



**REQUEST FOR PROPOSALS
Sexual Risk Avoidance Education (SRAE)
Federal Fiscal Year 2019**

State Office: Utah Department of Health, Division of Family Health and Preparedness, Bureau of Maternal & Child Health, Maternal and Infant Health Program

Funding Opportunity Title: Sexual Risk Avoidance Education

Total Funding Available: \$317,083 - \$617,083 (Final amount pending final federal award)

Approximate Award Amount: \$30,000 - \$100,000

Eligible Applicants: Non-profits, Institutions of higher education, Other community agencies

Due Date for Intent to Apply: Thursday, October 4, 2018 by 5:00 PM

Due Date for Applications: Friday, October 19, 2018 by 5:00 PM

Funding Notification: Applicants will be notified of funding status on or before Monday, November 5, 2018

Project Period: The contract resulting from this RFP will be for a period of one year. Funding will be renewable for an additional year depending on availability of federal funds and project performance. Project years will run as follows:

Year 1: 10/1/18 to 9/30/19
Year 2: 10/1/19 to 9/30/20

For Questions Contact: Elizabeth Gerke, MPH
Teen Pregnancy Prevention Programs Coordinator
Utah Department of Health
Phone: 801-273-2870 (Office)
Email: egerke@utah.gov

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FUNDING OPPORTUNITY DESCRIPTION

The Utah Department of Health (UDOH) is soliciting applications for Sexual Risk Avoidance Education (SRAE) for the following geographic areas in the State of Utah:

- Bear River Health District (Box Elder, Cache, and Rich counties)
- Central Health District (Millard, Juab, Piute, Sanpete, Sevier, and Wayne counties)
- San Juan County
- Southwest Health District (Beaver, Washington, Iron, Kane, and Garfield counties)
- Southeast Health District (Carbon, Emery, and Grand counties)
- Summit 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 2019 funding.

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.**

Target Population: 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 target population. The Utah Department of Health (UDOH) will establish a panel of experts who 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 Page 32-37 of this document.

APPLICATION INSTRUCTIONS

Applicants must complete each of the sections in the Application Packet (Pages 7-23) to be considered for a funding award. All portions of the Application Packet should be submitted as one document in an Adobe PDF file format. Complete packets should be submitted via email to Elizabeth Gerke at egerke@utah.gov by 5:00 PM on Friday, October 19, 2018.

The Intent to Apply form on Page 6 must be completed and submitted via email to Elizabeth Gerke at egerke@utah.gov by 5:00 PM on Thursday, October 4, 2018.

Q&A Sessions: Two informational calls will be held for potential grant applicants. These sessions will give applicants an opportunity to learn more about SRAE, to ask questions, and receive necessary guidance. Call in information will be provided to applicants once their Intent to Apply has been submitted. The dates for Q&A calls are as follows:

October 9, 2018: 9 AM – 11 AM

October 11, 2018: 2 PM – 4 PM

Grant Contacts:

Primary Grant Contact:

Elizabeth Gerke, MPH
Teen Pregnancy Prevention Coordinator
Utah Department of Health
801-273-2870
egerke@utah.gov

Secondary Grant Contact:

Laurie Baksh, MPH
Maternal & Infant Health Program Manager
Utah Department of Health
801-273-2857
lbaksh@utah.gov

Adolescent Birth Data Contact:

Nicole Stone, MPH
Maternal & Infant Health Epidemiologist
Utah Department of Health
801-273-2873
nstone@utah.gov

Originating Office Contact:

Utah Department of Health
Division of Family Health & Preparedness
Bureau of Maternal & Child Health
Maternal & Infant Health Program
801-273-2871

Please complete and return this Intent to Apply form to Elizabeth Gerke (egerke@utah.gov) by 5:00 PM on October 4, 2018.

