

Tribal Prep FOA Pre-Application Webinar

May 5, 2016

TRANSCRIPT

MS. SARAH AXELSON: Welcome to the Pre-Application webinar for the Tribal Personal Responsibility Education Program or Tribal PREP program. This webinar has been pre-recorded for your access.

My name is Sarah Axelson. I'm a Management Analyst in the Adolescent Pregnancy Prevention Program within the Family and Youth Services Bureau. I'm also joined today by Kathleen McCoy, Social Science Research Analyst with the Office of Planning, Research and Evaluation within the Administration for Children and Families. We're pleased to welcome you to today's webinar.

The purpose of the webinar is to review the tribal PREP's Funding Opportunity Announcement, known as the FOA, including the program design, eligibility requirements and application instructions. As you can see in the agenda, we'll also provide a brief overview of the Administration for Children Youth and Families as well as FYSB before diving into the specifics of the FOA.

The webinar should answer most of the questions and concerns that you may have as applicants. Because the webinar is pre-recorded, there will not be an opportunity to ask questions.

Additionally, ACF does not provide direct guidance or instruction in the development of an applicant's project design or in writing their application. Applicants should use their best judgment in determining whether they're able to meet the requirements contained in the FOA, whether they're able to develop an application they believe to be responsive to the FOA and in designing and writing their application.

Applications will be reviewed and evaluated by objective review panels using the criteria described in Section 5.1 of the FOA. The review panels will use the FOA as their principal guidance available to them in the same way that it is the principal for all other applicants.

We would like to begin by providing you with a brief overview of ACYF and FYSB, the administration and bureau that published the tribal PREP FOA. The Administration on Children Youth and Families, ACYF, is within the Administration for Children and Families. It administers the major federal programs that support social services that promote the positive growth and development of children and youth and their families, protective services and shelter for children and youth in at-risk situations adoption for children with special needs.

These programs provide financial assistance, community-based organizations and academic institutions to provide services, carry out research and demonstration activities and undertake training, technical assistance and information dissemination. ACYF houses the Family and Youth Services Bureau.

The mission of FYSB is to support the organizations and communities that work every day to put an end to youth homelessness, adolescent pregnancy and domestic violence. FYSB's vision is a future in which all our nation's youth, individuals and families, no matter what challenges

they may face can live healthy, productive, violence-free lives. FYSB hopes to achieve this vision by promoting positive outcomes for children, youth and families by supporting a wide range of comprehensive services and collaborations at the local, tribal, state and national level.

The Adolescent Pregnancy Prevention program is one of the programs within FYSB. The APP program began in 2010 and currently manages the personal responsibility education program and abstinence education program, which jointly run the six different funding streams for pregnancy prevention education that you see listed on the screen. More information on the APP program is available on the APP website.

Next we'll move into a discussion of the tribal PREP's Funding Opportunity Announcement. FYSB anticipates awarding ten cooperative agreements through the tribal PREP FOA for a total amount of \$3.436 million. Awards will be a minimum of \$300,000 per budget period and a maximum of \$700,000 per budget period, with an average of award of \$400,000 per budget period.

There is no cost sharing or matching requirement for the Tribal PREP Program. The project period will be five years with five twelve-month budget periods. Awards will be made no later than September 30th 2016.

It's very important that applicants meet the eligibility requirements outlined in the FOA. Applicants must fall into one of two categories of eligibility to be able to receive Tribal PREP Funding. Eligible applicants are Indian tribes or tribal organizations as defined in Section 4 of the Indian Health Care Improvement Act.

Applicants that are applying as Indian tribes must be acknowledged by the Bureau of Indian Affairs as federally recognized. For a list of federally recognized tribes, you can access the Bureau of Indian Affairs web page listed on the slide.

For those applicants that are applying as tribal organizations rather than as federally recognized tribes, tribal organizations must submit documentation that supports their classification as a recognized governing body of any federally recognized Indian tribe, any legally established organization of Indians that is controlled, sanctioned or chartered by such governing bodies or that is democratically elected by the adult members of the Indian community to be served by such organizations and that includes the maximum participation of Indians in all phases of its activities.

A tribe that is federally recognized but is not on the Bureau of Indian Affairs web page or a tribal organization that does not meet the requirements that I just described above must submit documentation that is signed and dated by an official of the governing body. Written board resolutions, meeting minutes from the governing body and/or letters from the authorizing official requesting approval are acceptable documentation, depending on what is appropriate for the applicant's governance structure. This documentation must be included with the applicant's submission to FYSB. Without FYSB's receipt, a signed and dated documentation, the application cannot be reviewed.

