



REQUEST FOR PROPOSALS

**Sexual Risk Avoidance Education (SRAE)
One-Year Renewal Application
Federal Fiscal Year 2021**

State Office: Salt Lake County Health Department, Community Health Division, Outreach Bureau

Funding Opportunity Title: Sexual Risk Avoidance Education

Total Funding Available: \$ 75,000

Approximate Award Amount: \$ 37,000

Eligible Applicants: Non-profits, institutions of higher education, other community agencies

Due Date for Applications: Monday, October 5, 2020 by 5:00 PM MST

Funding Notification: Applicants will be notified of funding status on or before Thursday, October 15, 2020.

Project Period: The contract resulting from this RFP will be for a period of one year. The project year will run as follows:
Year 1: 10/1/2020 to 9/30/2021

For Questions Contact: Salt Lake County Health Department

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FUNDING OPPORTUNITY DESCRIPTION

The Salt Lake County Health Department (SLCoHD) is soliciting applications for Sexual Risk Avoidance Education (SRAE) in Salt Lake County.

Funding for these programs is made possible by the U.S. Department of Health and Human Services, Administration on Children, Youth and Families' (ACYF), Family and Youth Services Bureau (FYSB).

This funding announcement instructs applicants on how to apply for Fiscal Year 2021 funding.

The ongoing COVID-19 pandemic has significantly disrupted many educational and youth serving programs. UDOH and SLCoHD anticipates that these disruptions will continue to present barriers to program implementation throughout the 2021 Fiscal Year. As such, applicants are required to develop plans that reflect this reality. Applicants are encouraged to consider innovative strategies throughout their application, including programmatic and budgetary decisions. The review committee will not accept business-as-usual continuance plans.

Funding Purpose: SRAE funds must be used to implement an evidence-based program for youth, ages 10-19, and/or their parents that teaches participants to voluntarily refrain from sexual activity; normalizes the optimal health behavior of avoiding non-marital sexual activity; and addresses the social, psychological, and health gains to be realized by refraining from non-sexual activity and engaging in healthy relationships.

Funding recipients must implement one or more of the following evidence-based interventions or curricula:

- Choosing the Best
- Families Talking Together
- Heritage Keepers
- Love Notes (SRA Version)
- Making A Difference
- Relationship Smarts Plus (SRA Version)
- Teen Outreach Program® (TOP®)

SRAE programs may be implemented in school-based, after-school, community, or clinical settings. **School maturation programs or education cannot be supported through this funding.**

Priority Population: Because Utah's overall teen pregnancy and birth rates are lower than national rates, it is imperative that this funding be utilized to specifically prioritize teens with the greatest need. Several populations have been identified as high priority for Utah SRAE. These include the following: youth ages 10-19 and/or their parents, with a specific focus on youth in the

Utah juvenile justice and foster care systems; youth of Hispanic, Black/African American, Pacific Islander, or American Indian origin; and youth residing in rural areas or other disadvantaged geographical areas with teen birth rates higher than Utah's average.

Review and Award Process: Funding will be awarded based on the need of the area, the strength of the application, and ability of the potential sub-awardee to implement and sustain an evidence-based program model with the proposed priority population. The Salt Lake County Health Department (SLCoHD) will establish a panel of experts that will review the proposals submitted by each applicant agency. Reviewers will provide an overall impact/priority score to reflect their assessment of each application. Reviewer criteria can be found on pages 30-34 of this document.

APPLICATION INSTRUCTIONS

Applicants must complete each of the sections in the Application Packet (pages 5-22) and the budget spreadsheet, to be considered for a funding award. All portions of the Application Packet should be submitted as one document in Adobe PDF file formats. Complete packets should be submitted via email to Annie Omer at anomer@slco.org and Kevin Condra at kcondra@slco.org by 5:00 PM MST on Monday, October 5, 2020.

No late submissions will be considered.

Q & A Session: This call will give an opportunity to ask questions, learn more about SRAE programs, considerations related to COVID-19 challenges, and receive any necessary guidance. The dates and information for the Q & A call is as follows:

September 24, 2020: 9 AM – 10 AM / email kcondra@slco.org for a meeting link

APPLICATION PACKET
Sexual Risk Avoidance (SRAE) Grant
FY 2021 Funding

SECTION 1: COVERSHEET

Applicant Agency Name and Mailing Address: 	Primary Grant Application Contact Name, Telephone, and Email: Secondary Grant Application Contact Name, Telephone, and Email:
Type of Applicant Agency: <input type="checkbox"/> Local Government <input type="checkbox"/> Tribal Government <input type="checkbox"/> Other Tribal Organization <input type="checkbox"/> School District <input type="checkbox"/> Non-Profit <input type="checkbox"/> Other Community Agency <input type="checkbox"/> Other _____	Geographical Area(s) Covered Within Salt Lake County:
Funding Amount Requested: \$ _____	
Does the Award: <input type="checkbox"/> Enhance an Existing Program <input type="checkbox"/> Initiate a New Program	
Name and Title of the Official Authorized to Sign: 	
<p><i>By signing this cover sheet, all parties are providing certification that the components of their submitted application are true and accurate. This document also serves as an assurance that the grant applicant understands and agrees to all grant requirements and expectations as outlined in Appendix A (Page 21-22) and throughout this funding announcement. Before signing the coversheet, all parties should review this funding announcement document thoroughly.</i></p>	
Signature of Authorized Official: _____	
Date: _____	

SECTION 2: PRIORITY POPULATION

Because Utah's overall teen pregnancy and birth rates are lower than national rates, it is imperative that this funding be utilized to specifically prioritize teens with the greatest need. Several populations have been identified as high priority for Utah SRAE.

