

Notice of Funding Opportunity

Application due June 24, 2024

ADMINISTRATION FOR
CHILDREN & FAMILIES

Family and Youth Services Bureau (FYSB)








Division of Positive Youth Development

FY 2024 Competitive Personal Responsibility Education Program (PREP)

Opportunity number: HHS-2024-ACF-ACYF-AK-0032



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Before you begin

If you believe you are a good candidate for this funding opportunity, secure your [SAM.gov](#) and [Grants.gov](#) registrations now. If you are already registered, make sure your registration is active and up-to-date.

SAM.gov registration (this can take several weeks)

You must have an active account with SAM.gov. This includes having a Unique Entity Identifier (UEI).

[See Step 2: Get Ready to Apply](#)

Grants.gov registration (this can take several days)

You must have an active Grants.gov registration. Doing so requires a Login.gov registration as well.

[See Step 2: Get Ready to Apply](#)

Apply by June 24, 2024

Applications are due by 11:59 p.m. Eastern Time on June 24, 2024.



To help you find what you need, this NOFO uses internal links. In Adobe Reader, you can go back to where you were by pressing Alt + Left Arrow (Windows) or Command + Left Arrow (Mac) on your keyboard.



Step 1:

Review the Opportunity

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Basic information

Administration for Children and Families (ACF)

Family and Youth Services Bureau (FYSB)

Division of Positive Youth Development

The purpose of the Competitive PREP program is to educate young people on abstinence, contraception, and adulthood preparation subjects (APS).

Summary

The purpose of the Competitive PREP program is to educate youth and young adults on both abstinence and contraception to prevent pregnancy and sexually transmitted infections (STIs), including HIV/AIDS, and promote successful transition of youth to adulthood through education on key topics. This opportunity supports the development and implementation of such projects in states that do not accept FY 2024 allocations for state PREP. Projects funded under this opportunity educate youth between the ages of 10 and 19 years (and, in the case of pregnant and parenting youth, under the age of 21) on the following topics:

- Abstinence.
- Contraception.
- At least three of the six congressionally mandated [adulthood preparation subjects](#).

Funding details

Type: Grant

Estimated total program funding: \$12,434,864

Total expected awards: 21

Minimum award amount for the first budget period (award floor): \$250,000

Maximum award amount for the first budget period (award ceiling): \$450,000

Funding periods: 36-month period of performance with three 12-month budget periods

Awards made under this funding opportunity are subject to federal funds availability.



Have questions?
See [Contacts and Support](#).

Key facts

Opportunity Name:

FY 2024 Competitive Personal Responsibility Education Program (PREP)

Opportunity Number:

HHS-2024-ACF-ACYF-AK-0032

Federal Assistance

Listing:

93.092

Statutory authority

number:

42 U.S.C. 713

Key dates

Application deadline:

June 24, 2024 at 11:59 p.m. ET

Optional notice of intent deadline:

May 21, 2024

Informational webinar:

May 2, 2024

Expected award date:

September 15, 2024

Expected start date:

September 30, 2024

See deadlines.

Table: Funding available for FY 2024 CPREP awards

State/Territory	FY2024 Awards	Floor	Ceiling
Florida	\$ 2,996,681	\$ 250,000	\$ 750,000
Idaho	\$ 318,903	\$ 250,000	\$ 318,903
Indiana	\$ 1,124,621	\$ 250,000	\$ 500,000
Kansas	\$ 497,812	\$ 250,000	\$ 497,812
New Hampshire	\$ 250,000	\$ 250,000	\$ 250,000
North Dakota	\$ 250,000	\$ 250,000	\$ 250,000
Texas	\$ 5,170,672	\$ 250,000	\$ 750,000
Virginia	\$ 1,326,175	\$ 250,000	\$ 750,000
American Samoa	\$ 250,000	\$ 250,000	\$ 250,000
Marshall Islands	\$ 250,000	\$ 250,000	\$ 250,000
Total	\$ 12,434,864		

Eligibility

Who can apply

Eligible applicants

Applicants eligible for PREP funding are limited to the following local organizations, entities, and consortia:

- County governments
- City or township governments
- Special district governments
- Independent school districts
- Public and state-controlled institutions of higher education
- Native American tribal governments (federally recognized)
- Public housing authorities
- Indian housing authorities
- Native American tribal organizations (other than federally recognized tribal governments)
- Nonprofits with 501(c)(3) status with the IRS, other than institutions of higher education
- Nonprofits without 501(c)(3) status with the IRS, other than institutions of higher education
- Private institutions of higher education
- For-profit organizations other than small businesses
- Small businesses
- Others (see [other eligibility criteria](#) for clarification)

Applications from collaborative groups (consortia) must identify a primary applicant responsible for administering the grant. A primary applicant must be named in the application, and the application must include a [memorandum of understanding](#) (MOU) for each partnering organization. The primary applicant must be local to the eligible state. Consortia may propose to serve one or more eligible territories. Consortia proposing to serve an eligible state must serve only one state.

Locality restrictions

Eligible applicants are limited to local organizations and entities, including faith-based organizations or consortia, with the capacity to develop and implement Competitive PREP projects in the states or territories that did not accept states' allocations of PREP funding.

Applicants located in and/or proposing to manage a project from an ineligible state cannot propose a project that serves an eligible state.

In the case of consortia applying to serve an eligible state, applications from entities that are not located in the eligible state will be disqualified.

In the case of consortia applying to serve an eligible territory or a number of eligible territories, applications from entities that are not located in the eligible territories will be disqualified.

Other eligibility criteria

Faith-based and community organizations that meet the eligibility requirements are eligible to receive awards under this funding opportunity. Faith-based organizations may apply for this award on the same basis as any other organization, as set forth at and subject to the protections and requirements of [45 CFR Part 87](#) and [42 U.S.C. 2000bb et seq.](#) ACF will not, in the selection of recipients, discriminate against an organization on the basis of the organization's religious character, affiliation, or exercise.

See [initial review](#) for disqualification factors.

Cost sharing

This program does not have a cost-sharing requirement. If you choose to include cost-sharing funds, we won't consider it during review. However, we will hold you accountable for any funds you add, including through reporting. If you don't provide your promised amount, we may have to decrease your award amount or use other enforcement actions.

Program description

Program goal and objectives

The goal of the Competitive PREP program is to prevent teen pregnancy, reduce the risk of STIs, including HIV/AIDS, and promote successful transition of youth to adulthood. Projects should be targeted and holistic in approach.

It is important that PREP programs place equal emphasis on both abstinence and contraception to prevent teen pregnancy and STIs.

The following are objectives of the Competitive PREP program:

- Use best practices to replicate evidence-based effective programs or incorporate elements of effective programs that are proven to change behaviors, including delaying sexual activity, increasing condom and contraceptive use for sexually active youth, and reducing pregnancy among youth.
- Implement curricula that include medically accurate information and are age-appropriate, culturally and linguistically appropriate, and inclusive.
- Promote successful and healthy transition to adulthood through implementing at least three of the [six adulthood preparation subjects](#).
- Provide prevention education to youth between the ages of 10 and 19, or pregnant and parenting youth under 21 years of age, who are at high risk for becoming pregnant or who have [special circumstances](#).

Project requirements

Projects must address all the requirements detailed in the following subsections.

For a glossary of terms used in this NOFO, please see the [appendix](#).

Abstinence and contraceptive education

Programs must place substantial emphasis on both abstinence and contraception education to prevent pregnancy and STIs, including HIV/AIDS, among youth ([42 U.S.C. 713\(b\)\(2\)\(A\)\(I, ii\)](#)).

Prioritizing the well-being of every young person should be the cornerstone of all programs. Projects should focus on equipping youth with the knowledge and skills necessary to make informed choices about their health, avoid risky behaviors, and maximize their potential for success. Additionally, programs must be tailored to the cultural context of the target group to ensure their effectiveness and relevance.

Adulthood preparation subjects (APS)

PREP statute requires all programs to include APS. The APS are designed to support youths' successful transition to adulthood. All PREP projects must address at least three of the following six APS:

- Healthy relationships, including marriage and family interactions.
- Adolescent development, such as the development of healthy attitudes and values about adolescent growth and development, body image, racial and ethnic diversity, and other related subjects.
- Financial literacy.
- Parent-child communication.
- Educational and career success, such as developing skills for employment preparation, job seeking, independent living, financial self-sufficiency, and workplace productivity.
- Healthy life skills, such as goal setting, decision making, negotiation, communication and interpersonal skills, and stress management.

