Notice of Funding Opportunity

Application due Tuesday, August 18, 2026

ADMINISTRATION FOR CHILDREN & FAMILIES

Family and Youth Services Bureau
Division of Positive Youth Development

FY2026 Personal Responsibility Education Program Innovative Strategies (PREIS)

Opportunity number: HHS-2026-ACF-ACYF-AP-0003

DEPARTMENT OF HEALTH & HUMAN SERVICES · USA

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 registrations are 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 the application due date

Applications are due by 11:59 p.m. Eastern Time on Tuesday, August 18, 2026.

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

Division of Positive Youth Development

Provide funding to organizations to rigorously evaluate innovative, promising pregnancy prevention interventions for high risk and vulnerable youth.

Summary

The Personal Responsibility Education Program Innovative Strategies (PREIS) supports cooperative agreement projects with funding to implement and test the effectiveness of innovative, adolescent pregnancy prevention strategies and interventions among the target population.

Eligible projects must:

- Conduct rigorous impact evaluations for treatment and control groups using randomized controlled trial (RCT) or quasi-experimental design (QED).
- Evaluations must be conducted by an independent, third-party evaluator. A minimum of 20 percent of funding per year must be allocated to an independent, third-party evaluator.
- Educate adolescents on both abstinence and contraception to help prevent pregnancy and sexually transmitted infections (STIs), including HIV/AIDS.
- Carry out at least three of six Adulthood Preparation Subjects (APS).
- Participate in Adolescent Pregnancy Prevention (APP) evaluation support and technical assistance.
- Maintain continuous staff coordination and management, participant engagement and satisfaction, and stakeholder support throughout the intervention.
- Show compelling, positive preliminary evidence of your proposed intervention that has not been evaluated through an RCT or QED.
- Propose interventions that have the potential to scale and be replicated by others in the adolescent pregnancy and STI prevention field.
- Share evaluation findings and lessons learned by submitting manuscripts to peer-reviewed journals and giving presentations at professional conferences.

Have questions?

See Contacts and Support.

Key facts

Opportunity name:
FY2026 Personal Responsibility Education Program Innovative Strategies (PREIS)

Opportunity number:
HHS-2026-ACF-ACYF-AP-0003

Federal assistance listing:
93.092

NOFO version:
Original

Key dates

Application submission deadline:
August 18, 2026

Expected project start date:
September 30, 2026

See intergovernmental review for other submission processes that may apply to this NOFO.

Funding details

Type: Cooperative agreement

Expected total program funding: $10,000,000

Total expected awards: 12

Minimum award amount for the first budget period (award floor): $750,000

Maximum award amount for the first budget period (award ceiling): $900,000

We plan to fund a five-year project period. The project period has five one-year budget periods.

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

Eligibility

Eligible applicants

Eligibility for the opportunity is unrestricted.

Applications from collaboratives and/or consortiums must identify a primary applicant responsible for administering the grant.

Other eligibility criteria

Individuals (including sole proprietorships), federal entities, and foreign entities are not eligible to apply.

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

Disqualifying factors

We will review your application to make sure it meets these responsiveness 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), a federal entity, or a foreign entity.
- Is received in paper format that didn't have a previously approved exemption from ACF.

Application limits

If you submit the same application more than once under this notice of funding opportunity (NOFO), we will only acknowledge the last on-time submission.

You may submit multiple applications under this NOFO, but each one must propose a unique project with different interventions, populations, and services.

Cost sharing

This program has no cost-sharing requirement, meaning you do not need to contribute to the costs of this project.

If you choose to include cost-sharing funds, we won't consider it during review. If you receive an award, we will include your voluntary commitment in the award, and you must report on the funds. If you don't provide your promised amount, we may have to decrease your award amount or use other enforcement actions.

Post-award requirements

Before you apply, make sure you understand the requirements that come with an award.

See Step 6: Learn What Happens After Award for information on regulations that apply, reporting, and more.

Statutory authority

The PREIS program is authorized and funded by section 513(c)(1) of the Social Security Act(c) (1) 42 U.S.C. 713(c)(1)), as amended by section 50503 of the Bipartisan Budget Act of 2018 (Public Law (Pub. L.) 115-123) extended by Div. B, Title II, section 6302 of the Consolidated Appropriations Act, 2026 (Pub. L. 119-75).

Agency priorities

Required alignment with ACF vision, mission, values, priorities, and guiding principles

The recipient of this award must implement any funds awarded under this NOFO to effectuate program goals or agency priorities in accordance with ACF's vision, mission, values, priorities, and guiding principles when authorized. Funded activities must advance ACF's vision of resilient, safe, healthy, and economically secure children, youth, families, and communities, and support ACF's mission to foster health and well-being through effective, accountable, and compassionate human services when awarded in any programs that authorize these priorities.

Consistent with ACF's values, in carrying out any project that is funded under this NOFO, the recipient is required to adhere to the following principle:

1. **Program integrity and fiscal stewardship:** Administer funds in accordance with all applicable federal statutes, regulations, and award conditions; maintain strong internal controls; and prevent waste, fraud, and abuse.

The recipient is also required to adhere to the following principles when consistent with the authority and scope of the award and its activities:

2. **Evidence-based and outcome-focused practices:** Design and deliver services using evidence-based or evidence-informed approaches, establish measurable performance goals, and use data to monitor outcomes and drive continuous improvement.
3. **Partnership and local leadership:** Coordinate with state, tribal, territorial, local, and community partners, as appropriate, and tailor services to meet community-identified needs while respecting local decision-making authority.

In addition, in keeping with ACF's priorities, the recipient must administer any project that is awarded under this NOFO in accordance with the following objectives when consistent with the scope of the award and its activities in programs that are authorized to advance them:

4. **Family stability and child well-being:** Strengthen families, promote safe and stable home environments, and improve outcomes for children and youth through prevention-focused and developmentally appropriate services.
5. **Work, self-sufficiency, and economic mobility:** Support pathways to employment, job retention, and economic independence for individuals and

families, including through workforce development, education, and supportive services.

6. **High-quality early care and learning:** Where applicable, invest in high-quality early childhood programs that support school readiness, healthy development, and long-term success.

The recipient must demonstrate ongoing compliance with these values and priorities, in all programs that are authorized to advance them, through program design, implementation, reporting, and evaluation. Failure to meaningfully align funded activities with the applicable requirements may result in corrective action, additional reporting requirements, or other enforcement actions consistent with federal grant regulations found at 2 CFR Part 200 and the terms and conditions of this award.

Program description

Program overview

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

The goal of PREIS is to carry out and evaluate innovative strategies for preventing unintended pregnancies among high-risk, vulnerable, and culturally under-represented youth populations.

Program objectives

The PREIS program addresses the following ACF Priority:

Gold-Standard Research: PREIS projects funded by ACF will reflect the standards of HHS's Gold Standard Science.

The PREIS program has four main objectives:

- **Test innovative approaches:** Pilot and test innovative adolescent pregnancy prevention (APP) strategies and interventions designed to reduce sexual risk behaviors among youth most vulnerable to pregnancy.
- **Evaluate the innovation:** Rigorously evaluate these interventions using strong research methods, specifically quasi-experimental design (QED) or randomized controlled trials (RCT).
- **Create intervention manuals:** Document and package successful interventions so other organizations can easily replicate them.
- **Share knowledge:** Share lessons learned, best practices, and relevant findings with the broader community and APP field.

Target population

The program focuses on youth who face a higher risk of pregnancy. The primary age range is 10 to 19 years old, though it may include individuals under 21 who are pregnant or already parents.

Targeted populations include:

- Youth in either foster care or child welfare settings.
- Victims of trafficking.
- Runaway youth or youth experiencing homelessness.
- Youth with HIV/AIDS.
- Pregnant women who are under 21 years of age and their partners.

- Mothers who are under 21 years of age and their partners.
- Youth living in areas with high birth rates for youth.

PREIS project design

Under PREIS, the following requirements must be addressed:

- Innovative strategies.
- Abstinence and contraception.
- Adulthood Preparation Subjects (APS).
- Medically accurate and complete information.
- Age-appropriate information.
- Culturally appropriate information.
- Positive youth development approach.
- Referrals to health care and other services.
- A Home for Every Child Initiative.

