



COLORADO
Department of Education

Funding Opportunity

Application will open in GAINS on **Wednesday, March 13, 2024**

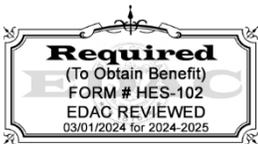
Recorded application information webinar available on
[CDE's Vaping Prevention Education Webpage](#)
Available **Wednesday, March 20, 2024**

[Intent to Apply Due](#): **Wednesday, April 10, 2024**
Completion of the Intent to Apply is strongly encouraged but not required.

[Applications Due](#): **Wednesday, April 24, 2024, by 4 pm**

Vaping Prevention Education Grant

Pursuant to §24-31-108(3) - 24-31-108(4)(a), C.R.S



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Note: The following version of the application is intended as a reference document for instructions and grant application planning purposes.

Applications for the Vaping Prevention Education Grant must be submitted through [GAINS](#).

Submission of application materials either in hard copy or via e-mail will not be accepted.

The application window will open in GAINS on **Wednesday, March 13, 2024**, and close on **Wednesday, April 24, 2024, at 4 pm**.

[More information about GAINS is available on CDE’s website.](#)

Accessing GAINS:

School District and BOCES Applicants

- Contact your district Local Access Manager (LAM) to receive access to GAINS. Documentation and training on this process for LAMs is available on [CDE’s GAINS Training webpage](#).

Charter School Applicants

- Complete the [Charter School GAINS Access Request Form](#)

All Other Applicants

- Complete the [Non-District Organization GAINS Access Request Form](#)

Vaping Prevention Education Grant

Intent to Apply Due: Wednesday, April 10, 2024

Applications Due: Wednesday, April 24, 2024, by 4 pm

Introduction and Purpose

This Vaping Prevention Education Grant is made possible by funding from the Colorado Attorney General's Office (also the Colorado Department of Law or DOL) as a result of a nationwide settlement the DOL secured from JUUL Labs, Inc. on behalf of Coloradans to address the youth vaping crisis. The DOL is partnering with CDE on this grant opportunity – and as part of a comprehensive, multifaceted approach combining education, prevention, and treatment – to support local education providers in their efforts to combat youth vaping.

The program exists to provide funding to education providers serving grades K - 12 to address the immediate and long-lasting health implications of vaping and the use of ENDS (Electronic Nicotine Delivery Systems) by youth. The purpose of this funding is to increase Colorado schools' capacity to address the youth vaping crisis, which requires a multifaceted approach that combines education, prevention, and treatment that could include mental and behavioral health services for Colorado youth.

This grant program must:

- Address the youth vaping crisis through education, prevention, and treatment;
- Provide professional development opportunities for school staff;
- Increase family and community involvement in promoting healthy lifestyles and choices for students;
- Include activities and programming that incorporate youth voices and are culturally responsive; and
- Adopt or enhance comprehensive vaping and drug prevention policies that include ENDS and move towards student centered alternatives to suspension approaches.

Eligible Applicants and Priority Criteria

Local Education Providers (LEPs) are eligible to apply for this opportunity. An eligible LEP is:

- A School District;
- A Board of Cooperative Educational Services (BOCES);
- A Charter School authorized by a School District;
- A Charter School authorized by the Charter School Institute;
- Facility School;
- Colorado School for the Deaf and Blind; or
- An Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)).

Note: Applications will not be accepted from individual non-charter schools and must be authorized and submitted through the LEP.

Charter Schools:

Pursuant to [C.R.S. 22-30.5-104 \(11\)](#), a charter school may choose to apply apart from their authorizer for a competitive grant program created by a federal or state statute or program. The charter school is considered the LEP only for the purposes of applying and determining eligibility. A charter school's authorizer will be the fiscal agent, if funded.

- A charter school that applies for a grant shall provide to its authorizing district:
 - A copy of the grant application at the time the application is submitted to CDE; and
 - If the charter school receives the grant monies, a summary of the grant requirements, a summary of how the charter school is using the grant monies, and periodic reports on the charter school's progress in meeting the goals of the grant as stated in its application.
- If a charter school intends to apply for a grant that the school's authorizing school district is also intending to apply for, the charter school shall seek to collaborate with the school district in the application and to submit the application jointly. If the charter school and the school district are unable to agree to collaborate in applying for

the grant, the charter school may apply for the grant independently or in collaboration with other charter schools.

Priority Criteria: Available grant funding will be distributed to LEPs demonstrating high need based on specific identified Priority Criteria.

