



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

Tribal Personal Responsibility Education Program (Tribal PREP)

Opportunity number: HHS-2026-ACF-ACYF-AT-0015



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Before you begin

If you believe you are a good candidate for this funding opportunity, secure your [SAM.gov](#) and [Grants.gov](#) registrations now. If you are already registered, make sure your 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 Monday, August 31, 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

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Basic information

Administration for Children and Families (ACF)

Family and Youth Services Bureau (FYSB)

Division of Positive Youth Development (DPYD)

Educate American Indian and Alaska Native (AI/AN) youth on abstinence, contraception, STIs, including HIV, and adulthood preparation subjects.

Summary

The Tribal Personal Responsibility Education Program (Tribal PREP) funds American Indian and Alaska Native (AI/AN) tribes and tribal organizations to implement culturally appropriate youth pregnancy prevention education programs.

The program serves AI/AN youth ages 10 to 19 and pregnant youth and parenting mothers under the age of 21, with a focus on:

- Personal responsibility.
- Behavior change.
- Positive youth development.

Award funds support projects that:

- Replicate evidence-based effective programs, incorporate elements of effective programs, or carry out promising practices tailored to AI/AN communities.
- Provide medically accurate and complete education on abstinence and contraception.
- Address delaying sexual activity, use of contraception, and increasing the prevention of unintended pregnancy and sexually transmitted infections (STIs), including HIV/AIDS.
- Educate youth on at least three of the six congressionally mandated Adulthood Preparation Subjects.

Through Tribal PREP, ACF seeks to strengthen tribal capacity to deliver effective, culturally grounded prevention programs that support the health and well-being of AI/AN youth and their families.



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

Key facts

Opportunity name: Tribal Personal Responsibility Education Program (Tribal PREP)

Opportunity number: HHS-2026-ACF-ACYF-AT-0015

Federal assistance listing: 93.092

NOFO version: Original

Key dates

Application submission deadline: Monday, August 31, 2026

Expected project start date: September 30, 2026

See [intergovernmental review](#) for other submission processes that may apply to this NOFO.

Recipients of grants awarded under this Notice of Funding Opportunity (NOFO) are expected to implement medically accurate and age-appropriate interventions to prevent teen pregnancy by (1) promoting body literacy for optimal health; and (2) ensuring transparency and protection of parental rights. “Age-appropriate” content ensures that the topics and themes are appropriate for the age group of the participants. All program content must be suitable for the developmental stage of the intended audience and support healthy, informed decision-making, including promoting delayed sexual initiation as a behavior associated with reduced teen pregnancy. Building on this goal, recipients are expected to incorporate sexual risk avoidance (SRA) education as a component of program delivery.

Funding details

Type: Cooperative agreement

Expected total program funding: \$3,250,000

Total expected awards: 8

Minimum award amount for the first budget period (award floor): \$350,000

Maximum award amount for the first budget period (award ceiling): \$600,000

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

Eligible applicants include:

- Federally recognized Indian tribes.
- Tribal organizations.

Other eligibility criteria

Individuals, sole proprietorships, 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.

ACF encourages collaborative projects using interdisciplinary approaches. You must identify a primary applicant responsible for administering the award if you apply as a collaborative group (consortia).

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 service sites, populations, and core approaches.

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

Tribal PREP is authorized and funded by Section 513(c)(2)(A) of the Social Security Act ([42 U.S.C. 713\(c\)\(2\)\(A\)](#)).

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, & 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

Tribal PREP projects support the implementation of programming based on the best available research, to meet the cultural context and the unique needs of AI/AN youth and promote healthy transitions to adulthood.

Tribal PREP addresses the following ACF priority:

- [Promoting Work and Self-Sufficiency](#). This priority aligns with Tribal PREP's focus on strengthening well-being, promoting positive youth development, and preparing AI/AN youth for healthy, self-sufficient futures.

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

Tribal PREP goals and objectives

The goal of Tribal PREP is to prevent adolescent pregnancy, reduce the risk of STIs, including HIV/AIDS, and promote successful transition of AI/AN youth to adulthood.

Projects should be tailored and holistic in approach.

Projects must promote changes in behaviors, such as delaying sexual activity and increasing condom or contraceptive use.

The following overall objectives of Tribal PREP are to:

- Implement projects that educate youth on abstinence and contraception to prevent pregnancy and STIs, including HIV/AIDS. It is important that PREP projects place a substantial emphasis on both abstinence and contraception.
- Replicate evidence-based effective programs or incorporate elements of effective programs that are proven to change behaviors, including practices shown to work in AI/AN communities.
- Implement education that is medically accurate and complete and includes age- and culturally appropriate activities and information.
- Promote successful and healthy transition to adulthood through implementing at least three of six [Adulthood Preparation Subjects \(APS\)](#).
- Conduct an evaluation, designed and led by the AI/AN community, using culturally appropriate methods to describe how the project is implemented and experienced by participants and the community.

Target population

The program focuses on AI/AN youth who face a higher risk of pregnancy and STIs. The primary age range is 10 to 19 years old, though it may include youth up to age 20 who are pregnant or already parents.

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.

Age-Appropriate Information and Activities

As required by the PREP authorizing legislation, all projects funded through this NOFO must provide information and activities that are age appropriate. See [42 U.S.C. 713\(b\)\(2\)\(B\)\(v\)](#). Grantees must ensure that topics, messages, and teaching methods are 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 \(e\)\(1\)](#). Awards will be conditioned on a requirement that recipients ensure that all of their curricula, instructional materials, facilitator guides, participant materials, handouts, slides, videos, external links, examples, scenarios, prompts, role plays, demonstrations, activities, and other educational resources used in PREP-funded programming are age-appropriate for the specific youth population served.

Grant recipients must review their PREP-funded curricula and materials by age band before implementing their grant funded projects to ensure that all the activities and content and visuals, as well as the level of detail and teaching methods, are suitable for the intended age group. Grant recipients must submit the materials and any records documenting their review to ACF upon request.