<h2 style="margin: 0;">INTENT TO APPLY</h2> <h3 style="margin: 0;">Sexual Risk Avoidance Education (SRAE) Grant FY 2019 Funding</h3>	
Applicant Agency Name and Mailing Address: 	Name, Telephone, and Email for Grant Application Contact:
Type of Applicant Agency: <input type="checkbox"/> Local Health Department <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"/> State Agency <input type="checkbox"/> Other _____	Geographical Area(s) Covered:
Name and Title of the Official Authorized to Sign: 	
<p><i>By signing this Intent to Apply form, I am notifying the Utah Department of Health of my agency's intent to apply for FY 2019 Sexual Risk Avoidance Education (SRAE) funding.</i></p> <p>Signature of Authorized Official: _____</p> <p>Date: Click or tap to enter a date.</p>	

APPLICATION PACKET

Sexual Risk Avoidance Education (SRAE) Grant
FY 2019 Funding

SECTION 1: COVERSHEET

Applicant Agency Name and Mailing Address:

Name, Telephone, and Email for Grant Application Contact:

Type of Applicant Agency:

- Local Health Department
- Local Government
- Tribal Government
- Other Tribal Organization
- School District
- Non-Profit
- Other Community Agency
- State Agency
- Other _____

Geographical Area(s) Covered:

Funding Amount Requested:

\$

Name and Title of the Official Authorized to Sign:

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 24-25) and throughout this funding announcement. Before signing the coversheet, all parties should review this funding announcement document thoroughly.

Signature of Authorized Official: _____

Date: Click or tap to enter a date.

SECTION 2: DESCRIPTION OF APPLICANT

Provide a brief description of the agency applying for funding. Include any experience or expertise the agency has with the adolescent population.

(1 page or less)

SECTION 3: TARGET 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 target teens with the greatest need. Several populations have been identified as high priority for Utah SRAE.

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

- Juvenile Justice youth
- Foster care youth
- 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 _____

Why was this target group selected?

(500 words or less)

What is the applicant's experience working with the selected target population?

(500 words or less)

How will this target group be reached? (i.e. How will you get them to participate?)

(500 words or less)

SECTION 4: NEED STATEMENT

Describe the specific need for this funding in the geographic area(s) identified in Section 1 and/or the target group(s) identified in Section 3. (Utah Adolescent Birth data can be found in Appendix B on Page 26-27.)

(2 pages or less)

SECTION 5: EVIDENCE-BASED INTERVENTIONS

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 may be used 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.

Select the category the applicant plans to implement. (An applicant may select up to three models, and is encouraged to include at least a 0.5 FTE position in their budget for each selected. More information on program models can be found 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

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)

Why was this curriculum selected? How is it an appropriate fit for the target population?

(500 words or less)

Are there any anticipated adaptations based on developmental, cultural, or other specific needs of the target population?

(500 words or less)

Track 2: Youth Development Programming

Teen Outreach Program® (TOP®)

Why was this intervention selected? How is it an appropriate fit for the target population?

(500 words or less)

Are there any anticipated adaptations based on developmental, cultural, or other specific needs of the target population?

(500 words or less)

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

Why was this intervention selected? How is it an appropriate fit for the target population?

(500 words or less)

Are there any anticipated adaptations based on developmental, cultural, or other specific needs of the target population?

(500 words or less)

SECTION 6: SMARTOOL ALIGNMENT

Federal guidance requires all SRAE funding recipients to demonstrate how their programs will include key elements that are critical to positive behavior change in youth.

SMARTool, a research summary document, has been developed to identify nine critical elements that must be present within successful SRAE interventions.

Complete each of the nine sections of the table below to demonstrate alignment with the proposed program(s) and the SMARTool strategy.

More detailed information on SMARTool can be found at

<https://www.myrelationshipcenter.org/getmedia/dbed93af-9424-4009-8f1f-8495b4aba8b4/SMARTool-Curricula.pdf.aspx>.

The links found in Appendix C provide a Table of Contents and information on specific content for each curricula. UDOH contacts can also provide this information to applicants as needed.