PREP is authorized and funded by Section 513 of the Social Security Act. The program was originally funded from FY2010 through FY2014. It was then extended through FY2015 by Section 206 of the protecting access to Medicare Access of 2014. Section 215 of the Medicare Access and the Children's Health Insurance Program Reauthorization Act of 2015 extended that funding further through FY2017.

Section 513 CQA of the legislation specifically addresses the tribal program, particularly the requirement for HHS to consult with tribes and tribal organization to review requirements for awarding the five percent set aside. Tribal consultation regarding the travel PREP program was conducted in June through September, 2010 and again in September, 2015.

As outlined in the FOA, the goal of the tribal PREP program is to reduce pregnancy and birth rates and the spread of STIs for Alaska Natives, American Indian youth populations. Tribal PREP programs are to accomplish this goal by replicating evidence based programs using culturally and linguistically appropriate adaptations as necessary, substantially incorporating elements of effective programs that have been proven on the basis of scientific research to change behavior or substantially incorporating elements of practices from programs that have demonstrated effectiveness within AIA and tribal communities.

Tribal PREP programs must promote changes in behaviors associated with pregnancy or STIs through methods such as delaying sexual activity, increasing condom or contraceptive use and reducing the number of partners.

The Tribal PREP program also has several objectives which you see listed here. These include designing programs that educate adolescents on abstinence and contraception, providing medically accurate, age appropriate programming that is inclusive and culturally appropriate, using best practices to replicate or substantially incorporate elements of evidence-based or effective programs within tribal communities, promoting successful healthy transitions to adulthood through the implementation of adulthood preparation subjects or APS and targeting youth between the ages of ten to nineteen who are at high-risk for becoming pregnant or who have special circumstances.

Tribal PREP efforts are dedicated to developing comprehensive, culturally appropriate interventions and services that rely on best available research to inform and guide practice. Tribal PREP programs must serve AIA and youth populations. Youth are defined as those who are between ten to nineteen years old, except in the case of pregnant and parenting youth, which may include youth under twenty-one.

Tribal PREP programs may serve AIA and youth who have additional risk factors for teen pregnancy or otherwise have special circumstances, including youth in or aging out of foster care, homeless youth, youth with HIV or AIDS, systems involved youth, rural youth, runaway youth, out of school youth or youth who are at risk of or have experienced sex trafficking.

Finally, Tribal PREP programs must consider the needs of lesbian, gay, bisexual, transgender and queer or questioning youth, sometimes referred to as Q spirit youth in tribal context.

There are several programmatic components that must be addressed in tribal PREP programs. These are listed on the slide you'll see here and we're going to go through each item individually as well.

First, Tribal PREP programs must include activities to educate AIA and youth on both abstinence and contraception and must place substantial emphasis on both abstinence and contraception for preventing pregnancy and STIs among AIA and Indian youth.

Second, Tribal PREP programs must address at least three of six adulthood preparation subjects, or APS, as outlined in the PREP legislation. The APS subjects include healthy relationships such as positive self-esteem and relationship dynamics, friendship, dating, romantic involvement, marriage and family interaction, adolescent development, such as the development of healthy attitudes and values about adolescent growth and development, body image, racial and ethnic diversity and other related subjects, financial literacy, such as budgeting, income and financial planning, parent child communications such as strategies to increase parents' capacity to talk with their children about sexuality, education and career success, such as developing skills or employment preparation, job seeking, independent living, financial self-sufficiency and workplace productivity, healthy life skills such as goal setting, decision-making, negotiation, communication and interpersonal skills and stress management.

Topics must be tailored and developed in appropriate ways to reflect the cultural linguistic and regional practices of the tribal communities that are being served.

Third, allow states that PREP programs are legislatively required to replicate evidence-based effective programs or substantially incorporate elements of effective programs that have been proven on the basis of rigorous scientific research to change behavior, which means delaying sexual activity, increasing condom or contraceptive use for sexually active youth or reducing pregnancy among youth.

HHS recognizes that to date there is little empirical research in AIA and communities. To the extent possible, Tribal PREP programs should replicate evidence-based programs or substantially incorporate elements of effective programs that have been proven on the basis of rigorous scientific research to change behavior.

Tribal PREP programs may include practices that AIA and communities know to be effective for delaying sexual activity, increasing condom or contraceptive use for sexually active youth or reducing pregnancy among youth.

HHS established through a systematic review a list of 44 program models that are considered evidence-based and have been found to be effective in preventing teen pregnancies or births, reducing rates of STIs or reducing associated sexual risk behaviors defined by sexual activity, contraceptive use or number of partners. This list is available at the website that you see listed on the slide.