2a. Please select the population(s) to be reached through the applicant agency's programming.

- Juvenile Justice youth
- Foster care youth
- Pregnant and parenting teens
- Black youth/families
- Hispanic youth/families
- Pacific Islander youth/families
- American Indian youth/families
- Rural areas
- Areas with higher rates than the U.S. average (See Appendix B for data)
- Areas with higher rates than the Utah average (See Appendix B for data)
- Other _____

2b. Is this a new priority population for your agency's SRAE program?

- Yes
- No

2c. Why was this group selected?

(500 words or less)

2d. How is the applicant qualified to reach the selected priority population?

(500 words or less)

2e. What strategies will be used to reach this group? (i.e. How will they be recruited/retained/engaged in programs? How will your team build trust and create safe spaces for this group?)

(500 words or less)

SECTION 3: NEEDS OF POPULATION/COMMUNITY

In addition to the data found in Appendix B and outlined in your agency’s previous applications for SRAE funding, are there other needs of your priority population(s)/community that have been identified?

Are there new needs as a result of the ongoing COVID-19 pandemic and associated disparities?

How will your agency utilize funding to address these needs?

(500 words or less—not including graphs, charts or tables.)

SECTION 4: EVIDENCE-BASED INTERVENTIONS

As stated in federal funding guidance, SRAE funding recipients are required to “replicate evidence-based effective programs ...that have been proven on the basis of rigorous scientific research to change behavior, which means delaying sexual activity or reducing pregnancy among youth.”

There are three broad categories of interventions that a funding recipient may implement with SRAE funding. Each program model covers material on abstinence as the primary method of prevention for teen pregnancy and sexually transmitted infections, including HIV/AIDS.

4a. Select the category the applicant plans to implement. (An applicant may select up to three models. A corresponding 0.5 FTE position at minimum is REQUIRED to support each model selected. Please reflect this requirement in the submitted budget. Applicant can find more information on program models in Appendix C.)

Youth focused sexual health education [PLEASE COMPLETE TRACK 1 INFORMATION BELOW]

Youth development programming (Teen Outreach Program®) [PLEASE COMPLETE TRACK 2 INFORMATION BELOW]

Parent education (Families Talking Together) [PLEASE COMPLETE TRACK 3 INFORMATION BELOW]

Track 1: Youth Focused Sexual Health Education

4b. Select the specific curricula to be implemented. (More information on each curricula can be found in Appendix C.)

Choosing the Best

Heritage Keepers

Love Notes (SRA version)

Making A Difference

Relationship Smarts Plus (SRA version)

Other*

**Applicants must submit specific justification and evidence-based findings supporting the program for any other curricula outside of UDOH's approved list.*

4c. Why was this curriculum selected? How is it an appropriate fit for the priority population?

(500 words or less)

4d. Are there any anticipated adaptations based on developmental, cultural, or other specific needs of the priority population?

(500 words or less)

Track 2: Youth Development Programming

Teen Outreach Program® (TOP®)

4e. Why was this intervention selected? How is it an appropriate fit for the priority population?

(500 words or less)

4f. Are there any anticipated adaptations based on developmental, cultural, or other specific needs of the priority population?

(500 words or less)

4g. Is the applicant willing and able to participate in some minor additional evaluation and data collection required by the national TOP® developer?

Yes

No

Unsure (Please contact UDOH for more information)

Track 3: Parent Education

Families Talking Together

4h. Why was this intervention selected? How is it an appropriate fit for the priority population?

(500 words or less)

4i. Are there any anticipated adaptations based on developmental, cultural, or other specific needs of the priority population?

(500 words or less)

SECTION 5: NUMBERS SERVED

The following are general expectations for numbers served through successful programs.

- *In-School Programs: 1,000 – 5,000*
- *After-School or Community Based Programs: 100 - 500*
- *Rural Programs: 50-100*
- *Urban Program: 100-300*

6a. How many youth and/or parents does the applicant expect to serve annually through programming?

- >50
- 50-100
- 100-200
- 200-500
- 500-1,000
- 1,000-3,000
- 3,000-5,000
- Other _____

6b. If your agency is unable to meet the expected benchmark, please describe any barriers. What makes funding justifiable for a smaller number of participants served?

SECTION 6: INNOVATION

The ongoing COVID-19 pandemic has significantly disrupted many educational and youth serving programs. UDOH and SLCoHD anticipates that these disruptions will continue to present barriers to program implementation throughout the 2021 Fiscal Year. As such, applicants are required to develop plans that reflect this reality. Applicants are encouraged to consider innovative strategies throughout their application, including programmatic and budgetary decisions.