Body Literacy

Programs funded under this NOFO are expected to provide PREP programming that promotes body literacy education that is age-appropriate for adolescents to make informed and healthy decisions that advance optimal health.

Building on this goal, recipients are expected to incorporate sexual risk avoidance (SRA) education as a component of program delivery. SRA education provides adolescents with clear, evidence-informed information about the health and social benefits of

avoiding sexual activity during adolescence, and supports young people in developing the knowledge, skills, and motivation to make risk-avoidance decisions consistent with their long-term well-being. Programs should draw on SRA curricula and frameworks that provide developmentally appropriate instruction on the risks associated with adolescent sexual activity, the benefits of delay, and strategies for resisting social pressure. SRA content should complement body literacy education by reinforcing connections between sexual decision-making, hormonal health, emotional well-being, and future reproductive outcomes.

Age-appropriate body literacy should help children understand normal growth, puberty, fertility, and how the body changes over time. Future-planning instruction may also help youth consider whether and when they may want to have children and how health, education, relationships, and life goals can support informed decisions about future parenthood.

Online Safety

All programs are expected to address online safety, harms of social media, and screen time advisory toolkits.

Transparency and Protection of Parental Rights

Fostering the relationship between adolescents and their parents or caregivers is important for the prevention of adolescent health risk behaviors including sexual activity. The PREP grant recipients should ensure transparency and respect for parental rights by providing parents or guardians advance notice of program content, materials, and activities, and offer meaningful opportunity to review such materials. Recipients should also provide a clear and accessible process for parents to opt their children out of any specific content or activities, particularly those related to sexuality, that may burden their religious exercise or conflict with sincerely held beliefs. In summary, successful grantees will be expected to provide advance notice of materials to parents and guardians; offer parents and guardians a meaningful opportunity to review program content prior to their child's participation; and have in place a clear process for parents and guardians to opt their child out of content or activities. These should be implemented for funded projects that occur outside of a public-school setting.

Grantees that implement funded projects in school settings must comply with these transparency and parental obligation principles, either directly or through documented measures to ensure that the school has complied with them, as these requirements are consistent with constitutional and statutory protections for religious liberty and parental rights. In *Mahmoud v. Taylor*, 606 U.S. 522 (2025), the Supreme Court

reaffirmed that the government may not condition participation in a school program on a parent's willingness to accept a burden on their religious exercise. Similarly, in *Mirabelli v. Bonta*, 607 U.S.____(2026), the Court recognized the importance of protecting parents' ability to direct the upbringing of their children and that the state cannot override that role in a way that causes irreparable harm.

In the context of federally funded adolescent health programming, these principles underscore that participation must remain voluntary and that parents must retain the ability to direct the upbringing and education of their children. Accordingly, funded programs should be implemented in a manner that avoids compelling participation in content that conflicts with protected beliefs and does not rely on or require ideological content inconsistent with these protections.

Enforcement

ACF may request curricula, program materials, facilitator guides, participant materials, external links, videos, lesson plans, documentation of age-appropriateness determinations, or related records at any time to determine compliance with this award condition, the PREP statutory requirements, and other applicable grant requirements.

If ACF determines that PREP-funded content is not age-appropriate for the youth population served, ACF may require the recipient to revise, remove, substitute, or age-segment the content; suspend use of specific materials; submit revised materials for review; provide additional documentation; implement facilitator training; or take other corrective action consistent with the terms and conditions of the award and applicable law. Failure to comply with these requirements may result in additional award conditions, disallowance of costs, withholding of funds, suspension or termination of the award, or other remedies available under applicable law and the terms and conditions of the award.

Age-Banded Review

ACF has adopted criteria for the agency's monitoring to enforce the statutory requirement that all PREP information and activities be age-appropriate, and those criteria are identified below as the point of reference for grant recipients when reviewing and monitoring their projects. These PREP age bands are generally consistent with developmental and educational frameworks used by CDC, WHO, UNESCO, and professional medical organizations. These PREP age divisions implement incremental, age- and developmentally appropriate instruction and recognize meaningful differences between late childhood, early adolescence, middle-to-late adolescence, and the transition to adulthood. They are as follows:

Ages 10–12 Parental Notification and Opt in

For participants ages 10–12, PREP-funded content focuses on basic health, safety, puberty, personal boundaries, healthy friendships, respectful communication, and foundational decision-making skills.

Content for this age band may include basic puberty and body-change information, body literacy, general biological concepts presented in simple and non-graphic terms, personal boundaries, bodily autonomy, consent framed as respect and permission, and high-level information about pregnancy prevention and STIs without explicit sexual detail and MUST place substantial emphasis on abstinence.

Ages 13–14 Parental Notification and Opt In or Opt Out

For participants ages 13–14, PREP-funded content may include more concrete prevention, healthy relationships, and decision-making information, but must avoid graphic, explicit, or highly mature presentation.

Content for this age band may include puberty, biological concepts, body literacy, fertility, adolescent development, healthy relationships, respect, communication, boundaries, consent, coercion, peer pressure, help-seeking, pregnancy prevention concepts, basic contraceptive awareness where consistent with the approved curriculum and grant requirements, and basic STI/HIV prevention information. Recipients must apply heightened review to any content for this age band that includes contraceptive information.

Ages 15–17 Parental Notification and Opt In or Opt Out

For participants ages 15–17, PREP-funded content may include more detailed pregnancy prevention, STI/HIV prevention, relationship, consent, and decision-making information when medically accurate, tied to approved program objectives, and delivered in a manner suitable for the intended age group.

Content for this age band may include pregnancy prevention, STI/HIV prevention, risk avoidance, contraceptive information where consistent with program requirements, is medically accurate and promotes informed consent, healthy and unhealthy relationship dynamics, consent, coercion, pressure, sexual violence prevention, parent-child communication, protective behaviors, refusal and negotiation skills, future family planning and decision-making related to sexual health and relationships.