- LEPs or communities disproportionately targeted by the vaping industry. (e.g., rural schools, schools with higher than average free and reduced lunch rates, minority students, or students identifying as LGBTQ or other data)
- LEPs or communities with high rates of students using ENDS, and/or high rates of disciplinary action related to ENDS.
- LEPs located in an area with a higher percentage of [retail stores](#) that sell nicotine and/or vaping products.
- LEPs have limited mental, behavioral health, health education staffing (based on staffing to student ratios, or health education staff, limited grant funding from CDE).
- LEPs have limited mental, behavioral health, health education resources (funding, curriculum, resources, systems of support).
- The [school or district has not received any Juul Settlement Funds](#) or any vaping prevention education funds, including, but not limited to, the direct JUUL settlements.

Available Funds and Duration of Grant

Approximately \$3.8 million in grants will be awarded to LEPs each year for three consecutive state fiscal years beginning in the 2024-2025 fiscal year. For Year 1 of this grant program, funds must be expended by **June 30, 2025**. However, up to 20% of the awarded allocation is allowed to be carried over from year to year. Any underspent funds that exceed 20% of the total allocation may need to be returned to CDE. ALL funds must be spent or returned to CDE at the end of Year 3 of the grant (June 30, 2027).

Allowable Use of Funds

A Local Education Provider that receives a grant under the program may use the monies to:

- Hire additional staff which is allowable in the following categories with a primary focus of their work dedicated to implementing the outcomes of the grant:
 - Hiring School Health Professionals (SHPs) which may include a State Certified School Psychologist, Social Worker, Nurse, Counselor, or other Department of Regulatory Agencies (DORA) licensed or State certified School Health Professional. Individuals who fill these positions under this grant must be currently licensed through the Colorado Department of Education, have a license through DORA, or have a temporary emergency license from the Colorado Department of Education;
 - Hiring licensed educators and endorsed or highly qualified Health Education teachers; and/or
 - Hiring a grant program coordinator.
- Provide support for staff to implement programs and other student health and wellness efforts.
- Programming which should include youth voice and be culturally responsive when applicable.
- Funding associated with convening students, family, staff, community partners (e.g., snacks during a meeting, travel costs, childcare, and stipends).
- Stipends, substitute pay, salary, materials and resources needed to effectively support implementation of prevention programs.
- Purchase of curricula, resources, or materials to support cessation, and prevention to addressing gaps in existing curriculum, and support the implementation of effective teaching practices and skills.
- Funds to support professional development opportunities (e.g., travel, lodging, registration, per diem, sub pay).
- Staff training and professional development and associated travel costs, including attendance at the CDE grantee conference in the fall of each grant year.
- Up to 10% of grant funds to support grant-associated SHPs and health educators to complete special service providers certifications, endorsements and/or coursework.
- Telehealth and/or behavioral health care services—screenings, counseling, therapy, and referrals out including contracts for such services.

Unallowable Use of Funds

- Vaping-related sensors, cameras, or other surveillance equipment.
- Funds may NOT be used to support programs or activities that involve a punitive discipline approach to vaping.
- Incentives for students, staff, or family (i.e., gift cards, t-shirts, etc.).
- Indirect costs.

Grant Component Areas

The five components below are intended to guide the work as applicants develop a comprehensive program to address the youth vaping crisis through education, prevention, and treatment. The component areas address district level policies and practices and school level implementation. Schools are encouraged to use a schoolwide approach such as [Multi-Tiered Systems of Support](#) and or a [Whole School, Whole Community, Whole Child \(WSCC\)](#), approach to vaping prevention efforts that engage multiple components and focus on collaboration, and alignment of policies and practices.

In addition to implementing the following grant component areas, schools and districts may support staffing for behavioral health services and/or teaching comprehensive health education.

Component 1. School districts will adopt or enhance comprehensive prevention policies that include ENDS.

- This may include updating policies to prohibit ENDS, nicotine use by students, staff, and visitors on school property.
- Training of staff on vaping policies and effective enforcement and communication strategies.
- Focusing on non-punitive policy violation consequences (i.e., alternative to suspensions).
- Identify policies, practices, and guidance to schools regarding the storage and disposal of ENDS waste.
- Requiring prevention education aligned with standards and best practices.
- Provide programs to help students quit using drugs (including, but not limited to, nicotine, ENDS).

Component 2. Schools implement effective ENDS prevention classroom instruction, starting in elementary schools.

