



Illinois State Board of Education

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Darren Reisberg
Chairman

Dr. Carmen I. Ayala
State Superintendent of Education

March 21, 2019

TO: Eligible Applicants

FROM: Dr. Carmen I. Ayala 
State Superintendent of Education

SUBJECT: **NOTICE OF FUNDING OPPORTUNITY (NOFO) / REQUEST FOR PROPOSALS (RFP):**
Fiscal Year 2019 Title V State Sexual Risk Avoidance Education

CSFA Number: 586-60-1571

CSFA Title: Title V State Sexual Risk Avoidance Education

CFDA Number: 93.235

CFDA Title: Sexual Risk Avoidance Grant

Eligibility and Application Information

Eligible Applicants: Institutions of higher education, regional offices of education, not-for-profit organizations, and for profit agencies are eligible to apply.

NOTE: The State of Illinois Grant Accountability and Transparency Act (GATA) requires applicants to complete pre-qualification requirements before applying for an FY 2019 grant. This includes completion of the Grantee Registration and Pre-qualification process through the Illinois GATA Web Portal at <https://www2.illinois.gov/sites/GATA/grantee/pages/default.aspx>. Grant applications must be submitted by the application deadline indicated in this NOFO/RFP.

Grant applicants are required to complete a FY 2019 Fiscal and Administrative Risk Assessment in the form of an Internal Controls Questionnaire (ICQ) available through the GATA Web Portal and a FY 2019 Programmatic Risk Assessment through the ISBE Web Application Security (IWAS) system. Grant awards will not be executed until the FY 2019 ICQ and Programmatic Risk Assessments are completed.

Dun and Bradstreet Universal Numbering System (DUNS) Number and System for Award Management (SAM):

Each applicant (unless the applicant is an individual or Federal or State awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c), or has an exception approved by the Federal or State awarding agency under 2 CFR § 25.110(d)) is required to:

- (i) Be registered in SAM before submitting its application. If you are not registered in SAM, you may do so at <https://www.sam.gov/SAM/>;
- (ii) Provide a valid DUNS number in its application <https://fedgov.dnb.com/webform>; and
- (iii) Continue to maintain an active SAM registration with current information at all times during which it has an active federal, federal pass-through or state award or an application or plan under consideration by a federal or state awarding agency. ISBE may not consider an application for a federal pass-through or state award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements.

Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01192: Guidance is found at <https://www.gpo.gov/fdsys/pkg/CFR-2013-title2-vol1/pdf/CFR-2013-title2-vol1.pdf>

This grant is subject to the provisions of:

- Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq. <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>
- Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000 <ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html>

Merit-Based Review and Selection Process for Competitive Grants: The Illinois State Board of Education (ISBE) is required to design and execute a merit-based review and selection process for applications. This process is incorporated by reference in all applicable funding opportunities. The full text of the ISBE merit-based review policy can be found at https://www.isbe.net/Documents/Merit_Based_Review_Policy.pdf. Applicants are advised to refer to the policy document.

Grant Award/Cost Sharing or Matching: Funds in the amount of \$1.9 million will be granted to successful applicant. This third party may then sub-contract throughout the state to deliver services to a variety of communities meeting program criteria. No matching or cost sharing required. Additional funding information can be found under Funding Information on page 10.

Grant Period: The grant period will begin no sooner than May 6, 2019 and will extend from the execution date of the grant until August 31, 2019. *Funding in the subsequent years will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.*

Submission Dates and Times/Other Submission Requirements: Proposals can be submitted electronically through the ISBE Attachment Manger, mailed, or hand delivered no later than 3 p.m. May 6, 2019. Directions for each submission method are found below.

Electronic Submission: Completed proposals submitted electronically should be scanned into PDF with all supporting documents and required signatures. The ISBE Attachment Manager is found at <https://sec1.isbe.net/attachmgr/default.aspx>. Choose Candace Decker from the drop down menu in Receiver Information. Submit the application using the button at the bottom of the page.

