Department of Health & Human Services
Administration for Children and Families

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Executive Summary:

The Family and Youth Services Bureau is accepting applications to provide support to public and private entities for the development and implementation of the Community-Based Abstinence Education (CBAE) program. The purpose of these programs is to educate young people and create an environment within communities that supports teen decisions to postpone sexual activity until marriage. Acceptable applications will be designed to provide abstinence-until-marriage education as defined by Section 510(b)(2) of the Social Security Act, for adolescents aged 12 through 18. The anticipated number of awards is 80 to 90, with funding ranges between $250,000 and $600,000 depending upon the availability of funds and enactment of the Fiscal Year (FY) 2008 program appropriation.

I. FUNDING OPPORTUNITY DESCRIPTION

Legislative Authority

The Community-Based Abstinence Education (CBAE) program is authorized by Title XI, Section 1110 of the Social Security Act.

Programs funded through the CBAE program must promote abstinence education as defined by Section 510(b)(2) of Title V of the Social Security Act set forth below. Programs that utilize this definition promote abstinence-until-marriage education. Sex education programs that promote the use of contraceptives are not eligible for funding under this announcement.

Pursuant to Section 510(b)(2) of Title V of the Social Security Act, the term "abstinence education," for purposes of this program means an educational or motivational program that:

(A) Has as its exclusive purpose, teaching the social, psychological, and health gains to be realized by abstaining from sexual activity;

(B) Teaches abstinence from sexual activity outside marriage as the expected standard for all school age children;

(C) Teaches that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems;

(D) Teaches that a mutually faithful monogamous relationship in the context of marriage is the expected standard of human sexual activity;

(E) Teaches that sexual activity outside of the context of marriage is likely to have harmful psychological and physical effects;

(F) Teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the child's parents, and society;

(G) Teaches young people how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances; and

(H) Teaches the importance of attaining self-sufficiency before engaging in sexual activity.

Funding Opportunity Description

A. Background of Funding for the Community-Based Abstinence Education Program

Sexual activity among teens has health, emotional and social consequences. Nearly half of all new cases of sexually transmitted diseases occur among young people aged 15 to 24.[i]

Despite recent improvements in teen pregnancy and birthrates, the United States (U.S.) rates are higher than any other developed nation.[ii] According to a National Vital Statistics report, there were 34.5 births per 1,000 unmarried females, aged 15 to19 in 2005.[iii]

Despite these negative statistics, choosing to abstain from sexual activities until marriage, marrying someone who has also abstained, and maintaining a mutually monogamous relationship offer youth 100 percent protection from pre-marital pregnancy and from acquiring an STD. For teens who have been sexually active, a decision to delay further sexual activity until marriage offers 100 percent protection from new risk.

Today's youth are bombarded by implicit and explicit messages that promote sexual activity before, and outside of, marriage. Unfortunately, teens receive less information about the physical and emotional benefits that they are more likely to find by having one lifelong sexual partner within marriage. Those youth who are aware of these benefits and want to delay sex until marriage may not receive from society the support and training they need to achieve this goal. Government agencies often use special programs to target specific audiences that are underserved by other systems. The increasing numbers of youth who are open to the message of delaying sex until marriage are such an audience.

Teen sexual abstinence improves preparation for stable marriage, especially when teens have a greater awareness of the psychological, emotional and relational context in which sexual relations take place. This is important because research demonstrates that healthy marriages are beneficial to children. Children growing up with their two biological, married parents are, for example, significantly less likely to experience physical, sexual and emotional abuse or neglect, poverty, drug or alcohol abuse, emotional and behavioral problems, academic failure or incarceration.[iv],[v]

The Family and Youth Services Bureau (FYSB) in the Administration for Children and Families (ACF) administers the CBAE program. CBAE programs adapt a variety of strategies to help young people make choices to abstain from sex until marriage. For example, one program might serve a target population of single teenage mothers encouraging "secondary abstinence" as a viable and healthy choice. This program might have a concentrated dose of 50 hours of curriculum per student, and serve only 1100 young people a year. Another program might serve the general population of 9th graders in 15 school districts in a state. In this case the dose of the curriculum might be only 10 hours over the course of the school year, but the reach of young people might be 15,000. There is not one ideal approach to programming;

however, the question of efficiency (the cost/youth hour) is a matter that should be taken into consideration in proposed programming.

As a reference point, FYSB commissioned a contractor to perform statistical analyses on dose and efficiency among CBAE recipients. The analysis was performed using grantees' projected activities for the second year of a grant originally awarded in FY 06. Based on these calculations, it was assessed that the average dose for core curriculum was 5.10 hours. The average cost per youth hour was $17.85. It is important to understand that this figure is a conservative estimate, taking into account the average participation rate and only core curriculum hours, defined as those components of the program where materials are delivered to students in an instructional setting following A-H guidelines, generally designed in a lesson-plan fashion. It did not include secondary activities such as drama productions, mentoring, or clubs with an abstinence focus that would bolster the dosage.

The CBAE program complements other programs administered by FYSB by working to prevent young peoples' involvement in risky behavior such as alcohol consumption, drug use, and crime; providing youth with healthy messages about their bodies, their behaviors, and their interactions; and supporting youth in making the healthy decision to postpone sexual activity until marriage.

B. Purpose, Priorities and Scope of the CBAE Program

1. Purpose:

The CBAE program supports programs that are designed to promote abstinence-until-marriage education, as defined by Section 510(b)(2) in Title V of the Social Security Act, for adolescents aged 12 through 18. The entire focus of these programs is to educate young people and create an environment within communities that supports teen decisions to postpone sexual activity until marriage. Since communicating abstinence education to various target populations requires a number of different approaches, activities may include adult and peer mentoring, before- and after-school programs, and parent education groups to promote abstinence from sexual activity until marriage.

2. Priorities:

Applicants are strongly encouraged to address the following:

Cultural Sensitivity and Environment

Successful applicants will tailor programs to the unique cultural and environmental needs of the target population they intend to serve; they will describe a plan for developing staff cultural competency; and they will adjust their programs to meet the needs of youth and their families coming from a diversity of backgrounds.

For example, programs designed to serve youth in foster care should give consideration to the factors resulting in those youth being at greater risk for premarital sex and how abstinence-until-marriage education materials can be adapted so that they are relevant and effective. Another example is an **applicant's adjustment of their program and curriculum to meet the needs of youth and their families for which English is not their first language.**

Successful applicants will provide referrals for youth and their families that need other kinds of services.

High School Aged Youth/Peer Support

While CBAE programs can be geared towards children aged 12 through 18, applicants are encouraged to target high school aged youth and/or to plan for programs to continue through the high school years. Recent research suggests a need for older teens to receive support in both abstinence messaging and in a positive peer climate that is supportive of the choice to abstain from sex until marriage.

Healthy Marriage/Relationship Building Skills
Successful applicants will equip participants with skills and knowledge that give them a greater capacity to develop both healthy relationships in the short-term and healthy marriages in the long-term. Relationship training may cover a range of topics, including: teaching the characteristics of healthy relationships and healthy marriage, learning how to communicate effectively and manage conflict, and developing a "go-slow," low intensity approach to teen relationships, to name a few.

Sustainability
Successful applicants will build capacity through private, local, State and other governmental organizations to increase their ability to continue the project past the grant period. It is highly recommended that the amount requested in the grant proposal does not wholly comprise the program's budget, and that applicants have a plan in place for financial sustainability after the life of the grant.

Evaluation
CBAE grantees will adequately evaluate the outcomes of their

intervention. Successful applicants will clearly identify the internal and external outputs and outcomes of their program and show that they have adequate plans to collect and analyze their data and report their findings.

Outputs are the direct products or deliverables of program activities. Often they are a measure of the service delivery (e.g., how much service was delivered and to how many people).

An internal output measures activities internal to your organization or activities involving outside entities but not the youth or community members served. For example, a director of an abstinence education program hires and trains her staff. This is an internal output and would be measured/quantified by the number of staff trained/trainings completed.

An external output measures the activities undertaken for the population served. An example of an external output is an abstinence education program that provides a class to teach students the skills and knowledge necessary to remain abstinent until marriage. One external output measure for this activity is the number of people who completed the class. Successful applicants will provide quantified projections for all of their identified project outputs. There are three outputs that grantees are required to estimate and track:

- The unduplicated number of clients served;
- The total number of program hours received by the client; and
- The number of youth that complete at least 75 percent of the program.

Applications that do not present reasonable methods of collecting this data accurately and routinely will receive fewer points as described in the *Evaluation Criteria* given in *Section V.1*. Successful applicants will choose additional internal and external outputs that will allow for effective monitoring and management of the project. Additional examples of outputs include the number of staff trained to provide services (internal), the number of events hosted (external), number of marketing materials distributed (external), the number of student mentors trained (internal or external), the number of parents reached (external), etc.

Outcomes are the results of a program, typically describing a change in people or systems. For example, youth that participate in an abstinence education program may be more likely to commit to abstain from sex until marriage. Successful applicants are required to measure the following two outcomes:

- The number of youth who have never had sexual intercourse and remain abstinent following the abstinence education program.
- The number of youth who have had sexual intercourse but have discontinued having sex following the abstinence education program.

In addition, successful applicants will be required to administer a 10-item survey to all participants as a pre-test and post-test when appropriate (e.g., when students are participating in a curriculum-based program). They will also be required to administer a post-post test to a representative sample of participants six months and/or 12 months after completion of the abstinence education program. Successful applicants will provide plans for working with the grant evaluator to determine appropriate sample size and response rate so that post-post test results are meaningful. This grant announcement does not include specific guidelines for sample size and response rate; however, the successful applicant will demonstrate knowledge of these concepts and a strategy for working with the evaluator to determine how to proceed with the post-post test. For example, the evaluator may determine that 5 percent, or 50 percent, or some other number, of all students enrolled must be evaluated by the post-post test in order to determine long-term results meaningfully; likewise, the evaluator may determine that the post-post test must have a response rate of 75 percent, or 90 percent, or some other number, in order for long-term results to be meaningful. The applicant will work with the evaluator to randomly select, recruit, and survey a sufficient sample of students for the post-post test.

Additional examples of outcomes that could be examined include: knowledge of the benefits of abstinence, relationship skills and knowledge, knowledge of refusal or assertiveness skills to resist sexual advances, knowledge of the relationship of alcohol and drug use to vulnerability to sexual advances, etc.

Successful applicants will also contract with independent, third-party evaluators to form and implement an evaluation plan to show that the project activities are accomplishing the goals of the project. A detailed evaluation plan should include: information about the affiliation and qualifications of the evaluator, hypotheses or research questions that are directly tied to program objectives, description of the comparison strategy (e.g., experimental, quasi-experimental), expected sample size (including recruitment strategies), how outcomes will be operationalized (including data collection instruments), plans to ensure that the instruments are age appropriate, plans to ensure accurate responses, plans for the protection of data (e.g., confidentiality issues), plans for data analysis (including statistical techniques), plans for follow-up assessment beyond pre- and post-testing, plans for how relevant findings will be reported to the professional field, and plans for utilizing reported findings to aid with program improvement.

