Administration for Children and Families

Immediate Office of the Assistant Secretary - Office on Trafficking in Persons

Human Trafficking Prevention Education (HTYPE) Demonstration Program

HHS-2022-ACF-IOAS-OTIP-TV-0064

Application Due Date: 06/17/2022

Table of Contents

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Executive Summary

Notice:

- **Applicants are strongly encouraged to read the entire notice of funding opportunity (NOFO) carefully and observe the application formatting requirements listed in *Section IV.2. Content and Form of Application Submission*. For more information on applying for grants, please visit "How to Apply for a Grant" on the ACF Grants & Funding Page at** https://www.acf.hhs.gov/grants/how-apply-grant.

MODIFICATION: OTIP has modified the NOFO from its original version to reflect the application due date of June 17, 2022. This is the only modification to the NOFO.

The Office on Trafficking in Persons (OTIP) within the Administration for Children and Families (ACF) is announcing the solicitation of applications for the competitive process to award funds for the Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program. The primary purpose of the HTYPE Demonstration Program is to fund local educational agencies (LEA) to establish, expand, and support programs to prevent human trafficking victimization through the provision of skills-based human trafficking training and education for school staff and students. The LEA will also have the option to implement skills-based human trafficking prevention education for caregivers. The HTYPE Demonstration Program will fund LEAs to establish a cohesive strategy, with the support of a partnered nonprofit or nongovernmental organization (NGO), to build the capacity to provide all aspects of human trafficking prevention education to students and school staff. The HTYPE Demonstration Program LEAs are expected to establish and implement a Human Trafficking School Safety Protocol (HTSSP) that addresses the safety, security, and well-being of staff and students in a person-centered, trauma-informed, and culturally and linguistically appropriate manner. The HTSSP will define the role of school staff in responding to situations in which students are at risk for or are experiencing human trafficking, including notifying and engaging caregivers, as appropriate. The LEA will consult with local law enforcement to develop and implement the HTSSP, specifically in procedures for handling suspected and confirmed cases of human trafficking.

I. Program Description

Statutory Authority
Section 101(a)(2)(B) of the Frederick Douglass Trafficking Victims Prevention and Protection Reauthorization Act of 2018 (22 U.S.C. 7104(b)(2)).

Description
HTYPE DEMONSTRATION PROGRAM OVERVIEW

Background

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

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

When a minor, someone under the age of 18, is asked or made to perform a sex act in exchange for something of value (e.g., shelter, food, money), it is always considered a crime. There does not need to be a third party (e.g., trafficker) or evidence of force, fraud, or coercion for that minor to be identified as a victim of sex trafficking.

Individuals who experience human trafficking are often difficult to identify or assist without targeted outreach and referral efforts. Individuals who experience human trafficking can include women, men, adults, children, United States (U.S.) citizens, BIPOC (Black, Indigenous, People of Color) peoples, foreign nationals, and/or Two-Spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex, and/or asexual (2SLGBTQIA+) persons. Evidence suggests that individuals impacted by generational trauma, historic oppression, discrimination, and other societal factors and inequities are at higher risk for experiencing human trafficking. In 2021, the Biden Administration released the new National Action Plan to Combat Human Trafficking (NAP) that acknowledges that underserved communities "often experience overlapping social and economic inequities, and individuals may suffer multiple forms of abuse. As a result, individuals from these communities may be more vulnerable to becoming victims of human trafficking." This NOFO highlights specific areas that are responsive to the NAP, where appropriate.

The U.S. Congress enacted the Frederick Douglass Trafficking Victims Prevention and Protection Reauthorization Act of 2018 (Public Law 115–425), which contains several provisions that improve the federal government's authority to combat human trafficking. The Act authorized the U.S. Department of Health and Human Services (HHS), in consultation with the U.S. Department of Education and the U.S. Department of Labor, to award grants to LEAs to establish, expand, and support programs to educate school staff to recognize and respond to signs of labor trafficking and sex trafficking. In response to this authorization, OTIP established the HTYPE Demonstration Program and made eight awards to the first cohort.

The prevention of human trafficking requires a proactive, multidisciplinary approach involving the systems responsible for protecting people from all forms of violence and exploitation. Nationally, it is estimated that schools have direct contact with more than 50 million students for 6 to 8 hours a day for 13 important years of their social-emotional, physical, and intellectual development. Therefore, educators and other staff are uniquely positioned to identify the barriers that students from underserved communities may be experiencing and to recognize situations or changes in behavior among their students that may indicate human trafficking or increased risk for human trafficking. Historically, school personnel have been among the most common reporters of child maltreatment, and for many students, schools serve as the primary source of health education and health care.[1] With proper training, educators and other staff will be better prepared to detect and reduce students' risk for experiencing human trafficking by implementing skills-based human trafficking prevention education and referring students to critical services that connect youth to intervention and support services.

Project Purpose

The HTYPE Demonstration Program's goal is to fund LEAs as prime recipients to partner with a nonprofit or NGO to build the capacity of selected schools to provide skills-based human trafficking prevention education for educators, other staff, and students and to establish a HTSSP that addresses the safety, security, and well-being of staff and students. Prime recipients will also have the option to implement skills-based human trafficking prevention education for caregivers. The HTYPE Demonstration Program is informed by the public health approach, which focuses on defining and monitoring the problem, identifying risk and protective factors, developing and testing prevention strategies, and ensuring widespread dissemination.

Project Objectives

Under the HTYPE Demonstration Program, the following activities are required throughout the project period:

1. Provide human trafficking prevention education to educators and other staff that equips them to build protective factors that decrease student risk, identify students who are at high risk for or who are experiencing human trafficking, respond to student disclosures, and report concerns in accordance with the HTSSP.
2. Deliver human trafficking prevention education to students that addresses risk factors and is designed to build protective factors by strengthening students' knowledge and skills, increasing their perception of risk, encouraging the adoption of healthy behaviors, and increasing help-seeking behaviors.
3. Train qualified individuals employed by the LEA to implement and replicate project activities throughout the school district or identified target area(s).
4. Develop and implement the HTSSP in consultation with local law enforcement that ensures the safety, security, and well-being of staff and students in a person-centered, trauma-informed, and culturally and linguistically appropriate manner.

The following activity is optional throughout the project period:

1. Deliver skills-based human trafficking prevention education to caregivers that equips them to understand sex and labor trafficking, identify risk factors and indicators for human trafficking, and build child and family protective factors.