SMARTool Alignment

Target	How will this be included in the applicant's program?
<p>Target #1: Enhance knowledge of (a) physical development and sexual risks and (b) personal relationships.</p> <p>Examples: Knowledge of physical development; awareness of sexual risk behaviors; development of clear health goals; information on pregnancy, HIV, and STDs; skills for healthy personal relationships, such as communication and trust, identifying the signs of healthy and unhealthy relationships, and personal self-esteem</p>	
<p>Target #2: Support personal attitudes and beliefs that value sexual risk avoidance.</p> <p>Examples: Personal attitudes and beliefs, personal values, fear of risks of sex, social taboos, goal setting, choosing a partner, being assertive; benefits of healthy relationships, faithful marriage, and effective parenting</p>	
<p>Target #3: Acknowledge and address common rationalizations for sexual activity.</p> <p>Examples: Acknowledging and addressing the disadvantages of short-term choices weighed against long-term obstacles; common rationalizations for sex, skills to respond to peer and media pressure, consideration of social norms; help youth delay initiation of sex or avoid continued sexual activity</p>	

<p>Target #4: Improve perception of and independence from negative peer and social norms.</p> <p>Examples: Skills to understand and resist peer pressure and social norms; reinforce positive peer norms</p>	
<p>Target #5: Build personal competencies and self-efficacy to avoid sexual activity.</p> <p>Examples: Critical thinking and refusal skills; coping strategies; building social, emotional, and cognitive competence; teaching healthy relationship skills; addressing both implicit and explicit attitudes about sex</p>	
<p>Target #6: Strengthen personal intention and commitment to avoid sexual activity.</p> <p>Examples: Personal understanding of risks of sex; appreciation for the benefits of delaying sex; personal commitment to abstain that is shared with others who can offer support, particularly trusted adults; support youth who are experiencing negative social consequences, such as feeling left out or disapproval from partners or peers</p>	
<p>Target #7: Identify and reduce the opportunities for sexual activity.</p> <p>Examples: Identify the role of high risk situations and provide insight for youth on how to address and mitigate these factors; avoidance of risky situations, such as substance abuse; engagement with social supports; involvement in positive shared activities; parental knowledge and monitoring of a child's activities, friends, and whereabouts</p>	

<p>Target #8: Strengthen future goals and opportunities.</p> <p>Examples: Education aspirations, achievements, and future orientation; higher career aspirations and aspirations for higher education; future oriented hopes and dreams, including receipt of high school diploma and enrollment in higher education; participation in community service; opportunity to identify viable, attractive options in their future plans and relationships; secure future marriage or partnership characterized by trust, faithfulness, and mutual responsibility; future parenting roles; future sexual health</p>	
<p>Target #9: Partner with parents.</p> <p>Examples: Increased parental engagement and monitoring; parental rules on substance abuse, sex, or dating; knowledge of child's whereabouts; parental conversations about delaying sexual activity and non-marital sex; build parent-youth relationships; increase the amount of, and comfort with, parent-child sexual health communications</p>	
<p>SECTION 7: NUMBERS SERVED</p>	
<p>The following are general expectations for numbers served through successful programs, although not absolute in every case.</p> <ul style="list-style-type: none"> • In-School Programs: 1,000 – 5,000 • After-School or Community Based Programs: 100 - 500 • Pilot Year Program (1st Year Implementation): 50-500 • Renewal Year Program (Those funded previously): 100-5,000 <p>How many youth and/or parents does the applicant expect to serve annually through programming?</p> <p><input type="checkbox"/> >50</p> <p><input type="checkbox"/> 50-100</p> <p><input type="checkbox"/> 100-200</p>	

- 200-500
- 500-1,000
- 1,000-3,000
- 3,000-5,000
- Other _____

Explanation of numbers:

SECTION 8: INNOVATION

How is the proposed program new or innovative for the geographic area(s) or target population(s)?

(500 words or less)

If the applicant has received funding in the past, how will the proposed project expand or build upon the work that is already being done?

(500 words or less)

How will the program fill gaps in services and coordinate, integrate, and link with existing services?

(500 words or less)

SECTION 10: PROGRAM STRUCTURE & MANAGEMENT

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 implement programs utilizing health teachers.
- Other _____.