Tribes may use this list as a guide in the development of their proposed project. However, they should note that the programs in the systematic review vary in their structure, lessons and content. They may not adequately meet the PREP requirements to place equal emphasis on

abstinence and contraceptive education. Such programs would require adaptation in order to meet this PREP requirement.

Also, some evidence based programs may need additional supplementary lessons in order to address at least three adulthood preparation subjects. FYSB is also aware that of the 44 programs identified as evidence-based, only five were validated with AIA and youth. Therefore, evidence-based programs may also require adaptations to address the unique cultural and linguistic needs of AIA and tribal communities.

Fourth, Tribal PREP programs must address fidelity and adaptations. Fidelity refers to how well the program implemented without compromising core content that is essential for program effectiveness. In general, adaptations to evidence-based or effective programs should be minimal.

However, as mentioned previously, more significant adaptations may be needed to address several mandatory components of the Tribal PREP program, including equal emphasis on abstinence and contraception, the inclusion of at least three adulthood preparation subjects and/or meeting the unique cultural and linguistic needs of AIA and tribal communities. Even when such adaptations are made, they should not alter the core of program model.

Fifth, Tribal PREP programs must be medically accurate and age appropriate. Medically accurate and complete programs are verified or supported by the weight of research conducted in compliance with accepted scientific methods and published in peer reviewed journals where applicable or comprised of information that professional organizations and agencies with relevant expertise in the field recognize as accurate, objective and complete.

Tribal PREP programs must provide medically accurate information, including up-to-date contraceptive information and age appropriate information and activities. Topics, messages and teaching methods must be suitable to specific age groups of youth based upon varying capacities of cognitive, emotional and behavioral development.

Sixth, Tribal PREP programs must consider trauma informed approaches to programming. FYSB recognizes that AIA and youth may have unique service needs related to the history of trauma in Indian country. The Indian Country Childhood Trauma Center defines trauma with the AIA and context as a unique individual experience associated with a traumatic event or enduring condition, which can involve an actual death or other loss, serious injury or threat to a child's well-being, often related to the cultural trauma, historical trauma and intergenerational trauma that has accumulated in AIA and communities through centuries of exposure to racism, warfare, violence and catastrophic incidents.

Several distinct forms of trauma have been identified in Indian country, including cultural trauma, historical trauma, intergenerational trauma and current trauma. Trauma experiences are significant and prevalent in the lives of AIA and youth.

For example, compared to their non-Indian peers, AIA and children are 2.5 times more likely to experience trauma. AIA and children experience a rate of child abuse and neglect of 11.4 per 1,000 children compared to the rate for all children of 9.1 per 1,000. Alcohol abuse related to

child abuse and neglect is more likely to be reported for AIA and families. Violence is more likely to be reported among AIA and families, both as an element of abuse and/or neglect and in general. Repeated exposure to trauma results in the impaired ability to have cognitive relationships, communicate well and demonstrate resiliency, skills that have a direct connection to adolescent health behaviors and that are emphasized within PREP programs.

Broadly speaking, Tribal PREP programs should consider trauma informed approaches that may recognize the high prevalence of trauma in the target populations that they're serving, assess for traumatic histories and symptoms, recognize and reject practice that are re-traumatizing, place increased emphasis on the importance of culture, focus on collaboration with caregivers and support systems, address training needs of staff to improve knowledge and sensitivity, ensure that program staff understand the function of coping behaviors and use objective neutral language.

Lastly, Tribal PREP programs must provide teenage pregnancy prevention related health care service referrals to other providers of healthcare services. Examples of such services include substance abuse, including alcohol, tobacco cessation, family-planning, mental health issues and intimate partner violence. Programs should also encourage enrolling eligible youth in health assistance programs such as the Affordable Care Act, funded Medicaid and CHIP or any other federal or state assistance program for which they may be eligible. Tribal PREP programs must assist program participants in locating services and making referrals, but such health services cannot be purchased with Tribal PREP funds.

FYSB recognizes the importance of engaging tribal communities in health planning and programming that affects AIA and youth. Therefore, Tribal PREP programs will have a project period of five years divided into two phases. Phase one of the project will begin upon award of the grant and is expected to be completed no later than June 30, 2017.

Phase one activities include assessing the needs of the identified target community or communities in the areas of teen pregnancy prevention and youth preparation for adulthood, developing a program implementation plan that includes a selection of a culturally appropriate teen pregnancy prevention program and beginning to build capacity to respond to the needs that are identified in the needs assessment.