To support quality evaluations, the project periods are five years. ACF requires that a minimum of 15 percent of the total project budget be used for the purpose of program evaluations, which includes data collection of required outputs and outcomes described above. For example, if an applicant has requested the full amount of $600,000, it must indicate that at least $90,000 of this total amount is dedicated to evaluation activities. The 15 percent may be divided between a third party contractor and other evaluation costs. For example, a member of the staff of the applicant organization might assist with data collection or data entry.

Additionally, applicants should include appropriate expenses for the third-party evaluator to attend a one-day technical assistance conference in Washington, DC. Expenses for the evaluator's travel and per diem should be part of the 15 percent of the total budget allocated to evaluation.

Because ACF believes grantee activities can increase our national knowledge about what works in abstinence-until-marriage education programs, some approved grantees may be selected to participate in a more in-depth evaluation study.

These grantees will be selected after grant awards are made. Therefore, all approved applicants must agree to work cooperatively with ACF and with contractors hired by ACF to conduct evaluations. Involvement may include allowing for a random assignment of participants to either grant program activities or control groups who don't receive grantee services. It might include access to more detailed project-related information and data, including but not limited to, information about access, attendance, and outcomes measures. Grantees selected for the evaluation study will likely participate in interviews, surveys, and on-site observations by evaluators.

(Information collections under this announcement are approved through OMB clearance number 0970-0272, which expires on 8/31/09. Burden hours per response to this collection are estimated to be 9 hours.)

3. Scope:

All aspects of the proposed program must be consistent with the definition of abstinence education set forth at subparagraphs A-H of Section 510(b)(2) of the Social Security Act (the "A-H elements"). Additionally, successful applicants must adequately address each of the elements within the "Scope" section of this program announcement as indicated below.

Required Content:

- A curriculum must contain material consistent with the A-H elements.
- ACF will evaluate all proposed curricula, supplemental materials, and proposed or anticipated modifications to the curricula to assure compliance with the 13 themes outlined below. This review will include a content analysis to determine whether at least 70 percent of the material directly relates to the 13 themes and that each theme is adequately addressed.
- No one theme should be over- or under-represented in the entire curriculum.
- A curriculum must not contain any material inconsistent with any of the A-H elements.
- Material must have as its exclusive purpose teaching the social, psychological, and health gains to be realized by abstaining from sexual activity.
- A curriculum must not promote or encourage sexual activity outside of marriage.
- A curriculum must be age-appropriate with regard to the developmental stage of the intended audience. Graphic images of genitalia for purposes of illustrating the effects of STDs are inappropriate for certain age groups, especially if classes are not gender separated.

Additional Guidance Regarding Curriculum Content:

- Abstinence curricula must have a clear definition of sexual abstinence that must be consistent with the following: "Abstinence means voluntarily choosing not to engage in sexual activity until marriage. Sexual activity means physical sexual contact between individuals that involves the genitalia of at least one person."

- The curriculum must have a clear message regarding the importance of abstinence from sexual activity until marriage and must emphasize that the best life outcomes are more likely to be obtained if an individual abstains until marriage.

- The term "resources" must refer to all materials to be used in the submitted curriculum.

- Throughout the entire curriculum, the term "marriage" must be defined as "only a legal union between one man and one woman as a husband and wife, and the word 'spouse' refers only to a person of the opposite sex who is a husband or a wife" (consistent with Federal law).

- The curriculum must teach the psychological and physical benefits of sexual abstinence-until-marriage for youth.

- The curriculum must teach the importance of marriage, commitment, responsible parenthood, and the potential negative consequences of out-of-wedlock childbearing to all racial, socioeconomic, geographic, age, gender and ethnic groups.

- Information on contraceptives, if included, must be age-appropriate, medically accurate, and presented only as it supports the abstinence message being presented. The curriculum must have as its exclusive purpose teaching the social, psychological, and health gains to be realized by abstaining from sexual activity.

- The following National Institute of Allergies and Infectious Diseases definition for STDs must be applied throughout the curriculum:
  "A sexually transmitted disease is any contagious disease that is transmitted through direct person to person sexual contact. Sexually transmitted diseases are contracted through exchange of semen, blood, or any other body fluids or by direct sexual contact with the affected body area of an individual who has a sexually transmitted disease."

Successful Abstinence Education Curriculum

A. It is essential that the abstinence education curriculum has as its exclusive purpose, teaching the social, psychological, and health gains to be realized by abstaining from sexual activity.

The curriculum must be consistent with the bulleted examples.

Examples may include, but are not limited to:

- Has as its <u>exclusive purpose</u> to teach abstinence. Every element, goal, and objective of the curriculum must be consistent with the abstinence-until-marriage message. The curriculum must teach abstinence in preparation for marriage throughout.

- Teaches the <u>social gains</u> realized by abstaining from non-marital sexual activity. (Included in themes D1, D2, F1, and F2 described below.)

- Teaches the <u>psychological gains</u> realized by abstaining from non-marital sexual activity. (Included in themes B1, B2, D1, D2, and E1 described below.)

- Teaches the <u>health gains</u> realized by abstaining from non-marital sexual activity. (Included in themes B2, C2, and E2 described below.)

B. It is critical that the abstinence education curriculum teaches abstinence from sexual activity outside marriage as the expected standard for all school-aged children.

The curriculum must adequately address each of the themes below and be consistent with the bulleted examples.

Theme B1. Teaches that abstinence from sexual activity is the expected standard for all school-age children.

Examples may include, but are not limited to:

- Teaches that abstinence from sexual activity is the expected standard for school-age children.

- Teaches that pursuing the expected standard of abstinence serves to establish an understanding of, and respect for oneself and others.

- Teaches that committed caring relationships require respect for oneself as well as for others, their feelings, and their bodies.

- Teaches that abstinence reflects qualities of personal integrity and is honorable.

Theme B2. Teaches, in an age-appropriate manner, the topic of returning to abstinence, that teens who have engaged in non-marital sexual activity may abstain from further non-marital sexual activity, thereby reducing potential negative psychological, health, and social consequences.

Examples may include, but are not limited to:

- Teaches that teens who have been sexually active may choose to return to abstinence.

- Teaches that teens who choose abstinence, even after they have been sexually active, are likely to improve their future well-being.

C. Abstinence education curriculum must teach that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, STDs, and other associated health problems.

The curriculum must adequately address each of the themes below and be consistent with the bulleted examples.

Theme C1. Teaches, in an age-appropriate manner, that abstinence is the only certain way to avoid out-of-wedlock pregnancy.

Examples may include, but are not limited to:

- Teaches that contraception may fail to prevent teen pregnancy and that sexually active teens using contraception may become pregnant.

- Teaches that the earlier the initiation of non-marital sexual activity, the greater the probability of out-of-wedlock pregnancy and birth.
- Teaches the published failure rates associated with contraceptives relative to pregnancy prevention, including "real use" versus trial or "laboratory use," human error, product defect, teen use and possible side effects of contraceptives. (References for information must be provided with the curriculum.)

Theme C2. Teaches, in a medically accurate and age-appropriate manner, that abstinence is the only certain way to avoid the sexual transmission of STDs and related health problems. Teaches the harmful physical effects of infection by STDs that may result from sexual activity outside of the context of faithful marriage. Teaches the physical health gains realized by abstaining from sexual activity. (This theme is limited to STDs; the physical effects of out-of-wedlock pregnancy are covered in themes F1 and F2.)

Examples may include, but are not limited to:

- Teaches the epidemiology of STDs in the U.S. (e.g., infection rates, modes of transmission, existence of incurable and potentially fatal STDs). (References for information must be provided with the curriculum.)
- Teaches the limitations of contraception to consistently prevent STDs.
- Teaches that sexually active teens increase the risk of contracting an STD with each additional sex partner.
- Teaches the adverse physical, emotional and socio-economic consequences associated with contracting an STD.
- Teaches that acquiring an STD may potentially affect future relationships.
- Teaches that abstinence decreases the potential for experiencing other associated health problems (e.g., infertility, chronic pelvic pain, liver disease, certain reproductive organ cancers).
- Teaches the increased biological susceptibility to STD infection associated with earlier age of initiation of sexual activity.

D. It is required that the abstinence education curriculum teaches that a mutually faithful monogamous relationship in the context of marriage is the expected standard of human sexual activity.

The curriculum must adequately address each of the themes below and be consistent with the bulleted examples.

Theme D1. Teaches that the expected standard for sexual activity is within the context of a mutually monogamous marriage relationship. Teaches that healthy human sexuality involves enduring fidelity, love and commitment; and that human happiness and well-being are often associated with a stable, loving marriage. Teaches that non-marital sex can undermine the capacity for healthy marriage, love and commitment. Teaches that abstinence is beneficial in preparation for successful marriage and significantly increases the probability of a happy, healthy marriage.

Examples may include, but are not limited to:

- Teaches that non-marital sex in teen years may reduce the probability of a stable, happy marriage as an adult.
- Teaches that healthy human sexuality involves enduring fidelity, love and commitment.
- Teaches that teen abstinence may increase the probability of a healthy marriage.
- Teaches that teen non-marital sex may not evolve into an intimate enduring relationship.
- Teaches that sex can be fulfilling when practiced within the intimacy, love and commitment of marriage.

Theme D2. Teaches that human sexuality includes deep emotional and psychological aspects and is not merely physical in nature.

Examples may include, but are not limited to:

- Teaches that mutual faithfulness, intimacy and commitment within marriage can lead to increased human happiness.
- Teaches that premarital sexual activity can create a pattern of relationship instability.
- Teaches the difference between love and sex.
- Teaches that sexual activity exclusively within marriage can serve to promote healthy emotional bonding.
- Teaches that the lack of commitment in non-marital sex may increase the potential for emotional harm.
- Teaches that males and females may view sex, intimacy, and commitment differently.

- Teaches the short-term and unstable nature of many teen sexual relationships.

E. It is essential that the abstinence education curriculum teaches that sexual activity outside of the context of marriage is likely to have harmful psychological and physical effects.

The curriculum must adequately address each of the themes below and be consistent with the bulleted examples.

Theme E1. Teaches the harmful psychological effects that can occur as a consequence of sexual activity outside the context of marriage. Teaches the psychological gains that can be realized by abstaining from sexual activity until marriage.

Examples may include, but are not limited to:

- Teaches the potential negative psychological effects (e.g., depression and suicide) associated with adolescent sexual activity.

- Teaches that abstinence can help teens to fulfill age-appropriate, psycho-social, developmental stages.

- Teaches the harmful psychological effects that can be associated with experiencing relationship failure, especially if sexual intimacy was experienced before marriage.