For more information on implementing APS in PREP programs, please see the report titled [Conceptual Models for Adulthood Preparation Subjects within the Personal Responsibility Education Program \(PREP\)](#) and the [Adulthood Preparation Subjects Resource Guide](#).

Evidence-based programs or elements of effective programs

PREP programs are required to replicate or incorporate elements of programs that have been shown to be effective in changing youths' behavior (42 U.S.C. 713(b)(2)(B)(i)).

PREP projects must use programs or models that address content requirements while meeting the needs of your chosen populations. More information on evidence-based programs may be found on the [Teen Pregnancy Prevention Evidence Review \(TPPER\) website](#).

You should check with program model developers to clearly identify the essential or core components of the model programs you use. For more information on core components within adolescent pregnancy prevention programs, please reference the [CDC Health Education Curriculum Analysis Tool](#).

When selecting or changing programs or models to implement in PREP projects, recipients must ensure that such programs or models have:

- References to a journal article or study where the program or model was shown to be effective.

- Data that demonstrates how the selected overall program systematically applies core curriculum components that have been found to be effective in delaying sexual activity, increasing condom or contraceptive use for sexually active youth, or reducing pregnancy among youth.
- A compelling research basis and rationale for lessons that address your selected APS topics.

Fidelity and adaptations

Intervention designs must sustain fidelity to the original evidence-based or effective program model. When a full program model is being implemented with fidelity, adaptations to the program should be minimal. Any component that you add to an evidence-based program must be appropriately integrated into the evidence-based program model and should not alter the core components of that program model.

Developers that distribute evidence-based curricula often offer guidance on their core components and address how to ensure fidelity. They may offer checklists or other tools to assist with implementation. Programs must consult with developers to obtain prior approval for proposed adaptations.

We encourage you to work with program developers to adapt evidence-based models or elements of evidence-based models that address the unique needs of the populations served.

Medically accurate materials and appropriate approach

Your program must be medically accurate, culturally appropriate, linguistically appropriate, and age appropriate.

- **Medically accurate:** Program materials such as texts, supplements, workbooks, videos, flyers, handouts, posters, and flash cards should be reviewed in comparison to current medical statements of fact and in accordance with the most up-to-date scientifically supported information.
- **Culturally and linguistically appropriate:** You must provide plans to use culturally sensitive interventions that incorporate the norms, beliefs, and values of the target population into the intervention. The proposed project should demonstrate cultural competence in providing socially, linguistically, and culturally appropriate interventions with the target population.
- **Age appropriate:** Your program must provide age-appropriate information and activities. The topics, messages, and teaching methods implemented by the project must be consistent with the developmental and social maturity of the program participants and emphasize preventing and reducing teen pregnancies, STIs, and sexual activity.

- **Linkages and referrals:** Your program should provide teenage pregnancy prevention-related referrals to other providers of health care services (such as services related to substance abuse, tobacco cessation, family planning, mental health issues, and intimate partner violence), local public health agencies, Supplemental Nutrition Assistance Program, and other social service agencies and supports.
 - Such linkages and referrals should be [youth friendly](#).
 - These services cannot be paid for with PREP funds. For more information, see [funding policies and limitations](#).
 - We encourage you to develop partnerships and procedures to help facilitate these referrals. Programs are required to document referrals and track the initiation of service delivery and follow-up.
- **Lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, and/or two spirit (LGBTQIA2S+) inclusivity:** Your project should be LGBTQIA2S+ inclusive. Project materials, practices, and services should not discriminate against, alienate, exclude, or stigmatize LGBTQIA2S+ youth and their families.

Equity and populations served

Programs should advance equity by assessing existing inequities in programs and youth needs and collaborating with young people and communities.

Youth are defined as those who are 10 to 19 years old (42 U.S.C. 713(e)(4)), except in the case of pregnant and parenting youth, which may include youth under 21 years old (42 U.S.C. 713(a)(1)(C)(III)).

PREP programs should reach populations that have been historically underrepresented and underserved, including:

- Hispanic, non-Hispanic Black, and American Indian/Alaska Native teens.
- Teens from rural areas and territories.

Your program should coordinate, communicate, and engage with community-based organizations whose mission is to reach such populations. Your program should also include staff development and training opportunities to increase knowledge of equity-related barriers and opportunities related to gender, race, and other characteristics.

Your project must be welcoming, non-stigmatizing, and accessible to all youth. Their participation must be voluntary.

You must provide PREP programming especially to youth who are at the highest risk for or vulnerable to pregnancies and STIs, including HIV/AIDS, or who have other special circumstances, such as:

- Youth in foster care.
- Youth experiencing homelessness.
- Youth living with HIV/AIDS.
- Victims of human trafficking.
- Pregnant and parenting youth who are under 21 years of age.
- Youth residing in areas with relatively high teen birth rates compared to all youth within the state or territory.

Additionally, projects should serve youth populations with increased vulnerabilities such as:

- Multi-systems-involved youth.
- Youth who have run away.
- Youth who identify as LGBTQIA2S+.
- Out-of-school youth.

Positive youth development approach

Positive youth development (PYD) must be incorporated into all PREP programming.

You can [learn more at Youth.gov](#) about the key principles of PYD. For more information on integrating PYD into programs, please see [Integrating Positive Youth Development into Programs on Youth.gov](#).

Meaningful youth engagement and leading in partnership with youth and young adults are important components of the overarching PYD strategy. Meaningful youth engagement views youth as equal partners with adults in the decision-making process rather than mere beneficiaries of programs. Involving youth as partners in making decisions that affect them increases the likelihood that the decisions will be accepted, adopted, and made part of their everyday lives.

PYD also encourages projects to consult with and engage young people and offer them opportunities to have input on program implementation. When engaging and collaborating with youth and young adults who have experienced homelessness, you are encouraged to provide compensation for their expertise and may do so using these funds. You can [learn more at Youth.gov about ways to lead in partnership](#) with youth and young adults with lived experience. For additional information on youth partnership, please see [Involving Youth in Positive Youth Development on Youth.gov](#).

You can also [use the online assessment tool](#) at Youth.gov to find effective ways to engage youth in your programs.

Trauma-informed care

PREP programs should consider the trauma and mental health needs of young people who have experienced maltreatment, abuse, or violence.

Projects should incorporate trauma-informed approaches. Project staff should be trained to realize the widespread impact of trauma and recognize the signs and symptoms of trauma in youth. Projects should build organizational and staff capacity to fully integrate knowledge about trauma into policies, procedures, and practices and resist re-traumatizing youth.

For youth with experiences of trauma, you should consider underlying skills, competencies, and attitudes that improve basic functioning across a range of life domains. For example, effective programming that supports mental health, development of coping strategies, and increased protective factors in a youth's life can minimize negative risk-taking behaviors and increase their capacity to thrive. For more information on trauma-informed care, please see the [Promising Youth Programs Trauma-Informed Care brief](#).

PREP performance measures

The purpose of the performance measures is to monitor and provide feedback about whether recipients are implementing PREP programs as intended and to demonstrate progress toward expected objectives.

All recipients and subrecipients, including their implementation sites, will be required to collect and submit information on program implementation and program outcomes through a common set of PREP performance measures twice a year. This requirement applies to any community partners who agree to host a site or recruit program participants (such as school districts or nonprofits). Recipients are responsible for making sure that all subrecipients and implementation sites collect and submit the PREP performance measures.

The three categories of PREP performance measures for data collection and submission are:

- Structure, cost, and support for program implementation.
- Attendance, reach, and dosage.
- Participants' entry and exit surveys (which capture characteristics, behaviors, program experiences, and perceptions of effects).

FYSB will provide training on how to collect and submit data on performance measures.

For more information about the PREP performance measures, including definitions, survey instruments, and data collection tools, please [visit the PREP Performance Evaluation website](#).

Note: Consistent with the Paperwork Reduction Act (PRA) of 1995 ([44 U.S.C. 3501-3521](#)), under this NOFO, ACF will not conduct or sponsor, and a person is not required to respond to, a collection of information covered by such Act, unless it displays a currently valid Office of Management and Budget (OMB) control number. ACF has obtained OMB approval (OMB Control Number 0970-0497; expiration date July 31, 2026) under PRA to request and collect performance measures.

Local evaluation

Local evaluations are optional. You may propose to conduct recipient-specific program evaluations of your Competitive PREP projects. Programs are not required to propose local evaluations, and programs' funding levels will not be affected if programs propose or do not propose to conduct a local evaluation. If you opt to conduct a local evaluation, it must:

- Be conducted by an independent evaluator.
- Answer important questions of interest to the program.
- Include an appropriate evaluation design.
- Meet expectations of rigor that FYSB provides through a system of technical assistance for recipients and their local evaluators.