The needs assessment is to be conducted during phase one activities during phase one must assess the quality and capacity of existing teen pregnancy prevention programs, numbers and characteristics of youth and families who receive services or potentially may receive services, the extent to which these program models are evidence-based, high quality and meeting the needs of eligible families and the factors which may limit capacity in providing teen pregnancy prevention and adulthood preparation subject material.

Planning and capacity-building activities during phase one may include identifying populations to be served on the basis of the needs assessment, building administrative and management capacity for the program, such as hiring key staff and locating space, strengthening relationships and developing formal agreements with partners and stakeholders, selecting evidence-based or effective teen pregnancy prevention programs for implementation, collaborating with the developers of the selected teen pregnancy prevention program or

programs and the community to make culturally and linguistically appropriate adaptations to the program if needed, establishing formal agreements with developers and locating and securing partners such as local evaluators to plan for and participate in ongoing research and program evaluation activities.

Programs will transition from phase one to phase two upon submission and approval of their implementation plan. In Phase 2, Tribal PREP programs will implement the various components of their approved implementation plan and work closely with FYSB to ensure that high quality services are implemented in their selected tribal community.

Phase two activities include building infrastructure to implement effective teen pregnancy prevention programs in the community, providing high quality Tribal PREP programs to AIA and youth in the selected communities, measuring and reporting on progress in meeting benchmarks and participating in ongoing performance measurement, data collection and program evaluation activities that will result in building the knowledge base around evidence-based teen pregnancy prevention programs for AIA and youth populations.

I'm now going to hand it over to Kathleen McCoy from OPRE who will discuss performance measures and evaluation. Kathleen.

DR. KATHLEEN McCOY: Thanks, Sarah. So as she said, I'm going to be giving an overview of performance measures and evaluation. Starting with performance measures, FYSB uses one standard set of performance measures to collect data from all PREP programs. The purpose of these performance measures is to support program monitoring, improvement and reporting. It does not evaluate program effectiveness or the impact of the program.

In terms of post-grant requirements related to performance measures, you need to report performance measures on a semi-annual basis. You also need to ensure that all staff involved in data collection, management and reporting activities are adequately trained.

There are several categories and types of performance measures. First, performance measures assess structure, cost and support. An example is a number of facilitators who receive training, a number of intended program delivery hours and the target populations.

Performance measures also assess participants' characteristics, perceptions of program experiences and perceptions of program effects, such as participants' characteristics in measures of sexual risk behavior. They also measure attendance region dosage. Examples of this are the number of youth served, number of program hours delivered and the number of youth completing at least 75 percent of the program.

We also are requiring local evaluations to be conducted. In terms of the general requirements for local evaluations, during phase one, grantees must design and further develop their capacity to implement a plan for local evaluation to answer one or more grantee-specific evaluation questions. These local evaluations must be conducted by a local evaluator. It has to be someone outside of the organization. It needs to be a minimum of ten percent and a maximum of 25 percent of annual budget for the local evaluation.

In terms of more general information, local evaluations they can either be descriptive or impact evaluations. Descriptive evaluations, they do not involve a control/comparison group. Whereas, impact evaluations do have a control/comparison group. At a minimum, grantees must conduct a descriptive evaluation. Awards that are less than \$400,000 can only conduct a descriptive evaluation. Awards that are \$400,000 or more, they can either be descriptive or impact evaluations. All impact local evaluations must plan to document program implementation as well.

Local evaluations may only conduct one local evaluation. Evaluation questions must drive the local evaluation in its design, methods, data and analysis. It can focus on the entire Tribal PREP program, the programming of one or more implementation sites or simply a component of the program. It must be designed to help inform current and future programming and expand the evidence base.

Examples of evaluation topics are for the following. For example, one may want to look at populations. An example of this is to describe the populations reached and whether programming addresses the perceived needs of the target population.

Another example of evaluation topics are adaptations. For example, determining the differential outcomes or impacts of programming that adhere to standard curricula versus programming with significant adaptations.

Another example is looking at adulthood preparation subjects, ATS. An example of this is the impact of adding specific programming related to ATS's.

And lastly, another example is looking at the overall program effectiveness of the program.

Post-reward requirements for local evaluation are the following. During the planning period, work with local evaluations to develop evaluation questions and identify evaluation designs. This will require several things, such as involving collaborating with ACF to refine, improve, design or select assessments and to potentially pilot and make necessary changes as needed. ACF approval is required prior to implementation of the evaluation plan. And ACF may work with programs to adjust funding for evaluation activities based on the final approved plan. If the local evaluation is not approved by ACF, budget and staff that would have supported the local evaluation will be directed toward other approved Tribal PREP program activity.