- Teaches that abstinence may increase the freedom to enjoy emotional health by lessening the likelihood of experiencing the negative emotions that can be associated with a decision to become involved in premarital sexual activity.

Theme E2. Teaches that teen sexual activity may have harmful effects in addition to the effects previously mentioned in C1, C2, and E1. Teaches that abstinence can help youth to avoid these potentially harmful effects.

Examples may include, but are not limited to:

- Teaches that teen sexual activity is associated with decreased school completion, decreased educational attainment, and decreased income potential.

- Teaches that teens who are sexually active are also more likely to engage in other risk behaviors such as: smoking, alcohol abuse, drug abuse, violence, and crime.

F. It is critical that the abstinence education curriculum teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the child's parents, and society.

The curriculum must adequately address each of the themes below and be consistent with the bulleted examples.

Theme F1. Teaches that sexual activity outside of marriage may result in non-marital pregnancy. Teaches, in an age-appropriate manner, that bearing children out-of-wedlock may have harmful consequences for the child. Teaches that by abstaining from non-marital sexual activity, teens may have increased potential to form healthy marriages that will benefit their future children.

Examples may include, but are not limited to:

- Teaches that teen sexual abstinence will decrease the probability of out-of-wedlock child bearing and may improve preparation for a stable and healthy marriage.
- Teaches that healthy and stable marriage may greatly improve the well-being of children.
- Teaches that a healthy marriage will significantly decrease the likelihood that one's children will experience: physical, sexual, and/or emotional abuse or neglect; welfare dependence; poverty; drug or alcohol abuse; emotional and behavioral problems; academic failure; and incarceration.

Theme F2. Teaches the potential beneficial effects of marriage to the well-being of adults and society. Teaches, in an age-appropriate manner, that bearing children out-of-wedlock can have harmful consequences for the child's parents and society as a whole.

Examples may include, but are not limited to:

- Teaches the multi-faceted benefits of healthy marriage to our society (e.g., increased life span; higher standards of living; higher levels of sexual satisfaction).

- Teaches that bearing children out-of-wedlock increases the likelihood that a mother will live in poverty, become dependent on welfare, and/or experience significant delays in, or interference with, achieving desired life goals.

- Teaches that adults who are married are less likely to be involved in illegal activity, abuse substances or spend time in prison.

- Teaches that bearing children out-of-wedlock is associated with increased rates of depression, domestic violence, and failed relationships.

- Teaches that bearing children out-of-wedlock can result in an increased potential for government expenditures and can have negative effects on society (e.g., increased services for non-marital parents and children, higher medical costs, higher rates of crime, incarceration and/or academic failure).

- Teaches the importance of healthy and stable marriage to economic well-being and prosperity and how abstinence in the teen years can contribute to long-term healthy and happy marriages.

- Teaches the association between healthy marriage and adult happiness.

- Teaches the relationship of abstinence before marriage and fidelity in marriage to responsible parenthood.

- Teaches how marriage can increase the probability of responsible fatherhood.

- Teaches that males who father children out-of-wedlock may face substantial child support payments for the next 18 years and other legal obligations.

G. Abstinence education curriculum must teach young people how to reject sexual advances and how alcohol and drug use increase vulnerability to sexual advances.

The curriculum must adequately address each of the themes below and be consistent with the bulleted examples.

Theme G1. Teaches the importance of goal setting and future-oriented thinking as a means of promoting sexual abstinence. Teaches the importance of personal character in deciding to remain sexually abstinent. Teaches the value of building and maintaining healthy relationships that are free from sexual involvement.

Examples may include, but are not limited to:

- Teaches that sexual desires are natural and controllable and that individuals are capable of making choices to abstain from sexual activity.
- Teaches the value of building and maintaining healthy relationships that are free from sexual involvement.
- Identifies role models for success and examples of healthy sexual values.
- Teaches that being sexually active does not prove one is mature, successful or popular.
- Teaches the importance of personal character and self-discipline in deciding to remain sexually abstinent.
- Teaches skills for improving risk assessment, healthy decision making and self-discipline concerning sexual activity.
- Enhances future orientation, helping the young person who has chosen abstinence to develop and implement long-term life goals for themselves as individuals.
- Enhances a sense of personal efficacy, creating a strong personal understanding that significant life goals are personally attainable and that current conduct can lead to goal attainment.
- Teaches that abstinence is a means of developing discipline, self-awareness, and goal-setting behaviors.
- Teaches that the expected standard of abstinence provides guidelines for decision-making and/or goal-setting behaviors.

Theme G2. Teaches techniques and skills to help young people reject sexual advances and maintain the expected standard of abstinence.

Examples may include, but are not limited to:

- Teaches examples of verbal and non-verbal responses designed to stop sexual advances.

- Provides skills for maintaining independent personal standards regarding abstinence and for resisting peer pressure to engage in sexual activity outside of marriage.

- Teaches how to set and communicate boundaries and avoid settings and circumstances commonly associated with an increased likelihood of engaging in sexual activity (e.g., staying out late, being alone with a date in an unsupervised setting, attending parties where sexually active peers are likely to attend).

- Teaches how to avoid settings that involve potential interaction with pornography (e.g., explicit movies, TV, magazines, Internet).

- Provides an understanding of how the media can influence sexual behavior and skills for resisting negative media influences.

- Teaches students to ask for help from parents and adults who can support and reinforce abstinence-until-marriage decisions.

Theme G3. Teaches that the use of drugs or alcohol can increase one's vulnerability to sexual advances (including sexual exploitation or violence). Teaches skills for avoiding high-risk situations where sexual activity is more likely.

Examples may include, but are not limited to:

- Teaches that alcohol and/or drug use can decrease self-control, lower levels of inhibitions, and adversely influence decisions regarding sexual behavior.

- As a means of promoting sexual abstinence, encourages participation in age-appropriate activities that do not involve the use of alcohol and/or drugs.

- Teaches techniques for refusing to participate in alcohol, tobacco and drug use.

- As a means of promoting sexual abstinence, teaches that abstinence increases the potential for avoiding other high-risk behaviors (e.g., drug abuse, alcohol abuse, tobacco use and sexual violence).

- Explains how situations or circumstances associated with alcohol, drug abuse or other high-risk behaviors can contribute to the increased likelihood of encountering sexual advances.

H. It is required that the abstinence education curriculum teaches the importance of attaining self-sufficiency before engaging in sexual activity.

The curriculum must be consistent with the bulleted example.

- Teaches the relationship between self-sufficiency and abstinence-until-marriage. Teaches that the delay of the initiation of sexual activity until marriage can significantly improve life outcomes, financial well-being and marital stability. Included in themes B1, B2, D1, D2, F1, and F2.

C. Other Program Requirements

Grants under this program shall be made to entities that agree that, with respect to an adolescent to whom the entities provide abstinence education under such grant, the entities will not provide to that adolescent any other education regarding sexual conduct, except in the case of an entity expressly required by law to provide health information or services. No adolescent shall be precluded from seeking health information or services from the entity in a different setting - either in time or place - than the setting in which abstinence education was provided. Nothing shall preclude entities that have a public health mandate from discussing other forms of sexual conduct or providing services, as long as this is conducted in a different setting - either in time or place - than where and when the abstinence-until-marriage course is being conducted. ACF requires applicants to prepare, sign and submit with their applications a document of assurance that speaks to this separation of Federal abstinence education services and private abstinence and/or sex education services. An example of an acceptable statement of assurance is provided in Appendix A.

Medical Accuracy and Section 317P(c)(2) of the Public Health Service Act

Applicants are required to ensure that all data in their applications and proposed programs are true and correct. This applies to medical information and related statistics presented in all curricula funded under this program announcement. Applicants must sign the assurance contained in Appendix B.

Mass produced educational materials that are specifically designed to address STDs, including human papillomavirus (HPV), are required by Section 317P(c)(2) of the Public Health Service Act to contain medically accurate information regarding the effectiveness or lack of effectiveness of condoms in preventing the sexually transmitted disease the materials are designed to address. This requirement applies to materials mass produced by grantees or subgrantees for the public and health care providers, including curriculum, but not to routine communications.

Should ACF find medically inaccurate information during the review process, or at any time during the grant project period, grantees will be required to correct the inaccuracies.

Technical Assistance

Applicants must agree to receive and participate in technical assistance efforts, as recommended by Federal staff.

All grantees must send at least two key personnel - one programmatic and one fiscal - to attend the CBAE grantees' annual technical assistance three day meeting in Washington, DC. The initial meeting is expected to be held shortly after the official award date. Grantees are also strongly encouraged to send at least one key staff person to attend a regional conference once a year.

Description

II. AWARD INFORMATION

Funding Instrument Type:	Grant
Anticipated Total Priority Area Funding:	$40,000,000
Anticipated Number of Awards:	80 to 90
Ceiling on Amount of Individual Awards:	$600,000 per budget period
Floor on Amount of Individual Awards:	$250,000 per budget period

Average Projected Award Amount: $425,000 per budget period

Length of Project Periods: 60-month project with five 12-month budget periods

This announcement invites applications for five-year project periods (up to $600,000 per budget period). In the first year of the project, grants will be awarded on a competitive basis. Continuation grant applications will be considered on a noncompetitive basis for years two through five subject to availability of funds, satisfactory progress of the grantee, and a determination that continued funding would be in the best interest of the Federal Government. Grants will be awarded for 12-month budget periods with a five-year project period.

Applicants will prepare a detailed budget for the first year of the project only.

Awards under this announcement are subject to the availability of funds.

III. ELIGIBILITY INFORMATION

1. Eligible Applicants:

- State governments
- County governments
- City or township governments
- Independent school districts
- Public and State-controlled institutions of higher education
- Indian/Native American Tribal governments (Federally recognized)
- Indian/Native American Tribal organizations (other than Federally recognized)
- Public/Indian Housing Authorities
- Non-profits with 501(c)(3) IRS status (other than institutions of higher education)
- Non-profits without 501(c)(3) IRS status (other than institutions of higher education)
- Private institutions of higher education
- For-profit organizations (other than small businesses)
- Small businesses
- Special district governments

Faith-based and community organizations are eligible to apply under this announcement. Organizations and their faith-based and community partners shall not use direct Federal grants or contracts under the CBAE program to support inherently religious activities such as religious instruction, worship, or proselytization. Therefore, an organization must take steps to separate, in time or location, their inherently religious activities from the CBAE funded services. Some of the ways organizations may accomplish this include, but are not limited to, promoting only the Federally funded program in materials, websites, or commercials purchased with any portion of the Federal funds. Further, participation in such activity by individuals receiving services must be voluntary.