Ages 18+ Consent Form

PREP-funded content may include prevention and relationship content within the youth age range, provided that the content is medically accurate, program-related, suitable for the setting, and consistent with the approved curriculum and grant requirements.

Content for this age band may include more detailed pregnancy prevention and STI/HIV prevention information, contraceptive methods where consistent with program

requirements, healthy relationships, consent, coercion, partner communication, risk reduction, sexual decision-making, and future family planning.

Recipients must apply heightened review to any content for this age band that includes sexual visuals, sexual scenarios, and external links to non-vetted materials.

Cross-Cutting Requirements for All Age Groups

Regardless of age group, recipients must not use PREP-funded content that:

- Is not medically accurate and complete
- Is not connected to the approved program model or learning objective
- Uses explicit sexual content
- Include activities that require youth to simulate sexual conduct
- Uses detailed sexual scenarios or role playing
- Requires youth to disclose personal sexual experiences
- Uses shame, fear, coercion, or stigmatizing language
- Includes unvetted external links, videos, websites, or handouts
- Exposes younger youth to content intended for older adolescents
- Fails to provide appropriate facilitation, context, or safeguards
- Cannot be justified as suitable for the intended age group under the statutory age-appropriate standard
- Encourages sexual initiation or increasing sexual pleasure

All content MUST include abstinence and delay of sexual initiation.

In alignment with Medical Accuracy requirements and informed consent, any method-specific discussion of contraception must include health risks and potential side effects of any intervention, method, medication or procedure.

PREP requirements do not mandate live or simulated condom demonstrations. Any grantee proposing to conduct such a demonstration in schools must explicitly identify this intention in the advance notice of the materials to parents or guardians and offer them a meaningful opportunity to review program content prior to their child's participation. The grantee must also have in place a clear process for parents and guardians to either opt their child in or a process to opt their child out of attending the condom demonstration or program in general. Any condom demonstration activity may also be subject to additional federal review. Grantees must continue providing medically accurate, complete, and age-appropriate education on abstinence and contraception and should be prepared to submit supporting curriculum materials and justification upon request.

All curricula must align with evidenced based research regarding sex as biologically determined and defined.

Human trafficking universal education

Recipients must provide universal education on human trafficking to all program participants. 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 (TVPPRA), 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.
- 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.

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. Program staff 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.

Education and outreach resources

- [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.

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.).

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, healthcare, 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	Healthcare setting
Short Screen for Child Sex Trafficking		X	Ages 12–18, sex trafficking only	Healthcare setting

Program requirements

Tribal PREP program design

You should design your Tribal PREP program to address:

- A substantial emphasis on both abstinence and contraception.
- At least **three** of six APS.
- Evidence-based, effective, or promising practices, tailored to AI/AN communities.
- Fidelity and adaptations.
- Medical accuracy and completeness and age-appropriateness.
- Positive Youth Development.
- Referrals and connections to youth-friendly health care and other services.

Your Tribal PREP project must place substantial emphasis on educating youth on both abstinence and contraception for the prevention of pregnancy and sexually transmitted infections ([42 U.S.C. 713\(b\)\(2\)\(B\)\(iv\)](#)).

Your project should focus on prioritizing the well-being of every young person and giving youth the knowledge and skills they need to make informed choices about their health, avoiding risky behaviors, and increasing their potential for success in adulthood.

Success Sequence for Poverty Prevention

To further these statutory goals, we encourage you to incorporate promoting the Success Sequence for Poverty Prevention in your program.

The Success Sequence teaches youth the importance and benefits of achieving three core steps to ensure successful financial, physical, and emotional outcomes in adulthood.

The steps include:

- Graduating high school.
- Getting a full-time job.
- Getting married before having children.

Adulthood Preparation Subjects (APS)

The PREP statute requires all projects to include at least three APS. The APS are designed to support youth's successful transition to adulthood.

You should assess the developmental needs of the identified population(s) to inform the selection and incorporation of the adulthood preparation subjects.

Your project must incorporate at least **three** of the six **APS** found here:

[42 U.S.C. 713\(a\)\(2\)](#)

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

Your project must also:

- Reflect tribal values and community priorities.
- Promote healthy behaviors and improve long-term outcomes for AI/AN youth and their families.

Culture context

Your project must provide information and activities tailored to the cultural and regional context of the tribal communities and identified populations. This means that programs must incorporate relevant norms, beliefs, linguistics and values.

Projects must also be tailored to the everyday experiences of youth.

Evidence-based effective or elements of effective programs

Your project must, “replicate evidence-based effective programs or substantially incorporate elements of effective programs that have been proven on the basis of rigorous scientific research to change behavior, which means delaying sexual activity, increasing condom or contraceptive use for sexually active youth, or reducing pregnancy among youth” (see [42 U.S.C. 713\(b\)\(2\)\(B\)\(i\)](#)).

Tribal PREP projects can include promising practices within the AI/AN tribal communities, such as incorporating elements from programs that have demonstrated effectiveness within AI/AN tribal communities.

Fidelity and adaptations

To increase the likelihood your selected program model demonstrates the desired effectiveness or behavior change:

- You should follow the original model closely when you use a full evidence-based program or key elements of one.
- Any components you add must be well integrated and must not change the core elements of the program.
- You should consult directly with program developers to identify the core components of the model you plan to use.
 - Developers often provide guidance, checklists, or other tools to help you maintain fidelity during implementation.
 - You must obtain prior approval from the developer for proposed changes or adaptations to the program model.
- If you choose to incorporate elements of effective programs, you must ensure those elements meet PREP requirements.

Medically accurate, complete and age-appropriate

Your Tribal PREP project must be based on medically accurate, complete information that is 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.
 - Medically accurate and complete content is published in peer-reviewed journals, or contains 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 ages or age groups of children and adolescents.
 - These should be based on the cognitive, emotional, and behavioral capacities typical for the age or age group.

