

Funding Opportunity

Applications Due: **Wednesday, August 17, 2022, by 11:59 pm**

[Intent to Apply](https://app.smartsheet.com/b/form/8e66c49e48094e59a75ba2246dd63b46) Due: **Wednesday, August 10, 2022, by 11:59 pm**

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| **Title V State Sexual Risk Avoidance Education Grant**Colorado Department of Education’s 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, Public Law (Pub. L.) No. 115-123, and extended by the CARES Act, 2020 (Pub. L. No. 116-136). |

**Program Questions:**

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**Title V State Sexual Risk Avoidance Education Grant**

**Applications Due: Wednesday, August 17, 2022, 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 rates of teen pregnancy and sexually transmitted infections (STIs), including HIV. SRAE programs use a [Positive Youth Development (PYD)](https://www.acf.hhs.gov/fysb/positive-youth-development) framework as part of a risk avoidance strategy to help participants develop healthy life skills, increase individual protective factors that reduce risks, make healthy decisions, engage in healthy relationships, and set goals that lead to self-sufficiency and marriage before engaging in sexual activity. SRAE programs 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 use without normalizing teen sexual activity.

The federally funded Title V State Sexual Risk Avoidance Education (SRAE) Program is managed by the U.S. Department of Health and Human Services’ Administration for Children and Families and 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, Public Law (Pub. L.) No. 115-123, and extended by the CARES Act, 2020 (Pub. L. No. 116-136) to enable states, territories, or other entities to implement education exclusively on sexual risk avoidance. A complete definition as well as federal guidance regarding SRAE is in **Part IC** of this application (see page 13).

According to Colorado’s Comprehensive Health and Physical Education standards, by graduation students should be able to apply knowledge and skills necessary to make personal decisions that promote healthy relationships and sexual and reproductive health. A comprehensive approach to health is at the forefront of [Colorado’s Comprehensive Health and Physical Education standards](https://www.cde.state.co.us/cohealth/statestandards), which include sexual risk avoidance education throughout all grade levels. 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 education to youth.

For this funding opportunity, Community-Based Organizations that currently (or plan to) provide Out-of-School Time programming (operating before or after school, on the 5th day for four-day school week districts, weekends, or summer) are invited to apply for three years of funding to implement education exclusively focused on sexual risk avoidance that teaches youth to voluntarily refrain from sexual activity.

# Purpose

Grant funds will be awarded to Community-Based Organizations providing SRAE Out-of-School Time programs that are:

1. evidence-based,
2. aligned with the Colorado Comprehensive Health Education Standards, and
3. apply a Positive Youth Development framework that help youth participants develop healthy life skills, increase individual protective factors that reduce risks, make healthy decisions, engage in healthy relationships, and set goals that lead to self-sufficiency and marriage before engaging in sexual activity.

CDE allows applicants to select their own evidence-based SRAE programs, provided that they are aligned with youths’ needs, assets, and interests and can be successfully, reliably, and broadly applied across many populations and among diverse audiences and locations. Prevention programs should be age-appropriate, medically accurate, evidence-based, and inclusive to participants of all races, ethnicities, classes, and identities.

All SRAE-funded programs must address the following topics:

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

The Colorado Department of Education is committed to giving youth information and skills that are solidly based in the scientific literature. Registries such as the [Health and Human Services’ Teen Pregnancy Prevention Evidence Review on youth.gov](https://tppevidencereview.youth.gov/FindAProgram.aspx) and the [University of Colorado, Boulder’s Blueprints for Healthy Youth Development](https://www.blueprintsprograms.org/program-search/) are designed to help Providers compare and select evidence-based programs that are proven to reduce negative health outcomes like teen pregnancy and transmission of sexually transmitted infections (STIs), including HIV. Applicants must use evidence-based programs and are highly encouraged to choose evidence-based sexual risk avoidance programs using the above two registries.

Applicants are also encouraged to identify and serve youth identified within the SRAE target populations for this funding opportunity. “SRAE Target Populations” are defined in [Appendix A: Glossary of Terms](#_heading=h.lmasbwaw36ef).

# Eligible Applicants

Community-Based Organizations throughout Colorado that currently (or plan to) provide Out-of-School Time program(s) to youth are eligible to apply for this funding opportunity. School districts and schools are ineligible to apply ([CO HB19-1032](https://leg.colorado.gov/bills/hb19-1032)). The terms “youth”, “Community-Based Organizations”, and “Out-of-School Time programs” are defined in [Appendix A: Glossary of Terms](#_heading=h.lmasbwaw36ef).

# Priority Considerations

Priority points will be assigned by CDE to applicants that either 1) have not previously received Title V SRAE funding from CDE or 2) that have previously received funding but in the narrative provide strong evidence of the organization’s positive impact on SRAE-related youth health outcomes.

# Available Funds

Approximately $300,000 is available in Fiscal Year 2022-2023 to award through this funding opportunity starting October 2022. Individual awards will range between $50,000 and $100,000 with an average anticipated individual award of $75,000. Grants awarded receive funds for a period of three years, contingent upon continued federal appropriations, CDE re-applying for federal funding, and upon grantees meeting all grant, fiscal, and reporting requirements. Based on available funding, grant amounts each year of the three-year grant period will be funded at 100% of the original award. There will be no carryover of funds allowed during or after the three-year grant period.

Applications must adequately align the proposed use of funds in the budget and budget narrative. Of note, if during any portion of the grant period a grantee fails to meet the program goals, participation targets, and performance measures set forth in its approved application, the grantee’s award may be reduced or closed. Any award reductions or grant closure will be discussed with the grantee in advance.

# Allowable Use of Funds

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

* Direct SRAE program delivery to youth;
* SRAE prevention programs/curricula; and
* Positive Youth Development programs with demonstrated sexual risk avoidance outcomes.

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

* Curricula/programs;
* Salary and benefits;
* Materials;
* Equipment;
* Formal training for facilitators/educators on the program strategies, approaches, and interventions;
* Light snacks for youth activities (with adequate and appropriate justification); and
* Local program evaluation.