A faith-based organization receiving HHS funds retains its independence from Federal, State, and local governments, and may continue to carry out its mission, including the definition, practice, and expression of its religious beliefs. For example, a faith-based organization may use space in its facilities to provide secular programs or services funded with Federal funds without removing religious art, icons, scriptures, or other religious symbols. In addition, a faith-based organization that receives Federal funds retains its authority over its internal governance, and it may retain religious terms in its organization's name, select its board members on a religious basis, and include religious references in its organization's mission statements and other governing documents in accordance with all CBAE program requirements, statutes, and other applicable requirements governing the conduct of HHS funded activities.

Regulations pertaining to the Equal Treatment for Faith-Based Organizations, which includes the prohibition against Federal funding of inherently religious activities, can be found at either 45 C.F.R. 87.1 or the HHS website at http://www.os.dhhs.gov/fbci/waisgate21.pdf.

Sex education programs that promote the use of contraceptives are not eligible for funding under this announcement.

Grantees currently receiving funding from the Abstinence Education program in FYSB may not apply for funding unless they are in the final year of their project period.

Foreign entities are not eligible under this announcement.

2. Cost Sharing or Matching: None

3. Other:

Disqualification Factors

Applications with requests that exceed the ceiling on the amount of individual awards referenced in *Section II.* Award Information will be deemed non-responsive and will not be considered for funding under this announcement.

Any application that fails to satisfy the deadline requirements referenced in *Section IV.3.,* Submission Dates and Times, will be deemed non-responsive and will not be considered for funding under this announcement.

IV. APPLICATION AND SUBMISSION INFORMATION

1. Address to Request Application Package:

ACYF Operations Center
c/o The Dixon Group
Attn: Community-Based Abstinence Education Program Funding
118 Q Street, NE.
Washington, DC 20002-2132
Phone: 866-796-1591
Email: fysb@dixongroup.com

2. Content and Form of Application Submission:

Application Content

Each application must include the following components placed in the order given:

1) Application for Federal Assistance - applicant must use Standard Form (SF) 424.

2) Table of Contents - In the past, some successful applicants have used a second table of contents or index that serves as a cross-reference, clearly directing reviewers to the part of the application that responds to the evaluation criteria in *Section V*.

3) Project Abstract - A single-spaced, typed abstract not to exceed one page must be included in the application. Use plain language that is easy for non-experts to understand. Guidelines for content and format of the abstract are as follows:

Contact information at the top of the abstract should include:

- Name of Project;

- Name of Project Director(s);
- Full mailing address;
- Telephone number of contact person (include area code);
- Fax number for contact person;
- E-mail address for contact person; and
- Web site (if applicable)

The section headings of the abstract should include:

- Objectives and Need for Assistance: Describe the problem(s) the project is designed to address. State the major goals and objectives of the project;
- Approach: Explain the project activities planned for reaching the project goals;
- Evaluation: Describe the techniques for tracking internal and external outputs and measuring outcomes resulting from the activities. Clearly indicate the following projections:

    - Number of youth to be served with the program components having a strong abstinence focus.
    - Abstinence education dosage per youth (in hours).
    - Efficiency Information: Show the abstinence education cost per youth hour. This is calculated by dividing the funding amount by the amount of youth in the program and dividing this amount by the abstinence education dose per youth.

For example, if an organization receives $600,000 and implements an intervention that involves 4,800 young people taking a school curriculum that is 8.2 hours, the following information should be stated:

- 4,800 participants will be educated with the classroom curriculum.
- The participants will receive a dose of 8.2 hours of classroom curriculum.
- The cost of youth/program hour is $15.00 (The funding amount of $600,000 was divided by 4,800, which is $125. Divide $125 by 8.2, and you have approximately $15 per student per hour.)

- Organizational Profile: Describe the roles and responsibilities of the applicant organization, key staff members and any partner organizations to complete the project; and

- Budget: Indicate the total amount of requested funding (one-year budget period only).

4) Project Description - A narrative description that addresses the criteria described in *Section V.*

5) Budget Information for Non-Construction Programs SF- 424A.

6) Detailed Budget and Justification - Provide a budget with line-item detail and detailed calculations for each budget object class. Provide a narrative budget justification that describes the necessity of the proposed costs. The detailed budget and justification must address the criteria given in *Section V.*

7) Logic Model - ACF requires applicant organizations to use a model for designing and managing their project. A logic model is a one-page diagram that presents the conceptual framework for a proposed project and explains the links among program elements. While there are many versions of logic models, for the purposes of this announcement the logic model should summarize the connections between the:

- Goals of the project (e.g., objectives);
- Inputs (e.g., organizational profile, collaborative partners, key staff, budget);
- Activities (e.g., approach);
- Internal Outputs - the direct products or deliverables of internal program activities
- External Outputs - direct services to clients; and
- Outcomes - the results of a program, typically describing a change in people or systems.

The project's evaluation plan should describe how the internal and external outputs and outcomes will be measured.

8) Work Plan - CBAE requires applicant organizations to develop a work plan in table format (limited to two pages) that lists a set of activities to be conducted in order to accomplish each objective. For each activity listed, the applicant should include at least the following information: internal or external output, quantity, party responsible, start and end dates, and status (i.e., a field for tracking the progress of the activity).

9) Curriculum Description

Curriculum Description - ACF requires applicants to provide a detailed description of each of the curricula they propose to use, limited to two pages.

Background Information - Indicate the applicant's name, city/state, project title, project director, project director telephone, project director e-mail, curriculum title, author/publisher's name and address, copyright date, and target audience. Provide a brief summary describing the proposed curriculum and the agency's past experience in administering it. For commercially produced curricula, describe any modifications to the curriculum from previous editions. Describe any planned modifications to the curriculum and provide the rationale for each addition or deletion.

Demonstration of Curriculum's Consistency with Legislative Requirements - Using the requirements listed in the "Purpose, Priorities and Scope of the CBAE Program" section of this announcement. Provide examples (e.g., quotes, descriptions or references to page numbers) that show how the curriculum reflects each of the 13 themes in an adequate and balanced manner.

Applicants may be required to submit a complete copy of the proposed curriculum materials before a final funding decision is made. It is not necessary to submit a complete copy of the proposed curriculum by the application due date. If one is required, the applicant organization will be contacted.

10) Support Documents - These may include organizational charts, financial statements, copies of third-party agreements, and resumes of key staff members.

Include a copy of each written third-party agreement, such as contracts, Memorandum of Understanding (MOU) or other similar documentation. For example, if an applicant will work in school district XYZ, the application should include a letter from the school district indicating this agreement.

Include a copy of the applicant's organizational chart.

Section V describes additional information about the relevant content to include in the supporting documents.

<u>Page Limitation</u>

The length of the entire application package should not exceed 80 pages. This includes all of the items listed above, with the exception of items that are stated not to count toward the 80-page limit. Project description narratives should be limited to 20 pages. Remaining pages may be used for all other forms and materials required. Pages submitted in excess of the 80-page limit will be removed and not reviewed. The Survey for Private, Non-Profit Grant Applicants and the Complete Curriculum (if requested) are the only materials that do not count towards the 80-page limit.

Application Format

Applicants may submit their applications in electronic format through www.Grants.gov (see **Electronic Submission** section) and/or in hard copy (see *Section IV.3*). No preference is given to either format during the review process. If applicants have concerns about whether all of the application materials are received for review, they may consider using multiple formats and delivery services.

Please note the following for submission of applications in paper format:

- Submit application materials on white, 8.5 x 11-inch paper only. Do not use colored, oversized or folded materials. Present application materials unstapled and unbound so that additional copies can be made for review;
- A standard font such as Times New Roman must be used. The font size must not be smaller than 12 point. The margins must be at least one inch on all sides. Project and budget narrative sections must be double-spaced;
- Number all application pages sequentially throughout the package, beginning with the Application for Federal Assistance (SF-424) as page number one. All application pages including government forms and attachments should be numbered;
- Arrange all materials in the order listed in the Application Content section above;
- Additional materials and support documents (e.g., logic model, work plan, document of assurance, third-party agreements, etc.) should follow the same general guidelines but may be single-spaced and may use the same or different standard font, not smaller than 10 point; and
- Cover letters are not required. Applicants are reminded that if a cover letter is submitted, it will count toward the 80-page limit.

(Information collections under this announcement are approved through OMB clearance number 0970-0272, which expires on 8/31/09. Burden hours per response to this collection are estimated to be 9 hours.)

D-U-N-S Requirement

All applicants must have a D&B Data Universal Numbering System (D-U-N-S) number. On June 27, 2003, the Office of Management and Budget (OMB) published in the *Federal Register* a new Federal policy applicable to all Federal grant applicants. The policy requires Federal grant applicants to provide a D-U-N-S number when applying for Federal grants or cooperative agreements on or after October 1, 2003. The D-U-N-S number will be required whether an applicant is submitting a paper application or using the government-wide electronic portal, Grants.gov. A D-U-N-S number will be required for every application for a new award or renewal/continuation of an award, including applications or plans under formula, entitlement, and block grant programs, submitted on or after October 1, 2003.

Please ensure that your organization has a D-U-N-S number. You may acquire a D-U-N-S number at no cost by calling the dedicated toll-free D-U-N-S number request line at 1-866-705-5711 or you may request a number on-line at http://www.dnb.com.

Proof of Non-Profit Status

Non-profit organizations applying for funding are required to submit proof of their non-profit status.

Proof of non-profit status is any one of the following:

- A reference to the applicant organization's listing in the IRS's most recent list of tax-exempt organizations described in the IRS Code.
- A copy of a currently valid IRS tax-exemption certificate.
- A statement from a State taxing body, State attorney general, or other appropriate State official certifying that the applicant organization has non-profit status and that none of the net earnings accrue to any private shareholders or individuals.
- A certified copy of the organization's certificate of incorporation or similar document that clearly establishes non-profit status.

- Any of the items in the subparagraphs immediately above for a State or national parent organization and a statement signed by the parent organization that the applicant organization is a local non-profit affiliate.

When applying electronically, we strongly suggest that you attach your proof of non-profit status with your electronic application.

Private, non-profit organizations are encouraged to submit with their applications the survey *titled "Survey on Ensuring Equal Opportunity for Applicants"* found under the "Survey" heading at: http://www.acf.hhs.gov/grants/grants_resources.html.

Forms, Assurances, and Certifications

The project description should include all the information requirements described in the specific evaluation criteria outlined in this program announcement under *Section V.* Application Review Information. In addition to the project description, the applicant needs to complete all of the Standard Forms required as part of the application process for awards under this announcement.

Applicants seeking financial assistance under this announcement must file the appropriate Standard Forms (SFs) as described in this section. All applicants must submit an SF-424, Application for Federal Assistance. For non-construction programs, applicants must also submit an SF-424A, Budget Information and an SF-424B, Assurances. For construction programs, applicants must also submit SF-424C, Budget Information and SF-424D, Assurances. When required for programs that involve human subjects, the Protection of Human Subjects Assurance Identification/IRB Certification/Declaration of Exemption form must be submitted. All forms may be reproduced for use in submitting applications. Applicants must sign and return the appropriate standard forms with their application. The Protection of Human Subjects Assurance Identification/IRB Certification/Declaration of Exemption (Common Rule) form may be found at: http://www.acf.hhs.gov/grants/grants_resources.html.