Referrals and connections to youth-friendly community services and resources

You may provide referrals for necessary services within the scope of the Tribal PREP program, as needs are identified, but may not pay for the services themselves with this award. Referrals may be provided only when they relate to abstinence or contraception for the prevention of pregnancy or STIs, or to one or more of the six adulthood preparation subjects. Programs may provide information or referrals related to adoption when they are connected to PREP-authorized topics, such as healthy

relationships, adolescent development, parent-child communication, or healthy decision-making.

Connections and referrals to health care and other services should be easy for youth to access. Your program 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.

We encourage you to build partnerships to help with these referrals and keep records of them. If possible, you should track when services are started.

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

Trauma-Informed care

You should consider the mental health needs of young people who have experienced maltreatment, abuse, or violence.

Experiencing trauma repeatedly can make it harder for youth to build healthy relationships, communicate effectively, and develop resilience. These skills are closely connected to adolescent health behaviors and are key focus areas in PREP programs.

For youth with experiences of trauma, you should consider underlying skills, competencies, and attitudes that improve basic functioning across a range of life domains. For example, implementing effective programming that supports mental health, develops coping strategies, and increases protective factors in a youth's life can minimize negative risk-taking behaviors and increase their capacity to thrive.

Project phases and required activities

Tribal PREP will have a project period of 5 years, which is divided into three phases. FYSB will work collaboratively with Tribal PREP recipients to determine transition from one phase to the next. Programs must finish all required activities in one phase before they can move to the next phase.

Phase 1: Needs assessment, planning, and capacity building

Phase 1 of the project will begin upon award of the grant and is expected to be completed no later than 18 months.

Phase 1 activities include:

- Assessing the needs of the identified community(ies) in the areas of adolescent pregnancy prevention and youth preparation for adulthood.
- Developing an implementation and evaluation plan that includes the selection of a culturally appropriate youth pregnancy prevention curricula.
- Starting to build capacity to respond to identified needs.

The needs assessment must assess:

- The quality and capacity of existing adolescent pregnancy prevention programs, if any.
- Numbers and characteristics of youth and their families who receive services or potentially may receive services.
- The extent to which these program models are evidence-based and high-quality, and meet the needs of eligible families.
- The factors that may limit capacity in providing adolescent pregnancy prevention education and implementation of APS material.

Planning and capacity-building activities during Phase 1 may include:

- Identifying populations to be served based on the needs assessment.
- Building administrative and management capacity for the program (e.g., hiring key staff, locating space).

- Strengthening relationships and developing formal agreements with partners and stakeholders.
- Selecting evidence-based or effective youth pregnancy prevention curricula that will be implemented.
- Collaborating with the developers of the selected youth pregnancy prevention curricula and the community to make culturally appropriate adaptations to the curricula, if needed.
- Establishing formal agreements with developers.
- Locating and securing partners (such as local evaluators) to plan for and participate in ongoing research and program evaluation activities.
- Developing an implementation plan.
- Developing an evaluation plan.
- Obtaining Institutional Review Board (IRB) approval for implementation evaluation, if applicable.
- Completing an implementation plan that is satisfactory and aligned with Tribal PREP goals and objectives.
- Completing an evaluation design plan that is satisfactory and aligned with Tribal PREP goals and objectives.
- Hiring and training staff.

Submission of the implementation plan to FYSB is subject to Office of Management and Budget (OMB) approval under the Paperwork Reduction Act (PRA).

Phase 2: Implementation and monitoring

In Phase 2, through the end of the fourth year of the project period, you will implement various components of your approved implementation plans.

You will work closely with FYSB to ensure high-quality services are implemented in your selected tribal communities.

Phase 2 activities include:

- Building infrastructure to implement effective adolescent pregnancy prevention programs in the community.
- Providing high-quality Tribal PREP projects to AI/AN youth in the community.
- Measuring and reporting on progress in meeting benchmarks.
- Participating in ongoing performance measurement data collection and program evaluation activities.
 - These will result in building the knowledge base around evidence-based adolescent pregnancy prevention programs for AI/AN populations.

- Conducting fidelity monitoring activities.
- Employing participant engagement and retention strategies to maximize attendance.
- Conducting follow-up activities.
- Collecting evaluation data.
- Completing required evaluation templates to help keep track of evaluation activities.
- Revising your implementation plan, as needed.
- Developing and finalizing a sustainability plan.

Phase 3: Continue implementation, sustainability and evaluation

In Phase 3, year 5, your Tribal PREP project will continue implementation of the intervention.

Phase 3 activities will include:

- Providing programming to youth.
- Conducting sustainability activities.
- Participating in ongoing performance measurement data collection.
- Providing programming to youth outside of the program evaluation study, if your budget permits.
- Developing and finalizing an analysis plan.
- Analyzing outcome evaluation data.
- Submitting and finalizing an evaluation report.

Evaluation

Performance measurement data and evaluation requirements

ACF intends to work with Tribal PREP recipients to increase understanding of what works and why in Tribal PREP projects.

Project and evaluation requirements include:

- A **60-month project period** consisting of planning, full implementation, and close-out phases.
- Participation in ACF-supported learning activities including local evaluation support meetings and office hours.
- Submission of a local evaluation plan and implementation plan during the planning period.
- Use a community-based research approach that involves community participation in the design, implementation, interpretation and analysis, and dissemination of evaluation will be central to success.
- Identify two to five key evaluation questions related to your program in your evaluation plan.
- Engage in performance measurement as an ongoing data collection activity that examines program operations, progress, and accomplishments, and is often conducted through monitoring.

AI/AN local evaluation framework

You are encouraged to design and conduct a process evaluation or local descriptive study that honors AI/AN perspectives throughout the evaluation process. You should prioritize community knowledge, cultural practices, and relationship-based approaches alongside or instead of conventional methods. Evaluations should be participatory, respectful, and meaningful to the community, with community members helping define success and interpreting findings.