Per FYSB's [Common Framework for Research and Evaluation](#), research must be credible, consistently implemented, applicable (beyond the grant itself), and neutral.

If you opt to conduct a local evaluation, you may only propose one. The research questions must drive the local evaluation, including its design, methods, data, and analyses. Examples of research topics may include the following:

- The impact of adding specific skills-based programming related to APS.
- The groups of adolescents reached and whether programming addresses the perceived needs of target populations.
- Determining the differential outcomes or impacts of programming that adheres to standard curricula versus programming with significant adaptations.

Among these and other FYSB-approved topics, programs may conduct descriptive and/or impact studies on PREP implementation sites. Descriptive studies include implementation studies and outcome studies. Implementation studies document how PREP programs are designed and implemented, and outcome studies examine implementation or participant outcomes. Impact studies require an appropriate study

design to assess the effectiveness of programming. Programs may opt to conduct an implementation and/or impact local evaluation.

No more than 20% of the total budget can be allocated toward conducting the local evaluation. Programs should not undertake evaluative activities with PREP funds unless they adhere to overall guidance in this NOFO and best practices consistent with technical assistance from FYSB.

Any proposed local evaluation should be in addition to the planned delivery of adolescent pregnancy prevention education designed to serve participants and must not replace programming by the program or its providers.

National evaluation

FYSB is engaged in a learning agenda to increase understanding of what works and why for PREP projects. FYSB may select projects funded under this NOFO to participate in one or more national rigorous federal evaluations. If selected, all grant recipients and applicable subrecipients must participate.

Federal evaluations are subject to the PRA of 1995 (44 U.S.C. 3501-3521), and FYSB will receive all approvals prior to launching any evaluations.

Project sustainability

Recipients should collaborate with their subrecipients and partners to implement their sustainability plan to ensure that the project continues after the period of federal funding ends. Please refer to the [project sustainability plan](#) subsection of the project narrative section for detailed information on expectations.

Post-award requirements

Please refer to [Step 6](#) for details on FYSB organizational requirements. Accepting federal funds under this NOFO signifies that your organization agrees to comply with the post-award requirements.

Funding policies and limitations

We do not allow the following costs under this NOFO:

- Construction
- Purchase of real property
- Major renovation

PREP allows funded agencies and organizations to assist the youth in their programs in finding services and making referrals, but health care and other such services may not be paid for with PREP funds.

PREP programs that opt to conduct a [local evaluation](#) are allowed to set aside a maximum of 20% of their annual PREP allocation for evaluation activities.

See 45 CFR §§ [75.420 – 75.475](#) for information on costs that are always unallowable or have restrictions.

Indirect costs

Indirect costs are those for a common or joint purpose across more than one project and that cannot be easily separated by project.

To charge indirect costs you can select one of the following two methods:

Method 1 – Approved rate. You currently have an indirect cost rate approved by your cognizant federal agency.

Method 2 – *De minimis* rate. Per [45 CFR § 75.414\(f\)](#), if you have never received a negotiated indirect cost rate, you may elect to charge a *de minimis* rate. If you are awaiting approval of an indirect cost proposal, you may also use the *de minimis* rate. If you choose this method, costs included in the indirect cost pool must not be charged as direct costs.

This rate is 10% of modified total direct costs (MTDC). See [45 CFR § 75.2](#) for the definition of MTDC. You can use this rate indefinitely.

Learn more at [45 CFR § 75.414](#), Indirect Costs.

Subawards

The prime recipient must maintain a substantive role in the project. We define a substantive role as conducting funded activities and providing services that are necessary and integral to completing the project. Monitoring your subrecipient's activities alone is not a substantive role. See [45 CFR § 75.352](#) for information on subrecipient monitoring.

We do not fund awards where the role of the applicant is primarily to serve as a conduit for passing funds to other organizations unless that arrangement is authorized by statute.

Subrecipients must meet the [eligibility requirements](#) of this NOFO.

Statutory authority

PREP is authorized and funded by section 513 of the Social Security Act (42 U.S.C. 713).



Step 2:

Get Ready to Apply

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Get registered

SAM.gov

You must have an active account with SAM.gov. This includes having a Unique Entity Identifier. SAM.gov registration can take several weeks. Begin that process today.

To register, go to [SAM.gov Entity Registration](#) and click Get Started. From the same page, you can also click on the Entity Registration Checklist for the information you will need to register.

Grants.gov

You must also have an active account with [Grants.gov](#). You can see step-by step instructions at the Grants.gov [Quick Start Guide for Applicants](#).

Need help? See [Contacts and Support](#).

Find the application package

The application package has all the forms you need to apply. You can find it online. Go to [Search Grants](#) at [Grants.gov](#) and search for opportunity number HHS-2024-ACF-ACYF-AK-0032. Then, click the “Package” tab.

If you can't use Grants.gov to download application materials, you may request them from the [Grants Management Contact](#).

If you are also unable to apply through Grants.gov, see [exemptions for paper submissions](#).

Learn more

Visit [Applying for an ACF Grant Award](#) on the ACF Grants Page.

Join the webinar

For more information about this opportunity, join our informational webinar. Details are as follows:

Date: May 2, 2024

Time: 3:30 p.m. ET

Webinar ID: 160 373 0226

Passcode: 476993

[Join the webinar through Zoom.](#)

To join by telephone, call the following numbers. For higher quality, dial a number based on your current location:

- +1 669-254-5252 US (San Jose)
- +1 646-828-7666 US (New York)
- +1 646-964-1167 US (US Spanish Line)
- +1 415-449-4000 US (US Spanish Line)
- +1 551-285-1373 US (New Jersey)
- +1 669-216-1590 US (San Jose)

[International numbers are also available.](#)

The goals of the webinar are to develop a better understanding of eligibility, formatting and submission requirements, and programmatic expectations.

Please submit your questions on this NOFO in advance by sending an email to:

fysb.nofo.cprep@acf.hhs.gov.

Participants may submit questions anonymously. The due date for submitting questions is April 29, 2024. Only questions submitted in advance and by the due date will be considered for answering during the session.

Applicants unable to attend can [access the recording and transcript on the FYSB website](#) after the session has concluded.

If there is a discrepancy between the NOFO and the presentation and/or presentation materials, the NOFO takes precedence.

This webinar is fully voluntary. Opting to participate or not to participate will not affect eligibility, application scoring, or the awards process. Participants may remain anonymous during the webinar.



Step 3:

Prepare Your Application

In this step

Application contents and format

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Application contents and format

Application components

You will submit two files plus the other required forms in the application package.

File One: Project Narrative Attachment Form

Includes:

- Table of contents
- Project summary, one page
- Project narrative
- Line-item budget and budget narrative

File Two: Other Attachments Form

Includes all [attachments](#).

Other required forms

Includes [other required forms](#).

Required format

Page limit for File One and File Two combined: 115 pages

File Format: Portable Document File (PDF) is recommended, but not required. ACF supports the following file formats when you attach files to the Project Narrative Attachment Form and the Other Attachments Form:

- Adobe PDF – Portable Document Format (.pdf)
- Microsoft Word (.doc or .docx)
- Microsoft Excel (.xls or .xlsx)
- Microsoft PowerPoint (.ppt)
- Image Formats (.JPG, .GIF, .TIFF, or .BMP only)

Paper Size: 8 ½ inches x 11 inches

Margins: 1 inch all around

Language: English

If possible, include page numbers.

Do not include external links to information you want reviewers to assess.

Fonts

Font: Times New Roman

Size: 12-point font

Footnotes and text in tables and graphics may be 10-point.

Spacing

Table of contents: Must be single-spaced

Project summary: Must be single-spaced

Project narrative: Must be double-spaced

Objectives and need for assistance: Must be double-spaced

Expected outcomes: Must be double-spaced

Approach: Must be double-spaced

Project timeline and milestones: Must be double-spaced

Program performance evaluation plan: Must be double-spaced

Organizational capacity (such as resumes, job descriptions, organizational charts): Can be single-spaced

Logic model: Can be single-spaced

Line-Item budget and budget narrative: Can be single-spaced

Plan for oversight of federal awards: Must be double-spaced

Project sustainability plan: Must be double-spaced

Attachments: As needed

Tables and footnotes throughout: Can be single-spaced

Table of contents

At the beginning of File One, insert a table of contents that guides a reader through the contents of both files in your application. If possible, include links to the relevant content in File One.