Innovative strategies

PREIS projects must use new or innovative approaches or strategies to reach young people at high risk of pregnancy. An “innovative strategy” can be new or adapted products, programs, strategies, approaches, or practices that are implemented, adopted, or shared within groups, organizations, or networks. These strategies must address risk and protective factors linked to sexual risk behaviors.

Innovative strategies may include:

- **Technology-based components**: Using apps, websites, or games.
- **Non-traditional settings**: Putting together programs in places like foster care settings, youth shelters, juvenile detention centers, or faith-based organizations.
- **Hard-to-reach populations**: Focusing on foster care youth, youth experiencing homelessness, pregnant and parenting youth, or victims of human trafficking.
- **Systems-level approaches**: Aiming to affect individuals, families, communities, and institutions.

Project requirements:

- **Prior experience**: You have carried out the intervention before. Pilot studies count as evidence of prior implementation. Do not propose interventions that are not fully developed or that you have no experience with.
- **Theoretical framework**: Interventions must be based on a solid theoretical framework.

- **Evidence of effectiveness**: Interventions must show promising evidence of effectiveness through process evaluation findings and descriptive studies. They should show significant quantitative outcomes related to attitudes, intentions, or behaviors.
- **Evaluation status**: Interventions must *not* have been rigorously evaluated before.

Abstinence and contraceptive education

Projects must place substantial emphasis on educating youth on both abstinence and contraception for the prevention of pregnancy and STIs (42 U.S.C. 713(b)(2)(B)(iv)).

Prioritizing the well-being of every young person should be the main focus of all programs. Your project should focus on giving youth the knowledge and skills necessary to make informed choices about their health, avoid risky behaviors, and increase their potential for success in adulthood. Additionally, your project must be tailored to the target group's cultural context to make sure that it's effective and relevant.

Adulthood Preparation Subjects (APS)

The Personal Responsibility Education Program (PREP) statute requires all programs to include adulthood preparation subjects (APS). The APS subjects are designed to support youth's successful transition to adulthood. Your project must address at least three of the following six APS:

- **Healthy relationships**, including marriage and family interactions.
- **Adolescent development.**
  - Examples include 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.**
  - Examples include developing skills for employment preparation, job seeking, independent living, financial self-sufficiency, and workplace productivity.
- **Healthy life skills.**
  - Examples include goal setting, decision-making, negotiation, communication, interpersonal skills, and stress management.

Medically accurate and complete, age and culturally appropriate

PREIS projects must be based on medically accurate, complete information that is culturally and age appropriate.

- **Medically accurate and complete:** Project materials must be verified or supported by the weight of research conducted in compliance with accepted scientific methods and published in peer-reviewed journals, where applicable; or comprising information that leading professional organizations and agencies with relevant expertise in the field recognize as accurate, objective, and complete.
- **Age appropriate:** Projects must provide age-appropriate information and activities. Topics, messages, and teaching methods must be suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.
- **Culturally appropriate:** Projects must use culturally appropriate interventions that recognize the experiences of youth from various communities, backgrounds, and experiences.

Using a positive youth development approach

Incorporate a positive youth development (PYD) approach that ensures a young person has a sense of self-worth, belonging and membership, safe and structured settings, closeness in interpersonal relationships, positive adult role models, skills development, and opportunities to serve others. Any PYD approach utilized, including in any project curricula, products, or resources, must not be used in a way that conflicts with the ACF Vision, Mission, Values, Priorities, or Guiding Principles unless authorized by law, including any relevant court orders.

Trauma-informed care

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

Projects should include trauma-informed approaches. Project staff should be trained to recognize the signs and symptoms of trauma in youth, including survival mechanisms or coping behaviors stemming from past experience with childhood sexual abuse or current trauma (from abusive or predatory relationships). Projects should build organizational and staff capacity to fully include knowledge about trauma into policies, procedures, and practices to be able to refer to appropriate treatment or services and to avoid re-traumatizing youth.

For youth who have experienced trauma, you should consider addressing and providing support for youth to develop underlying skills, competencies, responsibilities, and attitudes that improve basic functioning across key life moments. For example, effective programming that supports mental health, developing coping strategies, and increasing protective factors in a youth's life can minimize negative risk-taking behaviors and increase their capacity to thrive.

Referrals and connections to youth-friendly health care and other services

You may provide referrals for necessary services within the scope of the PREIS program, as needs are identified, but may not pay for the services themselves with this award. Your project should include referrals and service documentation to youth friendly services, such as:

- Educational services, such as tuition for formal K-12 or General Education Diploma classes.
- Career development.
- Counseling services (such as substance use disorder treatment, tobacco cessation mental health counseling, and intimate partner violence counseling).

Youth with foster care experience and pregnant or parenting youth are priority populations under the PREP statute due to their elevated risk of engaging in sexual risk behaviors and experiencing unintended pregnancy. Evidence-based pregnancy prevention programming and adult preparation subjects can help address gaps in knowledge, relationship skills, and future planning.

As part of its comprehensive, medically accurate education, PREP may also provide information on parenting, adoption, and available support so that youth are equipped to make informed decisions that align with their goals and circumstances. PREP programming helps youth build healthy relationships and communication skills, supporting better outcomes, for both youth and their children.

For pregnant and parenting youth in particular, these supports can enhance parenting stability and reduce risk factors associated with adverse outcomes. Over time, this effort contributes to interrupting intergenerational patterns of risk, including involvement in the child welfare system, by promoting stability, healthy development, and reduced rates of unintended pregnancy among populations identified in statute.

Referrals to outside agencies or contractors must not conflict with ACF-published priorities unless authorized.

Human trafficking universal education

Human trafficking is a crime involving the exploitation of a person to perform labor or a commercial sex act through the use of force, fraud, or coercion. Per 22 U.S.C. 7102(11), the Trafficking Victims Protection Act of 2000 as amended, human trafficking (severe forms of trafficking in persons) means:

- Sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.
  OR
- The recruitment, harboring, transportation, provision, or obtaining a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.

Recipients must provide universal education on human trafficking to all program participants. Universal education provides information, safety messages, and resource connections to all individuals, regardless of disclosure or identified risk, to mitigate risk across the population served. This approach normalizes access to support, reduces stigma, and promotes early connection to services. Staff must be trained in this approach and must offer resources regardless of whether a program participant discloses trafficking, and universal education should not be used to require or elicit disclosure. This approach may use or adapt existing tools and materials, with emphasis on the quality of the interaction and the provision of resources.

Recipients must include information on human trafficking in all youth curricula. Curriculum content must be research-based and theory-driven; emphasize strengthening participant knowledge and skills; and provide adequate opportunity for participants to practice and apply newly learned skills. Prevention education must support youth in recognizing trafficking risks, identifying potential trafficking schemes, and building skills related to safety, decision-making, help-seeking, and access to resources and support.

- Look Beneath the Surface Campaign: Downloadable and printable outreach materials that help individuals who are at risk of or experiencing human trafficking recognize trafficking schemes and access support.
- SOAR *Online*: Free, self-paced online training courses that can be completed on demand.
- Office on Trafficking in Persons Resource Library: A searchable collection of anti-trafficking resources and materials, including outreach materials, toolkits, fact sheets, policy and guidance documents, and training tools that support prevention, awareness, identification, and access to services.

Validated Screening Tools for Human Trafficking of Children and Youth[1]

Tool Identifier	In-Depth	Short/ Rapid	Demographic	Environment
Commercial Sexual Exploitation-Identification Tool		X	Ages 10+; sex trafficking only	Multiple settings, including child welfare and juvenile justice systems, schools, homeless youth shelters, health care and mental health settings
Human Trafficking Screening Tool	X	X	Ages 18–24; sex trafficking only	Runaway and Homeless Youth system settings
Quick Youth Indicators for Trafficking		X	Youth who are homeless; sex trafficking and labor trafficking	Service provider setting
Rapid Appraisal for Trafficking		X	Ages 18+; sex trafficking and labor trafficking	Health care setting
Short Screen for Child Sex Trafficking		X	Ages 12–18; sex trafficking only	Health care setting

Mandatory Reporting

Human trafficking of children (labor and sex trafficking) is now defined under "child abuse and neglect" in the Child Abuse Prevention and Treatment Act, Pub. L. 93-247. Therefore, if a recipient identifies potential concerns of human trafficking, the recipient is required to comply with all federal, state, tribal, and local mandated reporting requirements in the same way the recipient reports abuse and neglect within that jurisdiction (child welfare, law enforcement, etc.).