- Programs that are designed to encourage greater connections with trusted adults, honest and authentic support for peers who are struggling, and support for mental health that can prevent the use of vaping.
- Comprehensive education campaigns that use a targeted approach to raise awareness about the risks and consequences of vaping, debunking myths about their reduced harm/harmlessness, and promote healthy alternatives.
- Implementation of a developmentally appropriate multi-lesson evidence-based prevention curriculum.
- Implementation of Comprehensive Health Education aligned with standards.
- Activities and programming that incorporate youth voices and are culturally responsive.
- Student led initiatives.

Component 3. Schools provide assistance to students who want to quit using ENDS or nicotine products.

- Identification and referral of students to cessation programs designed for adolescents.
- Implementation of evidence-based cessation programs that are school-based, in school-based clinics, small groups, or that leverage community-based resources or online programs in the school.
- Support referrals to My Life, My Quit, Colorado's free, confidential program offering web, text, and phone support for youth ages 12-17 who are seeking help for addiction to any form of tobacco.

Component 4. Schools will engage parents and families in support of school-based ENDS prevention programs.

- Communication with families to explain district ENDS policies, enforcement strategies, and prevention goals.
- Request family volunteers for school and/or classroom prevention, ENDS-free events on school property, or and district policy reviews.
- Homework assignments that encourage parental involvement in student learning about prevention concepts and skills.
- In-person, video-based, or on-line skills training for families that address:

- Parental monitoring of their children’s activities, whereabouts, and friends;
- Parent-child communication about use; effective parenting skills; and
- Nicotine/smoke-free home policies.

Component 5. Districts and schools create and maintain linkages to state and community prevention policies and programs that target children/youth.

- Participation in planning and implementing community programs through the local coalition and encouraging policymakers to support ENDS prevention policies that target children and youth.
- Collaboration with communities to prohibit ENDS or nicotine advertising and to structure the physical environment to make it inconvenient for youth to use.
- Encouragement for youth participation in and leadership of a network committed to reducing use and advocating for policy change and improvements in the enforcement of laws governing youth access.

Program Evaluation and Reporting

Each Education Provider that receives a grant through the Vaping Prevention Education Grant is required to report, at a minimum, the following information to the Department (See **Appendix A: Program Evaluation Reports**)

Programmatic Reports

- Year 1: Annual mid-year progress report on workplan objectives, and budget: January 31, 2025.
- Year 1: Annual end-of-year progress report regarding workplan and budget: June 30, 2025.
- Possible success story.
- In addition to the above information, grantees will be asked to review progress toward their project goals and engage in a problem-solving process to address any roadblocks that have occurred that are hindering the goals of the workplan.

Fiscal Reports

- Fiscal Reports Include budget expenditures to date and an official general ledger report from the LEP’s official accounting reporting system.
 - Year 1: Mid-year Financial Report: January 31, 2025.
 - Year 1: Annual Financial Report: September 30, 2025.

Site Visits

Local Education Providers receiving a grant through Vaping Prevention Education Grant may be selected for a site visit by CDE program staff during the 2024-2027 funded school years.

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 Vaping Prevention Education Grant. 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 as part of the application 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.

Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Awarded grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

Application Assistance and Intent to Apply

An application information webinar will be posted on [CDE's Vaping Prevention Education Webpage](#) by **Wednesday, March 20, 2024**.

If interested in applying for this funding opportunity, submit the [Intent to Apply](#) by **Wednesday, April 10, 2024**. Although strongly encouraged, completion of the Intent to Apply is not a required component of the application process. Completing the Intent to Apply assists CDE in knowing who needs access to the application in GAINS and providing access guidance, securing a sufficient number of peer reviewers, and provides an avenue to communicate important updates with potential applicants.

Review Process and Notification

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will receive an award notification on or before **June 30, 2024**.

Note: This is a competitive process – applicants must score at least 70 points out of the 100 possible narrative points to be approved for funding. Applicants may be asked to submit revisions or provide additional information prior to funding. There is no guarantee that applying 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

Applications must be completed and submitted through [GAINS](#) by **Wednesday, April 24, 2024, by 4 pm**.

Application materials and resources are available on [CDE's Vaping Prevention Education Webpage](#).

Required Elements

The format outlined below must be followed to assure consistent application of the evaluation criteria. See Evaluation Rubric for specific selection criteria.