Guiding Principles

Under the HTYPE Demonstration Program, there are two separate opportunities to receive bonus points for the integration of guiding principles: one bonus opportunity is related to Racial Equity and Support for Underserved Communities, and the other is related to the Integration and Engagement of Individuals with Lived Experience. Details on these bonus points are provided in the relevant sections below.

Racial Equity and Support for Underserved Communities

In 2021, the Biden Administration published Executive Order 13985 On Advancing Racial Equity and Support for Underserved Communities Through the Federal Government to advance equity and support to communities that have been historically underserved by federally funded programs, services, and benefits. Similarly, the 2021 U.S. Advisory Council on Human Trafficking Report recommends that HHS expand specialized training on communities that are underserved. Historically underserved communities include, but are not limited to, youth, individuals who are BIPOC, individuals who are 2SLGBTQIA+, boys and men, people with disabilities, persons who live in rural areas, persons otherwise adversely affected by persistent poverty or inequality, and other communities that have been similarly historically underserved.

In response to the Executive Order and the U.S. Advisory Council recommendations, HTYPE Demonstration Program prime recipients must ensure all activities align with a racial, gender, and sexual orientation equity lens and directly reflect the full diversity of individuals served by schools within the jurisdiction of the prime recipient. Project plans must include a meaningful, demonstrable, and ethical plan to address the impact of systemic racism and structural inequities within underserved communities. Strategies must include details of direct prior work in this area, documented results, and data or other strong evidence substantiating proposed activities.

OTIP also encourages prime recipients to hire or select qualified professionals who represent the communities they serve to implement proposed project activities.

Furthermore, the Executive Order and the U.S. Advisory Council report recognize that Indigenous communities have been underserved by the federal government and systematically denied a full opportunity to participate in aspects of economic, social, and civic life. This exclusion has created socioeconomic disparities within underserved communities that increase their risk to violence. As a result, children and youth from these communities are at increased risk for human trafficking. In support of commitments to racial equity, bonus points will be offered to applicants whose project plans include implementation in schools funded by the Bureau of Indian Education (BIE). Bonus points will be awarded to applicants funded by the BIE in accordance with *Section III.1. Eligible Applicants* and to applicants partnered with one or more BIE-funded LEAs. Please see *Section III.1 Eligible Applicants* and *Section V.I Criteria* for more information.

Culturally and Linguistically Appropriate Services Standards

All HTYPE Demonstration Program activities must adhere to Culturally and Linguistically Appropriate Services (CLAS) Standards. Individuals who are at risk for or who have experienced human trafficking come from a variety of backgrounds, speak different languages, and belong to different cultures. CLAS Standards are comprehensive guidelines that inform and facilitate practices related to culturally and linguistically appropriate health services. Prime recipients must ensure all HTYPE Demonstration Program activities align with culturally and linguistically appropriate goals, policies, and management accountability and infuse these standards throughout planning and operations. Prime recipients are expected to ensure all program activities and materials, including curricula, are culturally and linguistically appropriate for the target population(s) and align with the Centers for Disease Control and Prevention's (CDC) Health Equity Guiding Principles for Inclusive Communication.

Trauma-Informed and Person-Centered Approaches

Prime recipients must ensure all HTYPE Demonstration Program activities incorporate trauma-informed and person-centered approaches. All materials and trainings must include trauma-informed and person-centered messaging and imagery and promote an accurate understanding of human trafficking, inclusive of both labor and sex trafficking. For more information on the development of trauma-informed services and a framework for becoming a trauma-informed organization, system, or service sector, please visit the Substance Abuse and Mental Health Services Administration's Concept of Trauma and Guidance for a Trauma-informed Approach. For more information on trauma-informed and person-centered imagery and materials, please see the Senior Policy Operating Group Public Awareness and Outreach Committee Guide for Public Awareness Materials.

Integration and Engagement of Individuals with Lived Experience

Informed by the NAP (Priority Action 4.3.2: Leverage federal survivor-consultant networks and federal training and technical assistance centers to ensure survivor input is consistently incorporated into policies and programs), OTIP encourages prime recipients to engage individuals who have experienced human trafficking and strategically integrate their expertise when developing project implementation strategies. Individuals with the knowledge of lived experience play an important role in all aspects of the anti-trafficking response, and prime recipients should provide these individuals with paid opportunities to contribute to proposed program activities. Engagement activities should provide individuals with lived experience opportunities for continued professional growth development and should not be limited to or heavily rely on presentations about their trafficking experience.

Opportunities for project contribution include, but are not limited to:

- Identifying community resources and service providers.
- Developing strategies for project implementation.
- Developing strategies to identify risk and protective factors.
- Developing, reviewing, and updating curricula.

- Developing the HTSSP.
- Collaborating with law enforcement regarding safety and security considerations.

Individuals with lived experience should be compensated based on the prevailing compensation rate available to other service practitioners and providers. Prime recipients are encouraged to select education curricula that are informed by individuals with lived experience in sex and labor trafficking and reflect the guiding principles as outlined above. Prime recipients may receive individualized technical assistance regarding effective strategies for survivor engagement and referrals to consultants with lived experience through the National Human Trafficking Training and Technical Assistance Center (NHTTAC).

Under the HTYPE Demonstration Program, bonus points will be offered to applicants whose project plans incorporate specific opportunities to engage individuals with lived experience in project activities.

Roles and Partnerships

The HTYPE Demonstration Program requires coordination, collaboration, and formal partnerships between different parties. Formal documentation of partnerships will keep each party informed of their roles and commitments.

Prime recipients must adhere to 45 CFR § 75.351 when establishing partnerships involving financial remuneration and/or responsibility for carrying out major activities of the project. For partnerships with nonprofits or NGOs, this will fall under a subaward (i.e., subrecipient relationship). Please see *Section I. Program Description, Post-Award Requirements, Subawards* for more information.

LEA Role

The LEA is the prime recipient and will be responsible for the overall administration and management of the HTYPE Demonstration Program. Prime recipients will identify, assess, adapt, and implement any school curricula, policies, and services under the HTYPE Demonstration Program. Prime recipients must partner with an experienced and qualified nonprofit or NGO to implement existing human trafficking prevention education curricula for educators, other staff, and students. Prime recipients, in consultation with their selected nonprofit or NGO partner, will implement project activities.

Prime recipients responsible for implementing and overseeing the HTYPE Demonstration Program must be located within the geographic area to be served by the proposed project.