A Home for Every Child Initiative

ACF's newest initiative, *A Home for Every Child*, is designed to reduce risk factors for adolescent pregnancy among youth in foster care.

Youth in foster care experience significantly higher rates of adolescent pregnancy due to unstable housing, disrupted relationships, and exposure to trauma. Adolescent girls in foster care are more than twice as likely to become pregnant by age 19 compared to their non–system-involved peers.

Your program should support healthy decision-making, strong relationships, and youth connectedness to community for foster care youth. These factors contribute to long-term family stability.

PREIS project timeline

Project timeline

The PREIS program has three phases. Projects must finish all required activities in one phase before they can move to the next phase. The Family and Youth Services Bureau (FYSB) must review and approve each phase before a project can continue.

Phase I: Planning and pilot testing (first 12–18 months)

Phase I focuses on **planning, testing, and preparation**. Projects will plan how to deliver and evaluate the intervention, then complete testing through a pilot.

Projects will:

- Plan how to carry out and evaluate the intervention.
- Hire and train all staff.
- Test the intervention by running **pilot testing** with youth from the target population.
- Use the pilot to practice and make improvements or adjustments to key activities, such as:
    - Recruiting participants.
    - Engaging youth.
    - Tracking attendance.
    - Retaining participants.
    - Monitoring whether the project is delivered as designed.
- Update intervention and training materials so they are:
    - Medically accurate and complete.
    - Age appropriate.
    - Culturally appropriate.

Projects will also work closely with FYSB to:

- Develop an **implementation plan.**
- Develop an **evaluation plan.**
- Get approval from an **Institutional Review Board (IRB).**
- Obtain a Certificate of Confidentiality (CoC).
- Create and improve data collection tools.

Projects must include federal performance measures in their data collection tools.

Agreements and Partnerships

By the end of Phase I, Projects must finalize:

- All Memoranda of Understanding (MOUs).
- All contracts.
- All agreements.

MOUs with implementation sites must cover:

- How the intervention will be delivered.
- How the evaluation study will be conducted.
- Estimated number of participants.
- Estimated timeframe for delivery of intervention.

Phase II: Full implementation and evaluation (years 2–4)

Phase II focuses on **delivering the intervention and evaluating its impact**.

Projects **may not change** the intervention materials or content once Phase II begins.

Projects will:

- Deliver the intervention to participants.
- Deliver activities for a control or comparison group.
- Monitor fidelity to make sure the program is delivered as planned.
- Observe program activities and supervise staff.
- Get consent from parents and assent from youth, when required.
- Collect data from all participant groups.
- Continue recruiting participants.
- Use strategies to improve attendance and retention.
- Track participants and conduct follow ups.
- Collect and submit federal performance data to FYSB.
- Develop and finalize an Analysis Plan (Year 4).
- Finalize a written plan for sustainability.

Projects must closely track **attrition** (participants who drop out) and document:

- How many participants leave.
- When they leave.
- Why they leave.

Projects do **not** need to conduct a separate implementation or process study. However, they must document implementation and report it in the final impact evaluation report.

All Phase II activities must be completed by the end of Year 4.

Phase III: Analysis, reporting, and sustainability (Year 5)

Phase III focuses on **analyzing results, sharing findings, and planning for sustainability**.

Projects may:

- Continue delivering the intervention to new youth or sites that were not part of the study.

Projects will:

- Analyze all study data.
- Submit a final impact evaluation report to ACF/FYSB.
- Present findings at local, regional, or national events.
- Submit at least one manuscript to a peer-reviewed journal.
- Finalize a plan to sustain the program after funding ends.

Projects must also:

- Create a detailed manual of the intervention.
- Package all intervention materials.
- Carry out sustainability activities.

Projects are **not required** to:

- Copyright the intervention.
- Market the intervention.
- Distribute the intervention.

Moving between phases

To move to the next phase, projects must:

- Complete **all required activities** in the current phase.
- Receive **formal approval from FYSB.**

Projects may not begin the next phase until FYSB approves the previous one.

For the purposes of this announcement, intervention materials are defined as all materials needed to implement the project which may include, but is not limited to, training materials, PowerPoint slides, handouts, participant workbooks, videos, and app content.

NOTE: Consistent with the Paperwork Reduction Act (PRA) of 1995, (44 U.S.C. 3501-3521), under this NOFO, FYSB 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.*

Program evaluation overview

PREIS projects must design and carry out a rigorous impact evaluation.
The purpose of the evaluation is to find out whether the program or approach leads to behavior change.

Rigorous impact evaluation

All PREIS evaluations must use a rigorous study design. Projects may use one of the following two designs:

- **Randomized Controlled Trial (RCT)**
  - Participants (or classrooms) are randomly assigned to either:
    - The treatment group.
      OR
    - The control group.
- **Quasi-Experimental Design (QED)** projects may use a QED when random assignment is not possible.
  - Participants are still assigned to either:
    - A treatment group.
      OR
    - A comparison group.

The design must clearly explain how the groups are formed.

Both designs must include:

- A treatment group that receives full intervention.
  OR
- A control or comparison group that receives a different service or no intervention.

Site responsibilities

Recipients must make sure that:

- All implementation sites understand the evaluation design.
- All sites agree with their role (treatment and control or comparison).

Research questions

PREIS projects must include both primary and secondary research questions. All research questions and outcomes must align with the program content delivered to youth.

Primary research questions

Primary research questions must focus on outcomes related to at least one behavior listed in PREP legislation:

- Sexual activity (examples include delaying, stopping, or abstaining).
- Increasing condom or contraceptive use.
- Reducing teen pregnancy.

Secondary research questions

Secondary research questions examine factors that may indirectly affect sexual risk behaviors. These questions may focus on one or more of the following areas:

- Knowledge, attitudes, or skills related to:
    - Decrease in sexual activity.
    - Increase in condom use.
    - Increase in contraceptive use.
    - Decrease in teen pregnancy.
    - Increase in parent-child communication.
    - Improvement in decision-making skills.
    - Increase in self-efficacy and ability to negotiate safe behaviors.
    - Improvement in future orientation and goal setting.
    - Key elements of the program's theoretical framework.
- Qualitative research on:
    - Sexual behavior.
    - Program implementation.
      or
    - Positive family environment
- Adult Preparation Subject topics included in PREP legislation.
- Risk behaviors that often occur with sexual risk-taking, such as substance use.
- Behaviors specific to the target population or location, based on:

   - Research literature.

     or

   - A recent needs assessment.

Methodology

PREIS projects must collect data at three points in time:

- Baseline.
- Short-term follow-up (up to six months after the program ends).
- Long-term follow-up (nine months or more after the program ends).

Before collecting any data, all projects must receive approval from an Institutional Review Board (IRB). This approval must happen before data collection begins. Information about the HHS Protection of Human Subjects regulations is available at www.hhs.gov/ohrp.

Projects must make sure that all consent and assent procedures, data collection methods, and data storage plans protect participant privacy and confidentiality. Studies involving identifiable, sensitive information must obtain a CoC to protect participant privacy.

PREIS projects must:

- Actively recruit participants and keep them engaged throughout the project.
- Track participants over time.
- Reach a sample size large enough to detect program effects.
- Make sure staff have enough time, training, and resources to complete these tasks.

Implementation and delivery

In addition to a rigorous impact evaluation, PREIS recipients must review how the project is delivered. Projects will use data from the program performance evaluation plan and other sources to understand:

- What services were provided.
- How the program was delivered.
- How the innovative approach was carried out in practice.

Recipients must document any changes to study procedures, setting, or other conditions that could affect study results.

Evaluation administration and management

Project implementation and evaluation must be led by different people.

The PREIS leadership team must include:

- Project Director or Principal Investigator responsible for managing and overseeing program implementation.
- Evaluation Lead/Director from an independent third-party evaluation team responsible for managing all evaluation activities.