Part I: Applicant Information and Program Assurances

Part II: Narrative and Budget

Vaping Prevention Education Grant

Intent to Apply Due: Wednesday, April 10, 2024

Applications Due: Wednesday, April 24, 2024, by 4 pm

Applicants will complete their application at [GAINS](#).

Applications will be accepted in GAINS from **March 13 - April 24, 2024**.

Part I: Applicant Information and Program Assurances

Authorized Representative Information			
For Charter School applicants, the Authorized Representative and Fiscal Manager will be contacts from the authorizing district/CSI.			
Name:		Title:	
Telephone:		E-mail:	
Program Contact Information			
Name:		Title:	
Telephone:		E-mail:	
Fiscal Manager Information			
Name:			
Telephone:		E-mail:	
Participating Schools			
Provide school name and school code for each participating school or indicate district-wide effort.			
Executive Summary [if applicable]			
Provide a brief description of the program to be supported by this funding. May not exceed 500 words. The Executive Summary is not a scored component of the application.			

Program Assurances

**Applicants will agree to the below Assurances within the Vaping Prevention Education Grant application in GAINS.
An upload of this document is not required.**

The applicant hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the applicant agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The applicant also certifies that all program and pertinent administrative requirements will be met. In addition, grantees that accept Vaping Prevention Education Grant funding agree to the following assurances:

- 1) The applicant will annually provide the Colorado Department of Education the evaluation information required in the Mid-Year Report and the End-of-Year Report of the Request for Applications.
- 2) The applicant will work with and provide requested data to CDE within the time frames specified.
- 3) The applicant will complete and submit Interim Financial Reports and Annual Financial Reports by the published due dates.
- 4) The applicant will not discriminate against anyone based on disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, national origin, religion, ancestry, or need for special education services (C.R.S. 24-34-301 through 24-34-805).
- 5) Funds will be used to supplement and not supplant any funds currently being used to provide vaping prevention education services and grant dollars will be administered by the appropriate fiscal agent.
- 6) Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
- 7) If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
- 8) The applicant will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

Duplication of Benefits

Federal or State funds generally cannot be used to pay for the exact same cost or activity already paid for from another source of funding. This is sometimes referred to as a prohibition on duplication of benefits (DOB), or “double-dipping.” Entities using multiple funding sources should be aware of the different authorities and program requirements for each funding source, being careful to avoid DOB in instances where they are paying for similar costs or activities from multiple

sources. (2CFR200.302) Subrecipients should avoid a duplication of benefits for any federal or state award. A duplication of benefits occurs when the amount of the assistance (i.e., funding) to a beneficiary exceeds the total allowable assistance (i.e., based on the total allocable expenses) to that beneficiary for that purpose.

- 9) Applicant certifies no duplication of benefits resulting in this funding will occur. If awarded, the Awardee (applicant) will notify in writing CDE should this occur.

Fraud, Waste and Abuse

Recipients of grant funds are responsible for taking steps to reduce fraud, waste, and abuse. Fraud, waste, and abuse can come in many forms, such as:

- Embezzlement, bribery, or other public corruption involving federal or state funds;
- Serious mismanagement involving federal or state programs or funds;
- Theft or misuse of Federal student aid to include knowledge of fraud, waste, or abuse involving a financial aid administrator or other entity official(s), or knowledge of fraud, waste, or abuse involving a student loan servicer or collection agency;
- Knowledge that your entity is not complying with regulations or laws involving Federal student aid or other federal or state program or operation requirements;
- Conflicts of interest-violation of arm's length agreements;
- Contract and procurement irregularities;
- Theft or abuse of government property;
- Employee misconduct; or
- Ethics violations by officials.

Entities are required to have a procedure or methodology for timely reporting, in writing, of any noted violations that may potentially affect the federal or state award. (2CFR200.113)

- 10) Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of fraud, waste and abuse with these, or any funds within their agency, and if an instance occurs. If awarded, the Awardee (applicant) will notify CDE in writing.

Conflict of Interest

The applicant hereby certifies that, to the best of its knowledge and belief, there are no present or currently planned interests (financial, contractual, organizational, or otherwise) relating to the work to be performed under the contract or grant resulting from this award that would create any actual or potential conflict of interest (or apparent conflicts of interest) (including conflicts of interest for immediate family members: spouses, parents, children) that would impinge on its ability to render impartial, technically sound, and objective assistance or advice or result in it being given an unfair competitive advantage. In this clause, the term "potential conflict" means reasonably foreseeable conflict of interest. The applicant further certifies that it has and will continue to exercise due diligence in identifying and removing or mitigating, to the Government's or Colorado Department of Education's satisfaction, such conflict of interest (or apparent conflict of interest).

