Notice of Funding Opportunity

Application due September 16, 2024

ADMINISTRATION FOR CHILDREN & FAMILIES

Family and Youth Services Bureau (FYSB)
Division of Positive Youth Development

Title V Competitive Sexual Risk Avoidance Education (SRAE): New Mexico

Opportunity number: HHS-2024-ACF-ACYF-TS-0098

Contents

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 September 16, 2024

Applications are due by 11:59 p.m. Eastern Time on September 16, 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

In this step

Basic information

Administration for Children and Families (ACF)

Family and Youth Services Bureau (FYSB)

Division of Positive Youth Development

The Title V Competitive SRAE Program provides funding to organizations to implement sexual risk avoidance education.

Summary

The purpose of the Title V Competitive SRAE program is to competitively fund projects to implement sexual risk avoidance education that teaches youth to voluntarily refrain from sexual activity. The program is designed to teach youth personal responsibility, self-regulation, goal setting, healthy decision making, a focus on the future, and the prevention of risk behaviors such as drug and alcohol use, without normalizing teen sexual activity. Projects must do the following:

- Use medically accurate information referencing peer-reviewed publications by educational, scientific, governmental, or health organizations.
- Implement an evidence-based approach integrating research findings with practical strategies that align with the needs and desired outcomes for the intended audience.
- Teach the benefits associated with personal responsibility, self-regulation, goal setting, healthy decision making, and a focus on the future.
- Discourage sexual coercion, dating violence, and other youth risk behaviors such as underage drinking or illicit drug use.
- Be culturally appropriate, recognizing the experiences of youth from diverse communities, backgrounds, and experiences.
- Normalize avoiding non-marital sexual activity.
- Be age-appropriate.

Have questions? See Contacts and Support.

Key facts

Opportunity Name: Title V Competitive Sexual Risk Avoidance Education (SRAE): New Mexico

Opportunity Number: HHS-2024-ACF-ACYF-TS-0098

Federal Assistance Listing: 93.787

Statutory authority number: 42 U.S.C. 710

Key dates

Application deadline: September 16, 2024 at 11:59 p.m. ET

Expected award date: September 29, 2024

Expected start date: September 30, 2024

See deadlines.

Funding details

Type: Grant

Estimated total program funding: $529,812

Total expected awards: 2

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

Maximum award amount for the first budget period (award ceiling): $350,000

Funding periods: 24-month period of performance with two 12-month budget periods

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

Funds for year two will be awarded based on submission and approval of the non-competing continuation applications. Awards are subject to the following:

- Satisfactory progress by the prime recipient.
- A determination that continued funding would be in the best interest of the federal government.
- The availability of federal funds, which could be affected by a state claim for its regular annual allotment of funds.

To determine satisfactory progress, we will use your semi-annual performance progress and financial reports, site visits, audit reports, and other supporting documentation.

Eligibility

Who can apply

Eligible applicants

These types of entities may apply:

- 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 a 501(c)(3) status with the Internal Revenue Service (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)

Individuals, including sole proprietorships, and foreign entities may not apply.

Other eligibility criteria

Locality restrictions

Eligible applicants are limited to local organizations and entities, including faith-based organizations or consortia, with the capacity to develop and implement Title V Competitive SRAE projects in New Mexico who did not accept FY 2024 allocations for Title V State SRAE.

Applications received from entities located in ineligible states and territories will be disqualified from this competitive merit review process.

Applicants located outside of New Mexico cannot propose a project that serves New Mexico.

In the case of collaborative groups (consortia) applying to serve in New Mexico, applications from entities that are not located in New Mexico will be disqualified from merit review and from award under the NOFO.

Faith-based and community organizations that meet the eligibility requirements are eligible for awards under this funding opportunity.

See initial review for disqualification factors.

Cost sharing

This program has no 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

For a glossary of terms used in this NOFO, please see the appendix.

The goal of the Title V Competitive SRAE Program is to provide messages to youth that normalize avoiding non-marital sexual activity and other risky behaviors that increase the risk for teen sex.

The objectives of this program are to:

- Implement curricula that include medically accurate information, based on adolescent learning and developmental theories for the age group receiving the education.
- Implement curricula and strategies that are age-appropriate and culturally appropriate, recognizing the experiences of youth from diverse communities, backgrounds, and experiences.
- Teach risk avoidance skills through methods that do not normalize teen sexual activity.
- Serve youth ages 10 to 19.