Project summary

Provide a one-page summary of the project description. Do not cross-reference to other parts of the application. The summary must include:

- At the top, the project title, applicant name, address, phone numbers, email addresses, and any website URL.
- A brief description of the project, including the needs and population you will address and your proposed services.

Project narrative

The project narrative is where you address all your proposed activities. It is a critical section of your application, which we evaluate and rank against other applications using the [merit review criteria](#). Remember that substance and measurable outcomes are more important than length. We are particularly interested in project narratives that convey strategies for achieving intended performance.

In it, you must:

- Explain how the project will meet the purpose of the NOFO, as described in the [program description](#) section.
- Make sure your narrative is clear, concise, and complete.
- Use cross-referencing rather than repetition.
- Be sure to include any required supporting documents noted. You generally provide these in your [attachments](#).
- Use the headings and order of the sections that follow.

Geographic location

Provide the precise physical location of your project and boundaries of the area you will serve. If you will include any subrecipients in your project that will serve the geographic areas, include their locations as well.

Need for assistance

Identify the problems you plan to solve. These problems could be physical, economic, social, financial, institutional, etc. To do so:

- Demonstrate the need, including the nature and scope of the problem.
- You may provide supporting documentation, such as letters of support and testimonials, in an application appendix.

- Include any relevant data based on planning studies or needs assessments. You may refer to them in the endnotes or footnotes.
- Use demographic data and participant or beneficiary information where you can.

Objectives

State your main objectives and any sub-objectives. Address how the objectives stated relate to the overall purpose of this program and describe how you will achieve the objectives.

All proposed objectives should be specific, measurable, achievable, realistic, time-framed, inclusive, and equitable (**S.M.A.R.T.I.E.**), as follows:

- **Specific:** An objective specifies one major result directly related to the program goal, and states who is going to be doing what, to whom, and by how much.
- **Measurable:** An objective must describe in realistic terms the expected results and specify how such results will be measured.
- **Achievable:** The accomplishment specified in the objective must be achievable within the proposed timeline and as a direct result of the program activities.
- **Realistic:** The objective must be reasonable in nature. The specified outcomes must be described in realistic terms.
- **Time-framed:** The objective must specify a target date or time frame for its accomplishments.
- **Inclusive:** The objective must bring traditionally marginalized people—particularly those most impacted—into processes, activities, and decision-making in a way that shares power.
- **Equitable:** The objective must seek to address systemic injustice, inequity, or oppression.

Expected outcomes

Identify the outcomes you plan to achieve from the project. Outcomes should relate to the overall program, as described in the [program description](#) section. If research is part of the proposed work, outcomes must include hypothesized results and implications of the proposed research.

Approach

Outline your action plan. Describe the scope and detail of how you will accomplish your proposed project. Account for all functions or activities you identify in your application.

Explain potential obstacles and challenges to accomplishing your project goals. Explain the strategies you will use to address them. Be sure to mention that your project will be

fully functioning and serving youth within 90 days following the Notice of Award (NoA) for the grant.

Use the headings and order of sections that follow to describe your proposed project. Further details about most sections are in the [project requirements](#) section.

Abstinence and contraceptive education

Describe how the project will emphasize both abstinence and contraception to prevent pregnancy and STIs, including HIV.

Adulthood preparation subjects (APS)

Identify at least three of the six APS that will be incorporated into the program and explain your plan to incorporate them, as addressed in the [project requirements](#).

Evidence-based programs or elements of effective programs

Provide a rationale for choosing the evidence-based or effective model proposed for implementation. Cite data that demonstrates evidence of effectiveness of the program proposed.

Identify the methods you will use to ensure that facilitators/educators who will deliver the program have been or will be formally trained in the program model or elements of the program model by professionals who can provide follow-up technical assistance to facilitators/educators.

Fidelity and adaptations

Provide a plan for how the intervention will be implemented with fidelity, including consistent fidelity monitoring of program implementation.

If applicable, describe any proposed adaptations and the rationale for the adaptations. Include an explanation of why the adaptations do not alter the core components of the evidence-based program model or elements of those models.

Medically accurate materials and appropriate approach

Explain how you will ensure that all curricula, services, and materials are:

- Medically accurate
- Culturally appropriate
- Age appropriate
- Linguistically appropriate
- Inclusive
- Voluntary

Linkages and referrals

Describe the range of mechanisms that will be used to deliver services (such as school-based programs, clinic-based programs, and/or youth development programs). The description should identify referral resources, include information about how referrals will be made to other services and programs, and explain how follow-up will take place, when appropriate.

Equity and populations served

Identify your [chosen population](#) and describe the rationale for selecting it, as well as a clear justification for the estimate of the overall number of program participants expected to participate in each year of the project. FYSB requires that you include a description of the types of participants by age groups or grades, race, ethnicity, and other descriptive factors.

You must also provide a detailed, thorough, and realistic description of the recruitment and retention plan for your chosen population. The approach described must be specific for the target population, service delivery location, and implementation setting.

Identify the methods that will ensure that facilitators/educators who will deliver the programs have been or will be formally trained in equity, cultural competence, and cultural humility and provide a description of the types and frequency of diversity, equity, and inclusion training that will be conducted throughout the project period.

Positive youth development approach

Describe how the project will include a PYD approach as part of the programming.

Trauma-informed care

Describe how the project will be trauma informed.

Local and national evaluation

If you plan to conduct a local evaluation, you must describe a plan to implement the evaluation in the project period. Your plan must include the following:

- Proposed research questions.
- A plan for rigorous evaluation design.
- A plan to procure an independent evaluator (including the types of experience of the independent evaluator and proposed evaluation infrastructure).
- A plan for data collection and reporting on OMB-cleared program performance measures.

Local evaluation plans should be clearly described with an understanding that modifications may be required after an evaluator is officially hired and/or federal government-sponsored technical assistance is provided. You must describe the use of viable methods to determine whether the project outcomes were achieved.

You must clearly state your agreement that you and any subrecipients will participate, if selected, in the national evaluation.

Project timeline and milestones

Provide a timeline for your project that includes milestones. To do so:

- Organize the information by task and subtask, showing related milestones.
- Provide monthly or quarterly quantitative projections for what you plan to accomplish and by when. For example, provide the number of people you plan to serve or the number of a certain activity you plan to complete.
- If you can't quantify some of your accomplishments, provide their target dates.
- Cover the full period of performance in your timeline.

Organizational capacity

Provide the following information for your full project team including the applicant organization and any cooperating partners, contractors, and subrecipients:

- Provide a clear and realistic description of the recruitment, retention, professional development training, and technical assistance plan for facilitators/educators throughout the project period.
- Provide a clear description of the organizational executive leadership and the existing staffing structure or a proposed staffing plan that will support full program implementation within 90 days of grant award.
- Provide evidence that your team has the relevant experience and expertise needed to carry out your project.
- Describe your team's experience with administering, developing, implementing, managing, and evaluating similar projects.
- Provide evidence that your team has the organizational capability to fulfill their roles and functions effectively.
- You must provide a succinct plan to monitor the effective management and coordination of activities by any partners, contractors and subcontractors, and consultants, if applicable.
- You will provide some supporting information in the [attachments](#) section.

Plan for oversight of federal award funds and activities

You must ensure proper award oversight. The regulation that governs this oversight is [45 CFR Part 75 Subpart D](#). It includes standards for:

- Financial and program management
- Property management
- Procurement
- Performance and financial monitoring and reporting
- Subrecipient monitoring and management
- Record retention and access
- Remedies for noncompliance
- Prior written approval

Describe your framework to ensure proper oversight of federal funds and activities.

Include:

- A description of the governance, policies and procedures, and systems you use for record keeping and financial management.
- A description of the procedures to identify and mitigate risks and issues. These might include audit findings, continuous performance assessment findings, and monitoring.
- The key staff who will be responsible for maintaining oversight of program activities staff and any partners or subrecipients.

Project performance evaluation plan

Describe a plan for how you will evaluate your project's performance and how it will contribute to continuous quality improvement. This plan must describe:

- How you will monitor and assess ongoing activities and the progress towards the project's goals and objectives.
- The inputs, key activities, and expected outcomes of the funded activities. Inputs might include your collaborative partners, key staff, budget, service processes, or other resources.
- How you will measure the inputs, activities, and outcomes.
- How you will use the resulting information to inform improvement of funded activities.
- Any processes that support the overall data quality.
- The organizational systems and processes that will track performance outcomes.
- Whether the project is having the expected impacts.