- 11) Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of any conflicts of interest with these, or any funds within their agency. If awarded, the Awardee (applicant) will notify CDE in writing. (2CFR200.112)

The Colorado Department of Education may terminate a grant award upon thirty days' notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in GAINS and approved by CDE before modifications are made to the expenditures.

Approvals for this grant must be captured in GAINS from the following personnel:

- Applicant Authorized Representative
- Applicant Fiscal Manager

Note: For Charter School applicants, the above personnel must be from the authorizing district or CSI.

Part II: Narrative and Budget

Complete responses in GAINS. Although the system will save work in progress, applicants may find it useful to compose answers in a separate document and copy them into the online application form.

Priority Criteria
1) LEP or communities disproportionately targeted by the vaping industry (e.g., Rural schools, schools with higher than average free and reduced lunch rates, minority students, or students identifying as LGBTQ or other data).
2) LEP or communities with high rates of students using ENDS, and/or high rates of disciplinary action related to ENDS.
3) LEP located in an area with a higher percentage of retail stores that sell nicotine and/or vaping products.
4) LEP has limited mental, behavioral health, and health education staffing (based on staffing to student ratios, or health education staff, limited grant funding from CDE).
5) LEP has limited mental, behavioral health, health education resources (funding, curriculum, resources, systems of support).
6) The school or district has not received any Juul Settlement Funds or vaping prevention education funds.

Narrative Questions:

Section A: Priority Criteria [Up to 15 Priority Points]

- 1) For each of the criteria applicant meets in the chart above, provide data and a justification for each.
 - a) The applicant uses local, regional data or other data to provide a clear rationale and evidence that they meet the criteria.
 - b) Data should be compared to similar communities, schools, region, or state data when available.

[Not to exceed 1,000 words]

Section B: Current Programs / Needs Assessment [20 Points]

- 1) Provide a detailed description of the LEP's:
 - a) Intended recipient school(s) name(s) and a brief description of school(s).
 - b) Existing policies and programs related to school health and wellness, behavioral supports and how they are coordinated or not coordinated.
 - c) Identify relevant vaping, nicotine, or drug prevention efforts in the LEP. Describe who is teaching the program, the amount of time allocated, identify any tiered level of support, and identify curricula or cessation resources.
 - d) Relevant funding or lack of funding as it relates to mental, behavioral supports, and health education.

Note: This question is scored based on the description of the current status of the school/district, and not the extent that initiatives are in place.

[Not to exceed 500 words]

- 2) Using data where applicable, identify school- and/or LEP-level needs related to school health and wellness.
 - a) Examples of data sources include, but are not limited to: Healthy Kids Colorado, SMART Source, student demographic data, climate and culture surveys, observational data, student attendance, referral/suspension, etc.

[Not to exceed 500 words]

Section C: Program Description [20 Points]

- 1) Describe the strategies applicant will use to address the identified gaps/areas of improvement/need to support vaping prevention education and support for students. To be eligible to receive full points, applicants must include the following in their response:
 - a) Strategies to address school and district level needs and gaps identified.
 - b) How will these strategies address the identified inequities and/or health disparities?
 - c) Identify the extent that strategies are aligned with evidence-based practices and aligned with the grant objectives and component areas.
 - d) Identify how strategies will support a holistic, skills-based, culturally sensitive, student centered, and medically accurate approach that fosters a positive self-concept for all students.
 - e) Explain how the program will incorporate youth voices and are culturally responsive/relevant.

[Not to exceed 1,000 words]

Section D: Program Objectives, Workplan, and Evaluation [30 Points]

1) Provide a clearly detailed workplan for implementation using SMARTIE (Specific, Measurable, Achievable, Relevant, Time-Phased, Inclusive, Equitable) Goals. Workplan and timeline should be consistent with the desired outcomes of the grant. (See **Appendix C** for a worksheet to help in development of your workplan.)

[Not to exceed 500 words]

2) Describe the measurable outcomes the applicant expects to achieve.

[Not to exceed 250 words]

3) Identify activities, implementation benchmarks, and the plan for achieving the program or project. To receive full points, applicants must include the following in their response:

- a) Activities are clearly aligned with best practices and the allowable use of funds.
- b) Evaluation and data collection efforts are clearly identified.
- c) Sustainability activities are clearly identified.