Examples of approaches include:

- Using storytelling, photovoice, visual journaling, or other arts-based methods.
- Engaging community members through talking circles or other culturally grounded discussions.
- Involving participants in designing the evaluation and interpreting results.
- Using place-based or experiential methods (e.g., observation, mapping experiences).

- Combining multiple methods (e.g., interviews, observation, creative outputs) to reflect community perspectives.

PREP performance measures

You will be required to collect and report on these measures approximately twice a year.

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 is alignment with data collection and obtain any necessary permissions, such as formal agreements with partners, Institutional Review Board 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 website](#).

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 is successful. ACYF/FYSB will be involved in the project through regular communication, conference calls, and site visits. ACYF/FYSB will partner with the grant recipient and provide support by:

- Holding monthly meetings with grant recipients to track progress, assist with project activities, and ensure program goals are met.
- Conducting at least one site visit during the project period.
- Providing technical assistance, training, and resources to help recipients meet Tribal PREP requirements.
- Assigning each grant recipient a training and technical assistance liaison or an evaluation technical assistance provider who will meet with them regularly to offer guidance, resources, and support on implementation and evaluation activities.
- Reviewing and supporting grant recipients to finalize implementation and evaluation plans.
- Sharing lessons learned and best practices from Tribal PREP cohorts.

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.
- Referrals that are not related to authorized activities under the award.
- Payment for health care or related services for youth from recipients or subcontractors.
- Tribal PREP projects are required to allocate 15% to 20% of funding per year towards evaluation activities.

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	<u>33</u>
Get registered	<u>34</u>
Learn more	<u>34</u>

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 [36](#)

Application contents and format [38](#)

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 – Tribal Assurances (form in appendix)	Yes
☐ Organizational capacity supporting information (including organization chart)	Yes
☐ Third-party agreements	Yes
☐ Letters of support	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
☐ Assurances for Non-Construction Programs (SF-424B)	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.

See [intergovernmental review](#) to find out if you need to make any other submissions.

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.

- Clearly define the geographic area(s) for the needs assessment.
- Explain why selected areas were chosen.
- Describe a reasonable approach for assessing the needs of the selected area(s) and population(s).

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.

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.

- Identify achievable, realistic objectives.
- Explicitly align your outcomes with [Tribal PREP program's 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 your plan for conducting [Phase 1](#) activities, including the needs assessment, planning, and capacity building.
- Describe your process for conducting a comprehensive [needs assessment](#) that meets the assessment components described in Step 1.
- Describe the activities that will assess, from a holistic perspective, the various factors influencing the health behaviors of AI/AN youth in the selected geographic area.
- Describe how you will build relationships and formal agreements with partners. Include a list of key partners who will be involved in Phase 1.
- Describe your process for assessing the developmental needs of the identified population(s) to inform the selection and incorporation of at least **three** [Adulthood Preparation Subjects \(APS\)](#).
- Demonstrate an understanding of the issues associated with engaging in needs assessment, planning, and capacity-building activities with AI/AN communities and provide strategies to address those challenges.
- Describe how you will develop an implementation plan that is reasonable, and responds to the needs identified among the identified population(s).
- Provide clear and reasonable process for ensuring that [Phase 2](#) activities will be appropriate, and accessible to youth in the identified population(s).
- Explain how you will select the most appropriate evidence-based or promising curricula that is medically accurate, complete, and age-appropriate. Describe the findings that came from previous research reports of the curricula that show evidence that is promising and effective.

- Estimate the number of program participants expected to participate in each year of the project. Include a break-down by age groups, grade, sex, or other characteristics of expected participants in each year.
- Describe how you will train staff to prepare for [Phase 2](#) implementation and monitoring.
- Describe your plan to develop an evaluation design plan that uses an AI/AN framework.
- Work collaboratively with FYSB to finalize your evaluation plan.
- 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.
- Include major milestones and target dates in the timeline for the needs assessment during Phase 1.
- Provide a clear and reasonable process and timeline for building organizational capacity to respond to the results of the Phase 1 Needs Assessment.

Logic model

Include a well-defined logic model that demonstrates a reasonable and significant relationship between planned Phase 1 activities and intended outcomes and outputs.

A logic model is a diagram that:

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

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

- Inputs such as additional resources, organizational profile, collaborative partners, key staff, and budget.
- Target population, such as the people 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.
- Demonstrate a sound relationship between planned Phase 1 activities and intended outcomes and outputs for the project.

Evaluation

Project performance evaluation plan

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

- How you will monitor ongoing activities and progress toward the project's goals and objectives.
- The inputs, key activities, and outcomes of the funded activities. Inputs might include your collaborative partners, key staff, budget, service processes, or other resources.
- How you will measure the inputs, activities, and outcomes.
- How you will use the resulting information to improve your funded activities.
- Any processes that support overall data quality.
- Any potential obstacles to implementing the project performance evaluation and how you will address them.
- A timeline for how you will review information from the performance evaluation and apply it to your ongoing project.

Approved PREP performance measurement

You must explain:

- How you will ensure staff are prepared to collect performance data.
- If applicable, how partners will assist with collecting, storing, or reporting performance data.
- How you will collect and manage data in a way that allows for accurate and timely reporting of performance outcomes, while maintaining participants privacy.

Requirements for the evaluation include:

- Participation in a collaborative learning agenda led by the **Administration for Children and Families (ACF)**.
- Submission of a local evaluation plan and implementation plan during the planning period.
- Allocation of **15 to 20%** of the annual project budget to support evaluation activities.

Activities evaluation plan

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.
- Describe the expected process outcomes for a process evaluation or descriptive study, identify two to five related evaluation questions, and explain how the evaluation results will help you understand and improve the funded activities.
- Include a process evaluation or descriptive study evaluation plan, detailed timeline, and methodological design.