- How your organization will collect and manage data in a way that allows for accurate and timely reporting of performance outcomes. This might include assigned skilled staff, data management software, and data integrity.
- Any potential obstacles to implementing the project performance evaluation and how you will address them.
- A timeline for how you will review information from the performance evaluation and apply it to your ongoing project.

All recipients and subrecipients will be required to monitor and report on program implementation and outcomes through a common set of performance measures. Applicants must describe a plan for collecting, reporting, and utilizing performance measures data. The plan must include a description of how data will be collected, managed, and secured in a way that affords accurate and timely reporting to FYSB and the protection of participants' information.

Logic model

You must submit a logic model for designing, managing, and evaluating the project. A logic model is a diagram that:

- Presents how inputs drive activities to produce outputs, outcomes, and the ultimate goals of the proposed project.
- Explains the links among project elements.
- Targets the identified objectives and goals of the project.

While there are many versions of logic models, for the purposes of this funding opportunity, the logic model may include the connections between:

- Inputs such as additional resources, organizational profile, collaborative partners, key staff, or budget.
- Target population, such as the individuals to be served or identified needs.
- Activities, mechanisms, and processes such as evidenced-based practices, best practices, approach, key intervention and evaluation components, and continuous quality improvement efforts.
- Outputs, which include the immediate and direct results of program activities.
- Outcomes, which include the expected short and long-term results of the project you expect to achieve. These are typically described as changes in people or systems.
- Project goals such as overarching objectives and reasons for proposing the project.

Project sustainability plan

You must propose a plan for project sustainability after the period of federal funding ends. We expect you to sustain key elements of your project. These elements can include strategies or services and interventions that have been effective in improving practices and outcomes.

Provide an approach to project sustainability that is effective and feasible.

Describe:

- The key people and organizations whose support you will require.
- The types of alternative support you will require to maintain the project.
- If the proposed project involves key project partners, how you will maintain their cooperation or collaboration after the federal funding ends.

Protection of sensitive or confidential information

Describe how you will collect and safeguard protected personally identifiable information and other information that is considered sensitive. Make sure your approach is consistent with applicable federal, state, local, and tribal laws regarding privacy and obligations of confidentiality. Provide:

- The methods and systems you will use to ensure that you properly handle confidential and sensitive information including any subrecipients and/or contractors.
- A plan for the disposition of such information at the end of the period of performance.

See [45 CFR § 75.303\(e\)](#) for more information.

Line-item budget and budget narrative

The line-item budget and budget justification supports the information you provide in the Budget Information Standard Form SF-424-A. See [other required forms](#).

It justifies the costs you ask for and includes added detail, including detailed calculations for the “object class categories” in the Budget Information Standard Form. You will provide this information for the initial budget period only (typically the first 12 months of the project). See [funding periods](#).

As you develop your budget, consider:

- If the costs are necessary, reasonable, allocable, and consistent with your project’s purpose and activities.
- How you calculate your costs in ways that are clear and repeatable.
- The restrictions on spending funds. See [funding policies and limitations](#).

Additional requirements include:

- Applicants should include costs in the budget for two key staff members to attend the three-day Adolescent Pregnancy Prevention Annual Grantee Conference.
- Applicants should include costs for two key staff members to attend a minimum of one of two topical training sessions offered in each year of the 36-month project period.
- Applicants proposing local evaluations must propose a budget with no more than 20% of project costs devoted to evaluation.

We encourage you also to review the Standard Form instructions.

To create your line-item budget and justification, see detailed instructions on our [website](#).

In general, you must:

- Indicate the method you will use for your indirect cost rate. See [indirect costs](#) for further information.
- Include estimation methods, quantities, unit costs, and other similar quantitative detail sufficient for the calculation to be duplicated.
- For any cost sharing, include a detailed listing of any funding sources identified in Block 18 of the SF-424 Application for Federal Assistance.

Proprietary or personally identifiable information

In your application, you may identify salary or other proprietary information or personally identifiable information. We will remove this information from applications before they go to reviewers.

If you have an [exemption for paper submission](#), you can protect salary information and any proprietary information by placing that information only in the original application. You can remove the information from the copies, keeping summary information.

Attachments

You will upload attachments in Grants.gov using the Other Attachments Form. These attachments are included in the overall application page limit unless it says otherwise below.

Indirect cost agreement

If you include indirect costs in your budget using an approved rate, include a copy of your current agreement approved by your [cognizant agency for indirect costs](#).

If you use the de minimis rate, you do not need to submit this attachment.

See [indirect costs](#) for more information.

Legal proof of nonprofit status

If your organization is a nonprofit, you need to attach proof. We will accept any of the following:

- A reference to your listing in the IRS's most recent list of tax-exempt organizations.
- A copy of a current tax exemption certificate from the IRS.
- A letter from your state's tax department, Attorney General, or another appropriate state official saying that your group is a nonprofit and that none of your net earnings go to private shareholders or others.
- A certified copy of your certificate of incorporation showing that your group is a nonprofit.
- Any of the above for a parent organization. Also, include a statement signed by an official of the parent group that your organization is a nonprofit affiliate.

Legal proof of for-profit status

If your organization is a for-profit, including small businesses, you need to attach proof.

Include documentation establishing the power granted to the entity to enter into contractual relationships or accept awards. This might include your articles of incorporation or bylaws.

Legal proof of small businesses

In addition to the proof that your organization is for-profit required above, small businesses must submit a certification signed by the chief executive officer or designee that states that the entity qualifies as a small business under [13 CFR §§ 121.101-121.201](#).

Organizational capacity supporting information

You must attach the following information to support the information in your [organizational capacity](#) section:

- Organizational charts, including all partners.
- Resumes or Curricula Vitae (CV) for all key personnel.
- Biographical sketches for all key personnel.
- Job descriptions for each key position (including vacant positions).
- College transcripts for graduate student research fellows.
- List of your Board of Directors.

Third-party agreements

You must submit agreements with all third parties involved in the project. Third parties include subrecipients, contractors, and other cooperating entities. Third-party agreements include letters of commitment, memoranda of understanding (MOU), and memoranda of agreement. We do not consider general letters of support to be third-party agreements.

Any such agreement must:

- Describe the roles and responsibilities for project activities.
- Describe the support and resources that the third party is committing to the proposed project.
- Be signed by the person in the third-party organization with the authority to make such commitments.
- Detail work schedules and estimated compensation with an understanding that the parties will negotiate a final agreement after award.
- Identify the primary applicant and all collaborators responsible for project activities if for a collaboration or consortia application.

Other required forms

You will need to complete some other required forms. Upload the forms listed below at Grants.gov. You can find them in the NOFO [application package](#) or review them and their instructions at [Grants.gov Forms](#).

Forms	Submission requirement
Application for Federal Assistance (SF-424)	With the application.
Budget Information for Non-Construction Programs (SF-424A)	With the application.
Assurances for Non-Construction Programs (SF-424B)	With the application.
Disclosure of Lobbying Activities (SF-LLL)	If applicable, with the application or before award.
Key Contacts	With the application.
Grants.gov Lobbying Form	With the application or before award.
Project/Performance Site Location(s) (SF-P/PSL)	With the application. Cite your primary location and up to 29 additional performance sites.



Step 4:

Learn About Review and Award

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Application review

Initial review

We review each application to make sure it meets basic requirements. We won't consider an application that:

- Requests funding above the [award ceiling](#).
- Is submitted after the [deadline](#).
- Is from an individual, including a sole proprietorship, or a foreign entity.
- Is received in paper format that didn't have a [previously approved exemption](#) from ACF.
- Is received from organizations located in ineligible states or territories.
- Is located in an ineligible state but proposes a project that serves an eligible state.

We will let you know if your application is disqualified within 30 days of the application deadline. You won't receive notice from ACF if your application fails Grants.gov validation checks.

If you submit more than two files in addition to your forms, we will remove the extra files. We will let you know if this happens.

We will also remove blurred or illegible pages and any file formats that are not supported.

We will not review any pages that exceed the page limit.

If your application fails to adhere to ACF's NOFO formatting, font, and page limitation requirements, we will adjust your application by removing page(s) from the application. We will remove the pages before the merit review and will not send them to reviewers.

If we do so, we will send you a letter after we make awards to notify you that we amended your application.

Merit review

A panel reviews all applications that pass the initial review. The members use the criteria in this section.

Additionally, our reviewers typically are not federal employees. See [proprietary and personally identifiable information](#).