Nonprofit or NGO Role

Prime recipients are required to partner with a nonprofit or NGO that will support the implementation of all required project activities; act as a subject matter expert on human trafficking, violence prevention education curricula, training for trainers, and creating comprehensive school safety protocols; and collaborate with local law enforcement and community resource and service providers. The nonprofit or NGO will support prime recipients in selecting and, if necessary, adapting curricula for educators, other staff, and students and ensuring the HTSSP complies with HTYPE Demonstration Program requirements.

The nonprofit or NGO partner must be located within the geographic area of the proposed project or have a national reach and experience implementing similar projects in multiple geographic locations.

Local Law Enforcement Role

Prime recipients are required to consult with a local law enforcement agency to develop and implement the HTSSP to ensure the safety of school staff and students reporting or disclosing suspected or confirmed cases of human trafficking. If geographic areas served by the proposed project are in multiple law enforcement jurisdictions, prime recipients must consult with a local law enforcement agency from each jurisdiction. Prime recipients must provide a Letter of Commitment (LOC) that acknowledges a formal commitment from local law enforcement agency(ies) to consult on the development and implementation of the HTSSP. This letter must be on letterhead of the law enforcement agency(ies) and signed by the Authorizing Official.

Under the HTYPE Demonstration Program, funds may not be allocated to local law enforcement agencies, as referenced in *Section IV.6 Funding Restrictions*. No funds may be allocated for the purposes of developing the HTSSP or responding to reports of suspected or confirmed cases of human trafficking.

HTYPE DEMONSTRATION PROGRAM REQUIREMENTS

The HTYPE Demonstration Program comprises four required and one optional project objectives that contribute to a comprehensive, whole-school response to prevent human trafficking. When implemented together, the project objectives will build individual students' skills and resiliency to human trafficking and prepare educators and other staff to recognize and respond to signs of human trafficking or students at risk for human trafficking. Simultaneously, schools will implement a school-wide HTSSP for reporting trafficking concerns and referring individuals who have experienced or who are at risk for human trafficking to supportive information and services, as appropriate.

The HTYPE Demonstration Program allows prime recipients to prioritize certain schools within their jurisdiction to test program implementation before scaling activities to other selected schools. This approach allows prime recipients to modify aspects of the project, as needed, to best serve students and staff.

Prime recipients are required to assess all curricula and other materials for alignment with requirements prior to submitting to the Federal Project Officer (FPO) for review. Within 18 months of the date of award, prime recipients will be required to discuss performance indicators with the FPO and submit suggested adaptations to all curricula, materials, and approaches prior to further implementation.

Education and Training

HTYPE Demonstration Program prime recipients are required to provide human trafficking prevention education and training to educators and other staff, students, and trainers. This requirement is responsive to the NAP (Priority Action 2.1.3: Regularly train federal law enforcement and service provider agencies on identifying human trafficking). Prime recipients may also choose to provide skills-based human trafficking prevention education for caregivers.

Human trafficking prevention education and training provided by prime recipients must include topics on how to identify protective factors that decrease risks for human trafficking; on how to detect indicators that an individual has experienced or may be at risk for human trafficking; on options and procedures for referring individuals who have experienced or who are at risk for human trafficking to informational resources and services; and on reporting requirements and procedures according to applicable federal and state law.

Prime recipients must ensure the components of each program are tailored to the specific needs of their audience and focus primarily on the trafficking of children and youth. The following subsections provide additional information on the requirements and learning objectives for each type of human trafficking prevention education program. Prime recipients must submit all curricula to the FPO for review and approval. Prime recipients, in coordination with their nonprofit or NGO partner, will be required to update any curricula that do not fully align with the stated requirements prior to implementation.

Human Trafficking Prevention Education for Educators and Other Staff

Prime recipients, in coordination with their nonprofit or NGO partner, are required to identify and implement a skills-based human trafficking prevention education curriculum for educators and other staff on an annual basis. Additional staff, such as school nurses and school resource officers, may also be trained as part of this project. The selected curriculum must emphasize strengthening individual knowledge and skills and provide time for staff to practice new skills.

The following learning objectives are required for all educators and other staff:

Educational Goal	**Learning Objectives for Educators and Other Staff**
Identify indicators of human trafficking victimization or potential victimization.	• Recall the federal definition of severe forms of trafficking in persons. • Describe how sex and labor trafficking occurs in the United States. • Recognize situations and indicators that may raise concerns about sex and labor trafficking with a special emphasis on children and youth in school settings. • Provide examples of strategies commonly used by traffickers to groom and recruit children and youth for sex and labor trafficking. • Recognize individual, communal, relational, environmental, and societal factors that increase risk to human trafficking, including intergenerational trauma, systemic racism, discrimination and bias, lack of access to resources and opportunities, and inequities that create community-wide vulnerabilities.

Help students avoid becoming victims of human trafficking.	• List protective factors that can decrease student risk. • Examine the role of educators and other staff in building protective factors and decreasing student risk for human trafficking. • Apply a trauma-informed and person-centered approach when addressing human trafficking in the school setting. • Practice responding to disclosures in a culturally responsive, linguistically appropriate, trauma- informed, and person-centered manner.
Understand options and procedures for seeking informational resources and services for victims, potential victims, or at-risk individuals.	• Simulate how to support students who have been identified as at risk for or as having experienced human trafficking in a culturally responsive, linguistically appropriate, trauma-informed, and person-centered manner.* • Implement student screenings and coordinate referrals to information on trafficking and services available for individuals who may be at risk for or who have experienced human trafficking or another form of violence.* • Identify culturally responsive, linguistically appropriate, trauma-informed, and person-centered information, programs, and services to enhance student well-being.* • Identify how and when to communicate concerns about student safety and human trafficking to caregivers.*
Understand options and procedures for mandatory and nonmandatory reporting of human trafficking or potential trafficking.	• Cite the legal obligations of mandated reporters and who within the LEA qualifies as a mandated reporter under state law. • Review the HTSSP and practice fulfilling their respective role in a culturally responsive, linguistically appropriate, trauma-informed, and person-centered manner.

All learning objectives with an asterisk (*) are required for educators and other staff with enhanced roles and responsibilities in the HTSSP and also for those providing support to students who are at risk for or who have experienced human trafficking (e.g., social workers, school counselors).