Business-as-usual continuance plans will not be accepted.

**Applicants may partner with schools and other community agencies to accomplish these tasks.*

7a. In what format will you implement programs for the 2021 Fiscal Year?

- In Person (appropriately following state and local social distancing guidelines)
- Virtual
- Hybrid
- Other _____

In Person Implementation:

7b. Describe how programming will be adapted in response to the COVID-19 pandemic.

The following requirement will be added to any funding award for sub-contractors and as such will become part of the final contract requirements.

Any COVID-19 exposures to your program participants or cohort must be reported to the SLCoHD and advisement will be given to the program administrator(s) based on current state and local HD guidelines. SLCoHD reserves the right to mandate a transition to a hybrid program implementation OR 100% virtual program implementation at any time if the spread of COVID-19 in your organization or program is deemed high risk by SLCoHD infectious disease experts. Recipients of funding awards contractually agree to comply with these COVID-19 considerations and allow SLCoHD to be the ultimate deciding entity when COVID-19 exposures occur to program participants.

- Please describe your plans to comply with this requirement.
(500 words or less)

The following considerations must also be addressed:

- How will the applicant ensure that program and participants are safe?
- What specific strategies will the applicant use to social distance, screen participants/staff, clean, document, minimize touch, and otherwise mitigate risk?
- How will the applicant follow federal, state, and local guidelines? (Please refer to UDOH and CDC detailed guidance for safe schools and other youth-serving settings: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/prepare-safe-return.html> and <https://coronavirus.utah.gov/utahs-health-guidance-system/>)
- What additional efforts will be made by staff to build trust, create safe spaces, and make connections in this unfamiliar environment? (Example: Because it is more challenging to read facial expressions with masked individuals, program staff will spend more time on introductory activities and ground rules and check in with participants more frequently.)
- What is your plan to continue programming if state and/or local authorities close

schools or issue more restrictive social distancing guidance, such as stay-at-home orders, at any point during the Fiscal Year?

- Does your agency have the capacity to transition to virtual implementation? Please describe in detailed how this would be accomplished.
- How will staff address the unique social and emotional needs of youth at this time, in addition to educational outcomes?

(500 words or less)

Virtual Implementation:

7c. Describe how programming will be adapted in response to the COVID-19 pandemic. The following considerations must be addressed:

- What virtual platforms will staff utilize for programming?
- How familiar are staff with the platforms listed above? How will staff receive necessary training to develop fluency with new platforms and strategies?
- How will programs/curricula be adapted for virtual spaces, while still maintaining fidelity to the evidence-based program models?
- What additional equipment may be needed?
- How will technological access be addressed? (Example: How will devices and WiFi be made broadly available to program participants and families?)
- What additional expectations will be given to parents/guardians if youth are viewing/participating in sensitive content from home?
- How will staff build relationships, strengthen connections, and actively engage youth with virtual platforms?
- How will staff address the unique social and emotional needs of youth at this time, in addition to educational outcomes?

*There are a number of resources to support applicants in adapting or designing virtual program activities. One useful resource is ETR's Design 4 Learning Virtual Vitality Tipsheets, found at: <https://www.etr.org/design-4-learning/>

(500 words or less)

SECTION 7: PROGRAM STRUCTURE & MANAGEMENT

8a. How will the proposed program be structured?

- The applicant will sub-award funding to local partners to provide services.
- The applicant will implement programs utilizing internal staff.
- The applicant will do both of the above.
- Other

Please provide the following staffing information for various program components:

Program Management/Oversight *(Primary point of contact for the grant, supervision of staff implementing programs, participation in monthly check in with SLCoHD, coordinates site visits, attendance at annual UDOH grant training, familiar with program budget and expenditures, may complete or submit reports or grant applications):*

8b. Name(s) of individual(s) assigned to this role:

8c. How many FTEs is this position?

8d. How many FTEs are supported by the grant?

8e. Is any training needed for this individual to operate effectively in this role?

Direct Program Implementation/Education (*Provides education/services directly to youth and/or families, required training in evidence-based program model(s), required training in other adolescent/sexual health competencies, may attend annual grant training, may participate in monthly check in as needed, participates in site visits, completes fidelity logs as required*):

8f. Name(s) of individual(s) assigned to this role:

8g. How many FTEs is this position?

8h. How many FTEs are supported by the grant?

8i. Is any training needed for this individual to operate effectively in this role?

Data Collection (*Administers surveys, tracks attendance, inputs data, completes reports, ensures that data is stored securely*):

8j. Name(s) of individual(s) assigned to this role:

8k. How many FTEs is this position?

8l. How many FTEs are supported by the grant?

8m. Is any training needed for this individual to operate effectively in this role?

Fiscal Management (*Familiar with program budget, tracks expenditures, submits quarterly invoices to SLCoHD*):

8n. Name(s) of individual(s) assigned to this role:

8o. How many FTEs is this position?

8p. How many FTEs are supported by the grant?

8q. Is any training needed for this individual to operate effectively in this role?

Other staff involved in the grant:

8r. Name(s) of individual(s):

8s. What role(s) does this individual have in the project?