The **Project Director** must manage the implementation and delivery of the intervention and oversee all related activities as well as work collaboratively with the independent, third-party Evaluator.

- Conduct a pilot implementation of the necessary proposed interventions and document adaptations.
- Develop a full implementation plan.
- Make sure facilitators get formal training in the intervention and create a plan to make sure the intervention is carried out with fidelity.
- Work with the evaluation team to adapt, document, evaluate and share your intervention.
- Collaborate with the Evaluation Lead to help collect and safely transfer study data to the evaluation team and guarantee data quality.

The **Evaluation Lead** must manage the third-party evaluation team and oversee all evaluation activities, including:

- Developing evaluation plans, procedures, and materials for all project phases.
- Training program staff and partners on evaluation procedures, as needed.
- Obtaining IRB approval and CoC for all data collection.
- Leading a data-informed, continuous quality improvement process.
- Working with program staff to clearly explain the study to partners, parents, and youth.
- Recruit, screen, and enroll participants.
- Retain, track, and follow up with participants in both the intervention and comparison groups.

All evaluation activities must be done by an **independent, third-party evaluator**. Acceptable evaluators include universities, research organizations, evaluation firms, or consultants with experience conducting rigorous evaluations of similar size and scope.

Projects must use **at least 20 percent of their PREIS budget** for evaluation.

Medical accuracy review

During Phase I, projects must submit all materials for medical accuracy and completeness review by FYSB. This includes materials used for both intervention and control groups, such as:

- Teacher manuals.
- Student materials.
- Scripts and role plays.
- Videos, podcasts, and presentations.
- Posters, pamphlets, and handouts.

Projects must correct any medically inaccurate or non-age-appropriate content identified by FYSB. Projects may not use any materials until completing the review and making all required changes.

All project materials must be finalized and approved before Phase II begins. Projects may not make changes to materials after final approval.

PREP performance measures

Performance measures are a set of indicators that reflect program performance.

Recipients report on performance measures through semi-annual reporting. These performance measures provide information based on these three data collection categories:

- Structure, cost, and support for program implementation.
- Attendance, reach, and dosage.
- Participant entry and exit surveys, which capture characteristics, behaviors, program experiences, and how effects are perceived.

Recipients are expected to:

- Check local and state laws, policies, and procedures to make sure there's practical data collection, and obtain any necessary permissions such as formal agreements with partners, IRB approval, and copies of school district approvals.
- Make sure all subrecipients and implementation sites collect and submit the PREP performance measures data. FYSB will provide training on how to collect and submit data.

While FYSB has specific indicators for collection, recipients may:

- Use FYSB's approved questions related to program performance and include additional, non-approved items to the end of the entry or exit surveys.

- Collect additional service satisfaction feedback from youth participants entry and exit surveys.

For more information about the PREP performance measures, including definitions, survey instruments, and data collection tools, please see the PREP Performance Measures websitehttps://prepeval.acf.hhs.gov/.

Cooperative agreement—description of ACF's involvement

In a cooperative agreement, the Federal Government works as a partner with the grant recipient and is actively involved in the project. ACF will provide strong support to help make the project and its evaluation successful. ACF/FYSB will be more involved than usual through regular communication, conference calls, and site visits. ACYF/FYSB will partner with the grant recipient and provide support by:

- Holding monthly meetings with recipients to track progress, help with project activities, and make sure program goals are met.
- Conducting at least one site visit during the project period.
- Review and approve the implementation and evaluation plans.
- Providing technical assistance, training, and resources to help recipients meet PREIS requirements.
- Assigning recipients a research and evaluation technical assistance provider who will meet with them regularly to offer guidance, resources, and support on evaluation activities.
- Reviewing and giving final approval on all program, implementation, and evaluation plans (FYSB will get OMB clearance for the templates used to submit these plans).
- Sharing lessons learned and best practices from PREIS cohorts.
- Reviewing recipient manuscripts before they're submitted to a peer-reviewed journal.

Funding policies and limitations

Changes in HHS regulations

As of October 1, 2025, HHS adopted 2 CFR 200, with some exceptions included in 2 CFR 300. These regulations replace those in 45 CFR 75.

General policies

- We will only make awards if this program receives funding. If Congress appropriates funds for this purpose, we will move forward with the review and award process.
- Support beyond the first budget period will depend on:
  - Appropriation of funds.
  - Satisfactory progress in meeting your project's objectives.
  - A decision that continued funding is in the government's best interest.
- If we receive more funding for this program, we will consider:
  - Funding more applicants.
  - Extending the period of performance.
  - Awarding supplemental funding.
- To the extent permitted by law, including any relevant court orders, you may not use funds from this NOFO for any diversity, equity, inclusion, and accessibility (DEI and DEIA) activities. This includes:
  - DEI- or DEIA-related research.
  - Activities that discriminate or show preference based on race, color, religion, sex, national origin, or other protected traits.
  - Any efforts that promote a "discriminatory equity ideology."
- To the extent permitted by law, including any relevant court orders, ACF will also not allow funds awarded under this NOFO to support any services or activities that inculcate or promote gender ideology.

For guidance on other types of costs that we restrict or do not allow, see General Provisions for Selected Items of Costs of the Uniform Guidance, 2 CFR part 200.

Program-specific limitations and policies

We do not allow the following costs under this notice of funding opportunity (NOFO):

- Construction.
- Purchase of real property.

- Major renovation.
- Pre-award costs.
- Recipients are prohibited from including gender ideology in any program or service that is funded under this award to the extent permitted by law, including any court order. The statutory authority for the PREP program under which this grant has been awarded, at 42 U.S.C. 713, does not authorize teaching students that gender identity is distinct from biological sex or boys can identify as girls and vice versa, or that there is a vast spectrum of genders that are disconnected from one's sex. Therefore, gender ideology is outside of the scope of the statutory authority for this award. In addition, any costs associated with gender ideology are not allowable expenditures of federal grant funds for this grant because they are not necessary, reasonable, or allocable for the performance of this award. *See* 2 CFR 200.403-405.

PREIS projects allocate a minimum of 20 percent of funding per year towards evaluation activities.

Funds under this NOFO cannot be used for the following purposes:

- To replace current public or private funding.
- To replace existing, ongoing, or usual activities of any organization involved in the project.
- To pay for any health care or related services that grant recipients or subcontractors may have referred youth to.
- Referrals that are not related to activities authorized under the award.

Indirect costs

Indirect costs are those shared across multiple projects and not easily separated.

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

Method 1 — Approved rate. If you currently have an indirect cost rate approved by your cognizant federal agency, you may use that rate.

Method 2 — *De minimis* rate. If you do not have a negotiated indirect cost rate, you may elect to charge a *de minimis* rate (see 2 CFR 200.414(f)). This rate may be up to 15% of modified total direct costs (MTDC). See the definition of MTDC (2 CFR 200.1). You can use this rate indefinitely.

You may not charge costs included in your indirect cost pool as direct costs.

Subawards

As the prime recipient, you must maintain a substantive role in the project. This means that you conduct funded activities and provide services necessary and integral to completing the project.

Monitoring your subrecipient's activities alone as described in 2 CFR 200.332 is not a substantive role.

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

All subrecipients must have a Unique Entity Identifier (UEI) through the System for Award Management (SAM.gov).

Subrecipients must meet the eligibility requirements of this NOFO.

Salary rate limitation

The salary rate limitation in the current appropriations act applies to this program. You may not use awarded funds to pay a salary at a higher rate than the rate for Executive Level II.

For the Executive Level II salary, please see the Office of Personnel Management information on executive and senior level employee pay.

The salary limitation reflects a person's base salary (including any portion of the salary that is paid with indirect costs). It does not include fringe benefits or any income the person is allowed to earn outside of the duties of the applicant organization.

This salary limitation also applies to subawards, contracts, and subcontracts under an ACF grant or cooperative agreement.

Program income

If you earn any money from your award-supported project activities (known as program income), you must use it for the purposes and under the conditions of the award. Find more about program income at 2 CFR 200.307.

Use of E-Verify

All funded grantees and subgrantees are encouraged to use the national E-Verify system operated by the U.S. Department of Homeland Security, in partnership with the Social Security Administration, to ensure their employees are American citizens or are eligible to work in the United States.