No more than 3 percent of award funds may be used each budget year to pay for adaptations to prevention education curricula for educators and other staff in accordance with *Section IV.6. Funding Restrictions.* Costs associated with implementing training or purchasing curricula are not applicable to this funding restriction. One example of a free program focused on educating educators and other staff on human trafficking is NHTTAC's Stop, Observe, Ask, and Respond (SOAR) for School-Based Professionals. Applicants may use SOAR for School-Based Professionals as a foundation for their training for educators and other staff but are not required to do so.

Human Trafficking Prevention Education for Students

Prime recipients, in coordination with their nonprofit or NGO partner, must implement a skills-based human trafficking prevention education curriculum for students that is research-based and theory-driven. Prime recipients will determine the grade level(s) or age(s) of students who will receive prevention education on an annual basis. The selected curriculum must emphasize strengthening individual knowledge and skills and provide time for students to practice new skills to build resilience to all forms of human trafficking. Prime recipients must select a student curriculum that aligns with each of the Center for Disease Control and Prevention's (CDC) Characteristics of an Effective Health Education Curriculum:

- Focuses on clear health goals and related behavioral outcomes
- Is research-based and theory-driven
- Addresses individual values, attitudes, and beliefs
- Addresses individual and group norms that support health-enhancing behaviors
- Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors
- Addresses social pressures and influences
- Builds personal competence, social competence, and self-efficacy by addressing skills
- Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors
- Uses strategies designed to personalize information and engage students
- Provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods, and materials
- Incorporates learning strategies, teaching methods, and materials that are culturally inclusive
- Provides adequate time for instruction and learning
- Provides opportunities to reinforce skills and positive health behaviors
- Provides opportunities to make positive connections with influential others
- Includes instructor information and plans for professional development and training that enhances the effectiveness of instruction and student learning

The selected prevention education curricula for students must be developed and assessed by the prime recipient for alignment with all requirements prior to the award date. Under the HTYPE Demonstration Program, no funds may be used to develop new prevention education curricula for students, and no more than 5 percent of funds may be used each budget year for adaptations. Please see *Section IV.6. Funding Restrictions* for more information. Costs associated with implementing training or purchasing curricula are not applicable to this funding restriction.

The following learning objectives are required for elementary and secondary school students:

Educational Goal	**Learning Objectives for**	**Learning Objectives for**

	Secondary School Students	**Elementary School Students**
Identify indicators of human trafficking victimization or potential victimization.	• Recall the federal definition of severe forms of trafficking in persons. • Describe how sex and labor trafficking occur in the United States. • Recognize situations and indicators that may raise concerns about sex and labor trafficking. • Provide examples of strategies commonly used by traffickers to groom and recruit children and youth for sex and labor trafficking.	• Recall the definitions for various forms of abuse and neglect, including, but not limited to, physical, verbal, psychological, and sexual abuse. • Recognize situations and indicators that may raise concerns about abuse. • Provide examples of strategies commonly used by abusers to groom children.
Avoid becoming victims of human trafficking.	• Analyze personal risk factors. • List personal protective factors. • Practice health-enhancing behaviors. • Simulate interpersonal communication skills to avoid or reduce risk. • Construct and verbalize personal boundaries. • Use decision-making skills to enhance safety. • Write a safety plan. • Analyze the influence of family, peers, culture, media, technology, and other factors on an individual's risk for human trafficking.	• Analyze personal risk factors. • List personal protective factors. • Practice health-enhancing behaviors. • Simulate interpersonal communication skills to avoid or reduce risk. • Construct and verbalize personal boundaries. • Write a safety plan.

Understand options and procedures for seeking informational resources and services for victims, potential victims, or at-risk individuals.	• Identify positive peer and adult connections. • Demonstrate how to access programs and services to build protective factors. • Recall information on how to report abuse.	• Identify positive peer and adult connections. • Demonstrate how to access programs and services to build protective factors. • Recall information on how to report abuse.

Training of Trainers

Prime recipients, in consultation with their nonprofit or NGO partner, must train qualified trainers to:

- Facilitate human trafficking prevention education for educators and other staff.
- Facilitate human trafficking prevention education for students.
- Provide trainings for additional staff to become trainers.

Trainers of human trafficking prevention education for educators, other staff, and students must be employed by the prime recipient and may include existing staff. The only exception to this requirement is for the initial training for educators and other staff, which may be conducted by the nonprofit or NGO partner prior to training employees of the prime recipient to implement the curricula. Individuals who conduct trainings for additional trainers are to provide ongoing support to ensure continued compliance with training goals and learning objectives.

The primary goals of these trainings are to support program development, sustainability, and expansion and to prepare trainers to implement each curriculum in a manner that supports achievement of the stated performance metrics.

All trainings must emphasize strengthening individual knowledge and skills and provide time for trainers to practice implementing new skills and leading activities from the relevant prevention education and/or training curricula.

The following learning objectives are required:

- Recall the core content of the relevant prevention education and/or training curricula.
- Employ skills that promote learner engagement, critical thinking, and skill acquisition.
- Demonstrate active listening skills, including reflecting and reframing, during facilitation.
- Apply adult learning principles (for trainers implementing education and training with adult learners).
- Simulate activities from the relevant prevention education and/or training curricula.
- Illustrate how to respond to participant questions knowledgably.
- Practice managing difficult training situations, including disruptive learner behaviors.

- Simulate how to support students who have been identified as at risk for or as having experienced human trafficking in a culturally responsive, linguistically appropriate, trauma-informed, and person-centered manner.
- Apply a trauma-informed and person-centered approach when addressing human trafficking in the school setting.
- Practice responding to disclosures in a culturally responsive, linguistically appropriate, trauma-informed, and person-centered manner.
- Demonstrate how to direct participants to additional information and resources.

Health teachers, school counselors, school nurses, or other staff with similar roles or experience may be best suited to facilitate prevention education for educators, other staff, and students and provide training for additional staff to become trainers. All trainers must meet the certain minimum qualifications, including:

- Demonstrated experience working with youth in a professional capacity.
- Completed skills-based human trafficking prevention education for educators and other staff.
- Completed training on collecting and reporting information and data, including pre/post-tests, to support evaluation.

Trainers of human trafficking prevention education for students must meet certain additional qualifications, including:

- Demonstrated experience facilitating a health or violence prevention curriculum with children or youth.
- Demonstrated classroom or group facilitation experience.

Trainers of human trafficking prevention education for educators and other staff must meet certain additional qualifications, including:

- Demonstrated experience conducting professional trainings.
- Experience incorporating adult learning principles into trainings.