8t. How many FTEs is this position?

8u. How many FTEs are supported by the grant?

8v. Is any training needed for this individual to operate effectively in this role?

SECTION 8: GOALS & OBJECTIVES

This section is an illustration of what the applicant proposes to accomplish over the one-year grant period. Plans should describe major goals, measurable objectives, and related activities, for the program proposal. Applicants must include a minimum of one goal, two objectives, two activities and one outcome. The applicant should complete the template on page 19. Additional activities and objectives for each goal are optional.

9a. Goals: Provide a brief description of the organization’s goals, which should be broad statements of what the applicant’s plans to accomplish with the project. **Your plan should include at least one goal.**

EXAMPLE GOAL: To increase youth attitudes, beliefs, and behaviors that support abstinence.

9b. Objectives: Objectives are statements that describe program results to be achieved and how they will be achieved. A useful framework for developing measurable goals and objectives is the SMART method—that is, Specific, Measurable, Achievable, Realistic, and Time-phased.

- Specific objectives include **who will be targeted** and **what will be accomplished**.
- Measurable objectives include **how much change is expected** specifically enough that achievement of the objective can be measured through counting or documenting change.
- Achievable objectives can be **realistically accomplished** given your program’s existing resources and constraints.
- Realistic objectives address the scope of the health problem and propose **reasonable programmatic steps**.
- Time-phased objectives provide a **timeline indicating when the objective will be met**.

EXAMPLE OBJECTIVES:

Objective 1.1: By December 31, 2020, the Prevention Center will implement a positive youth development program in 8 out of 12 clubs.

Objective 1.2: By March 31, 2021, the Prevention Educator will analyze and report preliminary findings on the increase in attitudes, beliefs, and behaviors that support abstinence.

Objective 1.3: By June 30, 2021, the Center will make adjustments to the program if preliminary findings indicate such a need.

Your project plan should include at least two objectives.

9c. Outcome Statement: How will the problem have improved at the end of the grant cycle? List anticipated changes to the priority population (e.g., an increase in knowledge and changes in attitudes, beliefs, and behaviors). **Your project plan should include at least one outcome statement for each goal in your project plan.**

EXAMPLE OUTCOME STATEMENT: Within one year, attitudes, beliefs, and behaviors that support abstinence have increased by 10% among students in grades 7-12 in funded communities as evidenced by pre/post-tests.

GOALS & OBJECTIVES TEMPLATE

*Applicants must include at least one goal and two objectives/activities

Goal 1:

Objective 1:

Activity 1.1:

Activity 1.2:

Activity 1.3 (Optional):

Activity 1.4 (Optional):

Objective 2:

Activity 2.1:

Activity 2.2:

Activity 2.3 (Optional):

Activity 2.4 (Optional):

Outcome Statement:

SECTION 10: BUDGET

The applicant should complete the Form 1 SRAE Budget Template Excel Spreadsheet, included with the funding communication.

The applicant is **REQUIRED** to include a 0.5 FTE position for every program model selected in Section 4. Applicants that plan to sub-award funding to community partners are encouraged to include an additional 0.5 FTE position to oversee grant management and administrative responsibilities.

Indirect costs cannot be billed to this grant, unless an applicant has a federally negotiated rate. In this case, please attach documentation in an appendix directly following the grant application.

The Cost Estimates Sheet in Appendix D may also be referenced for guidance.

**APPENDIX A:
RESPONSIBILITIES OF SEXUAL RISK AVOIDANCE EDUCATION (SRAE) GRANT
FUNDING RECIPIENTS**

- Implement only state approved evidence-based programs, and maintain fidelity to the selected intervention or curricula through the following:
 - Require all staff implementing programs to participate in formal curriculum certification training provided by the State or program developers.
 - Provide all supplementary materials, such as PowerPoint presentations or handouts, to the Department for approval prior to implementation.
 - Submit an Adaptation Request to the Utah Department of Health before making any adaptations or changes to approved curricula or materials.
- 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-sexual activity.
 - 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 in order 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 avoid and receive help regarding sexual coercion and dating violence, recognizing that even with consent teen sex remains a youth risk behavior.
- Ensure that the implemented program does not contain or promote any religious information, references, or instruction.
- Ensure that the implemented program is developmentally appropriate, culturally sensitive, inclusive, and trauma-informed.
- Ensure the medical accuracy of programs supported with these funds.

- Participate in state and federal evaluation, including administration of pre and post tests to program participants.
- Obtain parent/guardian permission forms for each youth prior to participation in the program and administration of a pre-survey and post-survey.
- Collect all other required data on federal and state indicators and numbers served.
- Report implementation progress, numbers served, and other indicators and data by January 8th, April 2nd, July 9th and September 17th of 2021.
- Submit federal Performance Measures by February 24th and August 24th of each year.
- Submit a quarterly invoice to the Department
- Participate in a monthly check-in call with program staff from the Department to evaluate progress toward goals and objectives and to provide any necessary technical assistance.
- Participate in Salt Lake County Healthy Teens Coalition meetings and events, including participation in the Healthy Teens Summit Planning Committee.
- Participate in at least one site visit with program staff from the Department and/or the Utah Department of Health to monitor compliance with federal project guidelines.
- Participate in at least one grant-related professional development opportunity or training offered by the Utah Department of Health each year. This is in addition to required curriculum training.
- Appropriately manage sub-awards or any formal or informal agreements for work with community partners.
- Give credit to the U.S. Department of Health and Human Services, Administration on Children, Youth and Families (ACYF), Family and Youth Services Bureau (FYSB) when funding is used for the following:
 - Written or verbal advertising
 - Discussion of the program in brochures, flyers, websites, informational materials, presentations, etc.