Allowable administrative costs, up to 8% of the total amount requested, include:

* Usual and recognized overhead;
* Management and oversight of specific project components funded under this program; and
* Development and submission of the application document.

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 staff 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 October 2022. Grants awarded will receive funds for a period of three years. Annual funding is contingent upon continued federal appropriations for the Title V SRAE grant program. The first year of funding for this three-year grant will be awarded for October 1, 2022, through September 30, 2023, for fiscal year 2022-23.

This is a reimbursement grant, meaning that grantees must submit a Request for Funds to CDE to reimburse for the costs incurred by the grantee after the fact. Funds for the first year of the three-year grant must be requested by December 30, 2023 (90 days after the grant performance period ends).

Of note, each fiscal year for the three-year funding period starts October 1 and ends September 30. There will be no carryover of funds allowed during or after the three-year grant period.

# Program Requirements

SRAE programs must be implemented during Out-of-School Time in afterschool/weekend, and/or community organization settings. Applicants are also encouraged to incorporate direct services to youth through SRAE programs.

Applicants must 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, culturally appropriate, and inclusive to participants of all races, ethnicities, and classes, and LGBTQ+ youth. 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.

The Title V SRAE statute requires that SRAE programs must, at a minimum, implement evidence-based SRAE programming that:

* Provides 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.
* Teaches 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.
* Provides 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.
* Links 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.

As per Section 510, Sexual Risk Avoidance Education (b)(4)), SRAE programs that provide information on contraception

* must provide medically accurate and complete information about contraception,
* ensure students understand that contraception offers physical risk reduction, but not risk elimination, and
* and cannot include demonstrations, simulations, or distribution of contraceptive devices

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 § 87.3](https://www.law.cornell.edu/cfr/text/45/87.3)).

CDE requires that all SRAE applicants:

* Conduct a youth needs, assets, and interests assessment prior to applying for funds and describe how findings from that survey informed the SRAE program design described in this application. Applicants must also describe their plan for meaningfully engaging stakeholders throughout the three-year grant period, including how key stakeholders were involved in the decision to apply for SRAE funds and the proposed program design.
* Demonstrate how the proposed SRAE program is aligned with the Colorado Comprehensive Health and Physical Education standards into programs and materials, particularly Standard 2 ([Healthy Relationships, Sexual, and Reproductive Health](https://www.cde.state.co.us/cohealth/2020-cas_pgs-1_healthy_relationships_reproductive_health)), and, where applicable, Standard 3 ([Social Emotional Wellness](https://www.cde.state.co.us/cohealth/2020_cas-comprehensive_health_standards_pgs_4_social_emotional_wellness)) and Standard 4 ([Prevention and Risk Management](https://www.cde.state.co.us/cohealth/2020_cas_comprehensive_health_standards_pgs_5_drug_prevention)).
* Ensure that programs are consistent with the state statute, [HB-19-1032](https://leg.colorado.gov/bills/hb19-1032), concerning medically accurate sex education. Additionally, programs must incorporate effective strategies that have demonstrated impacts on delaying initiation of sexual activity.
* Demonstrate how they will use a Positive Youth Development (PYD) framework to guide their SRAE programming.
* Submit a Preliminary Local Evaluation Plan.

# Reporting Requirements

**State-Level**

Orientation and Monitoring Site Visits

CDE will conduct at least two onsite visits to every funded center during the three-year grant period. The first visit will be an orientation visit, occurring within the first semester of programming. The second onsite visit will be a monitoring visit to evaluate the subgrantee’s program. Additional visits may occur based on results from ongoing monitoring and risk analysis conducted by CDE.

The purpose of the onsite monitoring visit is to validate information provided in fiscal and program reports, and to gather more detailed information on implementation efforts and program quality. The following activities will occur during the onsite monitoring visit in Year 2:

* Compliance Monitoring: CDE staff will utilize a Monitoring and Compliance Template (MCT) during the monitoring onsite visit. The tool has questions that link to federal mandates and indicators to assess program and fiscal compliance of SRAE programs.
* Quality Monitoring: CDE staff will use the Out-of-School Time Observational Tool during the onsite visit to measure program quality and Positive Youth Development activities. Subgrantees should plan for a minimum of 30-minute observation window per site.
* Student Voice: CDE may conduct interviews and surveys with youth served by the SRAE program. Subgrantees will be asked to recruit potential participants and provide the appropriate space to conduct the focus groups. The youth focus group and surveys will collect information about the youths’ attitudes and skills.

Monitoring visits are an important part of program oversight and will be scheduled collaboratively at least 60 days prior to the visit. Prior to an onsite visit, subgrantees may be required to submit additional relevant information that will allow CDE to conduct an efficient and effective visit. A report of findings and recommendations for next steps for program improvement will be available to the SRAE Program Directors approximately 60 days following the onsite monitoring visit.

Annual End-of-Year Reports

* Progress toward meeting Participation Targets (students initiated, students completed) and Program Dosage (total program delivery hours, average total individual student participation hours)
* Progress towards meeting SRAE SMART Goals and benchmarks each year
* Goals for continuous program improvement based on federal, state, and local evaluation findings in annual End of Year Report
* Sustainability plan (Year 2 only): describe strategies for securing partnerships and other sources of funding or in-kind resources to maintain the level of program services beyond the grant period.

Annual Financial Report

Due by December 30 (90 days after the end of each fiscal year) each year of the three-year grant.

**Federal-Level**

Additionally, the applicant will twice annually provide CDE the following information, which CDE will report to the Family and Youth Services Bureau, Office of the Administration for Children & Families, U.S. Department of Health & Human Services, per grant requirements (see [**Appendix C: Federal Reporting Indicators**](#_heading=h.szk1vibi3xtq)).

1. SRAE Performance Analysis Study (PAS) Indicators - Performance Measures (twice annually)
2. SRAE Online Data Collection (OLDC) Indicators - Performance Progress Reports (twice annually)

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

**Local Program Evaluation**

Local evaluation is conducted at the program level to inform continuous quality improvement efforts. Applicants should conduct annual evaluations on their individual evidenced-based programs and may designate a portion of their budget to support evaluation services. A subgrantee may, but is not required to, purchase the services of an external evaluator for the SRAE grant program. Evaluation costs can include all the costs associated with the evaluation of the program including: the cost of the purchase of assessment/survey tools, evaluation and assessment trainings, data collection activities, recording and maintenance of data, data analysis, CDE reporting, report writing, and any other activities related to the evaluation of the SRAE program. Annual evaluation costs cannot exceed 6% per program.