Projects funded under this program must meet the requirements detailed in the following sections. Full program implementation through funded projects must start within 90 days of award.

Medically accurate; age, culturally, and linguistically appropriate; trauma-informed; and inclusive

Title V Competitive SRAE projects must be medically accurate, culturally appropriate, linguistically appropriate, and age appropriate.

Your project should also be inclusive and trauma-informed.

- **Medically accurate:** Program materials, such as texts, supplements, workbooks, videos, flyers, handouts, posters, and flash cards should be reviewed in comparison to currently available medical information.
- **Age appropriate:** Your program must also 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, sexually transmitted infections (STIs), and sexual activity.

- **Culturally appropriate:** You must provide plans to use culturally sensitive interventions that incorporate the norms, beliefs, and values of the population served.
- **Linguistically appropriate:** Your project should demonstrate responsiveness to the preferred languages, health literacy, and other communication needs of the population served.
- **Trauma informed:** Your project should incorporate trauma-informed approaches. You should train staff to realize the widespread impact of trauma and recognize the signs and symptoms of trauma in youth. You should build organizational and staff capacity to fully integrate knowledge about trauma into policies, procedures, and practices, and resist re-traumatizing youth.
- **Inclusive:** Your project should be inclusive. This means celebrating and amplifying perspectives, voices, and values of youth who have been historically underserved, marginalized, and adversely affected by persistent inequities. Inclusive programming and environments create equitable access to resources and opportunities for all youth receiving services funded by our programs. We are committed to addressing disparities related to disability status, ethnicity, sexual orientation, and gender identity among youth and young adults.
    - Therefore, you must have a plan to provide safe, inclusive, and culturally responsive spaces and services for all youth, including youth facing disabilities; youth of color; youth who identify as lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, and/or two spirit (LGBTQIA2S+); and youth from other underserved populations.
    - Also, you must be inclusive of the language access needs of youth and their families.
    - Inclusive programming helps youth feel safe, respected, engaged, and valued for who they are and enables grant recipients to be more sensitive and responsive to their needs. Project materials, practices, and services should not discriminate, alienate, exclude, or stigmatize youth and their families.

Title V Competitive SRAE programs must ensure that:

- Any information provided on contraception is medically accurate and complete and ensures that students understand that contraception reduces but does not eliminate physical risk.
- The education provided does not include demonstrations, simulations, or distribution of contraceptive devices.

Youth participation in the Title V Competitive SRAE programs must be voluntary.

Evidence-based and evidence-informed interventions and strategies

In accordance with the Title V SRAE legislation (42 U.S.C. 710) (b)(3), the interventions your program uses must address the following A-F topics:

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

Title V Competitive SRAE programs must exclusively implement education in sexual risk avoidance, defined by statute as voluntarily refraining from non-marital sexual activity (42 U.S.C. 710(b)(1)).

You are not required to choose from a prescribed list of curricula, but recipients of this award must, at a minimum, implement evidence-based projects that comply with the following requirements:

- Teach the benefits associated with personal responsibility, self-regulation, goal setting, healthy decision making, and a focus on the future.
- Discourage sexual coercion, dating violence, and other youth risk behaviors such as underage drinking or illicit drug use.
- Normalize avoiding non-marital sexual activity.
- Provide formal training for facilitators/educators in the program model and youth risk and protective factors. This training must be delivered by professionals who can provide follow-up technical assistance to facilitators.
- Provide formal training for facilitators/educators on diversity, equity, and inclusion.
- Link program participants to services with local community partners and other agencies that support the health, safety, and well-being of program participants.

The partnering agencies should share a commitment to positive youth development.

- Select curricula that have been identified in social science and educational research as having program elements that are key in attaining positive behavior change (for example, preventing and reducing teen pregnancies, STIs, and sexual activity) for the population served.
- Select curricula that are medically accurate, age-appropriate, culturally appropriate, linguistically appropriate, and LGBTQIA2S+ inclusive.
- Select curricula that address healthy relationships, life skills, and decision making with a positive youth development (PYD) approach.
- Make education in sexual risk avoidance the exclusive purpose of the award.

We encourage you to review evidence-informed or evidence-based programs to determine whether the interventions can be adapted, subject to copyright restrictions; implemented with fidelity; and adhere to the core curriculum components to meet the requirements of programs designed for this award. More information on evidence-based programs may be found on the Teen Pregnancy Prevention Evidence Review website.