Mailed Proposals: Mail the original and 3 copies to ensure the NOFO/RFP response is in the ISBE offices no later than May 6, 2019 at 3:00pm. It is advised to use certified mail with guaranteed delivery date and a return receipt requested.

Hand Delivered: Proposals may be hand-delivered to the following locations:

Springfield Office
Reception Area
1st Floor
100 North First Street

Chicago Office
Reception Area
Suite 14-300
100 West Randolph Street

Late proposals will not be accepted

Grant Award Notice: It is anticipated that successful applicants will receive a Notice of Award from the state superintendent via e-mail approximately 90 days after the application deadline. The award letter is NOT an authorization to begin performance or expenditures. After the Merit Based Appeal timeframe has ended, awardees will receive additional information from the program area that includes the next steps for finalizing the grant. Monies spent prior to programmatic approval are done so at the applicants own risk.

Technical Assistance Session: A technical assistance session will be recorded March 25 at 11:00. Registration is not required. The link can be found at <https://www.isbe.net/Pages/School-Health-Issues.aspx> under Sexual Health Education.

Changes to NOFO/RFP: ISBE will post any changes made to the NOFO/RFP prior to April 3, 2019 at <https://www.isbe.net/Pages/Request-for-Proposals.aspx>. Applicants are advised to check the site before submitting a proposal.

Agency Contact/Contact to Request Application Package: For more information on this NOFO/RFP, contact Candace Decker at 217-782-5270, or cdecker@isbe.net. *All questions asked concerning this NOFO/RFP will be responded to in a Frequently Asked Questions document found at <https://www.isbe.net/Pages/School-Health-Issues.aspx> under Sexual Health Education so all respondents can see all questions and the responses to the questions. Changes to the FAQ will not be made after April 3, 2019. Applicants are advised to check the site before submitting a proposal.*

Program Description

Program Purpose:

The U.S Department of Health and Human Services, through the Administration for Children and Families Title V State Sexual Risk Avoidance Grant Program provides federal funds to states for the purpose of developing tools and resources to address the rates of teen pregnancy among members of those groups who are most likely to bear children out of wedlock. For that reason, states may fund sexual risk avoidance education programs that provide mentoring, counseling, and adult supervision as a means of promoting abstinence from sexual activity.

Program Description:

The Sexual Risk Avoidance Education (SRAE) Program funds projects to implement sexual risk avoidance education and teaches participants how to voluntarily refrain from non-marital sexual activity. SRAE Programs also teach the benefits associated with self-regulation, success sequencing for poverty prevention, healthy relationships, goal setting, and resisting sexual coercion, dating violence, and other youth risk behaviors such as underage drinking or illicit drug use without normalizing teen sexual activity.

Programs may be implemented in after-school settings, within classroom settings in schools or communities. Applicants are also encouraged to incorporate direct services to youth through SRA programs that provide further connectedness to the school or community as well as parent education are also encouraged.

Federal Description:

The State Sexual Risk Avoidance Education (SRAE) Program is authorized and funded by Section 510 of the Social Security Act (42 U.S.C. § 710), as amended by section 50502 of the Bipartisan Budget Act of 2018 (Pub. L. No. 115-123), and as further amended by section 701 of Division S of the Consolidated Appropriations Act, 2018 (Pub. L. No. 115-141).

Program Background/History:

Illinois State Board of Education operates under the Vision that Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure. Our agency utilizes the Whole School, Whole Community, and Whole Child model from a collaboration between Association for Supervision and Curriculum Development and Centers for Disease Control as a prominent piece to educating youth in Illinois. ISBE has experienced success with previous grant work related to sexual health services supported by federal grants has helped establish, expand, and improve school-based health services in more than ten school districts over the past five years. In addition to those districts more than 17,000 students received instruction, support and increased awareness of positive youth development strategies related to abstinence education in Illinois since September, 2017 through previous Title V Abstinence Education Grant initiative with coordinative efforts of a single grantee.