**APPENDIX B:
UTAH ADOLESCENT BIRTH DATA
2018**

Table 1: Utah Adolescent Birth Rates, Age 15-19 by Local Health District, 2018

Location	Rate per 1,000 females
TriCounty	30.0
San Juan	21.4
Weber-Morgan	17.9
U.S. AVERAGE	17.4
Southwest	16.5
Salt Lake County	16.2
Tooele County	16.1
Central	13.8
Wasatch County	13.6
Southeast	17.6
STATE AVERAGE	13.1
Davis County	10.3
Bear River	8.2
Utah County	7.8
Summit	4.9*

**Use caution in interpreting; the estimate has a coefficient of variation > 30% and is therefore deemed unreliable by Utah Department of Health standards.*

Table 2: Utah Adolescent Birth Rates, Age 15-19 by Race, 2018

Race	Rate per 1,000 females
Black or African American	24.6
American Indian/Alaskan Native	20.0
Native Hawaiian/Pacific Islander	15.2
White	11.7
Asian	3.2*

**Use caution in interpreting; the estimate has a coefficient of variation > 30% and is therefore deemed unreliable by Utah Department of Health standards.*

Table 3: Utah Adolescent Birth Rates, Age 15-19 by Ethnicity, 2018

Race	Rate per 1,000 females
Hispanic	32.6
Non-Hispanic	8.8

Table 4: Utah Adolescent Birth Rates, Age 15-19 by Small Area, 2016-2018

Location	Rate per 1,000 females	Location	Rate per 1,000 females
West Valley (East)	45.6	Washington City	14.2
San Juan County (Other)	39.3	STATE OF UTAH AVERAGE	13.1
West Valley (Center)	37.9	Summit County (East)	13.0
SLC (Glendale)	37.8	West Jordan (West)/Copperton	12.9
SLC (Rose Park)	36.2	Utah County (South)	12.8
Ben Lomond	33.0	Eagle Mountain/Cedar Valley	12.5
Kearns	32.2	Spanish Fork	11.7
Taylorsville (East)/Murray (West)	30.9	Sandy (Center)	11.2
West Valley (West)	30.8	Lehi	10.8
South Salt Lake	30.7	Smithfield	10.8
Daggett and Uintah County	30.4	Orem (West)	10.7
Ogden (Downtown)	30.3	Ivins/Santa Clara	10.5
Murray	29.6	Herriman	10.1
Duchesne County	29.3	North Logan	9.2
Midvale	28.7	Syracuse	9.1
Tremonton	28.5	Saratoga Springs	9.0
Richfield/Monroe/Salina	27.5	Orem (East)	8.8
Washington County (Other)	26.0	Sanpete Valley	8.8
Magna	25.5	SLC (Downtown)	8.6
Delta/Fillmore	24.1	SLC (Sugar House)	8.4
Provo (West City Center)	23.6	Logan	8.3
South Ogden	23.1	Provo (East City Center)	8.0
Southwest LHD (Other)	22.9	Riverton/Bluffdale	7.9
West Jordan (Northwest)	22.2	Weber County (East)	7.5
Sandy (West)	21.1	Bountiful	7.4
Payson	21.0	Woods Cross/West Bountiful	7.2*
Central (Other)	21.0	Holladay	7.5
Orem (North)	21.0	Cache (Other)/Rich County	6.7
Grand County	20.1	Pleasant Grove/Lindon	6.5
Taylorsville (West)	20.4	Farmington	6.4
Riverdale	20.1	South Jordan	6.4

Clearfield Area/Hooper	19.5	American Fork	6.4
Tooele Valley	18.9	Kaysville/Fruit Heights	6.0
West Jordan (Southeast)	18.5	Mapleton	5.7*
Box Elder County (Other)	17.9	Salem City	5.7*
Emery County	17.8	Millcreek (South)	5.6*
U.S. AVERAGE	17.4	SLC (Foothill/East Bench)	5.5*
St. George	17.1	Sandy (Northeast)	5.1
Hurricane/La Verkin	17.0	Daybreak	4.8
Springville	16.8	Cottonwood	4.5
Roy/Hooper	16.7	Park City	4.2
Cedar City	16.7	Draper	4.0*
Brigham City	16.6	Centerville	4.0*
Nephi/Mona	16.6	Millcreek (East)	3.0*
Carbon County	16.3	SLC (Southeast Liberty)	2.8*
North Salt Lake	16.0	Alpine	2.2*
Tooele County (Other)	15.8	SLC (Avenues)	2.1*
Layton/South Weber	15.3	Sandy (Southeast)	2.0*
Hyrum	15.2	Provo/BYU	1.5
Wasatch County	14.7	Morgan County	**
Blanding/Monticello	14.6	<i>*Use caution in interpreting; the estimate has a coefficient of variation > 30% and is therefore deemed unreliable by Utah Department of Health standards.</i>	