Local evaluation efforts should:

* Consider diverse viewpoint and ideas, including those of the program administrators and recipients
* Provide evidence intended to highlight a program’s unique short-term and long-term outcomes and impact
* Address sexual risk avoidance outcomes, specifically, reducing sexual risk behaviors and the incidence of sexually transmitted infection (including HIV) and pregnancy among youth
* Support ongoing planning and quality improvement processes throughout the grant period with the aim of strengthening the program based on evaluation results
* Inform specific recommendations for program improvement and sustainability

Each applicant is required to submit a local evaluation plan as part of the application. The local evaluation plan template can be found in [Attachment C: Local Evaluation Plan](#_heading=h.ujmfp2ss92mn).

# 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 other 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, complete the [Intent to Apply form](https://app.smartsheet.com/b/form/8e66c49e48094e59a75ba2246dd63b46) by **Wednesday, August 10, 2022, 11:59 pm**. Although strongly encouraged, completion of the Intent to Apply is not required to submit an application.

# 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 **October 1, 2022, by 11:59 pm**.

**Note:** This is a competitive process – applicants must score at least 85 points out of the 125 possible points to be approved for funding. Applications that score below 100 points may be asked to submit revisions that would bring the application up to a fundable level. 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

An electronic copy of the application (in PDF format) and electronic budget (in Excel format) must be submitted to [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us) by **Wednesday, August 17, 2022, 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**](mailto:CompetitiveGrants@cde.state.co.us)**.** Application materials and budget are available for download on [CDE’s Title V SRAE webpage](http://www.cde.state.co.us/healthandwellness/title_v).

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| Submit the electronic copy of the application and electronic budget to:  [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)  By: **Wednesday, August 17, 2022, by 11:59 pm** |

# Application Format

* The total narrative (Sections A-F) of the application cannot exceed 15 pages. Please see below for the required elements of the application. Note: Applications that exceed 15 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 to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Part II (pages 15-19).

**Part I: Application Introduction** (not scored, does not count toward page limit)**:**

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

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

**Part II: Narrative** (scored, cannot exceed 15-pages)**:**

Priority Considerations

Section A: Assessment of Needs, Assets, and Interests

Section B: Youth to be Served

Section C: SRAE Program Selection

Section D: Organizational Capacity

Section E: Program Outcomes and Reporting

Section F: Budget Narrative (included in 15-page limit) and Electronic Budget Spreadsheet

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

**Attachments** (scored):

A: Selected SARE Evidence-Based Programs

B: SRAE SMART Goals

C: Local Evaluation Plan

**Title V State Sexual Risk Avoidance Education Grant**

**Applications Due: Wednesday, August 17, 2022, by 11:59 pm**

# Part IA: Cover Page - Applicant Information

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| **Provider Information** | | | | | | | | |
| **Provider Name:** | |  | | | | | | |
| **Mailing Address:** | |  | | | | | **Unique Entity Identifier (UEI) (formally DUNS**): |  |
| **Name of Sexual Risk Avoidance Education Program:** | | | |  | | | | |
| **CDE Region(s) to be served by this funding opportunity**  Indicate the [region(s)](https://www.cde.state.co.us/cdeedserv/rgmapage) of Colorado this program will directly impact. | | | | | | | | |
| ☐ Metro ☐ Pikes Peak ☐ North Central ☐ Northwest  ☐ West Central ☐ Southwest ☐ Southeast ☐ Northeast | | | | | | | | |
| **CBO Executive Director or Board President** | | | | | | | | |
| **Name:** |  | | | | **Title:** |  | | |
| **Telephone:** |  | | | | **E-mail:** |  | | |
| **SRAE Program Contact Information**  Main point person for CDE to contact about SRAE programming. | | | | | | | | |
| **Name:** |  | | | | **Title:** |  | | |
| **Telephone:** |  | | | | **E-mail:** |  | | |
| **Fiscal Manager Information**  Main point person for CDE to contact about SRAE budget and fiscal updates. | | | | | | | | |
| **Name:** |  | | | | **Title:** |  | | |
| **Telephone:** |  | | | | **E-mail:** |  | | |
| Authorized Representative Information Individual authorized and approved by CDE to submit funding reimbursement requests on behalf of the organization awarded grant funds through this funding opportunity. | | | | | | | | |
| **Name:** |  | | | | **Title:** |  | | |
| **Telephone:** |  | | | | **E-mail:** |  | | |
| **Amount of Funding Requested** | | | | | | | | |
| **Year One (2022-23)** | | | $ | | | | | |
| **Year Two (2023-24)** | | | $ | | | | | |
| **Year Three (2024-25)** | | | $ | | | | | |
| **Total Amount Requested** | | | $ | | | | | |

# Part IB: Program Assurances Form

The applicant’s Authorized Representative and the Program Contact must complete and sign their approval of the assurances, contents of the application and the receipt of program funds. Applicants will date and sign that they hereby apply for and, if awarded, will accept the state funds requested in this application. In consideration of the receipt of these grant funds, the Board of the agency agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also will certify that all program and pertinent administrative requirements will be met. These include the Office of Management and Budget Accounting Circulars, and the Department of Education’s General Education Provisions Act (GEPA) requirement.

|  |  |
| --- | --- |
| **[Name of Community-Based Organization]** | hereby applies for, and if awarded, accepts the state funds as |

requested in this application. In compliance with these grant funds, the organization certifies that all program and pertinent administrative requirements will be met. In addition, the organization agrees to the following:

**(CBO Executive Director or Board President initial next to each statement will indicate agreement)**

|  |  |  |
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|  | 1. The applicant will provide the Colorado Department of Education the following information. The applicant recognizes that data reporting must be done using approved CDE templates and must be submitted by the CDE determined deadlines. Failure to follow CDE’s process and procedure will be documented as non-compliance.    1. Federal-Level: SRAE Performance Analysis Study (PAS)/Progress Report Program Indicators and the Online Data Collection (OLDC) Indicators (see [**Appendix C: Federal Reporting Indicators**](#_heading=h.szk1vibi3xtq))    2. State-Level: Annual End of Year Reports and Annual Financial Report | |
|  |
|  | 1. If selected by the Administration for Children and Families (ACF), CDE and the grantee will be required under Title V State SRAE announcement to participate in a rigorous federal evaluation. | |
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|  | 1. Funded projects will maintain appropriate fiscal and program records and conduct fiscal audits of this program as a part of their regular audits. Fiscal and program records will be maintained according to grant requirements. | |
|  |
|  | 1. If any findings of misuse of these funds are discovered, project funds will be returned to DE. | |
|  | 1. 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. | |
|  |
|  | 1. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain allowable services. | |
|  |
|  | 1. The grantee will not discriminate against anyone regarding race, gender, sexual orientation, national origin, color, disability, or age. Explain how your program considers and identifies the needs of all students, including the needs of lesbian, gay, bisexual, and transgender (LGBTQ+) youth and how the programs will be inclusive of and non-stigmatizing toward such participants. | |
|  |
|  | | Briefly describe how your program complies: |
|  | 1. The grantee 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. | |
|  |
|  | 1. The grantee currently has the capacity to implement the SRAE Program(s) including necessary facilities/technology, current program staff structure, and program responsibilities. | |
|  |
|  | 1. The percentage of personnel supported through this grant directly supports the accomplishment of the program goals. | |
|  |
|  | 1. Funded programs must comply with [Colorado CRS 22-1-110.5](https://www.cde.state.co.us/cohealthpe/policiesandguidelines), “Education regarding human sexuality-prior written notice to parent-content standards.” | |
|  |
|  | | **Briefly describe your process to obtain parent consent:** |
|  | 1. Funded programs must align with the [Colorado Comprehensive Health and Physical Education Standards](https://www.cde.state.co.us/cohealth/statestandards). | |
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|  | 1. 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, Public Law (Pub. L.) No. 115-123, and extended by the CARES Act, 2020 (Pub. L. No. 116-136). |
|  |
|  | 1. 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. All educational materials and curricula designed, mass produced and used for instructional and information purposes are medically accurate. |
|  |
|  | 15. Funded programs must be consistent with Colorado Revised Statutes Title 22. Education § 22-1-128. Comprehensive human sexuality education [§ 22-1-128, C.R.S.](https://codes.findlaw.com/co/title-22-education/co-rev-st-sect-22-1-128.html) |
|  |

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 Shannon Allen at [Allen\_S@cde.state.co.us](mailto:Allen_S@cde.state.co.us) for any modifications.

|  |  |  |  |  |
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|  |  |  |  |  |
| Name of Community-Based Organization’s CEO/Director or Board President |  | Signature |  | Date |
|  |  |  |  |  |
| Name of Program Contact |  | Signature |  | Date |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Name of Authorized Representative |  | 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 (SRAE) Grant

The Title V 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). The full text can be found at <https://www.law.cornell.edu/uscode/text/42/710>.

**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.

|  |  |
| --- | --- |
| **[Name of Community-Based 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).

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| Name of Community-Based Organization’s CEO/Director or Board President |  | Signature |  | Date |

**Title V State Sexual Risk Avoidance Education Grant**

**Applications Due: Wednesday, August 17, 2022, by 11:59 pm**

# Application Scoring

CDE Use Only

|  |  |  |  |
| --- | --- | --- | --- |
| **Part I:** | **Application Introduction** | | No Points |
| **Part II:** | **Narrative** | |  |
|  | Section A: | Assessment of Needs, Assets, and Interests | /15 |
|  | Section B: | Youth to be Served | /20 |
|  | Section C: | Prevention Program Selection | /40 |
|  | Section D: | Organizational Capacity | /25 |
|  | Section E: | Program Outcomes and Reporting | /15 |
|  | Section F: | Budget Narrative and Electronic Budget Spreadsheet | /10 |
| **Subtotal:** | | | /125 |
| **Bonus Points:** | | | /32 |
| **Priority Points:** | | | /10 |
| **Total:** | | | **/167** |

**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: Applicant Information 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 15-page narrative page limit.

**Part II: Narrative (125 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**. For the application to be recommended for funding, it must receive at least 85 points out of the 125 possible points and all required elements must be addressed. 32 additional bonus points are available. An application that receives a score of 0 on any required elements will not be funded.

**Scoring Categories:**

**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

|  |  |  |  |
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| Priority ConsiderationsCDE will score Priority Considerations based on descriptions applicant writes throughout the rest of the application narrative in the proceeding scoring rubric sections. The applicant does not have to specifically write answers to the indicators in the Priority Considerations scoring rubric section. | **No** | **Yes** | |
| Has this CBO previously received Title V SRAE funding from CDE? | 10 | 0 | |
| If the applicant has previously received Title V SRAE funding from CDE, the narrative outlines the years of SRAE funding the organization has received and provides strong evidence of the organization’s positive impact on SRAE-related youth health outcomes. | 0 | 10 | |
| **Priority Points** | | | **/10** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section A: Assessment of Needs, Assets, and Interests | **Not Addressed/ Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | | **TOTAL** |
| 1. Describe the process used to identify the target youth population(s) and their specific need(s) for SRAE programming. Provide all relevant supporting data. | 0 | 3 | 5 | |  |
| 1. Describe the findings from youth needs, assets, and interests assessment(s). Discussion of needs must include an analysis of teen pregnancy and STI rates in the Colorado region(s) where the SRAE program will occur compared with state and/or national rates. Provide all relevant supporting data. | 0 | 3 | 5 | |  |
| 1. Describe any existing comprehensive sexual health education or similar programs currently available to the target youth population(s) through schools or programs and gaps in services and/or content that the proposed SRAE program will address. | 0 | 3 | 5 | |  |
| **Up to 4 additional bonus points** may be awarded for meeting the following criteria when assessing this section as a whole:   * Analysis demonstrates a clear understanding of data and current need for developing or expanding sexual risk avoidance programming for youth. * Comprehensive gap analysis of sexual risk avoidance programming in identified community demonstrates an extensive scan of existing programming and the need for SRAE funding. | | | | |  |
| **Section A Total** | | | | **/15** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Section B: Youth to be Served | **Not Addressed/ Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | **TOTAL** |
| 1. Use the analysis of youth needs, assets, and interests from *Section A* to identify the targeted sub-populations of youth the proposed SRAE program is designed to serve. Describe the target youth population(s), including age/grade, sex/gender, race/ethnicity, and other key characteristics. | 0 | 2 | 5 |  |
| 1. Set realistic and achievable Youth Participation and Program Dosage Targets for each year of the grant program. Note that these numbers should remain the same for each year of the three-year grant. Awarded programs will track and assess this data in Annual End-of-Year Reports. (Copy, paste, and complete the table below into the narrative. For the applicant to receive full points, the completed table must be included in the application.) | 0 | 5 | 10 |  |