Activity	Implementation Benchmark	Date to be Completed (in chronological order)	Job Title of Person Responsible
What activities will you implement to move towards your goal?	How will you know you have completed the activity		

Section E: Partnerships [15 Points]

1) Describe the extent to which the LEP has developed or plans to develop community partnerships. Provide details on any specific partnerships supporting student ENDS, drug and alcohol prevention, cessation, or intervention programs.

- a) Local Health Agencies
- b) Local Law Enforcement
- c) Mental and Behavioral Health Services
- d) Organizations providing cessation service
- e) Family Engagement
- f) Community Involvement

[Not to exceed 500 words]

2) Describe the extent to which the LEP has developed or plans to develop partnerships and engage with youth regarding vaping prevention.

[Not to exceed 500 words]

Section F: Program Budget [15 Points]

1) Demonstrate how the funds awarded under the program:

- a) will be used to supplement the level of funds available for authorized programs and activities; and
- b) will not supplant federal, state, local, or non-federal funds.

[Not to exceed 250 words]

2) Complete proposed program budget in GAINS. While grants will be awarded for a three-year term, this RFA requires grantees to write a proposed budget for Year 1 (FY 24-25) only. The Budgets for Years 2 & 3 will be written during the grant program.

Provide a Budget that includes all costs associated with the development and implementation of the proposed program and that are in alignment with the allowable uses of funds for this program. Costs must be reasonable, necessary, and have calculations provided to show how amounts are determined. The budget should be sufficient in relation to the objectives, design, scope, and sustainability of project activities and demonstrate how funds will be used for supplementary services.

Examples: Purchased XYZ Curriculum, teachers’ manuals for 3 teachers @ \$600.00, total \$1800.00, student books/handouts for 600 students \$1.50, total \$900.00; Salary for Health Curriculum Coordinator (approximately 0.4 FTE) @ \$25,500, 20% PERA/Medicare; Health (\$3,125 - half of total)

Evaluation Rubric and Application Scoring

This is a competitive process –The following criteria will be used by reviewers to evaluate the application. Applicants must score at least 70 points out of the 100 possible narrative points to be approved for funding. Applicants may be asked to submit revisions or provide additional information prior to funding. There is no guarantee that applying 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.

Part II: Narrative and Budget

Section A:	Priority Criteria	/15
Section B:	Current Programs/Needs Assessment	/20
Section C:	Program Description	/20
Section D:	Program Objectives, Workplan, and Evaluation	/30
Section E:	Partnerships	/15
Section F:	Budget	/15
Narrative Total:		/100
Narrative Total + Priority Criteria:		/115

Priority Criteria		Meets	Does Not Meet
1)	LEP or communities disproportionately targeted by the vaping industry (e.g., Rural schools, schools with higher than average free and reduced lunch rates, minority students, or students identifying as LGBTQ or other data).	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2)	LEP or communities with high rates of students using ENDS, and/or high rates of disciplinary action related to ENDS.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3)	LEP located in an area with a higher percentage of retail stores that sell nicotine and/or vaping products.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4)	LEP have limited mental, behavioral health, and health education staffing (based on staffing to student ratios, or health education staff, limited grant funding from CDE).	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5)	LEP have limited mental, behavioral health, health education resources (funding, curriculum, resources, systems of support).	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6)	The school or district has not received any Juul Settlement Funds or vaping prevention education funds.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
For each of the criteria the applicant meets in the chart above, provide data and a justification for each.			
a) The applicant uses local, regional, or other data to provide a clear rationale and evidence that they meet the criteria.			
b) Data should be compared to similar communities, schools, region, or state data when available.			
Applicant did not meet any priority criteria or did not provide a clear rationale and evidence for meeting the criteria.	Applicant meets 1-2 priority criteria and provide a clear rationale and evidence for meeting the criteria.	Applicant meets 3-4 priority criteria and provide a clear rationale and evidence for meeting the criteria.	Applicant meets 5-6 priority criteria and provide a clear rationale and evidence for meeting all the criteria.
0	5	10	15
Section A Total:			/15

Section B: Current Programs / Needs Assessment

- 1) Provide a detailed description of the LEP's:
- a) Intended recipient school(s) name(s) and a brief description of school(s)
 - b) Existing policies and programs related to school health and wellness, and how they are coordinated or not coordinated.
 - c) Identify relevant vaping, nicotine, or drug prevention efforts in the LEP. Describe who is teaching the program, the amount of time allocated, identify any tiered level of support, and identify curricula or cessation resources.
 - d) Relevant funding or lack of funding as it relates to mental, behavioral supports, and health education.