Applicants must furnish, prior to award, an executed copy of the Certification Regarding Lobbying. Applicants must sign and return the certification with their application. The Certification Regarding Lobbying may be found at: http://www.acf.hhs.gov/grants/grants_resources.html. (If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the applicant shall complete and submit Standard Form (SF)-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.)

The Pro-Children Act of 1994, 20 U.S.C. 7183, imposes restrictions on smoking in facilities where federally funded children's services are provided. HHS grants are subject to these requirements only if they meet the Act's specified coverage. The Act specifies that smoking is prohibited in any indoor facility (owned, leased, or contracted for) used for the routine or regular provision of kindergarten, elementary, or secondary education or library services to children under the age of 18. In addition, smoking is prohibited in any indoor facility or portion of a facility (owned, leased, or contracted for) used for the routine or regular provision of federally funded health care, day care, or early childhood development, including Head Start services to children under the age of 18. The statutory prohibition also applies if such facilities are constructed, operated, or maintained with Federal funds. The statute does not apply to children's services provided in private residences, facilities funded solely by Medicare or Medicaid funds, portions of facilities used for inpatient drug or alcohol treatment, or facilities where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to $1,000 per violation and/or the imposition of an administrative compliance order on the responsible entity. Additional information may be found in the HHS Grants Policy Statement at: http://www.acf.hhs.gov/grants/grants_related.html.

Information on the Certification Regarding Program Fraud Civil Remedies Act (PFCRA) may be found in the HHS Grants Policy Statement at: http://www.acf.hhs.gov/grants/grants_related.html.

Applicants must make the appropriate certification of their compliance with all Federal statutes relating to nondiscrimination. By signing and submitting the application, applicants are providing the necessary certification. Where return of a form is required, complete the standard forms and the associated certifications and assurances based on the instructions found on the forms. The forms and certifications may be found at: http://www.acf.hhs.gov/grants/grants_resources.html.

Information on the Privacy Act of 1974 (5 U.S.C. 552a) and the Freedom of Information Act (5 U.S.C 552) or FOIA may be found in the

HHS Grants Policy Statement at:
http://www.acf.hhs.gov/grants/grants_resources.html.

Documents of Assurance - ACF requires applicants to prepare, sign and submit with their applications two documents of assurance. The first provides the proper assurance that CBAE grant applicants will not provide to an adolescent and/or adolescents any other education regarding sexual conduct, except, in the case of any entity expressly required by Federal law to provide health information or services. Please see *Section I. Funding Opportunity Description* for a full description. An example of an acceptable statement of assurance is provided in *Appendix A*. The second is an assurance of medical accuracy, an example of which can be found in *Appendix B*.

Please see *Section V.1* for instructions on preparing the full project description.

Please reference *Section IV.3* for details about acknowledgement of received applications.

Private, non-profit organizations are encouraged to submit with their applications the survey *titled "Survey on Ensuring Equal Opportunity for Applicants"* found under the "Survey" heading at:
http://www.acf.hhs.gov/grants/grants_resources.html.

Please see *Section V.1* for instructions on preparing the full project description.

Please reference *Section IV.3* for details about acknowledgement of received applications.

Electronic Submission

Applicants to ACF may submit their applications in either electronic or paper format. To submit an application electronically, please use the http://www.Grants.gov site.

When using www.Grants.gov, applicants will be able to download a copy of the application package, complete it off-line, and then upload and submit the application via the www.Grants.gov site. ACF will not accept grant applications via facsimile or email.

Acceptable electronic formats for the application attachments (narratives, charts, etc.) must use the following standard technologies, i.e., Microsoft (Word and Excel), Word Perfect, Adobe PDF, Jpeg, and Gif.

IMPORTANT NOTE: Before submitting an electronic application, applicants must complete the organization registration process as well as obtain and register "electronic signature credentials" for the Authorized Organization Representative (AOR). Since this process may take more than five business days, it is important to start this process early, well in advance of the application deadline. **Be sure to complete all www.Grants.gov registration processes listed on the Organization Registration Checklist, which can be found at** http://www.acf.hhs.gov/grants/registration_checklist.html**.**

Please note the following if planning to submit an application electronically via www.Grants.gov:

- Electronic submission is voluntary, but strongly encouraged.
- Applicants may access the electronic application for this program at http://www.Grants.gov. There applicants can search for the downloadable application package by utilizing the www.Grants.gov FIND function.
- **It is strongly recommended that applicants do not wait until the application deadline date to begin the application process through www.Grants.gov.** Applicants are encouraged to submit their applications well before the closing date and time so that if difficulties are encountered there will still be sufficient time to submit a hard copy via express mail. **It is to an applicant's advantage to submit 24 hours ahead of the closing date and time in order to address any difficulties that may be encountered.**
- To use www.Grants.gov, you, the applicant must have a D-U-N-S number and register in the Central Contractor Registry (CCR). Applicants should allow a minimum of five days to complete the CCR registration. **REMINDER: CCR registration expires each year and thus must be updated annually. Applicants cannot upload an application to www.Grants.gov without having a current CCR registration AND electronic signature credentials for the AOR.**
- The electronic application is submitted by the AOR. To submit electronically, the AOR must obtain and register electronic signature credentials approved by the organization's E-Business Point of Contact who maintains the organization's CCR registration.

- Applicants may submit all documents electronically, including all information typically included on the SF-424 and all necessary assurances and certifications.

- Though applying electronically, the application must still comply with any page limitation requirements described in this program announcement.

- After the application is submitted electronically, the applicant will receive an automatic acknowledgement from www.Grants.gov that contains a www.Grants.gov tracking number. ACF will retrieve the electronically submitted application from www.Grants.gov.

- ACF may request that the applicant provide original signatures on forms at a later date.

- Applicants will not receive additional point value for submitting a grant application in electronic format, nor will ACF penalize an applicant if they submit an application in hard copy.

- If any difficulties are encountered in using www.Grants.gov, please contact the Grants.gov Contact Center at: 1-800-518-4726, or by email at support@grants.gov to report the problem and obtain assistance.

- Checklists and registration brochures are maintained to assist applicants in the registration process and may be found at: http://www.grants.gov/applicants/get_registered.jsp.

- When submitting electronically via www.Grants.gov, applicants must comply with all due dates ***AND*** times referenced in *Section IV.3.* Submission Dates and Times.

- For applicants that must demonstrate proof of non-profit status before the award date, ACF strongly suggests that proof of non-profit status be attached to the electronic application. Proof of non-profit status and any other required documentation may be scanned and attached as an "Other Attachment." Acceptable types of proof of non-profit status are stated earlier in this section.

- The Grants.gov website complies with Section 508 of the Rehabilitation Act of 1973. Grants.gov webpages are designed to work with assistive technologies such as screen readers. If an applicant uses assistive technology and is unable to access any material on the site, email the www.Grants.gov contact center at support@grants.gov for assistance.

Hard Copy Submission

Applicants that are submitting their application in paper format should submit one original and two copies of the complete application. The original and each of the two copies must include all required forms, certifications, assurances, and appendices, be signed by an authorized representative, and be unbound. The original copy of the application must have original signature(s).

Non-Federal Reviewers

Since ACF will be using non-Federal reviewers in the review process, applicants have the option of omitting from the application copies (not the original) specific salary rates or amounts for individuals specified in the application budget as well as Social Security Numbers, if otherwise required for individuals. The copies may include summary salary information.

If applicants are submitting their application electronically, ACF will omit the same specific salary rate information from copies made for use during the review and selection process.

3. Submission Dates and Times:

Due Date for Applications: 06/02/2008

Explanation of Due Dates

The due date for receipt of applications is referenced above. Applications received after 4:30 p.m., eastern time, on the due date will be classified as late and will not be considered in the current competition.

Applicants are responsible for ensuring that applications are mailed or hand-delivered or submitted electronically well in advance of the application due date and time.

Mail

Applications that are submitted by mail must be received no later than 4:30 p.m., eastern time, on the due date referenced above at the address listed in *Section IV.6*.

Hand Delivery

Applications hand carried by applicants, applicant couriers, other representatives of the applicant, or by overnight/express mail couriers must be received on or before the due date referenced above, between the hours of 8:00 a.m. and 4:30 p.m., eastern time, at the address referenced in *Section IV.6.*, between Monday and Friday (excluding Federal holidays).

Electronic Submission

Applications submitted electronically via Grants.gov must be submitted no later than 4:30 p.m., eastern time, on the due date referenced above.

ACF cannot accommodate transmission of applications by facsimile or email.

Late Applications

Applications that do not meet the requirements above are considered late applications. ACF shall notify each late applicant that its application will not be considered in the current competition.

ANY APPLICATION RECEIVED AFTER 4:30 P.M., EASTERN TIME, ON THE DUE DATE WILL NOT BE CONSIDERED FOR COMPETITION.

Extension of Deadlines

ACF may extend application deadlines when circumstances such as acts of God (floods, hurricanes, etc.) occur; when there are widespread disruptions of mail service; or in other rare cases. A determination to extend or waive deadline requirements rests with the Chief Grants Management Officer.

Receipt acknowledgement for application packages will not be provided to applicants who submit their package via mail, courier services, or by hand delivery. Applicants will receive an electronic acknowledgement for applications that are submitted via http://www.Grants.gov.

Checklist

You may use the checklist below as a guide when preparing your application package.

What to Submit	Required Content	Required Form or Format	When to Submit
SF-424	See Section IV.2	See http://www.acf.hhs.gov/grants/grants_resources.html	By application due date.
Table of Contents	See Sections IV.2 and V	Found in Sections IV.2 and V	By application due date.
Project Summary/Abstract	See Sections IV.2 and V	Found in Sections IV.2 and V	By application due date.
Project Description	See Sections IV.2 and V	Found in Sections IV.2 and V	By application due date.
SF-424A	See Section IV.2	See http://www.acf.hhs.gov/grants/grants_resources.html	By application due date.
Budget and Budget Justification	See Sections IV.2 and V	Found in Sections IV.2 and V	By application due date.
SF-424B	See Section IV.2	See http://www.acf.hhs.gov/grants/grants_resources.html	By application due date.
Proof of Non-Profit Status	See Sections IV.2 and V	Found in Sections IV.2 and V	By date of award.
Logic Model	See Sections IV.2 and V	Found in Sections IV.2 and V	By application due date.
Staff and Position Data	See Section V	Found in Section V	By application due date.
Plan For Project Continuance Beyond Grant Support	See Section V	Found in Section V	By application due date.
Third-Party Agreements	See Section IV.2 and V	Found in Section IV.2 and V	By application due date.