Explain how you will plan for evaluation during the Planning Period (Phase 1), including how you will build the skills, partnerships, and systems needed to conduct a local evaluation.

Describe how your local evaluation will:

- Improve your current program.
- Strengthen future programming.
- Contribute to the evidence base of what works with AI/AN youth.

Additionally:

- Propose two to five key evaluation questions related to your program.
 - These questions must demonstrate the evaluation is realistic, culturally respectful, and appropriate for tribal communities.

- Describe how you will involve tribal leadership, partner agencies, and community members in developing and carrying out the evaluation.
 - This may include oversight or guidance from tribal organizations or advisory boards.
 - Include letters of support from tribal leadership and all relevant partner agencies, as appropriate.

Identify the Institutional Review Board (IRB) you plan to use and demonstrate familiarity with that IRB's review process and requirements. IRB requirements may differ for projects participating in a federal evaluation.

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 evaluation is part of the proposed work, outcomes must include hypothesized results and implications of the proposed outcome evaluation.

Resources and capabilities

Organizational capacity

Provide the following information for your full project team, including for your 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.

Focus on demonstrating your ability to:

- Conduct a thorough community needs assessment during Phase 1.
- Implement a Tribal PREP project during Phases 2 and 3 that meets all program requirements.

Identify your local evaluator or evaluation organization. Include:

- Documentation demonstrating the evaluator's experience working collaboratively and respectfully with tribal communities.

- Provide 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.

Project sustainability plan

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

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

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

Protection of sensitive or confidential information

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

- The methods and systems you will use to 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\(e\)](#).

Dissemination plan

Propose a plan to disseminate reports, products, and project outputs to key audiences. Include:

- Dissemination goals and objectives.
- Strategies to identify and engage with key audiences.
- How you will allocate enough staff time and budget for dissemination.
- A preliminary plan to evaluate whether key audiences receive project information and use it as intended.
- The dissemination timeline.

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% 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 costs for at least two key staff members (one key program staff and one key evaluation staff) to attend the up to three-day Annual Adolescent Pregnancy Prevention Program Grantee Training Conference each year of the five-year project period.
- Budget annual costs for at least two key staff members to attend a minimum of one topical training session each year of the five-year project period.

As you develop your budget, consider the requirement to allocate 15% to 20% of the annual project budget to support evaluation activities.

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 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](#).

Additional eligibility documentation

Tribal organizations must provide proof that they are eligible to apply. This means they must show that they are:

- The recognized governing body of a federally recognized Indian tribe.
- A legally established organization that is controlled, approved, or chartered by the tribe's governing body.
- An organization that is democratically elected by the adult members of the Indian community it serves and includes strong participation from community members in all of its activities.

If a federally recognized tribe does not appear on the Bureau of Indian Affairs (BIA) website, or if a tribal organization does not clearly meet the requirements above, the applicant must submit additional documentation. This documentation must be signed and dated by an official of the tribe's governing body. Acceptable documentation may include:

- A written Board resolution.
- Governing body meeting minutes.
- A letter from an authorized tribal official confirming approval.

This documentation must be submitted with the application to FYSB.

All applicants must also include a written statement of support for the project from their Board of Directors or governing body. In addition, each application must include a signed letter from the authorized representative. This letter must confirm that the representative has the authority to apply for and manage the Tribal PREP grant on behalf of the tribe or tribal organization.

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.
- Tribal Assurances form found in [Appendix A](#).

Third-party agreements

You must submit agreements with all third parties involved in the project. Third parties include subrecipients, contractors, and other cooperating entities. Third-party agreements include letters of commitment, memoranda of understanding, 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.

Letters of support

Attach statements from community, public, or commercial leaders that support your project. At minimum, each letter of support must identify the person writing the letter, the organization they represent, the date, and their reasons for supporting the project.

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	<u>55</u>
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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	42 points
3. Evaluation	25 points
4. Resources and capabilities	20 points
5. Support requested	5 points
6. ACF priority alignment	8 points

Scoring criteria

1. Purpose and need

Maximum points: 10 points

The reviewer will assess:

- The extent to which you do the following **(0 to 3 points)**:
 - Clearly describe a [need](#) for the proposed project including the nature and scope of the problem.
 - Demonstrate an understanding of the characteristics of the tribal jurisdiction and the service needs of the AI/AN population.
- The extent to which you do the following **(0 to 3 points)**:
 - Clearly define the geographic area(s) for Phase 1 activities.
 - Explain why you chose those areas.
 - Describe a reasonable approach for assessing the needs of the selected area(s) and population(s).
- The extent to which you do the following **(0 to 4 points)**:
 - Identify achievable, realistic objectives and outcomes for the project that align with the overall [objectives of Tribal PREP](#).
 - Demonstrate an understanding of a positive youth development approach to promote healthy adulthood.

2. Response

Maximum points: 42 points

The reviewer will assess the extent to which you:

- Do the following (0 to 8 points):
 - Provide a clear, detailed, and reasonable process for conducting a comprehensive needs assessment during Phase 1 of the project.
 - Demonstrate the capacity to locate, gather, and assemble the information or data required for the [needs assessment](#).
 - Describe the mechanisms that will be used to conduct [Phase 1](#) activities, for example, focus groups, review of existing data sources, partner interviews.
 - Propose Phase 1 activities that will assess, from a holistic perspective, the various factors influencing the health behaviors of AI/AN youth in the selected geographic area.
- Do the following (0 to 6 points):
 - Clearly identify the population(s) for needs assessment.
 - Explain why you chose those populations.
 - Use data to support the selection of the population(s).
 - Identify the expected population for Phase 2 program implementation.
 - Provide an estimate of the number of participants expected each year, broken out by age, and other descriptive factors.
- Provide a clear process for assessing the developmental needs of the identified population(s) to inform the selection and incorporation of at least three APS. (0 to 2 points)
- Do the following (0 to 3 points):
 - Demonstrate an understanding of the challenges associated with:
 - Engaging in needs assessment.
 - Planning.
 - Capacity-building activities with AI/AN communities.
 - Provide strategies to address those challenges.
 - Provide strategies to respond to expected obstacles for timely, quality data collection.
- Describe a clear, detailed, and reasonable timeline for conducting all proposed activities over the full performance period, as outlined in the logic model. (0 to 3 points)
 - Included major milestones and target dates in the timeline for:

- The needs assessment during Phase 1.
 - Building organizational capacity to respond to the results of the Phase 1 Needs Assessment.
 - All required activities.
- Describe a clear and reasonable process for ensuring that activities will be tailored and accessible to youth in the anticipated identified population(s). **(0 to 2 points)**
 - Demonstrate your capacity to develop an implementation plan that is reasonable, and responds to the needs identified among the identified population(s). **(0 to 3 points)**
 - Describe your approach to selecting the most effective evidence-based curricula to be implemented, including a statement that the youth pregnancy prevention curricula will be implemented with fidelity. **(0 to 2 points)**
 - Describe the findings that came from previous research reports of the curricula that show evidence that is promising and effective, medically accurate and complete, and age appropriate. **(0 to 2 points)**
 - Describe the anticipated approach to building partnerships to successfully implement and sustain an adolescent pregnancy prevention program and youth-friendly referrals for the identified population(s). **(0 to 2 points)**
 - Demonstrate a clear understanding that the implementation plan that will be submitted to move forward with full program implementation must meet all programmatic requirements outlined in this NOFO. **(0 to 1 point)**
 - Include a well-defined logic model that demonstrates a reasonable and significant relationship between planned Phase 1 activities and intended outcomes and outputs. **(0 to 2 points)**
 - Describe in detail the process for reviewing curricula, materials, visuals, activities, external resources, and teaching methods by each age band you intend to serve and how it aligns with [age-banding](#) criteria. **(0 to 2 points)**
 - Describe in detail how the project will provide age-appropriate [body literacy](#) education addressing normal growth, puberty, fertility, and changes in the body over time, and how that instruction supports informed decision-making, optimal health, delayed sexual initiation, and future planning. **(0 to 2 points)**
 - If your plan includes a condom demonstration, clearly identify the age group and setting, explain how the activity is medically accurate, age appropriate and connected to the approved curriculum or learning objective, and describe the applicable advance parental notice opportunity to review materials, and the opt-in or opt-out process. If no condom demonstration is proposed, clearly state that none will be conducted. **(0 to 2 points)**

3. Evaluation

Maximum points: 25 points

The reviewer will assess how well you:

- Indicate your agreement to collect and report on performance measures while maintaining participant privacy. **(0 to 2 points)**
- Provide sufficient details about the staffing, training, and resources to monitor and report on all components described in [Project Performance Evaluation Plan](#) section. **(0 to 3 points)**
- Describe a complete process to-date and intended process in the future for consultation with key partners, including AI/AN community partners, in developing the performance management data collection plan. **(0 to 3 points)**
- Indicate tasks that are consistent with the goals of the planning period, including efforts that will improve the quality of the performance measurement data. **(0 to 3 points)**
- Propose a plan to complete evaluation activities that is consistent with all components described in the [Funded Activities Evaluation Plan](#) section. **(0 to 4 points)**
- Describe tasks that are consistent with the goals of the planning period in Phase 1, including efforts that will improve the quality of the local evaluation and their capacity to implement the plan. **(0 to 3 points)**
- Describe how the local evaluation will inform and improve Tribal PREP programming, as well as future programming, and what outcomes are expected for the intended audience. **(0 to 2 points)**
- Include a plan for working with an IRB for approval of the proposed design and processes. **(0 to 2 points)**
 - Name the specific IRB to which it expects to apply.
 - If applicable, the applicant discusses a plan for securing tribal IRB approval or approval from another tribal oversight entity.
- Demonstrate that sufficient community input, including input from tribes and tribal organizations, will be incorporated into the local evaluation. **(0 to 3 points)**

4. Resources and capabilities

Maximum points: 20 points

The reviewer will assess the extent to which you do the following:

- Provide evidence that your team has the relevant experience and expertise needed to carry out your project. **(0 to 3 points)**

- Describe the experience of your organization and any partner organizations in providing AI/AN culturally appropriate teen pregnancy, STI, or HIV prevention services, with a substantial emphasis on both abstinence and contraception.
- Demonstrate your ability to conduct a needs assessment and manage a project of this size. **(0 to 6 points)**
 - Describe your team's experience, including any partnering organizations, with administering, developing, implementing, managing, and evaluating similar AI/AN projects.
 - Provide supporting information and formal agreements in the organizational capacity supporting information section of your [attachments](#). Include:
 - Resumes, or curricula vitae for all key personnel, including evaluators.
 - A signed letter of agreement with a local evaluator.
 - Describe the local evaluator's past experience and current capacity to work collaboratively with tribes and tribal organizations and establish respectful relationships.
- Provide evidence that your team, including partnering organizations, has the organizational capability to fulfill their roles and functions effectively. **(0 to 7 points)**
 - Include a complete organizational chart or governance structure list.
 - Describes the roles, responsibilities, and time commitments for each proposed project staff position, including partners, consultants, and subcontractors.
 - Describes how the lead organization will manage and coordinate the activities of any partners, subcontractors, and consultants (if applicable).
 - Describe the work each subrecipient will complete, if applicable.
- Describe a clear and reasonable plan for hiring staff with relevant experience providing culturally appropriate adolescent pregnancy prevention programs. **(0 to 2 points)**
 - In the organizational capacity supporting information section of your [attachments](#), include:
 - Job descriptions for any open positions.
 - Third-party agreements.
- 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 points

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 **(0-3 points)**
 - 15 to 20 percent of funds for evaluation.
 - Funds to support attendance at the grantee conference and topical training.
- Include a detailed project cost budget justification that shows where costs came from. **(0 to 2 points)**
 - Calculations must include quantities and unit costs.