ISBE Board Goal(s):

This program aligns with the following Board goals:

Every child in each public school system in the State of Illinois deserves to attend a system wherein:

- Every school offers a safe and healthy learning environment for all students

Program Objectives:

The successful Project Management Applicant will coordinate sexual risk avoidance education through a cohort of sub-awardees in order to reach intended target populations that hold the greatest risk and vulnerability for the targeted behaviors identified in the Program Purpose section of this RFP.

The successful Project Management applicant will facilitate the recruitment, coordination, engagement, and partnership with up to 15 sub-awardees. Sub-grantees will be selected based on their ability to

- use evidenced based approaches, including evidence-informed teen pregnancy curricula chosen from the list provided in the policy requirements section

- demonstrate the ability to utilize effective strategies to educate youth on how to navigate risks that could lead to teen pregnancy
- design and implement projects that utilize a Positive Youth Development (PYD) framework
- reach intended target populations that hold the greatest risk and vulnerability for the targeted behaviors
- link program participants to services with local community partners and other agencies that support the health, safety, and well-being of program participants

Policy Requirements:

Successful programs will be designed to provide messages to youth that normalizes optimal health behavior of avoiding non-marital sexual activity. Sexual Risk Avoidance Education provides education aligned with section 510(b) of the Social Security Act (42 U.S.C. 710(b)). The proposed and approved Title V State of Illinois Abstinence Education grant application supports the commitment to educate students so they are responsible and possess skills that will sustain them through adulthood. Components of mentoring/counseling services will be incorporated by the grantee and aimed to support at-risk populations across the state. The grant goals and activities will not contradict state law (P.A. 098-0441) regarding the inclusion with abstinence, abstinence until marriage, and contraception for the prevention of pregnancy and sexually transmitted diseases among youth and shall stress that abstinence is the ensured method of avoiding unintended pregnancy, sexually transmitted diseases, and HIV/AIDS.

Applicants may not use federal funds under this award to support inherently religious activities, including, but not limited to, religious instruction, worship, prayer, or proselytizing (45 CFR Part 87) (https://www.acf.hhs.gov/sites/default/files/assets/general_terms_and_conditions_mandatory.pdf).

Curriculum suggestions have been reviewed and submitted to ISBE by experts with various backgrounds some of whom participate in Illinois' legislated School Health Advisory Committee. Below are curricula related to sexual health and sexual risk avoidance. ISBE's sub-awardee is required to choose from the items listed in the written proposal, identify which curricula will be presented, and describe selection process. As required by Family and Youth Services Bureau (FYSB), the selected curriculum must be evidence informed, medically accurate, promote positive youth and future planning components, and avoid normalizing sexual activity among teens. Applicants are encouraged to utilize The Systematic Method for Assessing Risk-avoidance Tool (SMARTool) to select curriculum from the following list:

- A & M Resources: Game Plan 2001, 2012; Navigator 2003, 2012; Quest 2009, 2011; Aspire 2006, 2010. Grade level 5-12.
- Dibble Institute: Relationship Smarts Plus SRA includes self-awareness, healthy relationships, relationship strategies, sexual decision making, skills for sexual delay and risk avoidance along with other SR related topics. Ages 12-16; Love Notes: knowledge of self, healthy relationships, assessing relationships, communication and conflict management, intimacy and sexual values, links in social media, in addition to other relevant topics. Ages 15-24.
- OWL- Our Whole Lives, a comprehensive, lifespan sexuality education curricula.