Trainers prepare and equip new trainers to implement prevention education for educators, other staff, and students. Trainers of new trainers must meet certain additional qualifications, including:

- Advanced skill level in training, facilitation, and engagement with adult learners.
- Demonstrated experience facilitating training for diverse audiences, including adults and minors.
- Demonstrated experience implementing the prevention education curricula they will be training others to facilitate.

No more than 5 percent of award funds may be used each budget year to pay for development and/or adaptations to curricula for training of trainers as referenced in *Section IV.6. Funding Restrictions*. Costs associated with conducting trainings or purchasing curricula are not applicable to this funding restriction.

Human Trafficking Prevention Education for Caregivers

Prime recipients, in coordination with their nonprofit or NGO partner, may choose to identify and implement a skills-based human trafficking prevention education curriculum for caregivers. The selected curriculum must emphasize strengthening individual knowledge and skills and provide time for staff to practice new skills.

If implemented, the following learning objectives are required for caregivers:

- Recall the federal definition of severe forms of trafficking in persons.
- Describe how sex and labor trafficking occur in the United States.
- Recognize situations and indicators that may raise concerns about sex and labor trafficking.
- Provide examples of strategies commonly used by traffickers to groom and recruit children and youth for sex and labor trafficking.
- Understand the impact of trauma.
- Analyze risk factors that may increase their child's risk to trafficking.
- Construct a plan to build child and family protective factors that may reduce their child's risk to trafficking.
- Practice engaging in difficult conversations.
- Construct and verbalize personal boundaries.
- Write a safety plan.
- Demonstrate how to access programs and services to build protective factors.
- Recall information on how to report abuse.

No more than two (2) percent of award funds may be used each budget year to pay for development and/or adaptations to prevention education curricula for caregivers in accordance with *Section IV.6. Funding Restrictions.* Costs associated with implementing training or purchasing curricula are not applicable to this funding restriction.

Human Trafficking School Safety Protocol

Prime recipients, in consultation with local law enforcement agencies and with support from their nonprofit or NGO partner, are required to develop and implement a HTSSP in all schools selected for the HTYPE Demonstration Program. The HTSSP may also be informed by discussions with community resource and service providers, health and mental health care professionals, and child welfare personnel. Upon completion and prior to implementation of prevention education, the HTSSP must be formally adopted by the LEA school board(s) or other equivalent entity. The HTSSP is intended to ensure the safety of students, educators, and other staff reporting human trafficking and other forms of violence; ensure educators and other staff comply with state mandatory reporting laws; and ensure students are connected with service providers and/or programs that will reduce further exposure to violence and victimization. Except for funds used for prevention education and the development and implementation of the HTSSP, no funds may be used to pay for the direct provision of services, such as counseling, for suspected and confirmed victims of human trafficking in accordance with *IV.6 Funding Restrictions*. Requirements for the HTSSP are responsive to the NAP (Priority Action 1.1.1: Enhance community-coordinated responses to human trafficking; Priority Action

2.1.1: Develop or update, validate, and implement screening forms and protocols; and Priority Action 2.6.1: Increase access to mental health and other healthcare services).

Under the HTYPE Demonstration Program, no funds may be used to provide out-of-school services to individuals who have experienced or who are at risk for human trafficking. Funds may be used to purchase or license human trafficking screening tools and to provide in-school support to students identified through the HTSSP (e.g., referrals, monitoring referral status, and in-school support). Funds may only be used for prevention education and the development and implementation of the HTSSP as referenced in *IV.6. Funding Restrictions*.

The assigned FPO must review and approve the HTSSP. If the HTSSP is modified, the FPO must receive written notification in advance and be given an opportunity to review and approve the revisions. The HTSSP can be integrated into pre-existing school protocols, if all required elements are included.

The HTSSP must include the following elements:

- Procedures for engaging students who are at risk for human trafficking in a culturally and linguistically responsive, person-centered, and trauma-informed manner that prioritizes student well-being
- Procedures to promote racial, gender, and sexual orientation equity within all components of the HTSSP
- Procedures for responding to students who are at risk for human trafficking
- Procedures for responding to suspected or confirmed cases of labor and sex trafficking and other forms of violence (e.g., child abuse and neglect, sexual abuse, teen dating violence, human trafficking)
- Procedures for establishing a safety plan for students who have experienced or are experiencing human trafficking
- Procedures for submitting a Request for Assistance (RFA) on behalf of foreign national minors who may have experienced trafficking
- Clear delineation of staff roles, titles, and responsibilities within the overall procedures
- Procedures for addressing direct student disclosures and reports from educators, other staff, and other students
- Procedures for implementing validated screening tools to identify students experiencing or who are at high risk for labor and sex trafficking
- Procedures for protecting and maintaining confidentiality of students and staff
- Information on the legal obligations of mandated reporters under state law
- Procedures for coordinating with the appropriate authorities (e.g., child welfare, law enforcement) when individuals who may have experienced human trafficking are identified
- Procedures for communicating with caregivers regarding concerns that their child has experienced human trafficking
- Procedures for communicating and reporting to the appropriate authorities when the trafficker, or other abuser, is a caregiver or other household member

- Procedures for referring students to in-school and community resources and service providers
- Procedures for engaging or re-engaging students who have experienced human trafficking and have experienced or are at risk for experiencing chronic truancy or falling behind

The HTSSP must include a variety of service providers capable of receiving student referrals. The types of service providers to be identified within the HTSSP include:

- Human trafficking service providers
- Domestic violence service providers
- Dating and sexual violence service providers
- Health and mental health care providers
- Runaway and homeless youth programs
- Substance use prevention programs
- 2SLGBTQIA+ programs
- Safe spaces
- Youth workforce development and Department of Labor funded youth employment programs
- Youth organizations
- Mentoring and peer support programs

Prime recipients must create documents for FPO review and approval that detail policies and procedures for the following items:

- Procedures for collecting and reporting data on the number of individuals who have experienced human trafficking identified through training of students, educators, and other staff
- Procedures for monitoring compliance with the HTSSP
- Procedures for identifying and vetting referral services and maintaining and updating referrals for individuals who have experienced human trafficking
- Procedures for complying with privacy and confidentiality requirements for recordkeeping, record retention, and record disposal

POST-AWARD REQUIREMENTS

COVID-19 Response

OTIP recognizes that due to the COVID-19 pandemic, in-person contact should be minimized to ensure the safety and health of students and staff. During this time, prime recipients and, if applicable, the subrecipient(s) are required to propose activities and project targets that reflect the Centers for Disease Control and Prevention (CDC), Guidance for COVID-19 Prevention in K-12 recommendations to prevent the spread of COVID-19. These include, but are not limited to, layered prevention strategies (e.g., social distancing, indoor masking, remote learning) and planning for student absenteeism and staffing shortages.