Curriculum Description	See Sections I and IV.2	Found in Sections I and IV.2	By application due date.
Support Documents	See Section IV.2	Found in Section IV.2	By application due date.
Documents of Assurance	See Sections IV.2 and Appendices A and B	Found in Sections IV.2 and Appendices A and B	By application due date.
Certification Regarding Lobbying	See Section IV.2	See http://www.acf.hhs.gov/grants/grants_resources.html	By date of award.
Certification Regarding Environmental Tobacco Smoke	See Section IV.2	See http://www.acf.hhs.gov/grants/grants_resources.html	By date of award.

Additional Forms

Private, non-profit organizations are encouraged to submit with their applications the survey *titled "Survey on Ensuring Equal Opportunity for Applicants"* found under the "Survey" heading at: http://www.acf.hhs.gov/grants/grants_resources.html.

What to Submit	Required Content	Required Form or Format	When to Submit
Survey on Ensuring Equal Opportunity for Applicants	See form.	See http://www.acf.hhs.gov/grants/grants_resources.html	By application due date.

4. Intergovernmental Review of Federal Programs:

State Single Point of Contact (SPOC)

This program is covered under Executive Order (Exec. Order) 12372, "Intergovernmental Review of Federal Programs," and 45 CFR Part 100, "Intergovernmental Review of Department of Health and Human Services Programs and Activities." Under the Exec. Order, States may design their own processes for reviewing and commenting on proposed Federal assistance under covered programs.

The official list of the jurisdictions that have elected to participate in Exec. Order 12372, including addresses and contact persons, may be found on the following URL: http://www.whitehouse.gov/omb/grants/spoc.html.

Applicants from participating jurisdictions should contact their SPOC, as soon as possible, to alert them of prospective applications and receive instructions. Applicants must submit all required materials to the SPOC and indicate the date of this submittal (or the date of contact if no submittal is required) on the Standard Form (SF) 424, item 19.

Under 45 CFR 100.8(a)(2), a SPOC has 60 days from the application due date to comment on proposed new or competing continuation awards. SPOCs are encouraged to eliminate the submission of routine endorsements as official recommendations. Additionally, SPOCs are requested to clearly differentiate between mere advisory comments and official State process recommendations, which may trigger the "accommodate or explain" rule.

Comments submitted directly to ACF should be addressed to the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Grants Management, Division of Discretionary Grants, 370 L'Enfant Promenade SW., 6th Floor, Washington, DC 20447.

Although some jurisdictions have chosen not to participate in this process, entities that meet the eligibility requirements of the Program Announcement are still eligible to apply for a grant even if a State, Territory, or Commonwealth, etc., does not have a SPOC. Therefore, applicants from these jurisdictions, or for projects administered by Federally-recognized Indian Tribes, need take no action in regard to Exec. Order 12372.

5. Funding Restrictions:

Costs of organized fund raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar expenses incurred solely to raise capital or obtain contributions, are unallowable.

Grant awards will not allow reimbursement of pre-award costs.

Construction and purchase of real property are not allowable activities or expenditures under this grant award.

Applicants should note that grants to be awarded under this program announcement are subject to the availability of funds. The amount of the actual awards may vary from $250,000 to $600,000 per budget period (See *Section II. Award Information)*.

Sex education programs that promote the use of contraceptives are not eligible for funding under this announcement.

6. Other Submission Requirements:

Please see *Sections IV.2* and *IV.3* for deadline information and other application requirements.

Submit applications to one of the following addresses:

Submission by Mail

ACYF Operations Center
c/o The Dixon Group
Attn: Community-Based Abstinence Education Program Funding
118 Q Street, NE.
Washington, DC 20002-2132

Hand Delivery

ACYF Operations Center
c/o The Dixon Group
Attn: Community-Based Abstinence Education Program Funding
118 Q Street, NE.
Washington, DC 20002-2132

Electronic Submission

Please see *Section IV.2* for guidelines and requirements when submitting applications electronically via http://www.Grants.gov.

V. APPLICATION REVIEW INFORMATION

The Paperwork Reduction Act of 1995 (P.L. 104-13)

Public reporting burden for this collection of information is estimated to average 40 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed and reviewing the collection information.

The project description is approved under OMB control number 0970-0139, which expires 4/30/2010.

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.

1. Criteria:

Part I THE PROJECT DESCRIPTION OVERVIEW

PURPOSE

The project description provides the majority of information by which an application is evaluated and ranked in competition with other applications for available assistance. The project description should be concise and complete. It should address the activity for which Federal funds are being requested. Supporting documents should be included where they can present information clearly and succinctly. In preparing the project description, information that is responsive to each of the requested evaluation criteria must be provided. Awarding offices use this and other information in making their funding recommendations. It is important, therefore, that this information be included in the application in a manner that is clear and complete.

GENERAL EXPECTATIONS AND INSTRUCTIONS

ACF is particularly interested in specific project descriptions that focus on outcomes and convey strategies for achieving intended performance. Project descriptions are evaluated on the basis of substance and measurable outcomes, not length. Extensive exhibits are not required. Cross-referencing should be used rather than repetition. Supporting information concerning activities that will not be directly funded by the grant or information that does not directly pertain to an integral part of the grant-funded activity should be placed in an appendix.

Part II GENERAL INSTRUCTIONS FOR PREPARING A FULL PROJECT DESCRIPTION

INTRODUCTION

Applicants that are required to submit a full project description shall prepare the project description statement in accordance with the following instructions while being aware of the specified evaluation criteria. The text options give a broad overview of what the project description should include while the evaluation criteria identify the measures that will be used to evaluate applications.

TABLE OF CONTENTS

List the contents of the application including corresponding page numbers.

PROJECT SUMMARY/ABSTRACT

Provide a summary of the project description (one page or less) with reference to the funding request.

OBJECTIVES AND NEED FOR ASSISTANCE

Clearly identify the physical, economic, social, financial, institutional, and/or other problem(s) requiring a solution. The need for assistance must be demonstrated and the principal and subordinate objectives of the project must be clearly stated; supporting documentation, such as letters of support and testimonials from concerned interests other than the applicant, may be included. Any relevant data based on planning studies should be included or referred to in the endnotes/footnotes. Incorporate demographic data and participant/beneficiary information, as needed. In developing the project description, the applicant may volunteer or be requested to provide information on the total range of projects currently being conducted and supported (or to be initiated), some of which may be outside the scope of the program announcement.

APPROACH

Outline a plan of action that describes the scope and detail of how the proposed work will be accomplished. Account for all functions or activities identified in the application. Cite factors that might accelerate or decelerate the work and state your reason for taking the proposed approach rather than others. Describe any unusual features of the project such as design or technological innovations, reductions in cost or time, or extraordinary social and community involvement.

Provide quantitative monthly or quarterly projections of the accomplishments to be achieved for each function or activity in such terms as the number of people to be served and the number of activities accomplished.

When accomplishments cannot be quantified by activity or function, list them in chronological order to show the schedule of accomplishments and their target dates.

If any data is to be collected, maintained, and/or disseminated, clearance may be required from OMB. This clearance pertains to any "collection of information that is conducted or sponsored by ACF."

Provide a list of organizations, cooperating entities, consultants, or other key individuals who will work on the project along with a short description of the nature of their effort or contribution.

EVALUATION

Provide a narrative addressing how the conduct of the project and the results of the project will be evaluated. In addressing the evaluation of results, state how you will determine the extent to which the project has achieved its stated objectives and the extent to which the accomplishment of objectives can be attributed to the project. Discuss the criteria to be used to evaluate results, and explain the methodology that will be used to determine if the needs identified and discussed are being met and if the project results and benefits are being achieved. With respect to the conduct of the project, define the procedures to be employed to determine whether the project is being conducted in a manner consistent with the work plan presented and discuss the impact of the project's various activities that address the project's effectiveness.

ADDITIONAL INFORMATION

The following are requests for additional information that must be included in the application:

ELIGIBILITY CERTIFICATION

Applicants must provide the following as certification of their eligibility under this program announcement. Please provide:

PROOF OF NON-PROFIT STATUS

Non-profit organizations applying for funding are required to submit proof of their non-profit status.

Proof of non-profit status is any one of the following:

- A reference to the applicant organization's listing in the IRS's most recent list of tax-exempt organizations described in the IRS Code.
- A copy of a currently valid IRS tax-exemption certificate.
- A statement from a State taxing body, State attorney general, or other appropriate State official certifying that the applicant organization has non-profit status and that none of the net earnings accrue to any private shareholders or individuals.

- A certified copy of the organization's certificate of incorporation or similar document that clearly establishes non-profit status.

- Any of the items in the subparagraphs immediately above for a State or national parent organization and a statement signed by the parent organization that the applicant organization is a local non-profit affiliate.

When applying electronically, we strongly suggest that you attach your proof of non-profit status with your electronic application.

LOGIC MODEL

Applicants are expected to use a model for designing and managing their project. A logic model is a one-page diagram that presents the conceptual framework for a proposed project and explains the links among program elements. While there are many versions of logic models, for the purposes of this announcement the logic model should summarize the connections between the:

- Goals of the project (e.g., objectives, reasons for proposing the interventions, if applicable);
- Assumptions (e.g., beliefs about how the program will work and is supporting resources. Assumptions should be based on research, best practices, and experience.)
- Inputs (e.g., organizational profile, collaborative partners, key staff, budget);
- Activities (e.g., approach, listing key intervention, if applicable);
- Outputs (i.e., the direct products or deliverables of program activities); and
- Outcomes (i.e., the results of a program, typically describing a change in people or systems)

STAFF AND POSITION DATA

Provide a biographical sketch and job description for each key person appointed. Job descriptions for each vacant key position should be included as well. As new key staff is appointed, biographical sketches will also be required.

PLAN FOR PROJECT CONTINUANCE BEYOND GRANT SUPPORT

Provide a plan for securing resources and continuing project activities after Federal assistance has ended.

ORGANIZATIONAL PROFILES

Provide information on the applicant organization(s) and cooperating partners, such as: organizational charts; financial statements; audit reports or statements from Certified Public Accountants/Licensed Public Accountants; Employer Identification Number(s); contact persons and telephone numbers; names of bond carriers; child care licenses and other documentation of professional accreditation; information on compliance with Federal/State/local government standards; documentation of experience in the program area; and, other pertinent information.

THIRD-PARTY AGREEMENTS

Provide written and signed agreements between grantees and subgrantees, or subcontractors, or other cooperating entities. These agreements must detail the scope of work to be performed, work schedules, remuneration, and other terms and conditions that structure or define the relationship.

BUDGET AND BUDGET JUSTIFICATION

Provide a budget with line-item detail and detailed calculations for each budget object class identified on the Budget Information Form (SF-424A or SF-424C). Detailed calculations must include estimation methods, quantities, unit costs, and other similar quantitative detail sufficient for the calculation to be duplicated. If matching is a requirement, include a breakout by the funding sources identified in Block 15 of the SF-424.