Positive youth development approach

You must incorporate positive youth development (PYD) into your program.

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.

Equity and populations served

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

Your program must provide services to youth populations between the ages of 10 and 19.

Your program may target services to youth populations who are vulnerable, including, but not limited to, the following groups:

- Youth living in under-resourced regions and areas with high rates of teen births and STIs.
- Youth populations who are historically and culturally underrepresented and underserved, especially Hispanic, non-Hispanic Black, and American Indian/ Alaska Native teens, and teens from rural areas and territories.
- Youth in, or aging out of, foster care or adjudication systems.
- Youth who are victims of trafficking.
- Youth who have run away or left home without permission.
- Youth experiencing homelessness.
- Youth who identify as LGBTQIA2S+.

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.

Referrals and linkages to youth-friendly healthcare and other services

Linkages and referrals to healthcare and other services are important components of supporting youth holistically. Such linkages and referrals should be youth friendly.

Your program should include referrals and linkages to youth-friendly services including, but not limited to, the following:

- Healthcare.
- Educational services (such as tuition for formal K-12 or General Education Diploma classes).
- Career development.

- Counseling services (such as substance abuse treatment, tobacco cessation, mental health counseling, and intimate partner violence counseling).
- Public benefits, including Supplemental Nutrition Assistance Program and other relevant benefit programs.

You should provide referrals for necessary services but cannot pay for the services themselves with FYSB funding. We encourage you to develop partnerships to help facilitate these referrals and document such referrals. When feasible, you should track the initiation of service delivery.

Performance measurement

Performance measures are a set of indicators that reflect program performance. Twice a year, all recipients and subrecipients, including their implementation sites, are required to collect and submit information on program implementation and program outcomes through a common set of performance measures. This requirement applies to any community partners who agree to host a site or recruit program participants (such as school districts or nonprofits).

The purpose of the performance measures is:

- To monitor and provide feedback about whether recipients are implementing SRAE programs as intended.
- To demonstrate progress toward expected objectives.
- To create a foundation for program improvement efforts, through federal, recipients', and program providers' examination of the data.

SRAE performance measures provide information based upon these three categories of data collection:

- 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).

Recipients will be expected to check local and state laws, policies, and procedures to ensure the feasible collection of performance measures data and obtain any necessary permissions (for example, formal agreements with partners, Institutional Review Board approval, copies of school district approvals).

Recipients are responsible for ensuring all subrecipients and implementation sites collect and submit the SRAE performance measures data. FYSB will provide training on how to conduct performance measures data collection and submission. Recipients may develop additional questions of program performance, as needed, including adding items to the entry or exit surveys. Feedback from youth participants on their satisfaction with the services can be included as additional questions beyond the Office of Management and Budget (OMB)-approved measures for participant entry and exit surveys.

However, all FYSB OMB-approved items must be administered first, in the order presented in the approved survey, before any additional items are added. Any additional survey items should be added at the end, and separately from the OMB-approved performance measures survey.

For more information about the SRAE performance measures, including definitions, survey instruments, and data collection tools, please see the SRAE Performance Analysis Study 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 OMB control number. ACF has obtained OMB approval (OMB Control Number 0970-0536 expiration date January 31, 2025) under PRA to request and collect performance measures.

Local evaluation

You have the option to conduct a recipient-specific program evaluation, referred to as a “local evaluation,” of your project. If you intend to conduct a local evaluation, you must provide a detailed description of your evaluation plan in the approach section of your application.

Local evaluations are separate from performance measurement and must be conducted by an independent evaluator, or “local evaluator.” SRAE local evaluations are designed to answer recipient-driven research questions that assess a specific program’s effectiveness, impact, implementation, and/or participant outcomes. A local evaluation provides an opportunity for you to learn whether your programs are achieving desired outcomes and identify areas for program improvement. A local evaluation also gives you a chance to contribute to the evidence base for SRAE programming.

If you opt to conduct a local evaluation, you may propose only one. It must answer one or more recipient-specific research questions related to your program.

In accordance with the legislation, any Title V Competitive SRAE evaluation that you opt to conduct must be:

- Rigorous.
- Evidence-based.

- Designed and conducted by independent researchers who have experience in conducting and publishing research in peer-reviewed journals or other outlets.