SMARTool is a research-based tool designed to help organizations assess, select, and implement effective programs and curricula that support sexual risk avoidance. Utilizing this instrument will enable sub-recipients to carefully review and analyze curriculum to tailor a program that will maximize the results and impact of their work. The nine targets for behavioral change help to bolster individual protective factors promoting healthy decision-making by:

- 1) Empowering individuals by increasing knowledge of physical development, sexual risk and relationships;
- 2) Supporting diversity of attitudes, beliefs and values related to sexual risks;
- 3) Provides information and rationalizations with regard to sexual activity choices;

- 4) Discusses perception and variance from peer influences whether positive or negative and impact social norms may have on adolescent choices;
- 5) Providing strategies to build competence and self-efficacy to avoid sexual activity;
- 6) Building tools for strengthening commitment and intentionality in avoiding sexual activity;
- 7) Provide instruction and curricula resources for identifying risk potential in situations;
- 8) Providing a lens from which a youth is able to envision goals and future opportunities for achievement providing support to delaying sex;
- 9) Building partnerships with trusted adults and/or parents for supporting adolescent choices and decision to delay sexual risks centered on beliefs and behavior choices of youth.

Applicants must incorporate positive youth development (PYD) into their programming. Over time, practitioners, policymakers, funders, and researchers determined that promoting positive asset building and considering young people as resources were critical strategies. As a result, the youth development field began examining the role of resiliency — the protective factors in a young person's environment — and how these factors could influence one's ability to overcome adversity. Those factors include, but not limited to:

- family support and monitoring
- caring adults
- positive peer groups
- strong sense of self
- self-esteem
- future aspirations
- and engagement in school and community activities

Applicants must address a plan to provide formal training for facilitators/educators on the program strategies, approaches, interventions related to each of the curricular options. This training must be delivered by professionals who can provide follow-up technical assistance to facilitators.

All programs should incorporate the Critical Health Problems and Comprehensive Health Education Act into programs and materials. Providers should also incorporate Illinois Social Emotional Learning Standards through their instruction. Adhering to the Goals for said standards:

- Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.
- Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Referral for sexual health services is an approach currently utilized by ISBE through work on the CDC Collaborative Agreement on Adolescent Health. Additionally, the Illinois Department of Public Health also has Title X Family Planning Program, which supports ISBE linkages for sexual health service providers.

Linkages between school districts and agencies that provide adolescent-friendly access to and services for sexual health services are currently in place in 10 priority school districts and such linkages will be replicated or created for this project. Illinois law does allow referral for sexual health services without written parental consent based on a student's self-expressed concern of sexually transmitted disease and by extension, pregnancy. ISBE utilized the NCSD (National Coalition of STD Directors) Implementation Kit from Sexual Health Service referrals by education agencies and will use the recently announced (March 25) release of the Healthy Youth Resource Guide produced by Washington, DC, schools and organizations that serve youth.

Applicants will assure that all youth-serving staff implementing programming is sensitive to the needs of youth and the demographic they serve. Programs and curricula utilized must be evidence-based/evidence-informed, sensitive and inclusive to participants of all races, ethnicities, classes, and LGBTQ students. Grantees will show how they will prevent and respond to harassment or bullying within their programs. They will promote the social wellbeing

of all youth and be prepared to address any trauma experienced by youth they serve by taking appropriate action such as reporting, if necessary.

Applicants will provide expectations for sub-awardees on the development and maintenance of a comprehensive list of providers that are specific to the geographic areas served. Explain how educators will be empowered to give referrals should students need further assistance. Referral resources should include, but not be limited to:

- Substance use, abuse and addiction
- Tobacco cessation
- Mental health services
- Intimate partner violence and dating violence

The description of providers must identify referral resources, include information about how referrals will be made to other services and programs, and how follow up will take place, when appropriate. Programs should encourage enrolling eligible youth in health assistance programs such as Medicaid and Children's Health Insurance Program (CHIP), or any other federal or state assistance program for which they may be eligible. Referral services on contraception may not include demonstrations, simulations, or distribution of contraceptive devices (per Section 510, Sexual Risk Avoidance Education (b) (4)).

Performance Measures:

- All students within the state will have access to curriculum that delays or reduces risky sexual behavior and reduces teen pregnancy/birthrates

Targets:

Project management teams receiving awards from this grant will ensure that subawardees are reaching at least 25% of their target population. This information will be included with quarterly performance reports.