We do not consider voluntary cost sharing during merit review.

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

Maximum points: 8 Points

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 (Up 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 (Up to 3 Points)

The degree to which the following one or more ACF priorities are translated into specific elements of the proposed project:

- **Promoting Work and Self-Sufficiency.**

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 (Up to 3 Points)

The extent to which the following one or more ACF priorities are reflected in measurable outcomes and ongoing program improvement:

- **Promoting Work and Self-Sufficiency.**

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](https://www.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](#).

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

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Application submission and deadlines

Application

Deadline

Due on Monday, August 31, 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:

Dara Yahya

Administration for Children and Families

FYSB Grant Operation Center

ATTN: Tribal PREP NOFO HHS-2026-ACF-ACYF-AT-0015

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 70

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 Grants Policy Statement](#), Appendix D: 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 at [42 U.S.C. 713](#).

By accepting federal funds under this NOFO, the grant recipient agrees to the following requirements:

- Participate in a new orientation webinar held shortly after the award date.
- Submit all program and training materials to FYSB for medical accuracy review.
- Ensure facilitators are formally trained in the program model and receive ongoing technical assistance.
- Obtain IRB approval for the local evaluation, including PREP performance measures, by the end of Phase I.
- Participate in FYSB-provided technical assistance related to evaluation activities
- Submit all required program and financial reports on time and in the required format.

- Budget the annual costs of sending at least two key staff members to attend the up to 3-day Annual Adolescent Pregnancy Prevention Program Grantee Training Conference to be held Summer 2027, location TBD. At least one lead program staff member and one lead evaluation staff member must attend the annual conference. If travel is restricted, programs must re-budget these funds.
- Budget the annual costs for at least two staff members to attend a minimum of one of two topical training sessions offered each year of the 5-year project period in areas such as Washington, DC, Portland, OR, or Boston, MA, 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
 - Financial report frequency: Annually



Contacts and Support

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Agency contacts

Program

Dara Yahya

FYSB.NOFO.TPREP@acf.hhs.gov

(202) 240-3885

Grants management

David Lee

FYSB.NOFO.TPREP@acf.hhs.gov

(202) 690-5811

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](#)
- [Search Institute](#)
- [The Exchange](#)
- [FYSB](#)
- [Tribal PREP fact sheet](#)
- [Engaging Indigenous Populations in Evaluation through Indigenous Methodologies](#)

Conceptual Models for Adulthood Preparation Subjects within the Personal Responsibility Education Program (PREP)

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

Appendix A: Tribal assurances

Tribal Personal Responsibility Education Program (Tribal PREP)

HHS-2026-AC-ACYF-AT-0015

All applicants submitting an application under this NOFO must sign and submit the following certifications with their application package. The Assurances must be signed and dated by the applicant organization's Authorized Organizational Representative (AOR). Scan the document into PDF format and submit it with the application at www.Grants.gov. See Step 3: Build your application, Application contents and format, File two: Attachments, [Organizational capacity supporting information](#) for information on submission of this document.

As the Authorized Organizational Representative (AOR) signing this application on behalf of [Insert full, formal name of applicant organization], I hereby attest and certify or assure the following:

1. All medical materials proposed in this application and funded during the project period of this grant are medically accurate and complete, as defined in the NOFO.
2. Our organization will submit an implementation and evaluation plan to ACF for approval, as outlined in the NOFO, as a condition to transition from Phase 1 to Phase 2 activities.
3. Our organization and any partners and subcontractors will document, store, and report on performance using the full set of uniform measures to be provided by ACF, while maintaining participant privacy.
4. Our organization commits to conducting a local evaluation.

Insert Date of Signature: _____

Print Name and Title of the AOR: _____

Signature of AOR: _____

Appendix B: 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 must be kept intact when an intervention is being replicated or adapted for it to produce program outcomes similar to those demonstrated in the original research that provided evidence for effectiveness. Program characteristics that need to be kept intact when an intervention is being replicated or adapted in order to produce effective 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.

Descriptive Study – A study designed to describe characteristics, experiences, behaviors, or conditions within a group or setting. Descriptive studies focus on documenting what is happening rather than testing why it happens or whether one factor causes another.

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.

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.

Indian tribe – As defined by [25 U.S.C. 1603\(14\)](#), the term “Indian Tribe” means any Indian Tribe, band, nation, or other organized group or community, including any Alaska Native village or group, or regional or village corporation, as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) [[43 U.S.C. 1601 et seq.](#)], which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

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

Institutional Review Board – Institutional Review Boards, or IRBs, 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 partner 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.

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

Process Evaluation – Process evaluation is a type of evaluation that examines how a program is implemented, assessing whether activities are carried out as planned, the quality of service delivery, and the extent to which the intended population is reached. This type of evaluation is used to understand how program operations influence outcomes and to identify areas for improvement in implementation.

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

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

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.

Tribal Organization – As defined by [25 U.S.C. 1603\(26\)](#), which refers to the definition in section 4 of the Indian Self-Determination and Education Assistance Act ([25 U.S.C. 5304\(l\)](#)): “‘Tribal organization’ means the recognized governing body of any Indian Tribe; any legally established organization of Indians which is controlled, sanctioned, or chartered by such governing body or which is democratically elected by the adult members of the Indian community to be served by such organization and which includes the maximum participation of Indians in all phases of its activities: provided that, in any case where a contract is let or grant made to an organization to perform services benefiting more than one Indian Tribe, the approval of each such Indian Tribe shall be a prerequisite to the letting or making of such contract or grant.”

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

Modifications

Modification Description	Updated Date

Endnotes

1. National Advisory Committee on the Sex Trafficking of Children and Youth in the United States, Best Practices and Recommendations for States, (2020), www.acf.hhs.gov/sites/default/files/documents/otip/nac_report_2020.pdf ↑