Provide a narrative budget justification that describes how the categorical costs are derived. Discuss the necessity, reasonableness, and allocation of the proposed costs.

GENERAL

Use the following guidelines for preparing the budget and budget justification. Both Federal and non-Federal resources (when required) shall be detailed and justified in the budget and budget narrative justification. "Federal resources" refers only to the ACF grant funds for which you are applying. "Non-Federal resources" are all other non-ACF Federal and non-Federal resources. It is suggested that budget amounts and computations be presented in a columnar format: first column, object class categories; second column, Federal budget; next column(s), non-Federal budget(s); and last column, total budget. The budget justification should be in a narrative form.

PERSONNEL
Description: Costs of employee salaries and wages.

Justification: Identify the project director or principal investigator, if known at the time of application. For each staff person, provide: the title; time commitment to the project in months; time commitment to the project as a percentage or full-time equivalent; annual salary; grant salary; wage rates; etc. Do not include the costs of consultants, personnel costs of delegate agencies, or of specific project(s) and/or businesses to be financed by the applicant.

FRINGE BENEFITS
Description: Costs of employee fringe benefits unless treated as part of an approved indirect cost rate.

Justification: Provide a breakdown of the amounts and percentages that comprise fringe benefit costs such as health insurance, FICA, retirement insurance, taxes, etc.

TRAVEL
Description: Costs of project-related travel by employees of the applicant organization. (This item does not include costs of consultant travel).

Justification: For each trip show: the total number of traveler(s); travel destination; duration of trip; per diem; mileage allowances, if privately owned vehicles will be used; and other transportation costs and subsistence allowances. If appropriate for this project, travel costs for key staff to attend ACF-sponsored workshops should be detailed in the budget.

EQUIPMENT
Description: "Equipment" means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost that equals or exceeds the lesser of: (a) the capitalization level established by the organization for the financial statement purposes, or (b) $5,000. (Note: Acquisition cost means the net invoice unit price of an item of equipment, including the cost of any modifications, attachments, accessories, or auxiliary apparatus necessary to make it usable for the purpose for which it is acquired. Ancillary charges, such as taxes, duty, protective in-transit insurance, freight, and installation, shall be included in or excluded from acquisition cost in accordance with the organization's regular written accounting practices.)

Justification: For each type of equipment requested provide: a description of the equipment; the cost per unit; the number of units; the total cost; and a plan for use on the project; as well as use and/or disposal of the equipment after the project ends. An applicant organization that uses its own definition for equipment should provide a copy of its policy, or section of its policy, that includes the equipment definition.

SUPPLIES

Description: Costs of all tangible personal property other than that included under the Equipment category.

Justification: Specify general categories of supplies and their costs. Show computations and provide other information that supports the amount requested.

CONTRACTUAL

Description: Costs of all contracts for services and goods except for those that belong under other categories such as equipment, supplies, construction, etc. Include third-party evaluation contracts, if applicable, and contracts with secondary recipient organizations, including delegate agencies and specific project(s) and/or businesses to be financed by the applicant.

Justification: Demonstrate that all procurement transactions will be conducted in a manner to provide, to the maximum extent practical, open and free competition. Recipients and subrecipients, other than States that are required to use 45 CFR Part 92 procedures, must justify any anticipated procurement action that is expected to be awarded without competition and exceeds the simplified acquisition threshold fixed at 41 USC 403(11), currently set at $100,000.

Recipients might be required to make available to ACF pre-award review and procurement documents, such as requests for proposals or invitations for bids, independent cost estimates, etc.

Note: Whenever the applicant intends to delegate part of the project to another agency, the applicant must provide a detailed budget and budget narrative for each delegate agency, by agency title, along with the required supporting information referred to in these instructions.

OTHER

Enter the total of all other costs. Such costs, where applicable and appropriate, may include but are not limited to: insurance; food; medical and dental costs (noncontractual); professional services costs; space and equipment rentals; printing and publication; computer use; training costs, such as tuition and stipends; staff development costs; and administrative costs.

Justification: Provide computations, a narrative description and a justification for each cost under this category.

INDIRECT CHARGES
Description: Total amount of indirect costs. This category should be used only when the applicant currently has an indirect cost rate approved by the Department of Health and Human Services (HHS) or another cognizant Federal agency.

Justification: An applicant that will charge indirect costs to the grant must enclose a copy of the current rate agreement. If the applicant organization is in the process of initially developing or renegotiating a rate, upon notification that an award will be made, it should immediately develop a tentative indirect cost rate proposal based on its most recently completed fiscal year, in accordance with the cognizant agency's guidelines for establishing indirect cost rates, and submit it to the cognizant agency. Applicants awaiting approval of their indirect cost proposals may also request indirect costs. When an indirect cost rate is requested, those costs included in the indirect cost pool should not be charged as direct costs to the grant. Also, if the applicant is requesting a rate that is less than what is allowed under the program, the authorized representative of the applicant organization must submit a signed acknowledgement that the applicant is accepting a lower rate than allowed.

EVALUATION CRITERIA:

The corresponding score values indicate the relative importance that ACF places on each evaluation criterion; however, applicants need not develop their applications precisely according to the order presented. Application components may be organized such that a reviewer will be able to follow a seamless and logical flow of information (i.e., from a broad overview of the project to more detailed information about how it will be conducted).

In considering how applicants will carry out the responsibilities addressed under this announcement, competing applications for financial assistance will be reviewed and evaluated against the following criteria:

BUDGET AND BUDGET JUSTIFICATION - 15 points

- The extent to which program efficiency as shown in the project abstract and narrative is reasonable in view of the activities to be conducted and the number of participants to be served. **3 points**

- The extent to which at least 15 percent of the total requested funding is designated for the purposes of evaluation. An example is given in *Section I.B.2.* **3 points Applications that do not fully satisfy this criterion will receive zero points**.

- The extent to which the budget presentation is clear and detailed. The extent to which the detailed budget and justification clearly explains and justifies the budget information presented on SF-424 and SF-424A. **3 points**

- The extent to which the applicant illustrates how the fiscal controls and accounting procedures will be used to ensure prudent use, proper disbursement, and accurate accounting of Federal and non-Federal funds received. **6 points total.**
    - The extent to which the applicant's financial management system provides for accounting records, including cost accounting records and signatory procedures that are supported by source documentation as set forth by 45 C.F.R. Parts 74.21 and 92.20. **4 points**
    - The extent to which the applicant demonstrates that financial statements have been prepared in accord with the organization's by-laws. **2 points**

ORGANIZATIONAL PROFILES - 15 points

- The extent to which the project narrative and supporting documents (e.g., organizational charts, financial statements, letters of support, etc.) clearly demonstrate the applicant organization's capabilities for and experience in promoting abstinence-until-marriage education. Successful completion of this project is realistic given their experience with the development, implementation, administration, and evaluation of similar projects.
    - The extent to which the applicant organization provides a biographical sketch (including education and experience

related to appropriate administrative role) and job description for each key administrative person appointed. The extent to which the applicant provides job descriptions for each administrative staff vacancy. Up to **3 points**

- The extent to which the applicant organization provides a biographical sketch (including education and experience related to abstinence education) and job description for key program staff. The extent to which the applicant provides job descriptions for each program staff vacancy. Up to **3 points**
- The extent to which the applicant organization demonstrates a policy governing standards of conduct including conflicts of interest that adheres to 45 C.F.R. 74.42 and 92.36 and the certification described on the required SF-424B, #3. (See *Section VI.2*.) Up to **3 points**
- The extent to which the applicant provides a detailed plan (separate and apart from the project description) for securing resources and continuing project activities after Federal assistance has ended. For example, the applicant may describe how their project plans to work closely with community partners who institutionalize abstinence education as part of their ongoing programs and services (i.e., training teachers in school). Up to **3 points**
- The extent to which the project narrative and supporting documents (third-party agreements) clearly demonstrate the roles of any partner organizations, including: the name of the partner(s), scope of work to be performed, work schedules, remuneration, and other terms and conditions that structure or define the relationship. In cases where partners have not yet been selected, the extent to which the approach and criteria that will be used to select partners are clearly described and reasonable will be evaluated. **Up to 3 points**

OBJECTIVES AND NEED FOR ASSISTANCE - 9 points

- The extent to which the target population is clearly defined. The extent to which statistical and demographic data shows a clear need for abstinence until marriage education for the target population specified. **5 points**

- The extent to which programs are aimed towards high school aged youth. **2 points**

- The extent to which the precise geographic location of the area to be served by the project is clearly described (e.g., city, county, boundary streets of a neighborhood, zip codes, school districts). **2 points**

EVALUATION - 25 points

- The extent to which the application describes previous evaluation projects of the applicant organization conducted by the organization or by a third-party evaluator, including processes and summaries of the reported findings. **2 points**

- The extent to which the applicant has provided a detailed evaluation plan as described in *Section I.B.2.* The extent to which the applicant describes how they will contract with an independent, third-party evaluator to form and implement the evaluation plan. **3 points**

- The extent to which the program evaluation plan includes a comparison/control group. **2 points**

- The extent to which the evaluation plan provides quantified projections and reasonable methods to collect data for the following required outputs: the unduplicated number of clients served, total number of service hours received by clients, and the number of youth that complete at least 75 percent of the program. **5 points**. **Applications that do not fully satisfy this criterion will receive zero points.**

- The extent to which the evaluation plan provides the following information for additional outputs. Examples of additional outputs are given in *Section I.B.2.* Up to **5 points** may be awarded as described below:
  - The extent to which additional outputs are clearly identified and described. **1 point**
  - The extent to which quantified projections are given for additional outputs. **2 points**
  - The extent to which reasonable methods to collect data are described. **2 points**
- The extent to which the applicant provides reasonable methods to collect data by implementing the 10 item core measure instrument, which includes items to determine the proportion of youth that have never had sexual intercourse and remain abstinent and the proportion of youth that have had sexual intercourse but have discontinued having sex. The extent to

which the applicant demonstrates that the measure will be administered as a pre-test, post-test and post-post test on a representative sample of participants. **5 points Applications that do not fully satisfy this criterion will receive zero points**.