Performance Standards:

- The applicant will secure partnerships with 15 subawardees
- Ensure subawardees effectively reach 15,000 youth

Deliverables and Milestones:

The State will contract with an evaluator to create a secure web-based data collection system to collect the objective efficiency measures, and to enter all data into the federal OLDC. The new data collection system may be a modification to an existing data collection system already in use by the contractor or in use by ISBE, or a new program. The contractor will sign assurances that only aggregate, not individual, student data will be available for program purposes only and released only when justified for program reporting purposes. The program must be sensitive to student confidentiality requirements and monitoring will verify that no student will be able to be identified.

The contract will stipulate that the data collection system be able to collect the following information from all sub-recipients on a quarterly basis:

- The unduplicated number of service recipients served for each program year.
- The total number of class hours provided to adolescents ages 10 - 19 years.
- The geographical areas in which the grantee has provided services.

Once the data collection system is in place the contractor will train or assist the State Program Consultant in training all grant sub-recipients in how to accurately collect and input the data. The State Program Consultant will have access to the data and create reports to complete the objective efficiency measures.

LONG TERM

- 1) Increase the proportion of youth who identify benefits of resisting sex outside of a committed relationship as in marriage.
- 2) Increase the proportion of youth participants who identify having skills to resist pressure to have sex.
- 3) Increase the proportion of youth who have skills to set goals with a plan for the future.

- 4) Increase proportion of youth who report desire to delay engagement in sexual activity.
- 5) Increase proportion of youth who report increased awareness of effective relationship strategies.
- 6) Increase proportion of youth participants who identify increased skill set to resolve conflict.
- 7) Increase proportion of participants in education program identify increased understanding of components of success planning's role in avoiding poverty.

Funding Information

Introduction:

The Illinois State Board of Education was allocated funds to provide Sexual Risk Avoidance Education throughout the state, especially in target population areas. Funds in the amount of \$1.9 million will be granted to successful applicant. This third-party may then sub-contract throughout the state to deliver services to a variety of communities meeting program criteria.

Available grant funding will be distributed to applicants demonstrating high need based on priority criteria. Priority will be given to applicants serving populations ages 10-19 at most risk such as:

- Youth aging out of foster care
- Parenting youth
- Runaway and homeless youth
- Minority teens including Native Americans
- LGBTQ youth
- Youth with developmental disabilities
- Youth residing in areas with high teen birth rates
- Parent education for those youth involved in the SRAE programs.

Cost Sharing or Matching:

There are no cost sharing or matching requirements associated with this grant.

Indirect Cost Rate:

The federal Uniform Guidance at 2 CFR 200 requires that grantees be provided the opportunity to seek indirect cost reimbursements based on negotiated indirect cost reimbursement rates. Rates are determined and applied as follows.

LEAs

- LEA indirect cost rates are developed in accordance with a delegation of authority agreement between ISBE and USDE. The plan includes both a restricted and unrestricted rate for each individual LEA. Both the restricted and unrestricted LEA rates are published annually on the ISBE website. The FY19 rates are available at: <https://www.isbe.net/Pages/Indirect-Cost-Rate-Plan.aspx>. In the past, only the restricted rate was allowed when budgeting indirect cost reimbursements.

Beginning in FY19 LEAs have the ability to seek indirect cost reimbursement at the published unrestricted rate for any program other than those identified as restricted by USDE.

- Newly organized LEAs, Regional Offices of Education Intermediate Service Centers, area vocational centers, charter schools, university laboratory schools and governmental entities formed by a joint agreement among LEAs utilize either the statewide average of LEA unrestricted or restricted indirect rates as appropriate, depending on program.
- LEAs which jointly administer federal program(s) utilize either the approved unrestricted or restricted indirect cost rates for the administrative district of the joint program as appropriate, depending on program.