If you opt to conduct a local evaluation, you are permitted to conduct any of the following three types of methodologies:

- Impact evaluations: Efficacy/effectiveness studies that have a control/comparison group that either receives no services or distinct services from the intervention group. These studies should also evaluate behavioral outcomes beyond the period directly following the end of programming, when appropriate.
- Comprehensive needs assessments: Scientific/systematic investigations that identify needs and challenges around a given issue, determine root causes, identify current barriers to addressing the need, and set priorities for future actions.
- Descriptive studies: Studies that both document and link program implementation and participant outcomes. Descriptive evaluations generate knowledge or understanding about the programs and populations served and do not have a comparison/control group.

Well-conducted evaluations require time for planning, implementation, analysis, reporting, and dissemination activities. We advise you to carefully consider, based on the study selected, whether you have allotted sufficient time and resources, per guidance for the budget, for conducting your evaluation. We also recommend that you review the current SRAE evaluation resources to inform your evaluation plan.

Local evaluations must be designed and conducted by independent researchers, called "local evaluators," who have experience in conducting evaluations of youth-focused programs in the community. The evaluator should match the type of methodology to the proposed local evaluation. Independent evaluators may be from universities, research organizations, evaluation consultancies, or other institutions with experience in conducting high-quality evaluations of community programs.

If you plan to conduct a local evaluation, your application must include the following:

- Research questions.
- Research design.
- Plan for recruiting participants.
- Planned sample size, including the size of each condition, if applicable, as well as the timing of sample enrollment (that is, when sample enrollment will begin and end, and the monthly and annual sample enrollment targets).
- Measures (including any measures in addition to the required performance measures).
- Data collection methods.

- Data analysis methods.
- Program evaluation plan (that is, a work plan for executing the proposed research design).

If multiple waves of data collection will be conducted, plans must describe the timing of those waves and how respondents will be tracked over time for later data collection.

We will provide technical assistance and/or training to prime recipients conducting local evaluations and to their local evaluators on evaluation planning, implementation, analysis, reporting, and dissemination.

As part of the technical assistance, prime recipients may also be asked to complete standardized forms and templates to describe their evaluation plans and submit evaluation updates. These forms and templates are subject to OMB approval under the PRA. ACF/FYSB will obtain OMB approval prior to requiring prime recipients to complete the forms and templates. ACF/FYSB will review and provide suggestions to prime recipients to improve plans prior to the initiation of local evaluation activities. Improvements may include revisions to the evaluation design and funding.

Prime recipients' funding levels will not be adjusted if a local evaluation is not proposed. Applicants should carefully assess whether they have the capacity and sufficient funding allocated to conduct a local evaluation within the project period while still maintaining robust programming.

SRAE programs that choose to conduct a local evaluation are required to set aside a maximum of 20% of their annual funding allocation for evaluation activities.

National evaluation

We will conduct a national, descriptive study with grant recipients. We may invite a subset of program projects to participate in a rigorous federal evaluation. Federal evaluations are subject to the PRA, and ACF/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.

Funding policies and limitations

We do not allow the following costs under this NOFO:

- Pre-award costs
- Construction
- Purchase of real property
- Major renovation

You will also need to observe the following rules:

- No more than 20% of funds can be used for evaluation.
- Title V Competitive SRAE allows funded agencies and organizations to assist the youth in their programs in finding services and making referrals, but such healthcare and other services must not be paid for with Title V Competitive SRAE funds.
- Funds under this NOFO cannot be used for the following purposes:
  - To supplant or replace current public or private funding
  - To supplant ongoing or usual activities of any organization involved in the project

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. Learn more at 45 CFR § 75.414, Indirect Costs.

To charge indirect costs you can select one of 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.

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

The Title V SRAE Program is authorized and funded by section 510 of the Social Security Act (42 U.S.C. 710).

Step 2:
Get Ready to Apply

In this step

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-TS-0098. 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.

Pre-application webinar

For more information about this opportunity, applicants are able to access the recording and transcript for the pre-application webinar.

This pre-application webinar was conducted for the previously published Title V Completive SRAE (HHS-2024-ACF-ACYF-TS-0040) NOFO.