More detailed data can be found on Utah's Public Health Indicator Based Information System (IBIS) (<https://ibis.health.utah.gov/topic/Index.html>) You may also contact the Maternal & Infant Health Program Epidemiologist, Nicole Stone (nstone@utah.gov or 801-273-2873), or the Teen Pregnancy Prevention Specialist, Elizabeth Gerke (egerke@utah.gov or 801-273-2870), for data specific to your area or population.

APPENDIX C: PROGRAM MODELS & CURRICULUM GUIDE

Choosing the Best:

- ✓ Sexual health
- ✓ Grade level editions (7th grade/8th grade/9th-10th grade)
- ✓ 8 lessons/45 minutes each
- ✓ See <http://www.choosingthebest.com/curricula> for more information regarding specific content

Families Talking Together:

- ✓ Parent education
- ✓ All parents of teens or pre-teens (ideally 10-14 year olds)
- ✓ 1-2 sessions/2 hours total
- ✓ Individual or small-group setting
- ✓ See <http://www.clafh.org/resources-for-parents/parent-materials/> for more specific information regarding content

Heritage Keepers:

- ✓ Sexual health
- ✓ All youth, ages 11-18
- ✓ 5 sessions/90 minutes each
- ✓ See <http://www.heritageservices.org/> for more information regarding specific content

Love Notes (SRA Version):

- ✓ Sexual health and relationships education
- ✓ Older teens (15-24 years old)/pregnant and parenting teens
- ✓ 13 sessions/40-80 minutes each
- ✓ See <https://www.dibbleinstitute.org/love-notes-sra-edition/> for more specific information regarding content

Making A Difference:

- ✓ Sexual health
- ✓ All youth, ages 11-18
- ✓ 8 sessions/60 minutes each
- ✓ See <https://www.etr.org/ebi/programs/making-a-difference/> for more specific information regarding content

Relationship Smarts Plus (SRA Version):

- ✓ Sexual health and relationships education
- ✓ All youth, ages 12-16
- ✓ 13 sessions/40-80 minutes each
- ✓ See <https://www.dibbleinstitute.org/relationship-smarts-plus-sra/> for more specific information regarding content

Teen Outreach Program® (TOP®)

- ✓ Positive youth development and community service learning components
- ✓ Appropriate for all youth, ages 12-19
- ✓ At least 25 sessions/weekly for at least 32 weeks/20 hours community service learning
- ✓ See <http://teenoutreachprogram.com/> for more specific information regarding content

**APPENDIX D:
COST ESTIMATES SHEET**

Program Model	Curriculum	Facilitator Training	Staff Time	Incentives for Participants
Choosing the Best	Teacher Manual: \$395/each Student Workbooks: \$5/each	\$0 Local trainers available	\$\$*	\$\$\$**
Families Talking Together	Provided by UDOH for Year 1 Printing costs vary from \$20-\$30/participant workbook	Initial training provided by UDOH Free	\$	\$\$
Heritage Keepers	\$350/each	\$2,000/person	\$\$*	\$\$\$**
Love Notes (SRA Version)	Print: \$425/each Digital: \$225/1 yr subscription \$425/3 yr subscription	Initial training provided by UDOH \$2,000/person for new hires	\$\$*	\$\$\$**
Making A Difference	\$430/each	\$0 Local trainers available	\$\$*	\$\$\$**
Relationship Smarts Plus (SRA Version)	\$399/each	Initial training provided by UDOH \$2,000/person for new hires	\$\$*	\$\$\$**

Teen Outreach Program (TOP)	\$0 UDOH will provide copies	\$0 Local trainers available	\$\$\$	\$\$\$
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*May be more or less depending on #s served and/or program structure. The greatest amount of time and resources will need to be allocated for programs serving more than 1,000 youth with only internal staff support.

**For in-school programs, incentives will likely be for a district's, school's or health teacher's participation in programs.

Sexual Risk Avoidance Education Budget TEMPLATE AGENCY

October 1, 2020 - September 30, 2021

1. PERSONNEL				
Name/Position	Hours per year		Hourly Wage	
		x	\$0.00	= \$0.00
		x	\$0.00	= \$0.00
		x	\$0.00	= \$0.00
		x	\$0.00	= \$0.00
		x	\$0.00	= \$0.00
TOTAL				\$0.00

2. FRINGE BENEFITS -Fringe benefits applicable to direct salaries and wages are treated as direct costs.				
Name, Position	Fringe Benefit Rate		Yearly Salary	
		x	\$0.00	= \$0.00
		x	\$0.00	= \$0.00
		x	\$0.00	= \$0.00
		x	\$0.00	= \$0.00
		x	\$0.00	= \$0.00
TOTAL				\$0.00