Non-LEAs

- For programs eligible for an unrestricted indirect cost rate, not for profit entities, community/faith based organizations and other non-LEA, non-university subgrantees utilize rates negotiated through the GOMB centralized process where they will have the option to:
 - Select the 10% diminimus rate

- Submit documentation supporting a rate determined through negotiation with their federal cognizant agency
- Negotiate a rate.

Non-LEA, non-university grantees may initiate the unrestricted indirect cost rate negotiation process through the GATA grantee portal at: <https://grants.illinois.gov/portal/>.

- For federal programs requiring the use of a restricted indirect cost rate, not for profit entities, community/faith based organizations and other non-LEA subgrantees shall utilize the 8% default rate described at 34 CFR 76.564.
- Colleges and Universities will be limited to a maximum indirect cost rate of 8% or other indirect cost rate calculated by their cognizant federal agency, whichever is less, for grants administered by ISBE.

Costs associated with Fiscal Support Services (2520), Internal Support Services (2570), Staff Support Services (2640), Data Processing Services (2660) and Direction of Business Support Services (2510) charged to the Educational Fund are properly budgeted as indirect costs.

Funding Restrictions:

Funds received under this program must be used to supplement, and not supplant, funds that would otherwise be used for authorized activities.

Funds may be used to cover costs of personnel, consultants, equipment, supplies, grant-related travel and other grant related costs.

Funds must be used in a manner consistent with program requirements and may include:

- Usual and recognized overhead, including indirect rates for all consortium organizations that have a federally approved indirect cost rate; and
- Management and oversight of specific project components funded under this program.

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

- To supplant or replace current public or private funding;
- To supplant ongoing or usual activities of any organization involved in the project;
- To purchase or improve land or to purchase, construct, or make permanent improvements to any building;
- To reimburse pre-award costs;
- To support planning efforts and other activities associated with the program or application; or
- For fundraising, political education, or lobbying activities.

The Sexual Risk Avoidance Education program uses an unrestricted cost rate.

For purposes of compliance with Section 511 of P.L. 101-166 (the “Stevens Amendment”), applicants are advised that 100 percent of the funds for this program are derived from federal sources. The total amount of federal funding involved is \$1,900,000.

Reporting Requirements

Periodic financial reporting should be completed at a minimum of quarterly via the IWAS system. Programmatic reporting should be completed at a minimum of quarterly via the IWAS system. Additional reporting requirements are listed below.

- Financial Reporting – Quarterly reports are due 20 days following the reporting quarter. Example: March 31 expenditure report is due in IWAS on or before April 20. Failure to submit the report by the due date will result in payments being withheld until the required report is received.
- Performance Reporting – Comprehensive year-end performance reports showing progress toward implementation of the program and achievement of the program objectives should be submitted in IWAS. Performance reports should explain why program goals were not met, if applicable.

Reporting Period		
Begin Date	End Date	Due Date
January 1	March 31	April 20
April 1	June 30	July 20
July 1	September 30	October 20
October 1	December 31	January 20

Content and Form of Application Submission

Instructions: Each application must be submitted in the format outlined below to be considered complete. A complete application will include all required components (the numbered items below) and signatures when mentioned. Please use the checkboxes in front of the numbers as a checklist when assembling your completed application. It is advised to attach a copy of the completed checklist with the application.

- 1. Uniform Application for State Grant (Attachment 1):** Include the entity name, address, telephone and fax number, email, name, and telephone number of the contact person; Federal Employer Identification number, DUNS number, SAM CAGE Code; and all other listed information. The Application page must be signed by the official authorized to submit proposals.

- 2. Program Narrative (Attachment 2)** maximum 3 pages:
Provide an overview of the program plan and the relevance to the selected objective(s). Include rationale for program activities and intended impact for students.
Follow the specifications found under “Program Narrative Requirements” beginning on page 13.

- 3. Objectives and Activities (Attachment 3)** maximum 2 pages:
Use the form provided to list the objectives and activities of the proposed project in a time-specific format.