Criterion	Total number of points = 100
1. Objectives, outcomes, and need for assistance	20 points
2. Project timeline and milestones, approach, and project sustainability	47 points
3. Program performance evaluation plan	6 points
4. Organizational capacity and plan for oversight of federal awarded funds	22 points
5. Budget and budget justification	5 points

Criteria

Please pay close attention to the mention of AND, OR, AND/OR in the criteria. Each part of the sub criteria (a, b, c, etc.) must be properly addressed.

Please also pay close attention to relevant content included in [Step 3: Prepare Your Application](#) while addressing each criterion.

Objectives, outcomes, and need for assistance (maximum points: 20)

Reviewers will consider:

1. The extent to which you do the following:
 - a. Clearly define the geographic area(s) to be served by your project. **(0 to 1 point)**
 - b. Explain why you chose those areas. **(0 to 1 point)**
 - c. List data to support the selection of your chosen area(s). **(0 to 2 points)**
2. The extent to which you do the following:

- a. Clearly describe a compelling need for the proposed project, including the nature and scope of the problem (can include youth risk behavior survey data or other relevant data). **(0 to 1 point)**
 - b. Document relevant data including teen birth data and STI rates. **(0 to 1 point)**
3. The extent to which you demonstrate a thorough understanding of your chosen population's needs and justify the number of participants you will serve. **(0 to 2 points)**
4. The extent to which your plan illustrates the following:
 - a. Number of youth served **(0 to 1 point)**
 - b. Age groups or grades **(0 to 1 point)**
 - c. Race and/or ethnicity **(0 to 1 point)**
 - d. Other descriptive factors, as applicable **(0 to 1 point)**
5. The extent to which you clearly and thoroughly describe the objectives, sub-objectives, and outcomes of the project, reflecting the overall goal and objectives of the Competitive PREP program. **(0 to 8 points)**

Project timeline and milestones, approach, and project sustainability (maximum points: 47)

Reviewers will consider the extent to which:

1. You describe in detail how you will ensure that:
 - a. All project materials are medically accurate. **(0 to 1 point)**
 - b. Your project provides age-appropriate information and activities. **(0 to 1 point)**
 - c. Your project is culturally sensitive and responsive to youth served. **(0 to 1 point)**
 - d. Your project is linguistically appropriate. **(0 to 1 point)**
 - e. Your project is inclusive. **(0 to 1 point)**
 - f. Your project provides voluntary education and services. **(0 to 1 point)**
2. You describe a clear and detailed:
 - a. Plan to implement an evidence-based approach integrating research findings with practical implementation that aligns with the needs and desired outcomes for the intended audience. **(0 to 2 points)**
 - b. Description of the curriculum modules and types of interventions and activities that will be conducted and how they align with the PREP program requirements. **(0 to 3 points)**

- c. Rationale for choosing the selected curriculum that includes data demonstrating that the selected program model is effective in youth behavior change. **(0 to 2 points)**
- d. Description of the process and tools that you will use to monitor program fidelity, and, if adaptations are planned, provide a clear rationale for the proposed adaptations. See the [project requirements for fidelity and adaptations](#). **(0 to 2 points)**
- e. Demonstration that the proposed project places substantial emphasis on both abstinence and contraception for the prevention of pregnancy and STIs, including HIV. **(0 to 2 points)**

See the [project requirements for evidence-based programs or elements of effective programs](#).

- 3. You do the following:
 - a. Clearly identify a rationale for the selection of at least three APS. **(0 to 3 points)**
 - b. Provide a plan to incorporate APS in the proposed program. **(0 to 1 point)**

See the [project requirements for adulthood preparation subjects](#).

- 4. You do the following:
 - a. Describe how the program will incorporate a PYD approach, including addressing risk and protective factors. **(0 to 2 points)**
 - b. Demonstrate ways in which you plan to incorporate meaningful youth engagement. **(0 to 1 point)**
 - c. Demonstrate how your project incorporates trauma-informed approaches and addresses the trauma needs of youth served. **(0 to 2 points)**

See the [project requirements for positive youth development approach and trauma-informed care](#).

- 5. You include a clear and detailed description of:
 - a. Your participant recruitment and retention plan for youth. The approach described must be specific for your chosen population and include how you will recruit and retain historically and culturally underrepresented and underserved populations within the selected community. **(0 to 2 points)**
 - b. How you will coordinate, communicate, and engage with community-based organizations whose missions include reaching underrepresented and underserved populations. **(0 to 2 points)**
 - c. Staff development and training opportunities you will provide to increase knowledge of equity-related barriers and opportunities related to gender, race, and other characteristics. **(0 to 1 point)**

- d. A clear and realistic recruitment, retention, training, and technical assistance plan (to build capacity on topics pertinent to implementation of the PREP project and priorities listed in this NOFO) for facilitator/educators throughout the project period. This plan must include details on the types and frequency of training provided on diversity, equity, and inclusion. **(0 to 3 points)**
6. You do the following:
 - a. Clearly describe a thorough and realistic description of how your project will include referrals and linkages to youth-friendly services. **(0 to 1 point)**
 - b. Describe how you will use existing partnerships and form new ones to identify referrals and linkages. **(0 to 1 point)**
 - c. Clearly describe how referrals will be made to other services. **(0 to 1 point)**
 - d. Provide details on how you will follow up on and track referrals, when appropriate. **(0 to 1 point)**
7. You describe a clear, detailed process with a timeline for conducting all your proposed activities identified in your application, including the following:
 - a. Major milestones. **(0 to 1 point)**
 - b. Target dates. **(0 to 1 point)**
 - c. If proposing a local evaluation (optional), a timeline that covers the full period of performance, is sufficient, and includes time for planning, implementation, analysis, and reporting and dissemination activities, as applicable. If you are not proposing a local evaluation, you must explicitly state that. **(0 to 1 point)**
8. You include a well-defined logic model that shows how your project activities and outputs lead to your intended outcomes. **(0 to 2 points)**
9. You demonstrate a well-written plan for sustainability that details how the proposed project will create self-sufficiency to ensure that it will continue after federal assistance has ended, as described in the [project sustainability plan](#) section. **(0 to 2 points)**
10. If you are proposing to conduct an optional local evaluation, the plan is detailed and realistic considering the short project period. You include a description of proposed research questions, the rigorous evaluation design, and how an independent evaluator will be procured, including the types of experience of the independent evaluator and proposed evaluation infrastructure. If you are not proposing a local evaluation, you must explicitly state that. **(0 to 1 point)**
11. You clearly state your agreement that your organization and any subrecipients will participate in the national evaluation, if selected by FYSB. **(0 to 1 point)**

Program performance evaluation plan (maximum points: 6)

Reviewers will consider the extent to which you do the following:

1. You agree to collect and submit all OMB-approved PREP performance measures as referenced in [the post-award requirements and administration](#) section. **(0 to 1 point)**
2. You clearly describe a plan to collect and submit all OMB-approved PREP performance measures to FYSB. **(0 to 2 points)**
3. You clearly describe the methods you will apply to utilize the performance measures for program monitoring. [See the project performance evaluation plan section.](#) **(0 to 2 points)**
4. You clearly describe how the data collected will be used to engage in continuous quality improvement of the PREP program. **(0 to 1 point)**

Organizational capacity and plan for oversight of federal award funds (maximum points: 22)

Reviewers will consider the extent to which you do the following:

1. You clearly describe relevant experience and expertise of the organization and any partner organizations in providing education to youth on abstinence and contraception for the prevention of pregnancy, STIs, or HIV. **(0 to 4 points)**
2. You provide a description of the organizational executive leadership and staffing structure that will support full program implementation within 90 days of grant award. **(0 to 3 points)**
3. You describe how the proposed project director and key project staff demonstrate sufficient relevant knowledge, experience, and capabilities to implement and manage a PREP project effectively. **(0 to 4 points)**
4. You include a complete organizational chart and a Board of Directors or governance structure list that shows that the organization has the capacity to successfully manage a PREP project. **(0 to 2 points)**
5. You describe the role, responsibilities, and time commitments for each proposed project staff position, including partners, consultants, and/or subrecipients. **(0 to 4 points)**
6. You describe how you will manage and coordinate activities by any partners, subcontractors, contractors, subrecipients, and consultants, and you include a letter of commitment or MOU for each partner. **(0 to 2 points)**
7. You describe how your fiscal and accounting procedures will guarantee accurate use, proper and timely disbursement, and accurate accounting of federal funds received under this NOFO. **(0 to 3 points)**

Budget and budget justification (maximum points: 5)

Reviewers will consider the extent to which:

1. You include a proposed line-item budget and a budget narrative that are feasible, reasonable, and aligned with the requirements of the NOFO, including not allocating more than 20% of the budget toward conducting a local evaluation, if you choose to implement this optional activity. **(0 to 2 points)**
2. You include a detailed budget justification of project costs and demonstrate how cost estimates were derived. Your calculations include estimation of methods, quantities, and unit costs. **(0 to 2 points)**
3. You identify costs in the budget to support attendance at the APP Program Grantee Conference and a minimum of one of two topical training sessions. **(0 to 1 point)**

Risk review

Before making an award, we review the risk that you will not prudently manage federal funds. We need to make sure you've handled any past federal awards well and demonstrated sound business practices. We use SAM.gov to check this history for all awards likely to be over \$250,000.