|  |  |  |
| --- | --- | --- |
| **Youth Participation Targets** | | **Program Dosage Targets** |
| **Youth Initiation**  Number of youth who will enroll and attend at least once in a program year | **Youth Completion**  Number and Percentage of youth to complete at least one SRAE program per year(# completed/ #enrolled and attended at least once) | **Total SRAE Program Delivery hours in a program year** (please show the math) |
|  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Describe planned strategies and activities intended to encourage youth enrollment, regular attendance, and retention in the proposed SRAE program. | 0 | 2 | 5 | |  |
| **Up to 4 additional bonus points** may be awarded for meeting the following criteria when assessing this section as a whole:   * A clear relationship exists between the demonstrated need in *Section A*, the identified SRAE Youth Target Population subgroup(s) (defined in [Appendix A: Glossary of Terms](#_heading=h.lmasbwaw36ef)), and services being proposed. * Applicants propose to serve at least three or more SRAE Youth Target Population subgroup(s) (defined in [Appendix A: Glossary of Terms](#_heading=h.lmasbwaw36ef)). * Targets set in the chart seem realistic and achievable based on information in the *Section A* and *Section B* narrativeresponses. * The number of youth to be served justifies the level of funding requested in the submitted budget and in *Section F*. | | | | |  |
| **Section B Total** | | | | **/20** | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section C: SRAE Program Selection | **Not Addressed/ Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | | **TOTAL** |
| 1. Provide an overview of the process used to select the SRAE prevention program(s) or strategies proposed in this application. Describe how the applicant used youth needs, assets, and interests assessment findings and engaged key stakeholders (including students, families, program staff, and local partners) in the decision-making and selection process. | 0 | 3 | 5 | |  |
| 1. For each selected SRAE prevention program or curriculum, describe the major program components (content and skills taught), the youth ages/grade levels to be served, the format (count and length of sessions) and schedule for one program year (i.e., days and hours per week/month/semester).  * Complete and include [**Attachment A: Selected Sexual Risk Avoidance Evidence-Based Programs**](#_heading=h.3fwokq0) with your application submission. Attachment A does not count toward the overall page limit of the narrative. (In order to receive full points, applicant must complete and include Attachment A in the application.) | 0 | 5 | 10 | |  |
| 1. Describe the evidence base behind each selected sexual risk avoidance program. Include any endorsements of selected programs. At a minimum, applicant must demonstrate that the selected prevention/intervention program:    1. is aligned with the [key principles](https://youth.gov/youth-topics/key-principles-positive-youth-development) of the Positive Youth Development framework, and    2. has been proven to support the following outcomes: result in reduced rates of teen pregnancy and sexually transmitted infections (STIs), including HIVs. | 0 | 5 | 10 | |  |
| 1. Describe how selected SRAE program(s), including all interventions and/or strategies within the program(s), are):  * aligned with the Colorado Comprehensive Health and Physical Education standards\*; * consistent with the state statute HB19-1032\*; * medically accurate\* and complete; * implemented with a focus on Positive Youth Development\*; * age-appropriate with regard to the developmental stage of the intended participants; * culturally appropriate, recognizing the experiences of youth from diverse communities, backgrounds, and experiences; and * sensitive and inclusive to youth participants of all races, ethnicities, classes, and identities.   (\*see [Appendix A: Glossary of Terms](#_heading=h.lmasbwaw36ef))  In order to receive full points, applicant must include descriptions of each of the elements for all selected SRAE Program(s) in the bulleted list above. | 0 | 10 | 15 | |  |
| **Up to 12 additional bonus points** may be awarded for meeting the following criteria when assessing this section as a whole:   * Applicant demonstrated that key stakeholders (including youth, their families, and staff) were meaningfully involved in the prevention program selection process. * Applicant demonstrated that it utilized at least one nationally recognized database such as the [Health and Human Services’ Teen Pregnancy Prevention Evidence Review on youth.gov](https://tppevidencereview.youth.gov/FindAProgram.aspx) and the [University of Colorado, Boulder’s Blueprints for Healthy Youth Development](https://www.blueprintsprograms.org/program-search/) to compare and select evidence-based programs designed to promote protective factors and reduce negative health outcomes such as teen pregnancy and STI/HIV transmission. * Positive Youth Development response clearly and appropriately addresses [key principles](https://youth.gov/youth-topics/key-principles-positive-youth-development) of the framework. | | | | |  |
| **Section C Total** | | | | **/40** | |