- 4. Evaluation Design (Attachment 4)** maximum 2 pages:
Use the form provided to complete the evaluation design.

- 5. Budget Summary (Attachment 5):**
The budget **MUST** be submitted on this form. No other budget form will be accepted. District budgets **MUST** be signed by the district superintendent. Other applicants should have the official authorized sign the form. The payment schedule should be based on the projected date of expenditures. Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies, equipment, contracted services and professional development should be requested in the month for which the expenditure is anticipated.

- 6. Budget Breakdown (Attachment 6A):**
The budget breakdown **MUST** include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. The budget breakdown should also include subcontract information.

- 7. Certifications and Assurances (Attachments 7-13):**
Each applicant, *including each entity that is participating in a joint application*, is required to submit the forms below. These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.
 - A.** Program Specific Terms of the Grant (Attachment 7)
 - B.** Grant Application Certifications and Assurances (Attachment 8)
 - C.** Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion (Attachment 9)
 - D.** Certificate Regarding Lobbying (Attachment 10)
 - E.** Disclosure of Lobbying Activities (Attachment 10B)
 - F.** General Education Provisions Act (GEPA) 427 Notice and 442 Assurances (Attachment 11-12)
 - G.** Federal Funding Accountability and Transparency Act (FFATA) (Attachment 13)

Program Narrative Requirements

ISBE is soliciting applicants to coordinate and implement Sexual Risk Avoidance Education utilizing a regional approach touching all regions of the state. A successful applicant will recruit, train, provide oversight, and evaluate implementation of education utilizing the curricula listed on page 5. Implementation may be in a variety of settings. Strategies in Positive Youth Development shall be incorporated during activities. Instruction and materials must support Illinois' Critical Health Problems and Comprehensive Health Education Act. Description of plans for referral processes must be included.

When writing program narrative, make sure to address the following sections:

1. Priority Considerations
2. Needs Assessment
3. Proposed Program Description
4. Program Implementation
5. Sustainability

See rubric starting on page 14 for more information on details to include.

Application Review

Review and Selection Process:

The selection of the grantees will be based upon the overall quality of the application. The scoring is based upon the following criteria:

- Need is defined as the identification of stakeholders, facts, and evidence that demonstrate the proposal supports the grant program purpose;
- Capacity is defined as the ability of an entity to execute the grant project according to the project requirements;
- Quality is defined as the totality of features and characteristics of a service, project, or product that indicate its ability to satisfy the requirements of the grant program;

Criteria:

These overall criteria are built into the criteria below. The attachment number in the parenthesis following the criteria lists the portion of the proposal that will be used to determine if the criteria has been met. The points for each criterion section as well as the individual criteria will also be included in parenthesis.

Following the notification of grant awards, an applicant may request copies of their reviewer comments and scores by contacting Candace Decker at cdecker@isbe.net.

Selection criteria and point values are as follows:

Not Provided	Very Limited	Somewhat Limited	Moderate	Strong	Very Strong
0	1	2	3	4	5
Proposal requirements are absent.	Proposal provides very few details to meet the project outcomes.	Proposal is unclear and lacks enough evidence to meet project outcomes.	Proposal provides moderate detail and conveys potential to meet project outcomes.	Proposal provides good detail and strong evidence to meet project outcomes.	Proposal exceeds expectations and provides a solid plan to meet project outcomes.

Section 1: Priority Considerations 15 Points	Possible Points
Provider describes how sub awardees will serve one or more of the following: -Youth aging out of foster care -Parenting youth -Runaway and homeless youth -Minority teens -LGBTQ youth -Youth with developmental disabilities; and/or -Youth residing in areas with high birth rates	5
Provider described the evidence-based/evidence informed program(s) and/or curricula that will be implemented for SRAE programs	5