If we find a significant risk, we may choose not to fund your application or to place specific conditions on the award.

For more details, see [45 CFR § 75.205](#).

Selection process

When making funding decisions, we consider:

- Merit review results. These are key in making decisions but are not the only factor.
- Organizations serving emerging, unserved, or under-served populations.
- The larger portfolio of agency-funded projects by considering geographic distribution.
- The past performance of the applicant.

We may:

- Fund applications in whole or in part.
- Fund applications at a lower amount than requested.
- Decide not to allow a prime recipient to subaward if they may not be able to monitor and manage subrecipients properly.
- Decide not to fund a project with high start-up costs or unreasonably high operating costs.

- Choose not to fund applicants with management or financial problems.
- Designate your application as “approved but unfunded” if it was successful but there was not sufficient funding to make an award. You may receive funding if additional funds become available within the fiscal year.
- Choose to fund no applications under this NOFO.

We will not fund:

- An incomplete application.
- A disqualified application.

Award notices

How we make awards

If you are successful, we will email or transmit through our grant systems a Notice of Award (NoA) to your authorized official. We will email you if your application is disqualified or unsuccessful.

The NoA is the only official award document. The NoA tells you about the amount of the award, important dates, and the terms and conditions you need to follow. Until you receive the NoA, you have not received an award. Project costs that you incur before you receive a NoA are at your risk.

If you want to know more about NoA contents, go to [Notice of Award](#) at ACF’s website.



Step 5:

Submit Your Application

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Application submission and deadlines

Deadlines

Optional notice of intent

Due on May 21, 2024.

Application

Due on June 24, 2024.

For electronic submissions, the due time is 11:59 p.m. ET.

If you receive an exemption from electronic submission, the due time is 4:30 p.m. ET.

See [exemptions for paper submissions](#).

Grants.gov creates a date and time record when it receives the application. If you submit the same application more than once, we will accept only the last on-time submission.

The grants management officer may extend an application due date based on emergency situations, such as documented natural disasters or a verifiable widespread disruption of electric or mail service.

Submission methods

Grants.gov

You must submit your application through Grants.gov unless we give you an exemption for a paper submission. See [get registered](#).

For instructions on how to submit in Grants.gov, see the [Quick Start Guide for Applicants](#). Make sure that your application passes the Grants.gov validation checks. Do not encrypt, zip, or password protect any files.

See [Contacts and Support](#) if you need help.

Issues with federal systems

If you experience a systems issue with Grants.gov or SAM.gov, please refer to ACF's [Policy for Applicants Experiencing Federal Systems Issues](#).

Exemptions for paper submissions

We need to give you an exemption before you can apply on paper. See the [ACF Policy for Requesting an Exemption from Required Electronic Application Submission](#). Once we have approved your exemption, download your forms package under the “Package” Tab in Grants.gov.

To submit your application, mail it to:

Shakira Williams

Administration for Children and Families
FYSB Grant Operation Center
Attn: CPREP NOFO HHS-2024-ACF-ACFY-AK-0032
1401 Mercantile Lane, Suite 401
Largo, MD 20774

The requirements include:

- Print your application and all copies one-sided.
- Applicants must submit one original and two copies of the complete application, including all standard forms and OMB-approved forms.
- You must submit the original and both copies in a single package. If you plan to submit more than one application under this NOFO or others, you must submit them separately. Clearly label each package with the NOFO title and funding opportunity number.
- Your authorized organization official must sign the application. One application copy must include an original signature.

Other submissions

Intergovernmental review

This NOFO is not subject to Executive Order 12372, Intergovernmental Review of Federal Programs. No action is needed.

Optional notice of intent

We ask that you let us know if you plan to apply for this opportunity. We do this to plan for the number of expert reviewers we will need to evaluate applications. You do not have to submit a notice of intent to apply.

Please email your notice to Shakira.Williams@acf.hhs.gov. In your email, include:

- The funding opportunity number and title.
- Your organization's name and address.
- A contact name, phone number, and email address.

See the [deadline](#) for notices of intent.

Mandatory disclosure

You must submit any information related to violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award. See Mandatory Disclosures, [45 CFR § 75.113](#).

Send written disclosures to:

ACF at Administration for Children and Families

U.S. Department of Health and Human Services

Office of Grants Management

ATTN: Grants Management Specialist

330 C Street, SW.

Switzer Building

Corridor 3200

Washington, DC 20201

AND TO

The Office of Inspector General at grantdisclosures@oig.hhs.gov.

Application checklist

Make sure that you have everything you need to apply:

Component	How to upload	Included in page limit?
<p>File One: Narratives</p> <ul style="list-style-type: none"> <input type="checkbox"/> Table of contents <input type="checkbox"/> Project summary <input type="checkbox"/> Project narrative <input type="checkbox"/> Line-item budget and budget narrative 	Use the Project Narrative Attachment form.	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
<p>File Two: Attachments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indirect cost agreement <input type="checkbox"/> Legal proof of non-profit status <input type="checkbox"/> Legal proof of for-profit status <input type="checkbox"/> Legal proof of small business <input type="checkbox"/> Organizational capacity supporting information <input type="checkbox"/> Third-party agreements 	Insert each in a single Other Attachments form.	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
<p>Other required forms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Application for Federal Assistance (SF-424) <input type="checkbox"/> Budget Information for Non-Construction Programs (SF-424A) <input type="checkbox"/> Assurances for Non-Construction Programs (SF-424B) <input type="checkbox"/> Disclosure of Lobbying Activities (SF-LLL) <input type="checkbox"/> Key Contacts <input type="checkbox"/> Grants.gov Lobbying Form <input type="checkbox"/> Project/Performance Site Location(s) (SF-P/PSL) 	Upload using each required form.	<p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p>



Step 6:

Learn What Happens After Award

In this step

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Post-award requirements and administration

Administrative and national policy requirements

There are important rules you'll need to follow if you get an award. You must follow:

- All terms and conditions in the Notice of Award.
- The rules listed 45 CFR part 75, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS Awards in effect at the time of award and any updates.
- The HHS [Grants Policy Statement](#) (GPS). This document has terms and conditions tied to your award. If there are any exceptions to the GPS, they'll be listed in your Notice of Award.
- All federal statutes and regulations relevant to federal financial assistance, including those highlighted in [HHS Administrative and National Policy Requirements](#). See also ACF [Administrative and National Policy Requirements](#).
- [45 CFR Part 87 Appendix A, Equal Treatment for Faith-Based Organizations](#).

You must also:

- Have the project fully functioning and serving youth within 90 days following the NoA for the grant.
- Have professionals who can provide follow-up technical assistance and formally train facilitators/educators in the program model or elements of the program.
- Provide diversity, equity, and inclusion trainings for facilitators/educators annually.
- Budget the costs of sending two key staff persons to attend the three-day Adolescent Pregnancy Prevention (APP) Grantee Conference in each project year of the grant.
- Budget the costs of sending a minimum of two staff persons to attend at least one of two topical training sessions offered during the three-year project period.
- Participate in a new grantee orientation webinar held shortly after the official award date.
- Collect and report biannually on all OMB-approved federal PREP performance measures (prime recipient, partners, and subrecipients), OMB Control Number: 0970-0497.
- Agree to participate in the national evaluation, if selected.

- For those conducting local evaluations, participate in training and technical assistance provided by the government and follow related guidance provided by FYSB.
- Participate in a medical accuracy review of selected curricula sponsored by FYSB.
- Meet with the technical assistance contractor at least once during the three-year project period.

Reporting

If you are successful, you will have to submit financial and performance reports. To learn more about reporting, see [Reporting](#) at the ACF website.

Performance report forms: ACF Performance Progress Report – OMB Control Number: 0970-0406

Performance report frequency: Semi-annually

Financial report forms: SF-425 Federal Financial Report – OMB Control Number: 4040-0014

Financial report frequency: Semi-annually

Non-discrimination and assurance

If you receive an award, you must follow all applicable nondiscrimination laws. You agree to this when you register in SAM.gov. You must also submit an Assurance of Compliance ([HHS-690](#)). To learn more, see the [Laws and Regulations Enforced by the HHS Office for Civil Rights](#).