Step 2: Get Ready to Apply

In this step

Find the application package

The application package has all the forms you need to apply. You can find it at this NOFO's Grants.gov opportunity page. Then select the Package tab.

We recommend that you select the **Subscribe button** from the View Grant Opportunity page for this NOFO to get updates.

If you can't use Grants.gov to download application materials or have other technical difficulties, including issues with application submission, contact Grants.gov for assistance.

Get registered

SAM.gov

You must have an active account with SAM.gov to apply. SAM.gov registration can take several weeks. Begin that process today.

To register:

- Go to SAM.gov Entity Registration and select Get Started. From the same page, you can also select the Entity Registration Checklist for the information you will need to register.
- You must agree to the financial assistance general certifications and representations [PDF] specifically. Those for contracts are different.

When you register, you will also receive your required Unique Entity Identifier (UEI).

Once you register:

- You will have to maintain your registration throughout the life of any award.
- If your organization has multiple UEIs, use the one associated with your physical location.

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.

Learn more

Visit Applying for an ACF Grant Award on the ACF Grants page.

Step 3:
Build Your Application

In this step

Application checklist

Make sure that you have everything you need to apply. You will find the forms in Grants.gov.

File one: Narratives

Use the Project Narrative Attachment form.

Component	Included in page limit?
☐ 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.

Component	Included in page limit?
☐ ACF priorities alignment attestation	No
☐ Indirect cost agreement	Yes
☐ Legal proof of nonprofit status	Yes
☐ Legal proof of for-profit status	Yes
☐ Legal proof of small businesses	Yes
☐ Additional eligibility documentation	Yes
☐ Organizational capacity supporting information (including organization chart)	Yes
☐ Staffing Plan	Yes
☐ Third-party agreements, memorandum of understanding	Yes

Standard forms

Use each required form in Grants.gov.

Component	Included in page limit?
☐ Project Abstract Summary	No
☐ Application for Federal Assistance (SF-424)	No
☐ Budget Information for Non-Construction Programs (SF-424A)	No
☐ (SF-424B) Assurances for Non-Construction Programs	No
☐ Key Contacts	No
☐ Grants.gov Lobbying form	No
☐ Disclosure of Lobbying Activities (SF-LLL)	No
☐ Project/Performance Site Location(s) (SF-P/PSL)	No

Application contents and format

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

Your organization's authorized official must certify your application.

Required format

Page limit for file one and file two combined: 100 pages

File format: Portable Document Format (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:

Accepted file formats

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

Document formats

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 because reviewers will score the application solely on information provided in the application.

Fonts

Font: Times New Roman
Color: Black
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: Can be single-spaced

Tables and footnotes throughout: Can be single-spaced

See disqualifying factors to understand what may disqualify your application from consideration.

File one: Narratives

To submit file one, you will use the Project Narrative Attachment form found in the Grants.gov application package for this NOFO.

This file includes:

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

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 your 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, your proposed services or research questions.

Project narrative

The project narrative is where you address all your proposed activities. It is a critical section of your application, which we evaluate using merit review criteria and rank based on application scores.

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.

Purpose and need

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 specific 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.
- Provide, as appropriate, supporting documentation, such as letters of support and testimonials, in your attachments.
- Include any relevant data based on planning studies or needs assessments. You may refer to them in the endnotes or footnotes of your application.
- Use demographic data and participant or beneficiary information where you can.
- Identify the target population and describe why they are at high risk for pregnancy.
- Provide the estimated overall number of project participants in each year of the project for both intervention and control/comparison groups. Break out the types of participants by age groups, grade levels, and other descriptive factors.

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.

Response

Approach

- Outline your action plan. Describe the scope of your proposed project and describe in detail how you will accomplish it. 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.
- Describe the rationale for why you chose the intervention and its theoretical framework.
- Describe why the proposed approach is innovative and how the project fills a gap in APP research or intervention availability.
- Describe the findings that came from previous research reports and data evaluations of the intervention that show evidence that is promising and effective.
- Identify at least three APS that will be included in the project, the reasoning for selecting the subjects, and how they'll be incorporated into the intervention.
- Explain how the proposed interventions or services are medically accurate and complete, age appropriate, and culturally appropriate.
- Describe the methods you'll use to make sure that facilitators and educators are formally trained in the intervention. Provide details about how follow-up support to facilitators and educators will be provided.
- Describe how you'll include referrals and other connections to youth-friendly services and how you'll follow-up on and track referrals, when needed.

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 tasks you plan to complete 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 by a specific date.
- Provide target dates for activities you can't quantify.
- Cover the full period of performance in your timeline.

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 among:

- Inputs such as additional resources, organizational profile, collaborative partners, key staff, and budget.
- Target population, such as the individuals to be served or identified needs.
- Activities, mechanisms, and processes such as evidence-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 short- and long-term results you expect the project to achieve. These are typically described as changes in people or systems.
- Project goals, such as overarching objectives and reasons for proposing the project.

Impact

Activities evaluation plan

Describe your plan for rigorous evaluation of funded activities. The evaluation must:

- Assess activities and progress towards the goals and objectives of the project.
- Assess whether the project is having the expected impacts.
- Specify expected outcomes and any research questions, as well as how the evaluation results will help you understand and improve the funded activities.
- Include a valid and reliable measurement plan, detailed timeline, and sound methodological design.
- Describe the details of the proposed data collection activities, participants, data management, data integrity, and analysis plans.
- Describe any potential obstacles in implementing the evaluation and how you will address them.

Evaluation Questions

You must propose primary and secondary research questions, which align with the objectives and outcomes for the overall project. At least one primary research question must be related to one of the following behavioral outcomes:

- Sexual activity (examples include delaying, stopping, or abstaining).
- Condom use.
- Contraceptive use.
- Adolescent pregnancy.

Evaluation Design

You must propose a rigorous study design and clearly describe:

- The treatment and control or comparison groups and the intervention or services each group will receive.
- The eligibility and screening criteria that align with project goals and target populations.
- The process used to assign participants to groups, including the unit of assignment. Examples include individual, group, and community level.

You must identify anticipated challenges specific to research design, including contamination between the treatment and control group and any potential problems with assignment.

Methodology

The methodology section must include a description of the following:

- Proposed methods used to collect data such as surveys, interviews, and focus groups.
- Plans for developing measures and testing developed instruments with the target population to check whether they can understand the questions to be able to provide responses.
- Consenting and data collection process.

Additionally, you must include plans for getting parental consent and student assent (if necessary) as well as standardized data collection procedures that guarantee privacy and confidentiality. You must get IRB approval for all data collection instruments and procedures from local institutions.

Pilot Study

You must describe a plan to conduct a pilot study. The plan must include:

- How you will pilot test the intervention.
- The estimated number of youth who will participate in the pilot.
- How youth will be recruited for the pilot.
- Which project implementation processes will be tested during the pilot. You may propose a shortened schedule for the pilot so it can be completed during the first 12 to 18 months of the project.

Full Study Recruitment and Enrollment

Describe the plan for recruiting and enrolling participants. The plan must identify the recruitment approach, the staff responsible for recruitment and enrollment, and the percentage of staff time dedicated to these activities. Identify expected recruitment and enrollment challenges and describe strategies to address those challenges.

Participant Engagement and Attendance

Describe the plan to keep participants engaged and attending program sessions. The plan must explain how to measure and track engagement, attendance, and program dosage. Describe strategies to address low or inconsistent attendance.

Retention, Tracking, and Follow-Up

Describe the plan for retaining and tracking participants throughout the study period. Identify the strategies you will use, the staff responsible for these activities, and the percentage of staff time devoted to retention and tracking. Identify anticipated challenges related to retention and tracking, and explain how you will address them.

Data Analysis

Propose a data analysis plan that includes:

- A power analysis that identifies the sample size and effect size.
- The plan for analyzing the data to answer the research questions.
- A power analysis that matches the study design and includes both the minimum effect size the study is designed to detect and the required sample size. For this funding opportunity, the minimum effect size is the smallest change the evaluation must be able to detect.