|  |  |  |  |  |  |
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| Section D: Organizational Capacity | **Not Addressed/ Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | | **TOTAL** |
| 1. Describe the applicant’s existing (or planned) Out-of-School Time (OST) program delivery model (before school, after school, Friday, summer). If currently operating Out-of-School Time (OST) programming, describe how this proposed SRAE program will be integrated into this existing model. If the applicant has previously received Title V SRAE funding from CDE, outline the years of SRAE funding and provide evidence of the organization’s impact on SRAE-related youth health outcomes. | 0 | 3 | 5 | |  |
| 1. Describe prior experience and success implementing similar Sexual Risk Avoidance Education and/or similar prevention initiatives using a Positive Youth Development framework with a specific focus on the target and/or priority youth population(s) identified in *Section B*. | 0 | 3 | 5 | |  |
| 1. Describe the plan for providing formal training for program staff for SRAE prevention and intervention program strategies, approaches, and interventions to youth. | 0 | 3 | 5 | |  |
| 1. Describe plans to link program participants to services with local community partners and other agencies that support the health, safety, and well-being of program participants. Provide a list of partnering agencies that share a commitment for optimal health outcomes, which do not normalize teen sex and emphasize sexual delay until marriage as normative behavior. Include information about how referrals will be made to other services and programs, and how follow up will take place, when appropriate. | 0 | 3 | 5 | |  |
| 1. Describe applicant’s plan for sustaining services once the grant dollars have expired. For example, how will the applicant continue to provide program(s) and/or curricula serving identified youth once this three-year grant has expired? | 0 | 3 | 5 | |  |
| **Section D Total** | | | | **/25** | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section E: Program Outcomes and Reporting | **Not Addressed/ Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | | **TOTAL** |
| 1. Identify two SRAE Program Outcomes that are specific to the youths’ identified needs, assets, and interests. Outcomes are those designed to measure behavior, attitudes, knowledge, and beliefs of youth served and should support local efforts and initiatives to reduce pregnancy, sexual activity, and STIs among youth. SMART Goals should be Specific, Measurable, Achievable, Relevant, and Time-Phased.  Complete and include [Attachment B: SMART Goals Worksheet](#_heading=h.jp5rjexy7zlh) with your application submission. Attachment B does not count toward the overall page limit of the narrative. *To receive full points, applicant must complete and include Attachment B in the application.* | 0 | 5 | 10 | |  |
| 1. Complete and include [**Attachment C: Local Evaluation Plan**](#_heading=h.bc9jly4rw7mk)with your application submission. Attachment C does not count toward the overall page limit of the narrative.   *To receive full points, applicant must complete and include Attachment C in the application.* | 0 | 3 | 5 | |  |
| **Up to 12 additional bonus points** may be awarded for meeting the following criteria when assessing this section as a whole:   * Goal for positive youth behavior changes by the end of the three-year grant period meet all SMART criteria: Specific, Measurable, Achievable, Relevant, and Time-Phased. * Goal for youth involvement and engagement by the end of the three-year grant period meet all SMART criteria: Specific, Measurable, Achievable, Relevant, and Time-Phased. * Applicant included all suggested components of a strong local evaluation plan listed in the section [Local Program Evaluation](#_heading=h.17dp8vu). | | | | |  |
| **Section E Total** | | | | **/15** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Section F: Budget Narrative and Budget Workbook | **Not Addressed/ Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | **TOTAL** |
| Provide a narrative description of the proposed expenditures, including how activities supplement existing resources. Summarize all expenditures contained in the Budget Workbook 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.The Budget Narrative does count toward the 15-page limit. | 0 | 3 | 5 |  |
| Submit the Budget Workbook as a separate attachment to the application submission. List costs on the Budget Detail Tab 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.Budget 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] The Budget Workbook does not count toward the 15-page limit. | | **No** | **Yes** |  |
| 0 | 5 |
| **Section F Total** | | | | **/10** |

# Attachment A: Selected SRAE Evidence-Based Programs

Complete the table below to meet the requirements of Section C: Question 2. Attach this completed worksheet to your application. This worksheet does not count toward the 15-page limit for the application narrative.

Selected evidence-based interventions and strategies (referred to as “programs” throughout this RFA) must adhere to the following federal requirements:

* Prevention programs and/or strategies selected must be age-appropriate, medically accurate, 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.

In accordance with Title V State SRAE legislation, evidence-based programs must address the following topics:

* The holistic individual and societal benefits associated with personal responsibility, self-regulation, goal setting, healthy decision making, and a focus on the future.
* The advantage of refraining from non-marital sexual activity to improve the future prospects and physical and emotional health of youth.
* The increased likelihood of avoiding poverty when youth attain self-sufficiency and emotional maturity before engaging in sexual activity.
* The foundational components of healthy relationships and their impact on the formation of healthy marriages and safe and stable families.
* How other youth risk behaviors, such as drug and alcohol usage, increase the risk for teen sex.
* 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 must review evidence-based SRAE 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.

In Section C, additional points are awarded to applicants who utilize at least one nationally recognized registry/database such as the [Health and Human Services’ Teen Pregnancy Prevention Evidence Review on youth.gov](https://tppevidencereview.youth.gov/FindAProgram.aspx) and the [University of Colorado, Boulder’s Blueprints for Healthy Youth Development](https://www.blueprintsprograms.org/program-search/) to compare and select programs with evidence of effectiveness in reducing teen pregnancy, sexually transmitted infections, and youth engaging in associated sexual risk behavior.

| **Selected Program(s)** (include website hyperlink) | **Major Program Components** (content and skills taught) | **Ages/**  **Grades served** | **Format** (count and length of sessions) | **Proposed Schedule** (days and hours per week/month/semester) | **Number of youth to be served in a program year** |
| --- | --- | --- | --- | --- | --- |
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(Insert additional rows as needed)

# Attachment B: SRAE SMART Goals

Complete the two tables below to answer Narrative Section E, Question 1. SMART Goals should be Specific, Measurable, Achievable, Relevant, and Time-Phased. Attach this completed worksheet to your application. This worksheet does not count toward the 15-page limit for the application narrative.