- The extent to which evaluation plans provide the following information for additional outcomes. (Examples of additional outcomes are given in *Section I.B.2.*) Up to **3 points** may be awarded as described below.
  - The extent to which additional outcomes are clearly identified and described. **1 point**
  - The extent to which reasonable methods to collect data are described. **2 points**

APPROACH - 36 points

- The extent to which the curriculum/curricula is/are consistent with the 13 themes presented in *Section I.B.3. Scope* of this program announcement. **8 points**

- The extent to which all other aspects of the project (e.g., drama productions, mentoring, clubs with an abstinence focus) have a direct connection with the 13 themes presented in *Section IB.3. Scope* of this program announcement. **8 points**

- The extent to which the project narrative and supporting documents (e.g., logic model and workplan) describe a thorough and reasonable plan. The extent to which the narrative and plans clearly conform to the formatting requirements given in *Section IV.2.* **10 points**

- The extent to which the application describes barriers to project implementation and possible resolution of these difficulties. **3 points**

- The extent to which the application describes activities that include relationship skills training, which will give participants a greater capacity to develop both healthy relationships in the short-term and healthy marriages in the long-term. (Some examples are provided in *Section I.B.2.*) **2 points**

- The extent to which activities will address creating a supportive peer environment for young people choosing abstinence until marriage. **2 points**

- The extent to which the project narrative and supporting documents (organizational chart, work plan, staff resumes) describe how the program and program staff integrate cultural competency in serving youth from diverse ethnic, cultural, and economic backgrounds. **3 points**

2. Review and Selection Process:

No grant award will be made under this announcement on the basis of an incomplete application.

Initial ACF Screening: Each application will be screened to determine whether it was received by the closing date and time and whether the requested amount exceeds the stated ceiling. Late applications or those exceeding the funding limit will be returned to the applicants with a notation that they were unacceptable and will not be reviewed.

All applications that pass the initial ACF screening will be subject to a competitive review and evaluation based on the specific competitive evaluation criteria. This review will be conducted in Washington, DC, by a panel of experts knowledgeable in the areas of abstinence education, youth development, and social/human services. Please refer to *Section IV.2* for information on non-Federal reviewers in the review process.

Application review panels will assign a score (maximum score of 100) to each application. The panel will identify the application's strengths and weaknesses based on the application's responsiveness to the evaluation criteria.

In order to ensure that grantees are geographically well distributed, special consideration may be given to applications within the fundable range for States (and Territories), counties and communities that do not have a currently funded CBAE grant, or where the State's only community-based grantee is in its last year of funding. In addition, special consideration may be given to geographic regions with a higher proportion of low-income children compared to the total number of low-income children in the United States.

All proposed curricula, supplemental materials, and proposed or anticipated modifications to the curricula will be subject to an internal evaluation. This evaluation is designed to ensure that the applicant's proposed curricula is medically accurate and adequately addresses the elements in *Section I.B.3, Scope* of this program announcement. The curricula will be evaluated as to whether they address the elements articulated therein in an adequate and balanced manner. Prospective grantees may incorporate themes that complement, but do not contradict, the "A-H" statements, found in *Section I.B.3, Scope*. However, at least 70 percent of any proposed curriculum material must directly relate to the "A-H" statements. This review will not judge the relative merits of any curriculum as a means of instruction, but rather is only being conducted to ensure that the curriculum is medically accurate and addresses the A-H elements in an adequate and balanced manner.

As a term and condition of an award, the grantee must, in writing and to the satisfaction of the Family and Youth Services Bureau/ACYF and the Office of Grants Management, address all questions raised by ACF regarding the medical accuracy of the curriculum implemented under this project. This written explanation must specify how the grantee proposes to resolve all medical accuracy issues raised by ACF within 30 days of written notification.

As a term of the award, failure to provide satisfactory resolution to all medical accuracy issues raised by ACF shall result in continued withholding of funds and/or termination of the project.

Approved but Unfunded Applications

Applications that are approved but unfunded may be held over for funding in the next funding cycle, pending the availability of funds, for a period not to exceed one year.

3. Anticipated Announcement and Award Dates:

Applications will be received in early 2008. Grant awards will have a start date no later than September 30, 2008.

VI. AWARD ADMINISTRATION INFORMATION

1. Award Notices:

The successful applicants will be notified through the issuance of a Notice of Award (NoA) document that sets forth the amount of funds granted, the terms and conditions of the grant, the effective date of the grant, the budget period for which initial support will be given, the non-Federal share to be provided (if applicable), and the total project period for which support is contemplated. The NoA will be signed by the Grants Officer and transmitted via postal mail.

Following the finalization of funding decisions, organizations whose applications will not be funded will be notified by letter, signed by the Program Office head.

2. Administrative and National Policy Requirements:

Grantees are subject to the requirements in 45 CFR Part 74 (non-governmental) or 45 CFR Part 92 (governmental).

Direct Federal grants, sub-award funds, or contracts under this ACF program shall not be used to support inherently religious activities such as religious instruction, worship, or proselytization. Therefore, organizations must take steps to separate, in time or location, their inherently religious activities from the services funded under this program. Regulations pertaining to the Equal Treatment for Faith-Based Organizations, which includes the prohibition against Federal funding of inherently religious activities, can be found at the HHS web site at: http://www.hhs.gov/fbci/waisgate21.pdf.

A faith-based organization receiving HHS funds retains its independence from Federal, State, and local governments, and may continue to carry out its mission, including the definition, practice, and expression of its religious beliefs. For example, a faith-based organization may use space in its facilities to provide secular programs or services funded with Federal funds without removing religious art, icons, scriptures, or other religious symbols. In addition, a faith-based organization that receives Federal funds retains its authority over its internal governance, and it may retain religious terms in its organization's name, select its board members on a religious basis, and include religious references in its organization's mission statements and other governing documents in accordance with all program requirements, statutes, and other applicable requirements governing the conduct of HHS funded activities.

Faith-based and community organizations may reference the "Guidance to Faith-Based and Community Organizations on Partnering with the Federal Government" at: http://www.whitehouse.gov/government/fbci/guidance/index.html.

HHS Grants Policy Statement

The HHS Grants Policy Statement (GPS) is the Department of Health and Human Services new single policy guide for discretionary grants and cooperative agreements. Unlike previous HHS policy documents, the GPS is intended to be shared with and used by grantees. It became effective October 1, 2006 and is applicable to all Operating Divisions (OPDIVS), such as the Administration for Children and Families (ACF), except the National Institutes of Health (NIH). The GPS covers basic grants processes, standard terms and conditions and points of contact as well as important OPDIV-specific requirements. Appendices include a glossary of terms and a list of standard abbreviations for ease of reference. The GPS may be accessed at http://www.acf.hhs.gov/grants/grants_related.html.

Though grantees are held responsible for all applicable sections of 45 C.F.R. Parts 74 and 92, applicants under this announcement should make special note of the following sections:

-- 45 C.F.R. 74.**21** - Standards for Financial Management Systems

-- 45 C.F.R. 74.42 - Codes of Conduct:

"The recipient shall maintain written standards of conduct governing the performance of its employees engaged in the award and administration of contracts. No employee, officer, or agent shall participate in the selection, award, or administration of a contract supported by Federal funds if a real or apparent **conflict of interest** would be involved. Such a conflict would arise when the employee, officer, or agent, or any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in the firm selected for an award. . . . " (emphasis added).

Some common situations that may constitute a conflict of interest include family members participating in the selection, award, or administration of a contract that would result in the hiring of other family members to work on the awarded grant project, or providing a sub-grant to an organization owned or operated by an employee of, or an authorized official of, the grantee agency or by members of their immediate family.

The full of 45 C.F.R. may be found at http://www.access.gpo.gov/nara/cfr/waisidx_06/45cfrv1_06.html.

Applicants will also want to be aware of the following certification as stated on the required
SF-424B at #3:

Grantees "[w]ill establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain."

3. Reporting Requirements:

Grantees will be required to submit program progress and financial reports (SF-269 found at: http://www.acf.hhs.gov/grants/grants_resources.html) throughout the project period. Program progress and financial reports are due 30 days after the reporting period. Final programmatic and financial reports are due 90 days after the close of the project period.

Final reports may be submitted in hard copy to the Grants Management Office Contact listed in Section VII of this announcement.

Program Progress Reports: Semi-Annually
Financial Reports: Semi-Annually

All Program Progress Reports should be submitted with the signature of the organization's designated representatives and the third-party evaluator.

To be considered on a noncompetitive basis for funding in years two through five, continuation applications must be submitted with the semi-annual reports that are due 30 days after the first six months of each budget period.

VII. AGENCY CONTACTS

Program Office Contact:

Scott Riggins
Acting Director
Abstinence Education Division
Family and Youth Services Bureau
118 Q Street, NE.
Washington, DC 20002-2132
Phone: 1-866-796-1591
Email: fysb@dixongroup.com

Grants Management Office Contact:

Lisa Dammar
Grants Officer
ACYF Grants Office
118 Q Street, NE.
Washington, DC 20002-2132
Phone: 1-866-796-1591
Email: fysb@dixongroup.com

VIII. OTHER INFORMATION

Additional information that may be useful in understanding the program or helpful in completing the application can be found at http://www.acf.hhs.gov/programs/fysb/ or at http://pal-tech.com/web/abstinenceed/. Applicants are encouraged to check the website regularly as information is continually updated.

Appendix A

Assurance

As the authorized individual signing this grant application on behalf of (name of applicant organization), I hereby attest and certify that (name of applicant organization), while administering Federal and/or non-Federal funds under the Community-Based Abstinence Education Program, will not provide to an adolescent and/or adolescents any other education regarding sexual conduct, except that, in the case of an entity expressly required by Federal law to provide health information or services. In this circumstance, health information or services (expressly required by Federal law) must be conducted in a different setting - either in time or place - than where and when the abstinence-only course is being conducted.

____
Date

____
Printed Name of Authorized Individual

____
Signature of Authorized Individual

Appendix B

Medical Accuracy Assurance

As the authorized individual signing this grant application on behalf of [NAME OF APPLICANT ORGANIZATION], I hereby attest and certify that all medical materials proposed in this application and funded during the project period of this grant are medically accurate.

____
Date

____
Printed Name of Authorized Individual

____
Signature of Authorized Individual

Appendix C

Endnotes

[i] Hillard Weinstock, Stuart Berman, and Willard Cates, Jr. "Sexually Transmitted Diseases Among American Youth: Incidence and Prevalence Estimates, 2000." *Perspectives on Sexual and Reproductive Health*, 2004, 36 (1): 6-10.

[ii] Susheela Singh and Jacqueline E. Darroch. "Adolescent pregnancy and childbearing: levels and trends in developed countries." *Family Planning Perspectives*, 2000, 32 (1): 14-23.

[iii] Joyce Martin, Brady Hamilton, Paul Sutton, Stephanie Ventura, Fay Menacker, Sharon Kirmeyer and Martha Munson: Centers for Disease Control and Prevention. "National Vital Statistics Reports: Births: Final Data for 2005," 2007, 56 (6).

[iv] "Why Marriage Matters, Second Edition: Twenty-Six Conclusions from the Social Sciences," Institute for American Values, New York, New York, September 2005.

[v] Kristin Anderson Moore; Susan M. Jekielek; Jacinta Bronte-Tinkew; Lina Guzman; Suzanne Ryan; Zakia Redd. "What Is a Healthy Marriage? Defining the Concept," Child Trends Research Brief, 2004, 16.

Date: 04/10/2008 Joan E. Ohl

Commissioner

Administration on Children, Youth and Families