Applicants must realistically estimate their targets while considering all external factors that may impact grant activities. Whenever possible, OTIP will exercise maximum flexibilities; however, prime recipients may not alter targets to decrease the projected number of educators and other staff, students, and trainers who will receive prevention education during the project period. To maintain accountability of federal awards and spending, OTIP will evaluate the prime recipients' annual reports based on initial targets provided in the Project Plan. Other modifications will be reviewed on a case-by-case basis.

Subawards

Recipients under this grant program may opt to transfer a portion of substantive programmatic work to other organizations through subaward(s). The prime recipient must maintain a substantive role in the project. ACF defines a substantive role as conducting activities and/or providing services funded under the award that are necessary and integral to the completion of the project. Subrecipient monitoring activities alone, as specified in 45 CFR § 75.352, do not constitute a substantive role. Furthermore, ACF does not fund awards where the role of the applicant is primarily to serve as a conduit for passing funds to other organizations unless that arrangement is authorized by statute.

Subrecipient(s) must meet the eligibility requirements identified in the NOFO, *Section III.1. Eligible Applicants,* with the exception of the LEA requirement. Additionally, all subrecipient(s) must obtain a Unique Entity Identifier (UEI) number assigned by the System for Award Management (SAM), if they do not already have one. Prime recipients are required to check the SAM to verify that the subrecipient(s) is/are not debarred, suspended, or ineligible.

Please reference the Award Term and Condition on Subawards on the ACF Administrative and National Policy Requirements website for further requirements involving subawards.

Prime recipients must conduct a risk assessment of the subrecipient(s) in accordance with 45 CFR § 75.352(b). Prime recipients are required to adhere to the requirements noted in 45 CFR §75.352 and be in compliance with 45 CFR §§ 75.351 and 75.353. Prime recipients may be required to report under the Federal Financial Accountability and Transparency Act (FFATA).

Should a subrecipient perform unsatisfactorily, prime recipients are responsible for remedying subrecipient issues. Prime recipients will be held accountable for cost disallowances regarding subawarded funds. Subrecipient performance will also be considered during review of applications for non-competing continuations. If requirements of the program cannot be met due to subrecipient issues, ACF may need to take one or more of the actions listed under 45 CFR § 75.371-.372, including withholding or disallowing funds, partially or fully suspending the award, or terminating the award.

With exception to the required nonprofit or NGO specified in *Section III.1. Eligible Applicants*, prime recipients who propose to issue a subaward(s) but have not yet identified the subrecipient organization(s) by the time of application submission must submit a prior approval request after receiving the award. Prime recipients must include the name of the subrecipient organization(s), updated description(s) of the work to be performed, and updated subaward budget(s) and budget justification(s). This information must be submitted within 120 days of the start date of the grant. If a subaward was not originally proposed in the application but later becomes necessary, prior approval of ACF is required before any activities in the subaward request begin.

Schedule of Deliverables

To accomplish program goals in a timely manner, OTIP has established the following post-award requirements. Task and timelines will be dependent upon the capacity of the prime recipient to carry out the deliverables post-award.

- Within 5 calendar days of Notice of Award (NoA), prime recipients must return the signed cooperative agreement.

OTIP is allotting a 12 month project planning period. Prime recipients are required to implement the following milestones within the 12 month project planning period:

- Within 2 months: Review all required curricula and submit to the FPO an analysis that clearly identifies how the curricula aligns with the requirements outlined under *Section I. Program Description, Education and Training*, delineating any anticipated changes to improve alignment.
- Within 5 months: Resubmit to the FPO an updated version of the prevention education curricula for educators and other staff that meets all requirements.
- Within 6 months:
    - Resubmit to the FPO an updated version of the prevention education curricula for students that meets all requirements.
    - Resubmit to the FPO an updated version of the prevention education curricula for caregivers, if applicable.
- Within 7 months: Resubmit to the FPO an updated version of the training for trainers curricula for educators and other staff that meets all requirements.
- Within 8 months:
    - Resubmit an updated version of the training for trainers curricula for students that meets all requirements.
    - Develop all required components of the HTSSP.
- Within 10 months: Submit all curricula to the FPO for final approval.

From date of issuance of NoA, OTIP is allotting a 13-month period for prime recipients to:

- Begin to implement skills-based human trafficking prevention education for educators and other staff.
- Begin to train qualified trainers to conduct skills-based human trafficking prevention education for educators and other staff and students.
- Begin to implement skills-based human trafficking prevention education for students.

OTIP is requiring prime recipients to implement the following activities during the following timeframes:

- Annually, coordinate with the nonprofit or NGO partner to assess and make any necessary adaptations to the education material or approach (e.g., to be responsive to school demographics, lessons learned, evaluation results, or unique school or LEA requirements).

- Within 18 months of the date of award, discuss performance metrics with assigned FPO and submit suggested adaptations to all prevention education and training curricula, materials, and approach prior to further implementation.
- Within 24 months of the date of the award, identify prospective trainers to implement trainings for additional staff to facilitate prevention education for educators, other staff, and students and submit documentation regarding their qualifications to the assigned FPO for approval.
- Within 30 months of the date of the award, provide necessary training to ensure prospective trainers have content knowledge, comfort, and instructional competencies to effectively conduct approved training on how to facilitate prevention education with staff and students.

Capacity Building for Project Staff and Subrecipients

Under the HTYPE Demonstration Program, prime recipients must require specialized training on human trafficking for any personnel directly responsible for the development and implementation of project activities, including development of the HTSSP and curricula assessment, development, and adaptations. With the approval of the FPO, grant funds may be used to support training for staff, including subrecipient staff, when training is unavailable locally or when there is a cost for training participation (e.g., contracting trainers, registration, travel, continuing education units, etc.). HTYPE Demonstration Program funds may be used to cover costs associated with continuing education units for prime recipient and subrecipient staff. No more than 1 percent of total award funds per budget period may be used to support training of grant-funded staff, including subrecipient staff. Please see *Section IV. 6 Funding Restrictions* for more information.