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

Step 3: Prepare Your Application

In this step

Application contents and format

Application components

You will submit two files plus the standard 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: 100 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

Logic model: Must be single-spaced

Line-Item budget and budget narrative: Can be single-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 include any subrecipients in your project that will serve the geographic areas, include their locations as well. Please see locality restrictions for guidance.

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, including voluntary participation of youth, and describe how you will achieve the objectives.

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.

Use the headings and order of sections that follow.

Medically accurate; age, culturally, and linguistically appropriate; trauma-informed; and inclusive

- Describe how interventions will address the trauma needs of youth and be trauma informed.
- Explain how you will ensure that all curricula, services, and materials are medically accurate and culturally, linguistically, and age appropriate.
- Explain how you will ensure that your project is inclusive and will create equitable access to resources and opportunities for all youth receiving services funded by the project.
- Describe how you will certify that all SRAE materials presented as factual will be grounded in scientific research. Explain how information shared is medically accurate and aligns with the needs and desired outcomes for the intended audience.

Evidence-based and evidence-informed interventions and strategies

- Describe how the project will address each of the A-F topics outlined in the legislation, as noted in the program description. You must address how the education is based on adolescent learning and developmental theories for the age group receiving the intervention.
- Provide a detailed description of the curriculum modules and types of interventions and activities that will be conducted and how they align with the SRAE program requirements.
- Provide a rationale for choosing the selected curriculum, citing evidence that demonstrates how the curriculum and overall proposal apply key program elements to positively influence youth behavior change, namely delaying initiation of sexual activity.
- Describe 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.

- Describe any design or technological innovationsyou propose to use and how they will support the project.

Positive youth development approach

- Describe how the program will incorporate a PYD approach, including targeting risk and protective factors in young people's lives that are known to influence sexual activity.
- Demonstrate ways in which you plan to incorporate meaningful youth engagement as part of the larger PYD approach.

Equity and populations served

- Describe how you identified 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.
- Describe how you will coordinate, communicate, and engage with community-based organizations whose missions include reaching underrepresented and underserved populations.

Describe staff development and training opportunities to increase knowledge of equity-related barriers and opportunities related to gender, race, and other characteristics.

- Provide a detailed, thorough, and realistic description of the recruitment and retention plan for youth ages 10 to 19. The approach described must be specific for the population, service delivery location, and implementation setting.
- Identify the methods you will use to ensure facilitators/educators who will deliver the program have been or will be formally trained in the proposed SRAE program model and/or strategies. Describe the types and frequency of diversity, equity, and inclusion training that will be conducted throughout the project period.

Referrals and linkages to youth-friendly healthcare and other services

- Describe how your program will include referrals and linkages to youth-friendly services, including how you will leverage existing partnerships and form new ones to facilitate such referrals and linkages.
- Describe the range of mechanisms that will be used to deliver services (such as school-based programs, clinics, and/or youth development programs). The description should identify referral resources and include information about how

referrals will be made to other services and details on how you will follow up on and track referrals, when appropriate.

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 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.
- Describe the recruitment, retention, professional development training, and technical assistance plan for facilitators/educators throughout the project period. Describe how each proposed position is appropriate and relevant to the successful implementation of the proposed project.
- Describe the organizational executive leadership and the existing staffing structure or a proposed staffing plan that will support full program implementation **within 90 days of award.**
- 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.

Current and pending funding support

Provide a list of your current and pending funded support for ongoing projects and proposals. Include all sources such as federal, state, and local governments; public or private foundations; for-profit organizations, etc.

Be sure to indicate which projects and proposals require committed time from the Project Director, Principal Investigator, or other key personnel.

Show the total award amount, awarding entity, and the amount of time each key staff member will devote to each project.

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

This section of your application demonstrates how you will meet the performance measurement requirement outlined in the program description.

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 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.
- 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.
- How data will be collected and reported on OMB-approved program performance measures.

Local evaluation (optional)

State whether you plan to conduct an optional local evaluation or not.

If you propose to conduct a local evaluation, you must provide a plan to implement the evaluation in the 24-month project period. Explain how the evaluation will do the following:

- Answer important questions of interest to you, to the community, and to the larger field of SRAE.
- Include an appropriate evaluation design.
- Describe the use of viable methods to determine if the project outcomes were achieved.
- Address sexual risk avoidance outcomes—specifically, sexual activity or other sexual behaviors, to include preventing pregnancy among youth.
- Address key program outcomes.
- Meet expectations of rigorous evaluation design that ACF provides through a system of technical assistance.
- Describe how you will procure an independent evaluator. Include the independent evaluator’s experience and proposed evaluation infrastructure.