PREP Performance Measures

Describe how you will evaluate your project's performance and how it will contribute to continuous quality improvement. The plan must include:

- How you will collect and report on approved program performance measures.
- How the data collected will be used for continuous quality improvement of the PREIS project.
- How you'll monitor the delivery of the intervention that's being tested and how well it aligns with the model and approach. The fidelity monitoring plan must include the development of fidelity monitoring tools and routine observations.

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.

Resources and capabilities

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 (including any partnering organizations) with administering, developing, implementing, managing, and evaluating similar projects.
- Provide evidence that your team, including partnering organizations, has the organizational capability to fulfill their roles and functions effectively.
- You must disclose your plan to enter into subaward agreements. If planning subawards, describe the work each subrecipient will complete.
- Describe your previous experience implementing abstinence, teen pregnancy, and STI/HIV/AIDS prevention programs.
- Describe your previous experience working with and recruiting the proposed target population(s).
- Provide a staffing plan that describes roles, responsibilities, and time commitments for all staff and partners.
- Include a resume or curriculum vitae for the Project Director and Evaluation Lead roles that show they have the relevant knowledge and experience to carry out the project.

- Describe the organization's approach for maintaining and managing partners. Partners may include implementation sites, referral sites, subrecipients, and supporting collaborations, coalitions, or networks.
- Provide some supporting information in the organizational capacity supporting information section of your attachments.

Plan for oversight of federal award funds and activities

You must ensure proper award oversight. The regulation that governs this oversight is 2 CFR part 200. 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 make sure that your federal funds and activities have proper oversight. Include:

- A description of the governance, policies and procedures, and systems you use for record-keeping and financial management.
- A description of the procedures you use 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 staff and any partners or subrecipients.

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 make sure that you properly handle confidential and sensitive information, including information from any subrecipients or contractors.
- A plan for the disposition of such information at the end of the period of performance.

For more information, see 2 CFR 200.303(e).

Line-item budget and budget narrative

The line-item budget and budget justification support the information you provide in the Budget Information Standard Form SF-424A.

HHS now uses the definitions for equipment and supplies in 2 CFR 200.1. The new definitions change the threshold for equipment to the lesser of the recipient's capitalization level or $10,000 and the threshold for supplies to below that amount.

Justify the costs you ask for and provide detail, including calculations for the "object class categories" in the Budget Information Standard Form. You will provide this information for the initial budget period only. See information on 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 the funding policies and limitations.

Please also review the Standard Form instructions.

To create your line-item budget and justification, see detailed budget instructions on our website.

In general, you must:

- Indicate the method you will use for your indirect cost rate. See the indirect costs section for further information.
- Include estimation methods, quantities, unit costs, and other similar quantitative detail necessary 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.
- For applicants planning to use subawards, if your subaward budget is more than 50 percent of total direct costs, justify why you are subawarding that portion of the project. Explain:
  - How you plan to maintain a substantive role in the project.
  - Why you cannot achieve your goals without the subrecipients' participation.
- Include a line-item budget for subawards.
- Budget costs for two key staff members to attend the Adolescent Pregnancy Prevention (APP) Program Grantee Annual Training Event, and for two staff

members to attend a minimum of one of two topical training sessions offered in each year of the 60-month project period.

- Include a minimum of 20 percent for rigorous impact evaluation

Proprietary or personally identifiable information

Clearly identify any salary or other proprietary information or personally identifiable information within your application. Identification will ensure this information is not shared with reviewers. Note on page 1 of the attachments file (file two) where the information to be redacted is located.

If you have an exemption for a 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.

File two: Attachments

To submit file two, you will use the Other Attachments form found in the Grants.gov application package for this NOFO.

This file includes all attachments.

ACF priorities alignment attestation

Note: Not included in the page limit. This should be submitted with the application or before award.

You must self-certify that you will align with the ACF priorities that are relevant to this funding opportunity, as identified in both the Program description and *Step 4*, under Merit review process, Scoring criteria, *Alignment with ACF Vision, Mission, Values, Priorities, and Guiding Principles*.

- **Promoting work and self-sufficiency**
  - Work is not just a means of income; it instills dignity, responsibility, and opportunity. ACF will prioritize programs and policies that promote work as the primary pathway to self-sufficiency and economic independence.
- **Promoting marriage and family formation**
  - Strong families are the cornerstone of a healthy society. ACF will prioritize initiatives that promote marriage, family formation, and stability.
- **Eliminating DEI and gender ideology in funded programs**

  - ACF will ensure, to the extent permitted by law, including any relevant court orders, that its programs and funding align with the Administration's commitment to merit, equality, and biological truth

You must provide the following on your organization's letterhead.

I hereby attest and certify that:

____________________ (Applicant Name) affirms its commitment to supporting and advancing ACF's published Vision, Mission, Values, Priorities, and Guiding Principles of the Administration for Children and Families (ACF), consistent with applicable federal statutes, regulations, and Administration priorities.

Insert Date of Signature:
Print Name and Title of the Authorized Organization Representative (AOR):
Signature of AOR :

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 the indirect costs section 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 or similar document. This document must show that your group is a nonprofit.
- Any of these documents 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 a small business, you need to attach proof.

Include documentation establishing your organization's power 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 in the previous section, 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, biographical sketches, or curricula vitae for all key personnel.
- Job descriptions for each vacant key position.
- Staffing plan for the proposed project.

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, MOUs, and memoranda of agreement. We do not consider general letters of support to be third-party agreements.

Any such agreement must:

- Describe each party's 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 the agreement is for a collaboration or consortia application.

Standard forms

You will need to complete some other required standard forms other than those in files one and two. You can find them in the NOFO application package or review them and their instructions at Grants.gov Forms.

Forms	Submission requirement
Project Abstract Summary	With the application.
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.
Key Contacts	With the application.
Grants.gov Lobbying form	With the application or before award.
Disclosure of Lobbying Activities (SF-LLL)	If applicable based on instructions, 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.

Important: Public information

When filling out your SF-424 form, pay attention to Box 15: Descriptive Title of Applicant's Project.

We share what you put there with USAspending. This is where the public goes to learn how the federal government spends taxpayer money.

Instead of just a title, insert a short description of your project and what it will do.

See instructions and examples [PDF].

Step 4: Learn About Review and Award

In this step

Application review

Initial review

We will review your application to make sure that it meets the responsiveness requirements listed in the disqualification factors section. If your application does not meet these criteria, we will disqualify it and we will not move it to the merit review (scoring) phase.

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 failed 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 process

A panel reviews all applications that pass the initial review. The panel members use the criteria shown in each section of the project narrative and in the line-item budget and budget narrative section.

Our reviewers typically are not federal employees. See the section on proprietary and personally identifiable information.

Criteria summary

Criterion	Total number of points = 110
1. Purpose and need	10 points
2. Response	35 points
3. Impact	30 points
4. Resources and capabilities	20 points
5. Support requested	5 points
6. ACF Priority Alignment	10 points

Scoring criteria

1. Purpose and need

Maximum points: 10

The reviewer will assess how well you:

- Clearly describe the objectives, activities, and project outcomes. **(0 to 2 points)**
- Describe how the project addresses the overall PREIS Program Objectives. **(0 to 2 points)**
- Clearly describe a compelling need for the proposed project including the nature and scope of the problem. **(0 to 2 points)**
- Use relevant teen birth data and youth risk behavior data to support the need experienced by the target populations and why you are targeting those populations or geographic areas. You may refer to footnotes for target populations. **(0 to 2 points)**
- Estimate the target number of participants you'll serve each year for the treatment, control or comparison groups. Be sure to include age groups or grades, as well as other descriptive factors. **(0 to 2 points)**

2. Response

Maximum points: 35

The reviewer will assess how well you:

- Describe, in detail, the following **(0 to 10 points)**:
  - Your proposed innovative approach or intervention.
  - The rationale for why you chose the intervention, including how it will have a positive impact on adolescent pregnancy.

- The intervention's theoretical framework.
- Why the proposed approach is innovative, as defined in the Glossary of the Appendix.
- The findings from previous studies of the proposed intervention demonstrate promising evidence of effectiveness and demonstrate prior experience with implementing the proposed intervention.