What strategies will be utilized to monitor and manage sub-awardees, internal program staff, health teachers, or other community partners directly implementing programming?

(1,000 words or less)

How will the applicant ensure that their agency, as well as all staff/sub-awardees are adhering to the funding requirements as outlined in Appendix A?

(1,000 words or less)

SECTION 11: OBJECTIVES

Applicants should provide at least 2 objectives and not more than 5.

OBJECTIVE #1

Description-What will be measured?	Direction of Change	Unit of measurement	Baseline	Target	Data Source	Timeframe
	<input type="checkbox"/> Increase <input type="checkbox"/> Maintain <input type="checkbox"/> Decrease	<input type="checkbox"/> # of <input type="checkbox"/> % of <input type="checkbox"/> Proportion of <input type="checkbox"/> Rate of				

Planned Activities to meet Objective #1

Description	Lead Personnel	Key Partners	Start/Finish Dates
1.			
2.			
3.			
4.			

OBJECTIVE #2

Description-What will be measured?	Direction of Change	Unit of measurement	Baseline	Target	Data Source	Timeframe
	<input type="checkbox"/> Increase <input type="checkbox"/> Maintain <input type="checkbox"/> Decrease	<input type="checkbox"/> # of <input type="checkbox"/> % of <input type="checkbox"/> Proportion of <input type="checkbox"/> Rate of				

Planned Activities to meet Objective #2

Description	Lead Personnel	Key Partners	Start/Finish Dates
1.			
2.			
3.			
4.			

OBJECTIVE #3 (OPTIONAL)

Description-What will be measured?	Direction of Change	Unit of measurement	Baseline	Target	Data Source	Timeframe
	<input type="checkbox"/> Increase <input type="checkbox"/> Maintain <input type="checkbox"/> Decrease	<input type="checkbox"/> # of <input type="checkbox"/> % of <input type="checkbox"/> Proportion of <input type="checkbox"/> Rate of				

Planned Activities to meet Objective #3

Description	Lead Personnel	Key Partners	Start/Finish Dates
1.			
2.			
3.			
4.			

OBJECTIVE #4 (OPTIONAL)

Description-What will be measured?	Direction of Change	Unit of measurement	Baseline	Target	Data Source	Timeframe
	<input type="checkbox"/> Increase <input type="checkbox"/> Maintain <input type="checkbox"/> Decrease	<input type="checkbox"/> # of <input type="checkbox"/> % of <input type="checkbox"/> Proportion of <input type="checkbox"/> Rate of				

Planned Activities to meet Objective #4

Description	Lead Personnel	Key Partners	Start/Finish Dates
1.			
2.			
3.			
4.			

OBJECTIVE #5 (OPTIONAL)						
Description-What will be measured?	Direction of Change	Unit of measurement	Baseline	Target	Data Source	Timeframe
	<input type="checkbox"/> Increase <input type="checkbox"/> Maintain <input type="checkbox"/> Decrease	<input type="checkbox"/> # of <input type="checkbox"/> % of <input type="checkbox"/> Proportion of <input type="checkbox"/> Rate of				
Planned Activities to meet Objective #5						
Description	Lead Personnel	Key Partners		Start/Finish Dates		
1.						
2.						
3.						
4.						

SECTION 12: BUDGET

The applicant is encouraged to include a 0.5 FTE position for every program model selected in Section 5. Applicants who 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. The Cost Estimates Sheet in Appendix D may also be referenced for guidance.

Budget Period: October 1, 2018 – September 30, 2019

Category of Funding:	Justification:	Funding Amount:
Personnel		\$
Fringe Benefits		\$
Travel		\$
Equipment		\$
Supplies		\$
Contractual		\$
Other		\$

*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. Local health departments with cost allocation plans should include this documentation as well.