Plans should be described clearly with an understanding that modifications may be required after an evaluator is officially hired and/or federal government-sponsored technical assistance is provided.

National evaluation

You must also clearly state your assurance/agreement that your organization and any subrecipients will participate in the national evaluation, if selected by FYSB.

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.
- The 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 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.

Where possible, your logic model should specify short-term and long-term goals.

Your logic model should provide up to six outcomes that clearly state expected results or benefits of the intervention proposed and link with them with the goals. Proposed outcomes must be specific, measurable, achievable, realistic, time-framed, inclusive, and equitable.

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.

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.
- Budget costs for two key staff members to attend the APP Program Annual Conference, and for two key staff members to attend a minimum of one of two topical training sessions offered in each year of the 24-month project period.

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.

Additional eligibility documentation

To be eligible for funding, an entity must possess an IRS registration within the eligible state, crediting the entity as a legal and registered taxpayer in that state. IRS registration must be submitted with application.

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.
- Job descriptions for each key position (vacant and filled).
- List of your Board of Directors.
- Copy or description of the applicant organization's fiscal control and accountability procedures.
- Evidence that the applicant organization, and any partnering organizations, have relevant experience and expertise with administration, development, implementation, management, and evaluation of programs similar to that offered under this funding opportunity.

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 forms. Upload the following forms 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
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

In this step

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 entities located in ineligible states and territories.
- Is received from applicants located in or proposing to manage a project from an ineligible state.
- Is from entities that are not located in the eligible state (in the case of consortia applying to serve an eligible state).
- Is from entities that are not located in the eligible territories (in the case of consortia applying to serve an eligible territory or a number of eligible territories).

We will let you know if your application is disqualified within 30 days of the application deadline. You won't receive any 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.

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.

Criterion	Total number of points = 100
1. Objectives, needs for assistance, and outcomes	20 points
2. Project timeline and milestones, approach, and project sustainability plan	45 points
3. Program performance evaluation plan	8 points
4. Local and national evaluation	2 points
5. Organizational capacity and plan for oversight of federal awarded funds	20 points
6. Budget and budget justification	5 points

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

Reviewers will consider:

1. The extent to which you do the following: **(0 to 4 points)**
    a. Clearly define the geographic areas to be served by your project.
    b. Explain why you chose those areas.
    c. List data to support the selection of your service areas.
2. The extent to which you do the following: **(0 to 2 points)**
    a. Clearly describe a compelling need for the proposed project including the nature and scope of the problem.

   b. Document relevant data including teen birth data, STI rates, youth risk behavior data, and other relevant data from planning studies or needs assessments (you may refer to them in the endnotes or footnotes).

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. Your plan includes the following: **(0 to 4 points)**
   a. Number of youth served
   b. Age groups or grades
   c. Race and/or ethnicity
   d. Other descriptive factors, as applicable
4. 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 Title V Competitive SRAE. **(0 to 10 points)**

Project timeline and milestones, approach, and project sustainability plan (maximum points: 45)

Reviewers will consider:

1. The extent to which you describe in detail how you will ensure the following: **(0 to 7 points)**
   a. All project materials are medically accurate.
   b. Your project provides age-appropriate information and activities.
   c. Your project is culturally sensitive and responsive to youth served.
   d. Your project is linguistically appropriate.
   e. Your project incorporates trauma-informed approaches and addresses the trauma needs of youth served.
   f. Your project is inclusive of youth from diverse communities, backgrounds, and experiences.
   g. Your project provides voluntary education and services.
2. The extent to which you do the following:
   a. Describe a detailed plan to implement education exclusively on sexual risk avoidance, through teaching the A-F topics required by the legislation and addressing how the education is based on adolescent learning and development theories. **(0 to 2 points)**
   b. Describe the curriculum modules and types of interventions and activities that will be conducted and how they align with the SRAE program requirements. **(0 to 3 points)**

