

Frequently Asked Questions (FAQs): Supporting Teen Healthy Minds and Resiliency Funding Opportunity

What organizations are eligible?

Eligible applicants include community-based organizations (501(c)3 or public agencies) that work with youth who are low-income and have the ability to engage with lesbian, gay, bisexual, transgender, queer (LGBTQ) youth and youth of color in safe, supportive and culturally responsive environments that intentionally work to enhance social-emotional skills.

What is “community-based”?

The emphasis of this funding opportunity is organizations that support young people outside of the school day. Programs could take place in a variety of settings and involve a variety of activities, as long as there is sustained engagement, relationship-building and an emphasis on social-emotional skill development.

Will the Foundation fund school-based programming?

The Foundation will not be supporting school districts or nonprofits that deliver school-based programming during the school day with this funding opportunity. However, proposals from community-based organizations that host programming in schools outside of the school day, such as after school, on Friday’s in districts with a four-day week, during summer break, etc., will be considered for funding.

Can my school district apply for programs outside of the school day?

Yes, if the district meets other criteria, the proposal will be considered. We encourage you to contact a program officer to discuss in further detail.

How do you classify low-income?

As defined by the [National Center for Children in Poverty](#), families and children are defined as low-income if the family income is less than twice the federal poverty threshold. Families experiencing low-income often face greater barriers to achieving health. The level of income that poses a barrier, in combination to access to other resources, varies by community and family. The percentage of children eligible for free and reduced school meals, average family income or other indicators your organization may use to determine need may be considered.

What if my program serves young people outside of the funding opportunity’s preferred groups?

The Foundation is committed to addressing health equity. For this funding opportunity, we will support programs working with youth who are low-income and have the ability to engage with LGBTQ youth and youth of color in safe, supportive and culturally responsive environments that intentionally work to enhance social-emotional skills, because these groups experience significant behavioral health inequities. We know that programs working in diverse communities will have diverse participants beyond preferred groups and age span. Our interest is in supporting programs that are designed to take into account the specific cultural dynamics of preferred groups and that those groups make up a significant portion of program participants.

Beyond funding for maintenance, enhancement or expansion of current social-emotional skill development work, is the Foundation interested in funding new programs?

Yes, the Foundation is interested in funding new programs in addition to existing programs.



If a new program were based on, or a replication of, an evidence-based practice, would that make for a strong proposal?

If there is an evidence-based program relevant to the populations served and aligns with the criteria for this funding opportunity, that would make for a strong proposal. We are first and foremost interested in supporting the groups highlighted in the overview, and are open to ideas that meet their needs in the most culturally responsive and effective way possible.

What funding levels will be considered?

With our history of supporting out-of-school time programs, we anticipate a range of \$50,000 to \$150,000. Strong proposals outside of that range will be considered.

Will multiyear funding be considered?

Proposals can be for up to two years.

Could you share definitions of the following categories of social-emotional practice and skill?

- Emotion management
- Empathy
- Teamwork
- Responsibility
- Initiative
- Problem Solving

What ages are you looking to serve with this funding opportunity?

Our overall age of interest for this priority is 12-26. The Foundation is interested in serving Coloradans across the lifespan, depending on priority. However, for this specific funding opportunity, we are focusing on teens.

How does the Foundation define terms used in the funding opportunity?

Coping Skills: Ways in which we learn to deal with various stressors. Each person copes with stress differently.

Intersectionality: The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

Positive Youth Development (PYD): PYD approaches focus on assets and protective factors, not on risk factors and harms. PYD efforts are:

- Strengths-based
- Inclusive
- Engaging youth as partners and equals
- Collaborative and sustainable rather than temporary

Programs based on PYD, value and prioritize the meaningful engagement of youth in programs—not just as participants but as leaders of the activities and interventions that impact them—and ensure that the young people participating experience benefits from their involvement.





Resilience: Resilience can be described as coping and functioning despite adversity or trauma. The process of, capacity for, or outcome of successful adaptation in the context of risk or adversity. It is generally accepted that protective factors, both within an individual and in his or her environment, can help moderate risk for adversity and therefore facilitate “resiliency” that can in turn reduce the likelihood of poor outcomes such as depression, anxiety or substance use.

Social-emotional Learning: The process through which individuals – across the lifespan – acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions.