1. Describe your SMART goal for **positive youth behavior** changes that result from their participation in your proposed SRAE program, especially youth delaying initiation of sexual activity until marriage, returning to a lifestyle without sex, and/or refraining from non-marital sex.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Positive youth behavior goal for the 3-year grant period:** |  | | | |
| Targets that you expect to meet during each of the next 3-years of the grant period | | Activities that will support meeting stated benchmarks | Tools used to measure progress | Job title of person responsible |
| Baseline for 2022: |  | n/a | n/a | n/a |
| Spring 2023 benchmark: |  |  |  |  |
| Spring 2024 benchmark: |  |  |  |  |
| Spring 2025 benchmark: |  |  |  |  |

1. Describe your SMART goal for **youth involvement and engagement** in your proposed SRAE program, as aligned with key principles from the [Positive Youth Development](https://youth.gov/youth-topics/positive-youth-development) framework.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Youth involvement and engagement goal for the 3-year grant period:** |  | | | |
| Targets that you expect to meet during each of the next 3-years of the grant period | | Activities that will support meeting stated benchmarks | Tools used to measure progress | Job title of person responsible |
| Baseline for 2022: |  | n/a | n/a | n/a |
| Spring 2023 benchmark: |  |  |  |  |
| Spring 2024 benchmark: |  |  |  |  |
| Spring 2025 benchmark: |  |  |  |  |

# Attachment C: Local Evaluation Plan

Complete and submit a Local Program Evaluation Plan to answer Section E, Question 2. Applicants must develop and submit a local program evaluation plan and are encouraged to consider using or adapting the Example Evaluation Plan Template found on page 22.

**What is an evaluation plan?**

An outline of the various components of an evaluation that seeks to answer the following questions:

* What needs to be evaluated?
* What are the evaluation questions?
* What information needs to be collected?
* When and where will the information be collected?
* Who will collect the information?
* How will information be collected?
* How will the information be used?
* Who will interpret and report the information?

**Common Components of an Evaluation Plan**

* **Evaluation Questions:** Specific questions about the program that will be addressed by the evaluation. *Each question should address at least one output or one outcome*.
* **Outcomes:** Results that your program intends to achieve if implemented to fidelity or as intended. *Be selective and only use meaningful and measurable program outcomes.*
* **Indicators/Measures:** Measurement and/or tools used to collect data related to outputs and outcomes. *Select measures that: are commonly used, already available, or reasonable to collect; are reliable and valid (that is, used and trusted by scientists); directly measure the outputs or outcomes of interest.*
* **Objectives:** Goals for the specific outputs and/or outcomes. *Set realistic objectives or SMART goals for each evaluation question. Use existing data to set goals and benchmarks, if possible.*
* **Staff:** Person(s) responsible for evaluating outputs and/or outcomes at specified time. *Consider staff capacity for collection and available resources. Identify what training or resources staff will need to ensure data quality.*
* **Use/Dissemination**: Outline how the data and results will be shared. *Consider staff capacity and expertise. Set realistic timelines for evaluation components.*
* **Timing:** When and how often outputs and/or outcomes are to be evaluated and reported. *Consider the timing of data collection. Keep in mind the required reporting deadlines and the timing for dissemination. Allow time for processing information and continuous improvement efforts.*

**Different Types of Evaluation**

**Process Evaluation**: Track outputs and gain feedback on the project before and/or while it is being conducted. Program monitoring activities typically fall under process evaluation. Evidence or data for process evaluations can typically be collected on a regular basis. Example process evaluation questions and data include:

* Why is the program needed? Evidence/data may include literature review, stakeholder analysis, needs assessment, community readiness assessment, key informant interviews.
* How can the program be improved? Evidence/data may include interviews with staff, focus groups with participants, participant feedback surveys.
* Are activities being delivered efficiently and effectively? Evidence/data may include budget tracking, time tracking, questionnaires, structured observations, audits, monitoring rubrics.
* How many participants were reached? Evidence/data may include attendance logs, heat maps, participation reports.

**Outcome Evaluation**: Show that the project fulfilled what was intended. Outcome evaluation data may take more time to collect than process data. Evidence/data under this category usually includes:

* *Qualitative data* – Interviews, focus groups, diaries, success stories, open ended responses, etc.
* *Quantitative data* – Secondary data, surveys/questionnaires, impact data, assessment scores, etc.
* *Mixed methods* – Use of both qualitative and quantitative data to measure the same output or outcome.

**Example Evaluation Plan Template**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Evaluation Question** | **Outcome of Interest** | **Indicators/ Measures** | **Objectives** | **Staff** | **Use/ Dissemination** | **Timing** |
|  |  |  |  |  |  |  |
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**Evaluation Plan Checklist**

When developing an evaluation plan, consider the following:

* **Utility:** Will your plan be useful for reporting requirements and continuous program improvement?
* **Feasibility:** Is your plan realistic with the evaluation resources and staff?
* **Accuracy:** Is your plan reflective of your objectives and program?
* **Propriety:** Is your plan ethical to implement?
* **Comprehensive:** Does your plan include both process and outcome evaluation components?

# Appendix A: Glossary of Terms

[**Age-Appropriate**](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=42-USC-2135626661-1717955326&term_occur=999&term_src=title:42:chapter:7:subchapter:V:section:710)

Suitable (in terms of topics, messages, and teaching methods) to the developmental and social maturity of the particular age or age group of children or adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.

[**Colorado Standards in Comprehensive Health and Physical Education**](https://www.cde.state.co.us/cohealth/2020-cas_pgs-1_healthy_relationships_reproductive_health) (relevant to SRAE)

**2) Physical and Personal Wellness:** Includes physical activity, healthy eating, and sexual health and teaches lifelong habits and patterns for a fit, healthy, and optimal childhood and adulthood; examines society, media, family, and peer influence on wellness choices; practices decision-making and communication skills for personal responsibility for wellness; and identifies the consequences of physical inactivity, unhealthy eating, and early sexual activity. Includes health promotion and disease prevention and teaches responsibility and skills for personal health habits as well as behavior and disease prevention; sets personal goals for optimal health; examines common chronic and infectious diseases and causes; and recognizes the physical, mental, and social dimensions of personal health.

**3) Social and Emotional Wellness:** Includes mental, emotional, and social health skills to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, handle challenging situations constructively, resolve conflicts respectfully, manage stress, and make ethical and safe choices; examines internal and external influences on mental and social health; and identifies common mental and emotional health problems and their effect on physical health.