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 Department 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 April 10th and October 10th of each year.
- Submit an expenditure report to the Department at least quarterly. (Local Health Departments may utilize the Monthly Expenditure Report to meet this requirement.)
- 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 at least one site visit with program staff from the Department to monitor compliance with federal project guidelines.
- Participate in at least one grant-related professional development opportunity or training offered by the Department 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

Table 1: Utah Adolescent Birth Rates, Age 15-19 by Local Health District, 2016

Location	Rate per 1,000 females
San Juan	32.0
TriCounty	26.7
Weber-Morgan	25.3
U.S.	20.3
Central	19.3
Salt Lake County	18.9
Southwest	17.4
Tooele County	16.8
Southeast	16.1
State of Utah	15.6
Wasatch	14.3
Bear River	11.5
Davis County	11.1
Utah County	9.2
Summit	7.8

Table 2: Utah Adolescent Birth Rates, Age 15-19 by Race, 2016

Race	Rate per 1,000 females
Black of African American	31.3
Pacific Islander	24.8
American Indian	20.0
White	15.5
Asian	7.2
Other	2.1*

**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, 2016

Race	Rate per 1,000 females
Hispanic	33.9
Non-Hispanic	11.3

Table 4: Utah Adolescent Birth Rates, Age 15-19 by Small Area, 2015-2016

Location	Rate per 1,000 females	Location	Rate per 1,000 females
West Valley (East)	52.2	Cedar City	17.6
SLC (Glendale)	46.1	St. George	17.3
SLC (Rose Park)	39	Layton	17.3
Midvale	38.9	State of Utah	16.7
Taylorsville East/Murray West	36.0	Juab/Millard/Sanpete Counties	15.8
West Valley (West)	35.8	Wasatch County	15.3
Kearns	35.7	Springville/Spanish Fork	15.3
Magna	34.0	Sandy (Center)	15.2
San Juan County	33.7	West Jordan (West)/Copperton	13.2
Ogden (Downtown)	33.6	Logan	12.6
Ben Lomond	33.2	Lehi/Cedar Valley	11.8
South Ogden	33.0	Orem (West)	11.7
South Salt Lake	31.0	Cache Co (Other)/Rich Co	10.8
TriCounty LHD	28.5	Bountiful	10.3
Sevier/Piute/Wayne Counties	28.3	SLC (Downtown)	10.3
Southwest LHD (Other)	27.6	Woods Cross/North Salt Lake	10.1
Riverdale	27.1	Orem (East)	10.0
Murray	26.4	Riverton/Draper	10.0
Brigham City	26.2	Summit County	9.7
Grand County	25.9	Morgan Co (All)/Weber Co (East)	8.9
Taylorville (West)	24.7	Syracuse/Kaysville	8.5
Box Elder County (Other)	23.3	Pleasant Grove/Lindon	7.9
West Jordan (Northeast)	23.1	South Jordan	7.3
Utah County (South)	23.0	Holladay	7.1
Carbon/Emery Counties	22.2	Farmington/Centerville	5.8
U.S.	21.3	Sandy (Northeast)	5.1*
Roy/Hooper	21.2	American Fork/Alpine	5.0
Orem (North)	21.1	Sandy (Southeast)	4.8*
Clearfield/Hill AFB	20.3	Cottonwood	4.7*
Tooele County	19.8	Millcreek	4.3
West Jordan (Southeast)	19.5	SLC (Avenues)	4.0*
Washington County (Other)	18.8	SLC (Foothill/U of U)	3.2*
Provo (South)	17.6	Provo (North)/BYU	2.0

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

More detailed data can be found on Utah's Public Health Indicator Based Information System (IBIS) (<https://ibis.health.utah.gov/topic/Index.html>) Applicants may also contact the Maternal & Infant Health Program Epidemiologist, Nicole Stone (nstone@utah.gov or 801-273-2873), for data specific to their area or target 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 \$2,300/person for new hires	\$	\$\$
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.