   c. Describe the rationale for choosing the selected curriculum, citing evidence that demonstrates how the curriculum and overall proposal apply key program elements to positively influence youth behavior change, namely delaying initiation of sexual activity. **(0 to 4 points)**
   d. Describe 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. **(0 to 2 points)**
   e. Describe any design or technological innovations you propose to use and how they will support the project. **(0 to 1 point)**
3. The extent to which you describe how the program will incorporate a PYD approach, including targeting risk and protective factors. You demonstrate ways in which you plan to incorporate meaningful youth engagement. **(0 to 4 points)**
4. The extent to which you clearly describe the following:
   a. Your participant recruitment and retention plan for youth ages 10 to 19. The approach described must be specific for the chosen population served and include how you will recruit and retain said population. **(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. The methods you will use to ensure facilitators/educators who will deliver the program have been or will be formally trained in the proposed SRAE program model and/or strategies. Provide a description of the types and frequency of diversity, equity, and inclusion training that will be conducted throughout the project period. **(0 to 4 points)**
5. The extent to which you describe thoroughly how your project will include referrals and linkages to youth-friendly services, including how you will leverage existing partnerships and form new ones to facilitate such referrals and linkages. The description identifies referral resources and includes information about how referrals will be made to other services and details on how you will follow up on and track referrals, when appropriate. **(0 to 6 points)**
6. The extent to which you describe a clear, detailed process for conducting all your proposed functions or activities identified in your application, including the following: **(0 to 3 points)**
   a. Major milestones.
   b. Target dates.

   c. 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.

7. The extent to which you include a well-defined logic model that demonstrates a reasonable and significant relationship between planned Title V Competitive SRAE project activities and intended outcomes and outputs. **(0 to 2 points)**
8. The extent to which you describe a plan for sustainability that clearly details how the proposed project will create self-sufficiency to ensure that the project activities will continue after federal assistance has ended. The plan thoroughly addresses how program participants, family members, and community leaders will be involved with making recommendations to improve and sustain the program. **(0 to 2 points)**

Organizational capacity and plan for oversight of federal awarded funds (maximum points: 20)

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

1. You clearly describe the organization's relevant experience in providing SRAE services and the experience of any partner organizations identified in the MOU. **(0 to 5 points)**
2. You clearly describe organizational executive leadership and the existing staffing structure or a proposed staffing plan that will support full program implementation within 90 days of award. You provide a succinct plan to monitor the effective management and coordination of activities by any partners, contractors and subcontractors, and consultants, if applicable. **(0 to 3 points)**
3. You include a clearly defined organizational chart, Board of Directors list, and governance structure. **(0 to 2 points)**
4. You describe how the proposed Project Director or key project staff demonstrate relevant knowledge and experience (as demonstrated by a resume or curriculum vitae) in SRAE to effectively institute and manage a project of this focus, scope, cost, and complexity. **(0 to 4 points)**
5. You describe the role, responsibilities, and time commitments for each proposed project staff position, including partners, consultants, and contractors and/or subcontractors, and demonstrate that each proposed position is appropriate and relevant to the successful implementation of the proposed project. **(0 to 2 points)**
6. You describe in detail your fiscal controls and how your accounting procedures will ensure prudent use, proper and timely disbursement, and accurate accounting of federal funds received under this NOFO. **(0 to 2 points)**

7. You detail a plan for how facilitators and educators will be recruited and retained and receive professional training and development throughout the project period. **(0 to 2 points)**

Project performance evaluation plan (maximum points: 8)

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

1. You indicate agreement to collect and report on OMB-approved program performance measures. **(0 to 2 points)**
2. You clearly describe the use of viable methods to determine if the project outcomes are being achieved. **(0 to 3 points)**
3. You describe in detail how the data collected will be used to engage in continuous quality improvement of the Title V Competitive SRAE program. **(0 to 3 points)**

Local and national evaluation (maximum points: 2)

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

1. If you are proposing to conduct an optional local evaluation, the plan is detailed considering the short project period, including a description of proposed research questions; the rigorous evaluation design; 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 this activity will not be conducted. **(0 to 1 point)**
2. You clearly state your assurance/agreement that your organization and any subrecipients will participate in the national evaluation, if selected by FYSB. **(0 to 1 point)**

Budget and budget justification (maximum points: 5)

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

1. You include a proposed line-item budget and budget narrative that are feasible, reasonable, and aligned with the requirements of the NOFO, including not allocating more than 20% of your budget toward conducting a local evaluation. **(0 to 2 points)**
2. You include a detailed budget justification of project costs and demonstrate how cost estimates were derived. Calculations must 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 Conference and 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 Responsibility/Qualification 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, which 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 startup 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

In this step

Application submission and deadlines

Deadlines

Application

Due on September 16, 2024.