All personnel and subrecipient staff responsible for the development and implementation of project activities must complete at least 10 hours of training each budget period in connection with human trafficking. OTIP reserves the right to verify compliance throughout the project period. Prime recipients must track training hours and topics for their staff and subrecipient staff.

Training for any prime recipient or subrecipient staff may not be counted toward the project's overall training performance indicators. Please see *Section I. Post-Award Requirements, Program Performance Indicators* for more information. HTYPE Demonstration Program prime recipients are encouraged to check the NHTTAC website for in-person or virtual training opportunities.

Under the HTYPE Demonstration Program, training provided by prime recipients must include all of the topics below, at a minimum. The training topics listed are responsive to the 2021 U.S. Advisory Council on Human Trafficking Report and to the NAP (Priority Action 2.1.3: Regularly train Federal law enforcement and service provider agencies on identifying human trafficking), both of which recommend HHS expand specialized training on human trafficking and its indicators to include subtopics related to communities underserved by federally funded programs, services, and benefits, such as youth, individuals who are BIPOC, individuals who are 2SLGBTQIA+, boys and men, and people with disabilities and/or special needs.

- Federal definition of severe forms of trafficking in persons
- Case studies of individuals who have experienced or who are at risk for sex and labor trafficking, with a special emphasis on children and youth intersecting with school settings
- Information about human trafficking, including types of human trafficking and strategies commonly used by traffickers to groom and recruit children and youth for sex and labor trafficking
- Information on how to build protective factors for children and youth who are at risk for or who are experiencing sex and labor trafficking
- Situations and indicators that may raise concerns about sex and labor trafficking
- Relevant state laws, procedures, and response strategies related to the sex and labor trafficking of children and youth
- Benefits and services available for foreign national youth who have experienced or are experiencing human trafficking (e.g., procedures for submitting an RFA on behalf of foreign national minors who may have experienced trafficking
- Intersectionality between race and human trafficking (e.g., the role racial identity and racism plays in the risk for human trafficking; process of identification; experience of service delivery; interaction with education; social welfare, and criminal justice systems; access to resources; health disparities/inequities experienced by underserved communities; etc.)
- Intersectionality between gender identity and human trafficking (e.g., the role gender identity and expression and exclusion plays in the risk for human trafficking; process of identification; interaction with education; social welfare; and criminal justice systems; access to resources; health disparities/inequities experienced by underserved communities; etc.)
- Intersectionality between sexual orientation and human trafficking (e.g., the role sexual orientation and exclusion plays in the risk for human trafficking; process of identification; experience of service delivery; interaction with education; social welfare; and criminal justice systems; access to resources; health disparities/inequities experienced by 2SLGBTQIA+ communities; etc.)
- Intersectionality between individuals with disabilities and human trafficking (e.g., the role disability status and accessibility and exclusion plays in the risk for human trafficking; process of identification; experience of service delivery; interaction with education; social welfare; and criminal justice systems access to resources; etc.)
- Intersectionality between human trafficking and forced criminality (e.g., understanding that when an individual is forced to provide labor or a service that contributes to an illegal or illicit activity, they may be experiencing human trafficking)
- Special considerations for children experiencing human trafficking, which may include relevant legal and social welfare systems, such as juvenile justice and child welfare
- Training on how to deliver person-centered, trauma-informed services, education, and training

- Training on how to design and deliver skills-based prevention education and training that align with best practices in violence prevention and health education

Tools and Resources

Prime recipients and subrecipients must comply with the Stevens Amendment. The Stevens Amendment requires all HHS grant and cooperative agreement recipients and subrecipients to acknowledge federal funding when publicly communicating projects or programs (including training materials) funded through the HHS annual appropriation. For more information on requirements, please reference the Administrative and National Policy Requirements on the ACF website.

Prime recipients must submit all public-facing materials, including subrecipient materials, used during project activities that it intends to count towards its project objectives for review and approval by the FPO. Prime recipients must review all public-facing materials created and used by the subrecipient to ensure compliance with the Stevens Amendment. Prime recipients must also submit for review and approval all public-facing materials if program funds will be used to facilitate any portion of the activity (e.g., editing presentation slide decks or staff time spent providing training), even if the materials were not created using HTYPE Demonstration Program funds or have been reviewed previously by OTIP or other state or federal grantors. The FPO will review for trauma-informed and person-centered content, adherence to the Stevens Amendment, and alignment with general guidelines set by the President's Interagency Task Force to Monitor and Combat Trafficking in Persons, at a minimum. In response to the NAP (Priority Action 2.1.4: Increase access to public awareness materials focused on victim identification, including by displaying those materials in priority locations within 1 year), all new materials, excluding outreach materials created specifically for discreet use and dissemination, must include the National Human Trafficking Hotline (NHTH) phone number (1-888-373-7888) and include the link to the OTIP website (www.acf.hhs.gov/otip). The FPO will have 30 days to review and approve all public-facing materials.

Program Performance Indicators

Prime recipients are expected to conduct ongoing evaluations of the human trafficking prevention education curriculum, administering pre/post-tests to every student, educator, and other staff member who participates in the training. All pre-tests for students, educators, and other staff must be administered prior to or within one day of the start of training. All post-tests must be administered within one week after the completion of all training modules.

Recipients and subrecipients are required to protect the privacy and confidentiality of student and staff information, complying with all applicable federal and state statutes and regulations, including those established by the U.S. Department of Education (e.g., the Protection of Pupil Rights Amendment), especially personally identifiable information (PII) at all times, and take the necessary measures to securely store student and staff records and to encrypt and/or password protect the electronic transmission of student and staff information to referral agencies and other organizations.

Overall programmatic performance indicators are to be reported to the FPO, including the:

Human Trafficking Prevention Education for Educators and Other Staff

- Number of schools implementing human trafficking prevention education for educators and other staff.
- Number of educators and other staff trained to recognize and respond to human trafficking.
- Percentage of educators and other staff who report:
    - A high level of interest in learning more about human trafficking.
    - An increase in their belief that they have a role to play in helping students who may be at risk for or who are experiencing human trafficking.
    - A high level of confidence in being able to implement aspects of the HTSSP that are relevant and appropriate for their professional role.
- Percentage of educators and other staff who agree that the program taught them something useful to:
    - Identify students who may be at risk for or who are experiencing human trafficking.
    - Provide assistance to students identified as having experienced human trafficking or being at risk for human trafficking.
    - Understand their obligations and responsibilities for reporting potential cases of human trafficking.