3. TRAVEL				
<u>Local Travel</u>				
Travel Destination/Purpose	Total Miles		Per-Mile Rate	
		x	\$0.00	= \$0.00
		x	\$0.00	= \$0.00
		x	\$0.00	= \$0.00
		x	\$0.00	= \$0.00
		x	\$0.00	= \$0.00
<u>Over Night Travel</u>				
Travel Destination/Purpose	Lodging		Number of Individuals	
				= \$0.00
				= \$0.00
				= \$0.00
TOTAL				\$0.00

Detail and Justification:

4. EQUIPMENT - For state and local governments (under 45 CFR Part 92), equipment is defined as "an article of tangible, nonexpendable, personal property having a useful life of more than 1 year and an acquisition cost of \$5,000 or more per unit. List each item of equipment separately and provide cost of each item. Give justification for each item of equipment by relating it to program objectives.

<u>Item</u>	<u>Quantity</u>	<u>Unit Price</u>	=	
	x	\$0.00	=	\$0.00
	x	\$0.00	=	\$0.00
	x	\$0.00	=	\$0.00
	x	\$0.00	=	\$0.00
	x	\$0.00	=	\$0.00
	x	\$0.00	=	\$0.00
	x	\$0.00	=	\$0.00
TOTAL				\$0.00

Detail and Justification:

5. SUPPLIES - List types of supplies (General office, printing, promotional, etc.). Provide unit cost and number needed (whenever possible). Provide totals for the types of supplies. Give as much detail and justification for the supply items by relating them to specific program objectives whenever possible.

<u>Item</u>	<u>Quantity</u>	<u>Unit Price</u>	=	
	x	\$0.00	=	\$0.00
	x	\$0.00	=	\$0.00
	x	\$0.00	=	\$0.00
	x	\$0.00	=	\$0.00
	x	\$0.00	=	\$0.00
	x	\$0.00	=	\$0.00
	x	\$0.00	=	\$0.00
TOTAL				\$0.00

Detail and Justification:

6. CONTRACTUAL - A consultant is an individual hired to give professional advice or services for a fee but not as an employee of the hiring party.

<u>Name, Organizational Affiliation, Service Provided</u>	<u>Hourly Rate</u>		<u>Provided Hours</u>	=	
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
<u>Travel, Per Diem, and Other Related Expenses</u>					
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
TOTAL					\$0.00

Detail and Justification:

7. OTHER (Examples)

<u>Name of Item</u>	<u>Cost</u>		<u>Quantity</u>	=	
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
	\$0.00	x		=	\$0.00
TOTAL					\$0.00

Detail and Justification:

**APPENDIX E:
SRAE GRANT APPLICATION REVIEWER SCORE SHEET AND CRITERIA**

Please be aware that this criteria may be changed or modified at any time.

Name of Agency: _____ Geographic Area: _____	Total Points Possible	Total Points Awarded
SECTION 1: COVERSHEET		
Question #1 – Are all sections of the coversheet completed?		
0 Points = The coversheet is incomplete. 1 Points = All sections of the coversheet are complete and the form is signed by an authorized official.	1 Point	
SECTION 2: PRIORITY POPULATION		
Question #1 – Does the applicant’s proposal include work with populations that have been identified as high priority for Utah SRAE?		
0 Points = The applicant did not complete the section or does not plan to work with any priority populations. 1 Point = The applicant plans to work with one priority population. 2 Points = The applicant plans to work with MORE than one priority population AND/OR an area with rates higher than the Utah average. 3 Points = The applicant plans to work in an area with rates higher than the U.S. average.	3 Points	
Question #2 – Did the applicant clearly describe their rationale for the selection of their priority population?		
0 Points = The applicant did not provide a rationale for the selection of their priority population. 1 Point = The applicant provided a rationale for the selection of their priority population, but it was unclear. 2 Points = The applicant provided a clear rationale for the selection of their priority population.	2 Points	
Question #3 – Is the applicant qualified to reach their proposed priority population?		
0 Points = The applicant has no experience or qualifications to reach their priority population. 1 Point = The applicant has some experience or qualifications to reach their priority population. 2 Points = The applicant has extensive experience and is well qualified to reach their priority population.	2 Points	
Question #4- Does the applicant have a clear and reasonable plan to reach their selected priority population?		