**4) Prevention and Risk Management:** Includes alcohol, tobacco, and other drug prevention; violence prevention and safety; teaches skills to increase safe physical and social behavior in at home, in school, in the community, and in personal relationships; provides specific knowledge on avoidance of intentional and unintentional injuries; and practices decision-making and communication skills to avoid drug use, bullying, and dating violence.

[**Community-Based Organization**](https://www.law.cornell.edu/uscode/text/20/7801#5)

A public or private nonprofit organization of demonstrated effectiveness that— (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community.

**Evidence-Based Programs**

Interventions, strategies, approaches, and/or program models that have been evaluated using rigorous evaluation design such as randomized controlled or high-quality quasi-experimental trials and that have demonstrated positive impacts for youth, families, and communities. Throughout this RFA, the term ‘evidence-based programs’ is broadly construed to include similar terms, such as ‘evidence-based practices,’ ‘evidence-based treatment,’ “evidence-based strategies,’ and other ‘evidence-based approaches.’ Evidence-based programs are identified by independent research panels using a process that includes searching for, screening, selecting, assessing, and analyzing relevant studies in order to identify programs with evidence of effectiveness in reducing negative behaviors and outcomes (in this case, teen pregnancy, sexually transmitted infections, and associated sexual risk behaviors; see [the Department of Health and Human Service’s Review Process on youth.gov](https://tppevidencereview.youth.gov/ReviewProtocol.aspx) for more information). Government agencies and other organizations create registries that list evidence-based programs as a way to disseminate information about programs and the level of effectiveness; these registries vary in the programs they include, how they define evidence, the depth of evidence they require, the criteria they use for classifying evidence-based programs, and their area of focus (see [Federal Understanding of the Evidence Base on youth.gov](https://youth.gov/evidence-innovation/evidence-based-program-directories) for more information). The two registries suggested in this RFA are the [Health and Human Services’ Teen Pregnancy Prevention Evidence Review on youth.gov](https://tppevidencereview.youth.gov/FindAProgram.aspx) and the [University of Colorado, Boulder’s Blueprints for Healthy Youth Development](https://www.blueprintsprograms.org/program-search/).

[**Medically Accurate and Complete**](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=42-USC-1618738252-1717955327&term_occur=999&term_src=title:42:chapter:7:subchapter:V:section:710)

Verified or supported by the weight of research conducted in compliance with accepted scientific methods and—published in peer-reviewed journals, where applicable; or comprising information that leading professional organizations and agencies with relevant expertise in the field recognize as accurate, objective, and complete. 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, according to Section 317P(c)(2) of the Public Health Service Act.

[**Out-of-School-Time (OST)**](https://www.cde.state.co.us/learningimpacts/outofschooltime)

CDE defines OST as a supervised program that young people regularly attend when school is not in session. This can include before- and after- school programs on a school campus or facilities such as academic programs (e.g., reading or math focused programs), specialty programs (e.g., sports teams, STEM, arts enrichment), and multipurpose programs that provide an array of activities (e.g., 21st Century Community Learning Centers, Boys & Girls Clubs, YMCAs).

[**Positive Youth Development**](https://www.acf.hhs.gov/fysb/positive-youth-development) **(PYD)**

A framework based on a body of research suggesting that certain “protective factors,” or positive influences, can help young people succeed and keep them from having problems. PYD favors leadership and skill-building opportunities under the guidance of caring adults. It looks at youth as assets to be developed and gives them the means to build successful futures. Title V State SRAE projects are implemented using a PYD framework as part of risk avoidance strategies to help participants develop healthy life skills, increase individual protective factors that reduce risks, make healthy decisions, engage in healthy relationships, and set goals that lead to self-sufficiency and marriage before engaging in sexual activity.

[**SRAE Target Populations**](https://www.sraepas.com/tta-resources/)

This list of youth target populations for the SRAE grant is derived from the SRAE Performance Analysis Study (PAS) October 2021-September 20222, Structure Cost Support Provider Program Level Data Tool.

* Youth in high-need geographic areas
* Youth in foster care
* Homeless or runaway youth
* Youth living with HIV/AIDS
* Pregnant or parenting youth
* Hispanic/Latino, African American, Native American youth
* LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer) youth
* Youth in adjudication systems
* Male youth
* Out of school/dropout youth
* Youth in residential treatment for mental health issues
* Trafficked youth

[**Youth**](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=42-USC-115168979-1717955329&term_occur=999&term_src=title:42:chapter:7:subchapter:V:section:710)

Individuals who have attained age 10 but not age 20.

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# Appendix B: End-of-Year Report

The End-of-Year Reporting Survey for the Title V State Sexual Risk Avoidance Education (SRAE) grant program will take place online in Qualtrics *once per year in the summer*. The results of the survey will help inform management of the SRAE grant program and highlight program challenges and successes.

Grantees will be asked to report on:

* The number of youth who attended and completed SRAE programs
* The number of program hours offered through the SRAE grant
* SRAE grant program success stories
* Program implementation challenges and successes
* Local program evaluation efforts
* Technical assistance and professional development engagement and needs
* Progress on SRAE SMART Goals

Grantees will also be asked to reflect on and provide context for responses.

# Appendix C: Federal Reporting Indicators

SRAE Performance Analysis Study (PAS) - Performance Measures

Three different reports, submitted with different frequency

1. Measures of structure, cost, and support for implementation (once annually)
2. Measures of attendance, reach, and dosage (twice annually)
3. Measures of participants' characteristics, behaviors, program experiences, and perceptions of program effects (through participant entry and exit surveys) (twice annually)

SRAE Online Data Collection (OLDC) Indicators - Performance Progress Reports

One report, submitted twice annually

* Description of any challenges related to the areas addressed activities and accomplishments
* Significant observations, findings, and events
* Organizational issues
* Training and Technical Assistance Needs
* Activities planned for next reporting period
* Total number of youth who initiated and completed selected SRAE evidence-based program(s)
* Total number of hours the program was delivered to youth (Dosage)
* Total number of Male and Female participants, total number of participants by Race/Ethnicity, total number of participants by Age (10-14 and 15-19)
* Total number of youth in the following categories: Pregnant and parenting youth, youth in juvenile justice programs/facilities, runaway and homeless youth, LGBTQ+ youth