- For electronic submissions, the due time is 11:59 p.m. Eastern Time (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:

Chéri Thompson
Administration for Children and Families
FYSB Grant Operation Center
ATTN: SRAE NOFO HHS-2024-ACF-ACYF-TS-0098
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.

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?
File One: Narratives	Use the Project Narrative Attachment form.	
☐ Table of contents		Yes
☐ Project summary		Yes
☐ Project narrative		Yes
☐ Line-item budget and budget narrative		Yes
File Two: Attachments	Insert each in a single Other Attachments form.	
☐ Indirect cost agreement		Yes
☐ Legal proof of nonprofit status		Yes
☐ Legal proof of for-profit status		Yes
☐ Legal proof of small business		Yes
☐ Additional eligibility documentation		Yes
☐ Organizational capacity supporting information		Yes
☐ Third-party agreements		Yes
Other required forms	Upload using each required form.	
☐ Application for Federal Assistance (SF-424)		No
☐ Budget Information for Non-Construction Programs (SF-424A)		No

Component	How to upload	Included in page limit?
☐ Disclosure of Lobbying Activities (SF-LLL)		No
☐ Key Contacts		No
☐ Grants.gov Lobbying Form		No
☐ Project/Performance Site Location(s) (SF-P/PSL)		No

Step 6:
Learn What Happens After Award

In this step

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.

SRAE grants are subject to requirements at sections 503 (relating to payment), 507 (relating to criminal penalties for false statements), and 508 (relating to nondiscrimination) of the Social Security Act, 42 U.S.C. 703, 707, and 708.

SRAE post-award requirements

By accepting this NOFO's federal funds, recipients must comply with the following requirements:

- Have the program fully functioning within 90 days following the NoA.
- Have facilitators/educators formally trained in the program model or elements of the program model by professionals who can provide follow-up technical assistance.
- Provide diversity, equity, and inclusion trainings for facilitators/educators.
- Include a description of the types of participants by age groups or grades, race, ethnicity, and other descriptive factors. These populations should include, but are not limited to, the following groups:
    - Youth living in under-resourced regions and areas with high rates of teen births and STIs.

  - Youth who are culturally underrepresented, especially Hispanic, African American, or Native American teenagers.
  - Youth in, or aging out of, foster care or adjudication systems.
  - Youth who are victims of trafficking.
  - Youth who have run away or left home without permission.
  - Youth experiencing homelessness.
  - Youth who identify as LGBTQIA2S+.
  - Other vulnerable or underserved youth populations.
- Budget the annual costs of sending at least two key staff members to attend the three-day Annual Adolescent Pregnancy Prevention Program Conference to be held in San Francisco in 2024. The location is not determined for 2025.
- Budget the annual costs for at least two staff members to attend a minimum of one of two topical training sessions offered each year of the two-year project period in areas such as Washington, DC, Portland, OR, and Boston, MA, or through a virtual platform.
- Collect and report on all OMB-approved federal SRAE performance measures for recipients, partners, and subrecipients.
- For states and subrecipients conducting local evaluations, participate in training and TA provided by the federal government and follow related guidance provided by ACF/FYSB.
- Participate in a new recipient orientation webinar. The webinar is expected to be held shortly after the official award date.
- Develop a sustainability plan with any proposed subrecipients and collaborating partners to create self-sufficiency and continue program activities after federal funding ends.
- Agree to participate in the national evaluation, if selected.
- Participate in a medical accuracy review of selected curricula sponsored by FYSB.

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-OGM-PPR

Performance report frequency: Semi-annually

Financial report forms: SF-425

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

In this step

Agency contacts

Program

Chéri Thompson
fysb.nofo.csrae@acf.hhs.gov
(202) 205-8173

Grants management

Manolo Salgueiro
fysb.nofo.csrae@acf.hhs.gov
(202) 690-5811

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.)
- Health Education Curriculum Analysis Tool
- Search Institute
- The Exchange
- FYSB
- Title V Competitive Sexual Risk Avoidance Education Fact Sheet

Please note that providing these links does not constitute an endorsement by ACF or any of its employees of the sponsor of these sources or of the information or products presented on these sites.

ACF cannot attest to the accuracy of the information provided by linked websites.

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 June 7, 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/