After evaluation plans have been approved, it's expected that it will be implemented robust evaluations throughout the grant period, including instruments relevant, data collection, analysis, drafting of the reports and dissemination. The only undertake evaluation activities with PREP funds that are described in this FOA. ACF will provide technical assistance throughout the grant period to help support the local evaluations.

Application requirements related to the program performance evaluation plan are as follows. You must describe the plan for the program performance evaluation that will contribute to continuous quality improvement. The program performance evaluation should monitor ongoing processes and the progress towards the goals and objectives of the projects. And the

application should include descriptions of the inputs, processes and expected outcomes of the funded activities.

It's also required that the application must be supported by a logic model and must explain how the inputs, processes and outcomes will be measured and how the resulting information will be used to inform improvement of funded activities. You must also describe systems and processes that will support the organization's performance and management's requirement through effective tracking of performance outcomes. And you must describe potential obstacles for implementing the program performance evaluation and how those obstacles popsicles will be addressed.

And application requirements related to the funded activities evaluation plan related to the local evaluations are the following. Such as you must describe the plan for rigorous evaluation of funded activities. You must describe how the evaluation will assess processes and progress towards goals and objectives of the project. You must specify expected outcomes in any research questions. You must discuss how the results of the evaluation will provide greater understanding and improvement of funded activities. It must include a valid and reliable measurement plan and sound methodological design.

It also must contain details regarding proposed data collection activities, participants, data management and analyses plans. It must describe any potential obstacles foreseen in implementation and evaluation and how those obstacles will be addressed. It must also describe the approach in the planning period to plan for evaluation. It must describe the approach to building capacity to engage in the local evaluation activities. And it must clearly describe how the local evaluation will inform and improve current programming at the application organization and improve future programming and expand the evidence base.

Application requirements related to funded activities. There are some additional ones such as they must describe two to five key evaluation questions which are feasible and acceptable in tribal context. It must include plans for incorporating input from tribal organizations and other partner organizations and community partners in the development of these local evaluations. It must provide letters of support from all partner organizations and tribal leadership or community advisory boards.

It must identify local evaluators and include signed letters of agreement with the local evaluators. Additionally, it must include the CV of the leader of the research project and you must identify the IRB that will be involved in your local evaluation.

I will turn this back over to Sarah for to discuss the FOA evaluation criteria. Sarah.

MS. SARAH AXELSON: Thank you, Kathleen. As Kathleen said, we will now move into a discussion of the evaluation criteria for applications for the Tribal PREP program. As a reminder, the evaluation criteria in the FOA outline how applications for the Tribal PREP program will be scored. This FOA will award points, as you see on the slide, for objectives, outcomes and needs for assistance, approach, performance measurements, evaluation, organizational profile and budget and budget justification. The detailed items under each category are listed in the evaluation criteria section of the FOA.

As a reminder, tribal PREP grantees once awarded will have a planning period to fully develop their program plan. Therefore, it is not expected that their application will contain a fully developed plan. Applications for the Tribal PREP program must focus on providing a clear description of the applicant's plan and capacity to conduct a comprehensive needs assessment during phase one and demonstrating the applicant's capacity to implement programming that needs to identify components for the tribal PREP program during phase two.

Lastly, we'll discuss application submission instructions. The deadline for electronic application submission is 11:59 p.m. Eastern Time on the due date listed in the FOA which is July 8, 2016. Electronic applications submitted to grants.gov after 11:59 p.m. on the due date, as indicated by a dated and timestamped email from [grants.gov](https://www.grants.gov), will be disqualified from competitive review and from funding under this announcement.

It is very important that all applicants submit by the identified deadline or their applications will not be reviewed. Remember that the FOA is the primary guide to programmatic requirements. Applicants are strongly encouraged to read the entire FOA and application tip before writing their applications and to submit their applications by the identified due date listed in the FOA.

For further assistance, the FOA lists several reference websites that you can see on this slide, as well as here. It also lists several FYSB specific resources that may be helpful in writing applications. These include the PREP evaluation page with resources on how to design evaluation plans, the HHS evidence interview with a list of 44 programs, the Tribal PREP fact sheet with an overview of the Tribal PREP program, a TIP sheet on adulthood preparation, such as a link to other APP-specific TIP sheets and the FYSB grantee directory of currently funded projects.

For questions about the grants.gov website, please use the email address or phone number listed on the slide to contact the grants.gov team directly. This concludes the Tribal PREP pre-application webinar. If you have any additional questions, please contact myself, [Sarah Axelson](#), using the email address listed in the slide. Thank you for your time.

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