<p>0 Points = The applicant did not describe how they plan to reach their selected priority population.</p> <p>1 Points = The applicant provided a plan to reach their priority population, but it was unclear or unreasonable.</p> <p>2 Points = The applicant provided a clear and reasonable plan to reach their selected priority population.</p>	2 Points	
SECTION 3: NEED STATEMENT		
Question #1 – Did the applicant demonstrate a strong need for the program in their area and/or with their selected priority population(s)?		
<p>0 Points = The applicant did not describe the need in their area and/or with their selected priority population.</p> <p>1 Point = The applicant provided a description of the need in their area and/or with their selected priority population, but did not use data or show a strong need.</p> <p>2 Points = The applicant demonstrated a strong need in their area and/or with their selected priority population through the use of data.</p>	2 Points	
SECTION 4: EVIDENCE-BASED INTERVENTIONS		
Question #1 – Will the applicant implement only evidence-based interventions?		
<p>0 Point = No</p> <p>1 Point = Yes</p>	1 Point	
Question #2 – Is it clear why the applicant selected the intervention(s)?		
<p>0 Points = The applicant did not provide an explanation for the selection of their intervention(s).</p> <p>1 Point = The applicant provided an explanation for the selection of their intervention(s), but it was unclear.</p> <p>2 Points = The applicant provided a clear explanation for the selection of their intervention(s).</p>	2 Points	
Question #3 – Is the intervention selected appropriate for the applicant’s priority population?		
<p>0 Points = The applicant did not explain how the intervention is appropriate for their priority population.</p> <p>1 Point = The applicant provided an explanation, but considering the information found in Appendix C of the RFP, the intervention is not an appropriate fit for the priority population.</p> <p>2 Points = The applicant provided an explanation, and considering the information found in Appendix C of the RFP, the intervention appears to be an appropriate fit for the priority population.</p>	2 Points	
Question #4 – Are the applicant’s proposed adaptations minimal and reasonable, and will they maintain the fidelity of the evidence-based intervention?		

<p>0 Points = The applicant did not provide any information on adaptations. It is unclear whether adaptations will be made.</p> <p>1 Point = The applicant proposed specific adaptations, but they were not based on developmental/cultural needs of the priority population, appear to be excessive and/or unreasonable and may compromise the fidelity of the evidence-based intervention.</p> <p>2 Points = The applicant will not make any adaptations OR the applicant proposed specific adaptations based on development/cultural needs of the priority population, which appear to be minimal, reasonable, and will maintain fidelity to the evidence-based intervention.</p>	2 Points	
SECTION 5: NUMBERS SERVED		
Question #1 – Do the applicant’s projected numbers served meet grant expectations as outlined in the RFP?		
<p>0 Points = The applicant did not complete this section.</p> <p>1 Point = The applicant completed the section, but their projected numbers served do not meet grant expectations.</p> <p>2 Points = The applicant completed the section AND their projected numbers served meet grant expectations.</p>	2 Points	
SECTION 6: INNOVATION		
Question #1 – Does the applicant’s proposed program demonstrate an innovative approach to this work in their area or with their priority population?		
<p>0 Points = The applicant did not provide a description of how their proposed program will demonstrate innovation.</p> <p>1 Point = The applicant completed the section, but their proposed plan is not feasible, unclear, or will not serve to sustain their project.</p> <p>2 Points = The applicant’s proposed plan is a clear, innovative approach to this work in their area/with their priority population and will offer sustainability.</p>	2 Points	
SECTION 7: PROGRAM STRUCTURE & MANAGEMENT		
Question #1 – Did the applicant indicate how their program would be structured?		
<p>0 Points = No</p> <p>1 Point = Yes</p>	1 Point	
Question #2 – Is each program role clearly designated?		
<p>0 Points = No</p> <p>1 Points = Yes</p>	1 Points	
Question #3 – Are there adequate FTEs allocated to support each individual in carrying out the role successfully?		
<p>0 Points = No</p> <p>1 Point = Yes</p>	1 Points	

Question #4 – Were training needs of staff clearly identified?		
0 Points = No 1 Point = Yes	1 Points	
SECTION 8: GOALS & OBJECTIVES		
Question #1 – Did the applicant include the correct number of goals, objectives, activities, and outcomes?		
0 Points = No 1 Point = Yes	1 Point	
Question #2 – Are the goals/objectives/activities/outcomes clearly written?		
0 Points = None are clear 1 Point = Some are clear 2 Points = All are clear	2 Points	
Question #3 – Are the objectives SMART?		
0 Points = None are SMART 1 Point = Some are SMART 2 Points = All are SMART	2 Points	
SECTION 9: BUDGET		
Question #1- Is the budget complete?		
0 Points = No 1 Point = Yes	1 Point	
Question #2 – Is the budget accurate? (i.e. all numbers add)		
0 Points = No 1 Point = Yes	1 Point	
Question #3 – Is the budget justification clear?		
0 Points = No budget justification was provided 1 Point = A budget justification was provided, but is unclear 2 Points = A clear budget justification was provided	2 Points	
Question #4 – Is the personnel time allocated adequate for the project proposed? (At least a 0.5 FTE for each program model selected in Section 4; at least a 0.5 FTE for management of sub-awards.)		
0 Points = No 1 Point = Yes	1 Point	
SECTION 10: GENERAL CONSIDERATIONS		
Question #1 – Has the applicant been identified by UDOH as high risk, through audit findings or other risk assessment?		
0 Points = No -3 Points = Yes	-3 Points	
Question #2 – If a previous funding recipient, has the applicant ever received a formal warning for a failure to meet grant requirements?		
0 Points = No	-3 Points	

-3 Points = Yes		
Question #3—The proposal is high quality and writing is clear.		
0 Points = Poor 1 Point = Fair 2 Points = Good 3 Points = Excellent	3 Points	
Question #4- The proposal illustrates that the agency has the capacity to carry out the project.		
0 Points = No capacity 1 Point = Low capacity 2 Points = Average capacity 3 Points = High capacity	3 Points	