Note: This question is scored based on the description of the current status of the school/district not the extent that initiatives are in place.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	3	7	10

- 2) Using data where applicable, identify LEP-level needs related to school health and wellness.
- a) Examples of data sources include but are not limited to: Healthy Kids Colorado, SMART Source, student demographic data, climate and culture surveys, observational data, student attendance, referral/suspension, etc.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	3	7	10

Section B Total: /20

Section C: Program Description

- 1) Describe the strategies applicant will use to address the identified gaps/areas of improvement/need to support vaping prevention education and support for students. To be eligible to receive full points, applicants must include the following in their response:
- a) Strategies to address school and district level needs and gaps identified.
 - b) How will these strategies address the identified inequities and/or health disparities?
 - c) Identify the extent that strategies are aligned with evidence-based practice and aligned with the grant objectives and component areas.
 - d) Identify how strategies will support a holistic, skills-based, culturally sensitive, student centered, and medically accurate approach that fosters a positive self-concept for all students.
 - e) Explain how the program will incorporate youth voices and are culturally responsive/relevant.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	7	14	20

Section C Total: /20

Section D: Program Objectives, Workplan, and Evaluation

- 1) Provide a clearly detailed workplan for implementation using SMARTIE (Specific, Measurable, Achievable, Relevant, Time-phased, Inclusive, Equitable) Goals. Workplan and timeline should be consistent with the desired outcomes of the grant.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	3	7	10

- 2) Describe the measurable outcomes the applicant expects to achieve.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
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0	3	7	10
3) Identify activities, implementation benchmarks, and the plan for achieving the program or project. To receive full points, applicants must include the following in their response: a) Activities are clearly aligned with best practices and the allowable use of funds. b) Evaluation and data collection efforts are clearly identified. c) Sustainability activities are clearly identified.			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	3	7	10
Section D Total:			/30

Section E: Partnerships			
1) Describe the extent to which the LEP has developed or plans to develop community partnerships. Provide details on any specific partnerships supporting student ENDS/nicotine, drug and alcohol prevention, cessation, or intervention programs. a) Local Health Agencies b) Mental and Behavioral Health Services c) Organizations providing cessation service d) Family Engagement e) Community Involvement			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	1	3	5
2) Describe the extent to which the LEP has developed or plans to develop partnerships and engage with youth regarding vaping prevention.			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	3	7	10
Section E Total:			/15

Section F: Program Budget			
1) Demonstrate how the funds awarded under the program: a) will be used to supplement the level of funds available for authorized programs and activities; and b) will not supplant federal, state, local, or non-federal funds.			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, an exemplary response.
0	1	3	5
2) Provide a Budget that includes all costs associated with the development and implementation of the proposed program and that are in alignment with the allowable uses of funds for this program. Costs must be reasonable, necessary, and have calculations provided to show how amounts are determined. The budget should be sufficient in relation to the objectives, design, scope, and sustainability of project activities and demonstrate how funds will be used for supplementary services. Examples: Purchased XYZ Curriculum, teachers' manuals for 3 teachers @ \$600.00, total \$1800.00, student books/handouts for 600 students \$1.50, total \$900.00; Salary for Health Curriculum Coordinator (approximately 0.4 FTE) @ \$25,500, 20% PERA/Medicare; Health (\$3,125 - half of total)			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, an exemplary response.
0	3	7	10
Section F Total:			/15

Appendix A: Program Evaluation Reports

GRANT REPORT NARRATIVE

1. Progress Related to Objectives in Workplan

- Describe the progress made towards each of the objectives in your workplan.
- Describe any specific accomplishments and/or successes related to your objectives.
- Describe any specific challenges experienced related to your objectives. Explain how you plan to overcome the challenges you have mentioned.

2. Progress Related to Grant Component Areas

a. Staffing

Staffing Position Title/Name	% FTE funded by the grant	Brief description of the position

b. Training/Professional Development

To what extent have you provided quality professional development, training and technical assistance to schools and professionals?	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent

Indicate the training Title and Type of Training (virtual face to face).	Number Schools Represented	Number of Staff trained

- Describe any training for staff this grant has supported?
- What data do you have to support the impact of the training (e.g., training evaluations, follow up feedback)?

c. Policy Updates

To what extent have you updated policies to prohibit nicotine or ENDS use by students, staff, and visitors on school property.	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
To what extent have you implemented non-punitive policy violation consequences (i.e., alternative to suspensions)	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
To what extent have policies that require prevention education for comprehensive health education aligned with standards and best practices.	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent

- Please describe your work at the district or school level to update your policies or implementation of policies.
- How many schools are implementing alternative to suspension programs and policies.