Contacts and Support

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Agency contacts

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Grants.gov

Grants.gov provides 24/7 support. You can call 1-800-518-4726 or email support@grants.gov. Hold on to your ticket number.

SAM.gov

If you need help, you can call 866-606-8220 or live chat with the [Federal Service Desk](#).

Reference websites

- [U.S. Department of Health and Human Services \(HHS\)](#)
- [Administration for Children and Families \(ACF\)](#)
- [ACF Funding Opportunities Forecasts and NOFOs](#)
- [ACF How to Apply for a Grant](#)
- [ACF Property Guidance](#)
- [Grants.gov Accessibility Information](#)
- [Code of Federal Regulations \(CFR\)](#)
- [United States Code \(U.S.C.\)](#)

You can [review FAQs about this NOFO on the FYSB website](#). The program office plans to post questions and answers on an ongoing basis up until May 17, 2024. Applicants are strongly encouraged to check the FAQ website link periodically for updates. In the event of a discrepancy between the FAQs and the NOFO, the NOFO takes precedence.

Paperwork Reduction Act disclaimer

As required by the Paperwork Reduction Act, 44 U.S.C. 3501-3521, the public reporting burden for the Project Description (Project Narrative, Line-Item Budget, and Justification) is estimated to average 60 hours per response, including the time for reviewing instructions, gathering, and maintaining the data needed, and reviewing the collection information. The Project Description information collection is approved under OMB control number 0970-0139, which expires March 31, 2026. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

Appendix

Glossary of terms

The terms “age-appropriate,” “rigorous,” “medically accurate,” and “youth” are defined according to the legislation at 42 U.S.C. 710(e). All other terms are defined by applicable research for the purposes of this NOFO.

Activities – All the actions needed to prepare for and carry out the program. This includes program and financial management, intervention activities, training activities, and staff debriefings.

Adaptation – The modification of an evidence-based intervention that has been developed for a single demographic, ethnic, linguistic, and/or cultural group for use with other groups.

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

Continuous quality improvement – A continuous and ongoing effort to achieve measurable improvements in the efficiency, effectiveness, performance, accountability, outcomes, and other indicators of quality in services or processes.

Comprehensive needs assessment – Scientific/systematic investigations that identify needs and challenges in an area, determine root causes, identify current barriers to addressing the need, and set priorities for future actions.

Core components – Program characteristics that must be kept intact when an intervention is being replicated or adapted for it to produce program outcomes similar to those demonstrated in the original evaluation research that provided evidence for effectiveness.

Dating violence – The type of intimate partner violence that occurs between two young people who are, or who were, once in an intimate relationship.

Effectiveness – The impact of a program under conditions that are likely to occur in a real-world implementation.

Equity – The consistent and systematic treatment of all individuals in a fair, just, and impartial manner, including individuals who belong to communities that often have been denied such treatment, such as Black, Latino, Indigenous and Native American, Asian American, Native Hawaiian, and Pacific Islander persons and other persons of

color; members of religious minorities; women and girls; LGBTQIA2S+ persons; persons with disabilities; persons who live in rural areas; persons who live in United States Territories; persons otherwise adversely affected by persistent poverty or inequality; and individuals who belong to multiple such communities.

Evidence-based – Interventions, strategies, approaches, and/or program models that have been evaluated using rigorous evaluation design such as randomized controlled or high-quality, quasi-experimental trials, and that have demonstrated positive impacts for youth, families, and communities.

Evidence-informed – Interventions, strategies, approaches, and/or program models that bring together the best available research, professional expertise, and input from youth and families to identify and deliver services that have promise to achieve positive outcomes for youth, families, and communities.

Fidelity – The degree to which an intervention is delivered as designed. Faithfulness with which a curriculum or program is implemented; that is, how well the program is implemented without compromising the core content that is essential for program effectiveness.

Goal setting – The process of deciding what to accomplish and devising a plan to achieve the desired results.

Healthy relationships – Peer, romantic, marriage, family, and other interactions that are based on trust, honesty, and respect and allow adolescents to feel supported, connected, and independent. In healthy relationships, key elements are communication, appropriate boundaries, empathy, effective conflict resolution, and resistance of peer pressure.

Impact evaluation – Efficacy/effectiveness study; has a control/comparison group that receives no services or distinct services from the intervention group.

Implementation – The process of introducing and using interventions in real-world service settings, including how interventions or programs are adopted, sustained, and taken to scale.

Key program elements – Information and concepts central to implementation of the sexual risk avoidance education program.

Meaningful youth engagement – Meaningful youth engagement views youth as equal partners with adults in the decision-making process rather than mere beneficiaries of programs. Involving youth as partners in making decisions that affect them increases the likelihood that the decisions will be accepted, adopted, and become part of their everyday lives.

Medically accurate and complete – Verified or supported by the weight of research conducted in compliance with accepted scientific methods and (A) published in peer

reviewed journals, where applicable; or (B) comprising information that leading professional organizations and agencies with relevant expertise in the field recognize as accurate, objective, and complete.

Memorandum of understanding (MOU) – A written statement from a stakeholder organization, or individual describing a commitment, including possibly a financial role, in supporting the implementation of a program.

Normalizing teen sexual activity – Creating the impression that teen sexual activity outside of marriage is appropriate and/or healthy behavior.

Objectives – The specific and measurable actions that support the expected result of the program.

Organizational capacity – The resources (for example, staff, skills, facilities, finances, technology, partnerships, and capabilities) an organization has to implement a program.

Outcomes – The intended effects of the implemented program or program elements, such as increase in knowledge, development of skills, and behavior changes.

Performance measures – Indicators that are designed for the ongoing monitoring and reporting of program accomplishments, particularly progress toward pre-established goals.

Promising practices – Models, interventions, strategies, and ideas that have been implemented and evaluated to varying degrees in programs and communities and demonstrate positive or promising outcomes.

Rigorous – With respect to research or evaluation, using established scientific methods for measuring the impact of an intervention or program model in changing behavior (specifically sexual activity or other sexual risk behaviors), or reducing pregnancy among youth; or other evidence-based methodologies established by the Secretary.

Self-regulation – The act of managing thoughts and feelings to enable goal-directed actions, including a variety of actions necessary for success in school, relationships, and the workplace.

Sexual risk avoidance – Voluntarily refraining from non-marital sexual activity.

Sexually transmitted infections (STIs) or sexually transmitted diseases (STDs) – STIs/STDs are harmful diseases that are passed from one person to another through sexual contact. These include chlamydia, gonorrhea, genital herpes, human papillomavirus, syphilis, and human immunodeficiency virus. Many of these STIs/STDs do not show symptoms for a long time. Even without symptoms, they can still be harmful and passed on during sex. Avoiding sexual activity is the most reliable way to prevent and protect against STIs/STDs. See the [CDC's STI informational site](#).

Trauma-informed – The Substance Abuse and Mental Health Services Administration (SAMHSA) defines a trauma-informed approach as one that is based on the knowledge and understanding of trauma and its far-reaching implications. A trauma-informed approach is grounded in four key assumptions known as the “four Rs” (SAMHSA, 2014), which specify that a program, organization, or system is trauma-informed:

- Realizes the widespread impact of trauma and understands potential paths for recovery.
- Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the program, organization or system.
- Responds by fully integrating knowledge about trauma into policies, procedures, and practices.
- Resists re-traumatization.

Youth – One or more individuals who have attained age 10 but not age 20.

Youth-friendly – Youth-friendly services are those that attract young people, respond to their needs, and retain young people for continuing care. Youth-friendly services are based on a comprehensive understanding of what young people want and need (rather than being based only on what providers believe youth need).

References

- Centers for Disease Control and Prevention (CDC). 1991-2021 High school youth risk behavior survey data. Available at <http://yrbs-explorer.services.cdc.gov/>. Accessed on December 12, 2023.
- Osterman, M. J. K., Hamilton, B. E., Martin, J.A., Driscoll, A.K., and Valenzuela, C.P. (2023.) Births: Final data for 2021. National Vital Statistics Reports, 72(1). National Center for Health Statistics (U.S.). <https://stacks.cdc.gov/view/cdc/122047>.
- Centers for Disease Control and Prevention (CDC). (2024.) Sexual risk behaviors. <http://www.cdc.gov/HealthyYouth/sexualbehaviors/>