOTAL POINTS
1) Identify outcome(s) that are specific to the local community's needs, challenges, population and proposed program(s) and/or curricula. Outcomes are those designed to measure behavior, attitudes, knowledge and beliefs of service recipients served. Outcome(s) should support local efforts and initiatives to reduce pregnancy, sexual activity, and STIs among Colorado youth. One of the outcome measures must include Sexual Risk Avoidance as the means of preventing teen pregnancy, birth and/or STIs.	0	3	5	

2) Identify 2-3 SMART Goals consistent with desired outcomes of the Title V State Sexual Risk Avoidance Education Grant Program. SMART Goals should be Specific, Measurable, Achievable, Relevant, and Time-Phased. Please copy and paste the table below into your application and use this table to complete your 2-3 SMART Goals.	0	5	10	
SMART Goal #1: (List Goal Here) (Specific, Measurable, Achievable, Relevant, Time-phased)				
Program Activities to Achieve SMART Goal #1	Date to be completed (in chronological order)	Job Title of Person Responsible		
	Month Day, Year			
SMART Goal #2: (List Goal Here) (Specific, Measurable, Achievable, Relevant, Time-phased)				
Program Activities to Achieve SMART Goal #2	Date to be completed (in chronological order)	Job Title of Person Responsible		
	Month Day, Year			
SMART Goal #3: (List Goal Here) (Specific, Measurable, Achievable, Relevant, Time-phased)				
Program Activities to Achieve SMART Goal #3	Date to be completed (in chronological order)	Job Title of Person Responsible		
	Month Day, Year			
Reviewer Comments:				
TOTAL POINTS				/15

Section D: Sustainability	Not Addressed/ Met No Criteria (information not provided)	Met One or More Criteria (requires additional clarification or development)	Met All Criteria (concise, thoroughly developed, high-quality, well written response)	TOTAL POINTS
1) Describe applicant’s plan for how the proposed project will be continued once the grant dollars have expired. For example, how will Provider continue to provide program(s) and/or curricula serving identified youth once this one-year grant has expired?	0	3	5	
2) Demonstrate how the funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.	0	3	5	
Reviewer Comments:				
TOTAL POINTS				/10

Section E: Budget Narrative and Excel Budget Spreadsheet	Not Addressed/ Met No Criteria (information not provided)	Met One or More Criteria (requires additional clarification or development)	Met All Criteria (concise, thoroughly developed, high-quality, well written response)	TOTAL POINTS
<p>1) Provide a narrative description of the proposed expenditures, including how activities supplement existing resources. Summarize all expenditures contained in the Excel Budget Spreadsheet and connect to project goals and activities. The costs of the proposed project (as presented in the electronic budget and budget narrative) shall be reasonable and the budget sufficient in relation to the objectives, design, scope, sustainability and duration of project activities.</p> <p>The Budget Narrative <u>does count</u> toward the 10-page limit.</p>	0	5	10	
<p>2) Submit the Excel Electronic Budget Spreadsheet as a separate attachment to the application submission. List costs on the Budget Detail worksheet that are reasonable, calculated to show how amounts are determined, and sufficient in relation to the measurable objectives, design, scope, sustainability, and duration of project activities.</p> <p>Item Description Example: .x FTE for [role or title] at \$xxxxx per [hour or month or year] times [x per hours or month or year]</p> <p>The Excel Budget Spreadsheet <u>does not count</u> toward the 10-page limit.</p> <p>Applicants that are non-profit organizations may charge indirect costs if they have an approved Indirect Cost Agreement with U.S. Department of Education. <u>Please submit a copy of the indirect cost Agreement with the U.S. Department of Education with the application as an attachment.</u></p>	0	3	5	
Reviewer Comments:				
TOTAL POINTS				/15

Attachment A: Section 317P(c)(2) of the Public Health Service Act

Mass produced educational materials that are specifically designed to address sexually transmitted diseases/infections (STDs/STIs) are required by Section 317P(c)(2) of the Public Health Service Act (42 U.S.C. § 247b-17(c)(2)) to contain medically accurate information regarding the effectiveness or lack of effectiveness of condoms in preventing the STDs/STIs the materials are designed to address. In general, information on contraceptives, if included, must be medically accurate and should include information on the effectiveness or lack of effectiveness of the type of contraception discussed in the curriculum.