- Describe the following **(0 to 8 points)**:
  - A detailed plan to incorporate at least three Adulthood Preparation Subjects (APS) into the intervention and provide a rationale for why these subjects were chosen.
  - Make sure all project materials are medically accurate and complete.
  - Ensure your project provides age-appropriate information and activities. Ensure your project is culturally appropriate to youth served.
  - How your project addresses youth needs in your target population.
- Describe, in detail, the following **(0 to 8 points)**:
  - The methods you'll use to make sure that facilitators and educators delivering the intervention have been or will be formally trained in the program model.
  - Your plan to provide follow-up technical assistance to facilitators.
  - How you will refer participants to youth friendly services.
  - How you will follow up and track referrals.

Resolving Challenges (0 to 3 points)

- Identify potential challenges that you are likely to face during the 5-year project period. Describe realistic and appropriate methods to resolving these challenges.

Project Timeline and Milestones (0 to 3 points)

- The extent to which you describe a clear, detailed timeline for conducting the proposed activities. This should include required activities, as outlined in the Project Timeline over the full performance period.

Logic Model (0 to 3 points)

- Provide a well-defined logic model that shows a reasonable relationship between inputs, project activities, outputs, and intended outcomes.

3. Impact

Maximum points: 30

The reviewer will assess how well you:

- Propose at least one Primary Research Question related to one of the behavioral outcomes listed under Primary Research Questions and Secondary Research Questions that may indirectly affect sexual risk behaviors. **(0 to 5 points)**
- Propose a rigorous study design that clearly describes the following: **(0 to 5 points)**
    - Treatment and control or comparison conditions
    - Eligibility criteria
    - Screening criteria (if applicable) and the assignment process
- Describe the study methodology, to include the methods you'll use to: **(0 to 5 points)**
    - Develop and test surveys
    - Obtain consent and collect data
    - Collect and report performance measures
- Propose a plan to conduct a pilot that includes the following: **(0 to 3 points)**
    - Describes how you will pilot the full intervention.
    - Estimated number of youth that will be served during the pilot.
    - Describes how youth will be recruited for the pilot.
- Describe the participant recruitment and enrollment plan. Include the following: **(0 to 3 points)**
    - Staff who will be responsible for recruitment and enrollment.
    - The recruitment strategies that will be used.
    - Potential challenges and proposed solutions.
- Describe the participant engagement plan, to include: **(0 to 3 points)**
    - How engagement, attendance, and dosage will be tracked.
    - Potential challenges and proposed solutions.
- Describe the retention, tracking, and follow-up plan, to include: **(0 to 3 points)**
    - The activities or strategies that will be used to retain, track, and follow-up with participants.
    - Who will be responsible for retention, tracking, and follow-up activities, (including the percentage of time devoted to these efforts).
    - Potential challenges and proposed solutions.

- Describe the data analysis plan to include the following: **(0 to 3 points)**
  - Power analysis estimates that include the effect size and the sample size.
  - Proposed plan for analyzing the data to address the research questions

4. Resources and capabilities

Maximum points: 20

The reviewer will assess how well you:

- Clearly describe your organization's experience in the following:
  - Implementing programs with the proposed target population that emphasize both abstinence and contraceptive education and teen pregnancy, STI, or HIV/AIDS prevention programs. Subrecipient or partner experience should be mentioned in an MOU. **(0 to 3 points)**
- Include a clearly defined organization chart to support the project. **(0 to 2 points)**
- Describe the Project Director's duties. **(0 to 4 points)**
  - Include resumes or curriculum-vitae.
  - Show that they have relevant knowledge and experience to effectively manage a research project like this.
- Describe the Evaluation Lead's duties. **(0 to 4 points)**
  - Include a resume or curriculum-vitae.
  - Show how the Evaluation Lead has significant experience conducting and managing rigorous impact evaluation studies.
- Include a clearly defined staffing plan that describes the roles, responsibilities, and time commitments for each proposed project staff position. **(0 to 3 points)**
  - Include partners, consultants, and contractors and/or subcontractors.
  - Show how each proposed position is appropriate and relevant to the project's successful implementation.
- Include a Memorandum of Understanding (MOU) or letter of agreement from the independent third-party evaluator. **(0 to 2 points)**
- 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)**

5. Support requested

Maximum points: 5

The reviewer will assess how well you:

- Include a proposed line-item budget and budget narrative that is feasible, reasonable, and aligned with the requirements of the NOFO, including: **(0 to 3 points)**
  - A minimum of 20 percent for evaluation activities.
  - Funds to support attendance at the annual recipient conference and topical training.
- Include a detailed project cost budget justification that shows where costs came from. Calculations must include quantities and unit costs. **(0 to 2 points)**

We do not consider **voluntary** cost sharing during merit review.

6. Alignment with ACF vision, mission, values, priorities, and guiding principles

Maximum points: 10

ACF's published Vision, Mission, Values, Priorities, and Guiding Principles inform programmatic and administrative expectations under this funding opportunity.

Applicants must demonstrate alignment by describing how the proposed project advances relevant ACF priorities through program design and evaluation. Applicants should clearly identify which ACF priorities are relevant and explain how those priorities are reflected in the proposed approach. Applicants are encouraged to provide examples of prior experiences that can show alignment efforts that have already been achieved. Examples should describe strategies used, measurable results (if available), and lessons learned.

Applicants are strongly encouraged to organize their response using the three criteria below.

Reviewers will assess the extent to which the application demonstrates clear, specific, and measurable connections between ACF priorities and the proposed project. Scores will reflect the strength, clarity, and specificity of those connections.

Scoring Considerations for the next three criteria:

- **High-scoring applications** will demonstrate clear understanding, intentional integration, and measurable alignment with ACF priorities across all three criteria.
- **Moderate-scoring applications** may reference ACF priorities but provide limited specificity, uneven integration, or minimal connection to measurable outcomes.
- **Low-scoring applications** will show minimal or unclear understanding of ACF priorities and lack meaningful connection to program design or performance.

1. Demonstrated Review and Understanding (0 to 2 Points)

The extent to which the applicant demonstrates that it has reviewed ACF's Vision, Mission, Values, Priorities, and Guiding Principles and explains their relevance to the proposed project.

Reviewers will look for:

- Identification of specific ACF priorities (not general or vague references).
- A clear explanation of how those priorities relate to the proposed project.

2. Operationalization in Program Design and Implementation (0 to 3 Points)

The degree to which the following one or more ACF priorities are translated into specific elements of the proposed project: **Gold-Standard Research.**

Reviewers will assess if the applicant:

- Connects identified ACF priorities to program design, service delivery, and implementation.
- Demonstrates how priorities influence partnerships, staffing, or key program decisions.
- Provides clear, actionable examples of how alignment will be carried out in practice.

3. Integration into Performance and Continuous Improvement (0 to 5 Points)

The extent to which the following one or more ACF priorities are reflected in measurable outcomes and ongoing program improvement: **Gold-Standard Research.**

Reviewers will assess the extent to which the application:

- Aligns performance measures and expected outcomes with identified priorities
- Includes evaluation methods or performance indicators that reflect those priorities
- Describes how data will be used for continuous quality improvement

Risk review

Before making an award, we review the risk that you will mismanage federal funds or fail to complete the project objectives. We need to make sure you've handled any past federal awards well and demonstrated sound business practices.

We use SAM.gov Responsibility/Qualification and Exclusions 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 2 CFR 200.206.

Selection process

When making funding decisions, we consider:

- Merit review and scoring results, including the ten points for Alignment with *ACF Vision, Mission, Values, Priorities, and Guiding Principles* to the extent permitted by law. These are key in making decisions but are not the only factor.
- Organizations serving emerging, unserved, or underserved populations.
- The larger portfolio of agency-funded projects by considering geographic distribution.
- The past performance of the applicant.
- The application's compliance with this NOFO's prohibition on using funds awarded under this NOFO to support DEI and DEIA activities, to the extent permitted by law, including any relevant court orders.
- Funding preference for alignment with agency priorities. Before final funding decisions are made, division leadership will review awards for consistency with applicable laws and alignment with agency priorities.
- The application's compliance with this NOFO's prohibition on using funds awarded under this NOFO to support DEI and DEIA activities, to the extent permitted by law, including any relevant court orders.

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:

- A disqualified application.
- An incomplete application.

Award notices

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.