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
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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: DESCRIPTION OF APPLICANT

Question #1 – Did the applicant provide a complete description of their agency and services?		
0 Points = The applicant did not provide a description of their agency and services. 1 Point = A description was provided, but it is unclear what services the agency provides. 2 Points = The applicant provided a clear description of their agency and services.	2 Points	

Question #2 - Does the applicant have experience with the adolescent population?		
0 Points = The applicant did not provide a description of their experience. 1 Point = The applicant provided a description of their experience, but does not have relevant experience with the adolescent population. 2 Points = The applicant has some relevant experience with the adolescent population. 3 Points = The applicant has extensive experience with the adolescent population.	3 Points	

SECTION 3: TARGET 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	

3 Points = The applicant plans to work in an area with rates higher than the U.S. average.		
Question #2 – Did the applicant clearly describe their rationale for the selection of their target population?		
0 Points = The applicant did not provide a rationale for the selection of their target population. 1 Point = The applicant provided a rationale for the selection of their target population, but it was unclear. 2 Points = The applicant provided a clear rationale for the selection of their target population.	2 Points	
Question #3 – Does the applicant have experience working with their proposed target population?		
0 Points = The applicant did not provide a description of their experience. 1 Point = The applicant provided a description of their experience, but does not have relevant experience with their selected target population. 2 Points = The applicant has some relevant experience with their selected target population. 3 Points = The applicant has extensive experience with their selected target population.	3 Points	
Question #4- Does the applicant have a clear and reasonable plan to reach their selected target population?		
0 Points = The applicant did not describe how they plan to reach their selected target population. 1 Points = The applicant provided a plan to reach their target population, but it was unclear or unreasonable. 2 Points = The applicant provided a clear and reasonable plan to reach their selected target population.	2 Points	
SECTION 4: NEED STATEMENT		
Question #1 – Did the applicant demonstrate a strong need for the program in their area and/or with their selected target population(s)?		
0 Points = The applicant did not describe the need in their area and/or with their selected target population. 1 Point = The applicant provided a description of the need in their area and/or with their selected target population, but did not use data or show a strong need. 2 Points = The applicant demonstrated a strong need in their area and/or with their selected target population through the use of data.	2 Points	
SECTION 5: EVIDENCE-BASED INTERVENTIONS		
Question #1 – Will the applicant implement only State-approved evidence-based interventions?		

0 Point = The applicant did not select any of the listed evidence-based interventions. 1 Point = The applicant selected at least one of the listed evidence-based interventions.	1 Point	
Question #2 – Is it clear why the applicant selected the intervention(s)?		
0 Points = The applicant did not provide an explanation for the selection of their intervention(s). 1 Point = The applicant provided an explanation for the selection of their intervention(s), but it was unclear. 2 Points = The applicant provide a clear explanation for the selection of their intervention(s).	2 Points	
Question #3 – Is the intervention selected appropriate for the applicant’s target population?		
0 Points = The applicant did not explain how the intervention is appropriate for their target population. 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 target population. 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 target population.	2 Points	
Question #4 – Are the applicant’s proposed adaptations minimal and reasonable, and will they maintain the fidelity of the evidence-based intervention?		
0 Points = The applicant did not provide any information on adaptations. It is unclear whether adaptations will be made. 1 Point = The applicant proposed specific adaptations, but they were not based on developmental/cultural needs of the target population, appear to be excessive and/or unreasonable and may compromise the fidelity of the evidence-based intervention. 2 Points = The applicant will not make any adaptations OR the applicant proposed specific adaptations based on development/cultural needs of the target population, which appear to be minimal, reasonable, and will maintain fidelity to the evidence-based intervention.	2 Points	
SECTION 6: SMARTOOL ALLIGNMENT		
Question #1- Did the applicant complete the SMARTool alignment table?		
0 Points = The applicant did not complete the table. 1 Point = The applicant completed SOME portions of the table. 2 Points = The applicant completed ALL portions of the table.	2 Points	
Question #2 – Will the applicant’s proposed program align with the 9 SMARTool targets?		