School level	Number of Schools	Number of Students
Elementary		
Middle		
High School		

- Please indicate the number of students and consequences for vaping violations at the school level.

School level	Alternative to Suspension	In school Suspension	Out of School Suspension	Expulsion	Referred to Law Enforcement	Other
Elementary						
Middle						
High School						

d. Curriculum / Cessation Program Implementation

To what extent have you supported implementation of curriculum/lessons in your school (s)?	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent

i. How many schools are implementing the curriculum and how many students have completed the curriculum/program.

School level	Number of Schools	Number of Students
Elementary		
Middle		
High School		

ii. Describe the curriculum(a) that are being implemented?

iii. Cessation Supports

To what extent have you supported schools to implement / support cessation at your schools?	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent

School level	Number of Schools	Number of Students
Middle		
High School		

iv. Describe your efforts to implement cessation programs in schools.

e. Family Engagement

To what extent have you engaged parents, families, or other adults in your school-based ENDS prevention programs.	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent

i. Describe your efforts to engage parents, families, or other adults.

f. Community Linkages / Partnerships

To what extent have your external partnerships affected your district's prevention program?	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent

i. Describe the types of external partnerships your district or school(s) has developed or maintained and give specific examples of what the partnerships have accomplished this school year.

3. Budget

- a. Please briefly describe any revision to the budget that you have made or anticipate needing to make now through June.
- b. Complete the excel budget form and submit it with this report.

4. Other Artifacts (Optional)

- a. Please provide any additional artifacts that have been developed through the grant. This may include student work, curriculum documents, assessments, or other documents. (Please include website or Google Doc links when possible.)

5. Possible Success Story

Appendix B: Definition of Terms

Local Education Providers (LEPs) are eligible to apply for this opportunity. An eligible LEP is:

- A School District
- A Board of Cooperative Educational Services (BOCES)
- A Charter School authorized by a School District; or
- A Charter School authorized by the Charter School Institute
- Facility School
- Colorado School for the Deaf and Blind
- An Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b))

ENDS (Electronic Nicotine Delivery Systems)

- ENDS and E-cigarettes come in many shapes and sizes. Most have a battery, a heating element, and a place to hold a liquid.
- ENDS and E-cigarettes produce an aerosol by heating a liquid that usually contains nicotine—the addictive drug in regular cigarettes, cigars, and other tobacco products—flavorings, and other chemicals that help to make the aerosol. Users inhale this aerosol into their lungs. Bystanders can also breathe in this aerosol when the user exhales into the air.
- ENDS and E-cigarettes are known by many different names. They are sometimes called “e-cigs,” “e-hookahs,” “mods,” “vape pens,” “vapes,” and “tank systems,” and “electronic nicotine delivery systems (ENDS).”
- Some ENDS are made to look like regular cigarettes, cigars, or pipes. Some resemble pens, USB sticks, and other everyday items. Larger devices such as tank systems, or “mods,” do not resemble other tobacco products.
- Using an e-cigarette is sometimes called “vaping.”
- ENDS and E-cigarettes can be used to deliver marijuana and other drugs. [About Electronic Cigarettes \(E-Cigarettes\) | Smoking and Tobacco Use | CDC](#)

Appendix C: Grant Workplan Worksheet

Focus on Policies, Programs and Practices

One-year SMARTIE Objective (*Specific, Measurable, Achievable, Relevant, Time-phased, Inclusive, Equitable*):

Provide a clearly detailed work plan for implementation using SMARTIE (Specific, Measurable, Achievable, Relevant, Time-phased, Inclusive, Equitable) Goals. Work plan and timeline should be consistent with the desired outcomes of the grant.

Describe the measurable outcomes and data you will collect to determine the outcomes have been achieved.

Identify activities, benchmarks, and the plan for achieving your program or project.

To receive full points, applicants must include the following in their response:

- a) Activities are clearly aligned with best practices and the allowable use of funds.
- b) Evaluation and data collection efforts are clearly identified.
- c) Sustainability activities are clearly identified.

Activity	Implementation Benchmark	Date to be Completed <small>(In chronological order)</small>	Job Title of Person Responsible
What activities will you implement to move towards your goal?	How will you know you have completed the activity		

Additional Notes:

(Copy work plan as needed)