Attachment B: Intent to Apply

The Letter of Intent to Apply for the Title V State Sexual Risk Avoidance Education Grant is due **Friday, November 15, 2019, by 5 pm**. Submit online at www.surveymonkey.com/r/titlev1920_loi. Below is a screenshot of the information requested.

Intent to Apply - Title V State Sexual Risk Avoidance Education Grant

Applicant Information

Thank you for your interest in the Title V State SRAE Grant. Please submit your Letter of Intent by Friday, November 15, 2019, by 5 pm.

Name of Organization (Lead Applicant)

Name of Authorized Representative for Lead Applicant

Name of Application Contact

Contact E-mail Address

Contact Phone Number

I affirm that I am the named Authorized Representative from the Lead Applicant, or the Authorized Representative is aware and has approved of the intent to apply for this funding opportunity.

If No, please explain.

Attachment C: Sub-Awardee Report Form

Sub-Awardees will be required to complete this report twice-annually and submit to CDE. The full reporting document in Excel format can be downloaded at [www.cde.state.co.us/healthandwellness/title v.](http://www.cde.state.co.us/healthandwellness/title_v)

Tab 1 – Program Indicators

Fill in the organization name		PROGRAM INDICATORS								April 1, 2019				September 30, 2019				
		(1) Item	(2) ACTIVITY DESCRIPTION	(3) INDICATOR	(4) EXPLANATION								Sub-Awardee Explanation in Detail					
B-01	Major Activities and Accomplishments During this Reporting Period		Attach updated Smart Goals from the approved grant application, project work plan and															
			A. Provide a description of the activities and accomplishments.															
			B. Participants: Provide a description of activities related to recruitment, retention and follow-															
			C. Fidelity and Adaptations: Describe activities related to monitoring fidelity and provide a															
			D. Evaluation and Data Collection: Discuss any evaluation and data collection activities.															
			E. Collaboration/Partners: Describe any new or established partnerships or collaborative															
			F. Training: Describe any training activities for SRAE staff and sub-awardees' staff.															
			G. Medical Accuracy and Age Appropriateness: Describe any applicable activities that ensure all															
			H. Service Linkages: Discuss service referrals and linkages made during the reporting period.															
B-02	PROBLEMS/OBSTACLES Describe any deviations or departures from the original project plan including actual/anticipated delays in task completion dates, and unique problems encountered or expected.		Submit as attachments any relevant forms/documents (i.e., fidelity monitoring, evaluation															
			a. Grantee/Sub-awardees															
			b. Participants (i.e., recruitment and retention)															
			c. Fidelity and Adaptations															
			d. Evaluation and Data Collection submit as attachment in a WORD Document															
			e. Collaboration/Partners															
			f. Training															
			g. Medical Accuracy and Age Appropriateness															
			h. Service Linkages: Discuss service referrals and linkages made during the reporting period.															
B-03	Significant Observations		i. Other Major Activities or Accomplishments															
			Please list information in Tab 2. List the															
B-04	Organizational Issues		2. Describe in detail any significant discrepancies between the number of youth targeted in your															
B-05	Technical assistance and Training		Briefly describe any organizational (i.e. staffing and personnel, policy and procedures) and															
B-06	Activities planned for next reporting		Describe any issues, functions, or processes that your organization needs addressed through															
			Briefly describe by listing anticipated unduplicated numbers, sites/schools/community sites for															

Tab 2 – Indicators Chart

Title V State Sexual Risk Avoidance Education Program												
Fill in the organization name											April 1, 2019 - September 30, 2019	
PROGRAM INDICATORS CHART												
List the type and number of services accessed by target population, the number of youth serviced in each community and other relevant project data. Include demographic information about youth (and parent/guardian) served including race/ethnicity, gender, and age. Also identify if youth served are those most vulnerable for pregnancies (youth in or aging out of foster care, homeless/runaway youth, youth with HIV/AIDS, and pregnant/parenting youth).												
Site or Implementation Provider	Total # Initiated	Total # Completed	# Male	# Female	Race/Ethnicity	# Ages 10 to 14	# Ages 15 to 19	# Pregnant and Parenting	# JJ Youth in juvenile justice programs/facilities	# FC Youth in foster care	# RHY Runaway and homeless youth	# LGBT Lesbian, gay, bisexual, transgendered youth
TOTALS (Lines 10-200 will total)	0	0	0	0		0	0	0	0	0	0	0

Tab 3 – Definitions for Ethnicity

Federal Definitions for New Race and Ethnicity Categories	
Hispanic or Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American	A person having origins in any of the black racial groups of Africa.
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.