0 Points = The applicant did not show how their program will align with any of the targets. 1 Point = The applicant showed how their program will align with SOME of the targets, but some were missing or unclear. 2 Points = The applicant clearly showed how their program will align with ALL 9 targets.	2 Points	
SECTION 7: NUMBERS SERVED		
Question #1 – Do the applicant’s projected numbers served meet grant expectations as outlined in the RFP?		
0 Points = The applicant did not complete this section. 1 Point = The applicant completed the section, but their projected numbers served do not meet grant expectations. (If a reasonable justification was provided, the applicant may receive full points.) 2 Points = The applicant completed the section AND their projected numbers served meet grant expectations.	2 Points	
SECTION 8: INNOVATION		
Question #1 – Does the applicant’s proposed program demonstrate an innovative approach to this work in their area or with their target population?		
0 Points = The applicant did not provide a description of how their proposed program will demonstrate innovation. 1 Point = The applicant completed the section, but their proposed program is similar to what is already being done in their area/with their target population or duplicates services. 2 Points = The applicant’s proposed program is a new or innovative approach to this work in their area or with their target population.	2 Points	
SECTION 9: COMMUNITY PARTNERS		
Question #1 – Did the applicant complete the Community Partners table?		
0 Points = The Community Partners table was not completed 1 Point = The Community Partners table was completed.	1 Point	
Question #2 – Are the community partners listed relevant to the project?		
0 Points = The community partners listed are not relevant to the project. 1 Point = Some, but not all, community partners listed are relevant to the project. 2 Points = All community partners listed are relevant to the project.	2 Points	
Question #3 – Is the role or involvement of each community partner reasonable?		
0 Points = The roles or involvement of all community partners are blank, incomplete, or unreasonable.	2 Points	

1 Point = The roles or involvement of some community partners are reasonable. 2 Points = The roles or involvement of all community partners are reasonable.		
+3 Bonus Points for at least one Letter of Support or MOU submitted by the applicant. +2 Additional Bonus Points for more than one Letter of Support or MOU submitted by the applicant. *This characteristic demonstrates exceptional community readiness and buy-in for the project.	BONUS*	
SECTION 10: PROGRAM STRUCTURE & MANAGEMENT		
Question #1 – Did the applicant indicate how their program would be structured?		
0 Points = No 1 Point = Yes	1 Point	
Question #2 – Are the strategies outlined by the applicant to monitor and manage funding/sub-awards clear, feasible, and effective?		
0 Points = The applicant did not outline any strategies to monitor and manage funding/sub-awards. 1 Points = The applicant provided some strategies to monitor and manage funding/sub-awards, but they were incomplete, unclear, did not seem to be feasible or effective. 2 Points = The applicant provided clear and complete strategies to monitor funding/sub-awards and these strategies seem to be feasible and effective.	2 Points	
Question #3 – Will the applicant effectively ensure that staff/sub-awardees adhere to grant requirements?		
0 Points = The applicant did not describe how they will ensure that staff/sub-awardees adhere to grant requirements. 1 Point = The applicant included a description of how they will ensure that staff/sub-awardees adhere to grant requirements, but it was unclear or does not seem to be effective. 2 Points = The applicant included a description of how they will ensure that staff/sub-awardees adhere to grant requirements, which was clear and seems to be effective.	2 Points	
SECTION 11: OBJECTIVES		
Question #1 – Did the applicant include at least two, but no more than five objectives?		
0 Points = No 1 Point = Yes	1 Point	
Question #2 – Are the objectives clearly written?		

0 Points = No objectives are clear 1 Point = Some objectives are clear 2 Points = All objectives are clear	2 Points	
Question #3 – Are the objectives realistic?		
0 Points = No objectives are realistic 1 Point = Some objectives are realistic 2 Points = All objectives are realistic	2 Points	
Question #4 – Are the objectives measurable?		
0 Points = No objectives are measurable 1 Point = Some objectives are measurable 2 Points = All objectives are measurable	2 Points	
SECTION 12: 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 5; at least a 0.5 FTE for management of sub-awards.)		
0 Points = No 1 Point = Yes	1 Point	
SECTION 13: RISK ASSESSMENT SCORE 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 = Yes	-3 Points	