By drawing down funds, you accept the terms and conditions of the award. The award incorporates the requirements of the program and funding authorities, the grant regulations, the GPS, and the NOFO.

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

Application

Deadline

Due on Tuesday, August 18, 2026.

- 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 the section on 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.

Grants.gov submission

You must submit your application through Grants.gov unless we give you an exemption for a paper submission. See information on getting registered.

For instructions on how to submit in Grants.gov, see the Quick Start Guide for Applicants.

Make sure your application passes the Grants.gov validation checks. Do not encrypt, zip, or password protect any files. We encourage you to leave yourself plenty of time to upload documents.

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 [PDF].

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 [PDF]. Once we have approved your exemption, download your forms package under the Package tab in Grants.gov.

To submit your application, mail it to:

Katherine Godesky
Administration for Children and Families
FYSB Grant Operation Center
ATTN: PREIS NOFO HHS-2026-ACF-ACYF- AP-0003
1401 Mercantile Lane, Suite 401
Largo, MD 20774

Follow these requirements when you submit your paper application:

- Print your application and all copies one-sided.
- Submit one original and two copies of the complete application, including all required forms.
- Submit both the original and additional 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. The original application must include an original signature.

Intergovernmental review

Executive Order 12372, Intergovernmental Review of Federal Programs does not apply to this NOFO. You do not need to take any action.

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, including the ACF Standard Terms and Conditions and, if applicable, any program-specific terms and conditions. We incorporate this NOFO by reference.
- The rules listed in 2 CFR 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements, effective October 1, 2025. These replace those in 45 CFR 75, with some exceptions in 2 CFR 300.
- 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 the HHS Administrative and National Policy Requirements and the ACF Administrative and National Policy Requirements.
- 45 CFR Part 87 Appendix B, Equal Treatment for Faith-Based Organizations. This appendix explains the obligations of and protections for faith-based organizations applying for grants.
- Applicable program statute and regulations at Sec. 513. 42 U.S.C. 713.

PREIS post-award requirements

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

- Participate in an orientation webinar that will happen after the award date.
- Meet all requirements described in the Program description.
- Budget the annual costs of sending at least two key staff members to attend the Annual APP Program Grantee Training, which will be up to 2.5 days in Summer 2027, location TBD. At least one lead program staff member and one lead evaluation staff member must attend this annual training. If travel is restricted, programs must re-budget these funds.
- Budget the annual costs for at least two staff members to attend at least one of two topical training sessions offered each year of the 5-year project period in areas

such as Washington, DC, Portland, Oregon, or Boston, Massachusetts, or through a virtual platform.

- Comply with federal data rights requirements under 2 CFR 200.315. ACF may request data collected with federal funds and may use or authorize others to use the data for federal purposes.

Reporting

As a recipient, you will have to submit performance and financial reports. To learn more about reporting, see Reporting at the ACF website.

- Performance report form: **ACF-OGM-PPR**
  - Performance report frequency: Semiannually
- Financial report form: **SF-425 FFR**
  - Financial report frequency: Semiannually

Contacts and Support

In this step

Agency contacts

Program

Katherine Godesky
Federal Project Officer
Family and Youth Services Bureau
Administration for Children and Families
FYSB.NOFO.PREIS@acf.hhs.gov
202-401-5525

Grants management

David Lee
Grants Management Specialist
Administration for Children and Families
FYSB.NOFO.PREIS@acf.hhs.gov
202-401-5461

Help with systems

Grants.gov

Grants.gov provides 24/7 support. Hold on to your ticket number.

- Phone: 1-800-518-4726
- Email: support@grants.gov

SAM.gov

If you need help, you can:

- Call 866-606-8220.
- Live chat with the Federal Service Desk.

Reference websites

- U.S. Department of Health and Human Services (HHS)
- Administration for Children and Families (ACF)
- Grants.gov
- Applying for an ACF Grant Award
- Grants.gov Accessibility Information
- Code of Federal Regulations (CFR)
- United States Code (U.S.C.)
- Award Terms and Conditions
  (see also the ACF Standard Terms and Conditions [PDF])
- ACF Administrative and National Policy Requirements
- ACF Property Guidance
- FYSB

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.

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 April 30, 2029. 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

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

Age-appropriate – The term “age-appropriate,” in relation to adolescent pregnancy prevention, means topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents based on developing cognitive, emotional, and behavioral capacity typical for the age or age group. See 42 U.S.C. 713(e)(1).

Organizational Capacity – Resources such as staff, skills, facilities, finances, technology, partnerships, and capabilities an organization has to have to carry out a program.

Core Components – Program characteristics that need to be kept intact when an intervention is being replicated or adapted for it to produce program outcomes. This is usually informed by original research that was effective in the past.

Continuous Quality Improvement – A continuous effort to measurably improve the efficiency, effectiveness, performance, outcomes, and other indicators of quality in the services or processes.

Dissemination – The distribution of program information and findings that aims to encourage program interest, support, and adoption in real-world service systems or communities.

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

Evidence-based – Interventions, approaches, or program models that have demonstrated positive impacts for youth, families, or communities through rigorous impact evaluation designs such as RCT or QED.

Fidelity – The degree to which an intervention is delivered as designed. A facilitator’s adherence to curriculum or program implementation guidelines. How well the program is carried out without compromising the core content that is essential for program effectiveness.

Impact Evaluation – Impact evaluation is a form of outcome evaluation that judges a program’s net effects by comparing program outcomes with an estimate of how things would have gone without the program. This type of evaluation is used when external factors are known to influence the program's outcomes by isolating the program's contribution to achieved objectives.

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

Inputs – The resources needed to accomplish a project's goals.

Innovative strategies– New or adapted products, programs, strategies, approaches, or practices that are implemented, adopted, or shared within groups, organizations, or networks. They aim to address existing or emergent needs in preventing adolescent pregnancy.

Institutional Review Board (IRB) – Review research studies to make sure that they:

- Comply with applicable regulations.
- Meet commonly accepted ethical standards.
- Follow institutional policies.
- Adequately protect the rights and safety of research participants.

Logic Model – A diagram that presents the conceptual framework for a proposed project and explains the links among program elements. Logic models must target the identified objectives and goals of the grant program.

Medically Accurate and Complete – Verified or supported by the weight of research conducted in compliance with accepted scientific methods and published in peer-reviewed journals, where applicable, or comprising information that leading professional organizations and agencies with relevant expertise in the field recognize as accurate, objective, and complete. See 42 U.S.C.713(e)(2).

Memorandum of Understanding (MOU) – A written agreement between the stakeholder organization or an individual and the applicant that describes the commitments and resources that both parties will provide to support project activity implementation.

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

Outputs – The products and services provided due to the implementation of the activities.

Outcomes – The specific changes or results expected from the program.

Partners – Individuals and organizations that have a shared interest in the program. Partners include participants, families, staff, volunteers, funders, and community organizations that share the program's vision and are actively committed to the program.

Performance Measures – Indicators that are made to collect data for program monitoring, improvement, and reporting purposes.

Pilot Testing – A small-scale preliminary study conducted to evaluate the feasibility, acceptability, and study procedures before a larger, more definitive study.

Promising Evidence of Effectiveness – Descriptive studies on the proposed interventions that show significant quantitative outcomes related to attitudes, intentions, or behaviors shown in journal articles, studies, or data.

Quasi-Experimental Design (QED)– Evaluation design where subjects enrolled in the intervention are matched to similar subjects that are not receiving the intervention (other quasi- experimental designs also exist). In quasi-experimental designs, participants are not randomly assigned to treatment or control groups.

Randomized Controlled Trial (RCT) – Evaluation design where individuals, families, classrooms, schools, or communities are randomly assigned to intervention and control groups.

Training and Technical Assistance – Refers to either training, advice, or any kind of assistance that helps with initiation, operation, or implementation of the proposed project activities.

Youth – An individual who has reached age 10 but has not reached age 20. See 42 U.S.C. 713(e)(4). This can also refer to pregnant women who are under 21 years of age and their partners, or mothers who are under 21 years of age and their partners.

Modifications

Modification Description	Updated Date

Endnotes

1. [1] National Advisory Committee on the Sex Trafficking of Children and Youth in the United States, Best Practices and Recommendations for States , (2020) ↑