Provider described how the chosen evidence-based/evidence informed program(s) for direct student services, such as mentoring and/or classroom instruction, are based on best practices and sound theoretical frameworks	5
Section 2: Needs Assessment 15 Points	Possible Points
Describe the problems related to teen pregnancy and STIs in the Illinois region(s) that the sub awardee will serve with grant funds. Provide any supporting data.	5
Identify the youth population(s) in the identified Illinois region(s) with the greatest need that will be served with grant funds. The youth to be served with these funds could be, but not limited to: -Youth aging out of foster care -Parenting youth -Runaway and homeless youth -Minority teens -LGBTQ youth -Youth with developmental disabilities; and/or -Youth residing in areas with high birth rates	5
Describe the analysis that was conducted to identify the selected region(s) and youth population(s). Provide any supporting data.	5
Section 3: Proposed Program Description 55 Points	Possible Points
Describe whether sub awardees will provide: -Direct student services through positive youth development -In classroom SRAE curricula and instruction -After-school positive youth development and/or SRAE mentoring; and/or -Providing formal training for facilitators/educators on the program strategies, approaches, and interventions	5
Describe how sub awardees will utilize evidence-based/evidence informed teen pregnancy prevention programs and/or curricula.	5
Describe how selected program(s) and/or curricula utilized will be sensitive and inclusive to youth participants of all races, ethnicities, classes, and identities.	5
Describe how program(s) and/or curricula for direct services to youth, if any, will be based on best practices and sound theoretical frameworks.	5
Describe how program incorporates effective strategies that have demonstrated impacts on delaying initiation of sexual activity.	5
Provide the projected number of unduplicated youth the sub awardees anticipate reaching through the selected program(s) and/or curricula	5
Describe how program is medically accurate, as defined in 105 ILCS 5/27-9.1. Medical information must be verified or supported by the weight of research conducted in compliance with accepted scientific methods and published in peer-reviewed journals where applicable. Medical information must also comprise material that leading professional organizations and agencies with relevant expertise in the field recognize as accurate, objective, and complete.	5

Describe how program will incorporate the Illinois Comprehensive Health and physical Education standards into programs and materials.	5
Describe how sub awardees will support local efforts that promote positive youth development, including leading youth in developing and navigating healthy relationships and making decisions that result in reduced teen pregnancy and STIs, including HIV.	5
Explain how all youth-serving staff implementing program(s) are sensitive to the needs of youth and the demographic they serve. Demonstrate how programs and curricula utilized will be evidence-based/evidence informed, sensitive, and inclusive to participants of all races, ethnicities, classes, and including LGBTQ students. Demonstrate how sub awardees will prevent and respond to harassment or bullying within the program(s), promote the social wellbeing of all youth, and be prepared to address any trauma experienced by youth they serve by taking appropriate actions such as reporting, if necessary.	5
Provide a comprehensive list of providers and give referrals should students need further assistance. Referral resources should include, but not be limited to: -Substance use, abuse, and addiction -Tobacco cessation -Mental health services -Intimate partner violence and dating violence The description must identify referral resources, include information about how referrals will be made to other programs and services, and how follow up will take place, when appropriate.	5
Section 4: Program Implementation 10 Points	Possible Points
Identify outcome(s) that are specific to the local community's needs, challenges, population, and proposed program(s) and/or curricula. Outcomes are those designed to measure behavior, attitudes, knowledge, and beliefs of service recipients served. Outcome(s) should support local efforts and initiatives to reduce pregnancy, sexual activity, and STIs among Illinois youth. One of the outcome measures must include sexual risk avoidance as the means of preventing teen pregnancy, birth, and/or STIs	5
Identify 2-3 SMART goals consistent with desired outcomes of the Title V Sexual Risk Avoidance Education Grant Program. SMART goals should be specific, measurable, achievable, relevant, and time-phased.	5
Section 5: Sustainability 10 Points	Possible Points
Describe plan for how the proposed project will be continued once the grant dollars have expired. For example, how will sub awardees continue to provide program(s) and/or curricula serving identified youth once this grant has expired?	5
Demonstrate how the funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.	5

Total Points Available: 105