Human Trafficking Prevention Education for Elementary School Students

- Number of schools implementing human trafficking prevention education for elementary school students.
- Number of school unable to complete implementation of human trafficking prevention education for elementary school students.
- Number of elementary students who received human trafficking prevention education.
- Percentage of students who:
    - Can identify at least one trusted adult they can talk to if they think someone is being hurt or doing something that is not safe.
    - Can identify at least one hotline they can call or text if someone they know is being forced to do something they do not want to do.
    - Agree or Strongly Agree that they would ask a trusted adult for help if they were afraid someone might hurt them.
    - Agree or Strongly Agree that they would call or text a hotline for help if they were afraid someone might hurt them.
    - Agree or Strongly Agree that they would ask a friend for help if they were afraid someone might hurt them.
    - Can provide at least one example of what they learned.
    - Agree that the program taught them something they can do to stay safe.

Human Trafficking Prevention Education for Secondary School Students

- Number of schools implementing human trafficking prevention education for secondary school students.
- Number of schools unable to complete implementation of human trafficking prevention education for secondary school students.
- Number of secondary school students who received human trafficking prevention education.
- Percentage of students who:
    - Correctly identified that people can be exploited for labor or commercial sex in any city or town, including where they live.
    - Correctly identified that men and boys can be exploited for labor or commercial sex.
    - Can identify at least one trusted adult they can talk to if they think someone is being trafficked for labor or sex.
    - Can identify at least one hotline they can contact if they think someone is being trafficked for labor or sex.
    - Agree or Strongly Agree that they would ask a trusted adult for help if they were being trafficked for labor or sex.
    - Agree or Strongly Agree that they would contact a hotline for help if they were being trafficked for labor or sex.
    - Agree or Strongly Agree that they would ask a friend for help if they were being trafficked for labor or sex.
    - Agree or Strongly Agree that they learned something they can do to help them be safe.
    - Can share one example of how they can use what they learned in their everyday life.

Training of Trainers

- Number of qualified trainers trained to implement human trafficking prevention education for students.
- Number of qualified trainers trained to implement human trafficking prevention education for educators and other staff.
- Number of qualified individuals capable of training new trainers to provide human trafficking prevention education to educators, other staff, and students.
- Percentage of trainers who report they are:
    - Very Confident or Moderately Confident that they have the skills needed to train educators and other staff or students on the HTYPE curriculum.
    - Very Satisfied or Moderately Satisfied with the information gained from this training.
- Percentage of trainers who Strongly Agree or Agree that:
    - The training was well-organized.
    - The presenters/trainers were well prepared.
    - The materials were useful.

HTSSP

- Number of schools implementing the HTSSP.
- Number of students identified as at risk for human trafficking.
- Number of students identified as having potentially experienced human trafficking.
- Number of potential human trafficking cases reported to child welfare.
- Number of potential human trafficking cases reported to law enforcement.
- Number of cases reported to child welfare due to concerns related to other forms of violence and exploitation.
- Number of cases reported to law enforcement due to concerns related to other forms of violence and exploitation.
- Number of students referred to community resources or service providers due to potential human trafficking concerns.
- Number of students referred to community resources or service providers due to concerns related to other forms of violence and exploitation.

Paperwork Reduction Disclaimer

As required by the Paperwork Reduction Act of 1995, 44 U.S.C. 3501-3521, the public reporting burden for the HTYPE Demonstration Program Grant Program Performance Indicators is estimated to average 0.5 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection information. The HTYPE Demonstration Program Grant Program Performance Indicators information collection is approved under OMB control number 0970-0490, expiration date is 1/31/2023. 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.

Federal Evaluation

OTIP may fund a formal evaluation of the HTYPE Demonstration Program. If applicable, HTYPE Demonstration Program prime recipients must agree to participate in the formal evaluation and make available program implementation records for grant-funded activities. This includes records of activities conducted by their subrecipient(s) and program performance data. The study would engage an outside, non-recipient, evaluation team and would likely focus on the processes, implementation, progress indicators, products, outcomes, and quality improvement of funded activities. HTYPE Demonstration Program prime recipients must monitor their own performance and that of their subrecipient(s). Prime recipients must dedicate appropriate staff support to evaluation activities, including data collection, data reporting, and coordination with the evaluator.

The evaluation may include, but is not limited to, assessing:

- Outcomes of partner strategies.
- Protocols; training completion rates; number of participants reached through staff trainings; prevention education for educators, other staff, and students; training products; and validation of performance outputs.

- Engagement of school leadership and personnel in the program implementation.
- Percentage of the staff personnel and student body trained.
- Curricula used in the delivery of the prevention education efforts.
- Outcomes of school protocol.

NOTE: Consistent with the PRA of 1995, 44 U.S.C. 3501-3521, under this NOFO, OTIP will not conduct or sponsor – and a person is not required to respond to – a collection of information covered by such Act, unless it displays a currently valid OMB control number. If OTIP decides to fund a federal evaluation, all indicators have been approved under OMB control number 0970-0490, expiration date is 1/31/2023.

Kick-Off and Peer Meetings

OTIP will host a grant kick-off meeting in Washington, DC within the first 6 months of the official award date. OTIP will host at least one annual meeting for OTIP prime recipients to meet with their FPO and OTIP staff, receive technical assistance, share local human trafficking trends, and discuss emerging topics, etc. Both the project director and the key staff person responsible for tracking and documenting progress toward project milestones and outcomes must attend the kick-off meeting. The participation of at least one staff member in all subsequent OTIP meetings and NHTTAC-sponsored events will be mandatory throughout the project period.

DEFINITIONS AND TERMS

Pursuant to the Frederick Douglass Trafficking Victims Prevention and Protection Reauthorization Act of 2018, the terms "elementary school," "local educational agency," "other staff," and "secondary school" have the meanings given to the terms in section 8101 of the Elementary and Secondary Education Act of 1965 (ESEA) (20 U.S.C. 7801). In addition, certain other definitions are also taken from ESEA section 8101. All ESEA definitions are designated with an asterisk (*).

For the purposes of this NOFO, definitions and terms are defined as follows:

- The term "**administrative control and direction**" refers to and includes any other public institution or agency having administrative control and direction of a public elementary school or secondary school.*
- **"Caregivers"** refer to adults who are caring for children living in their home, including, but not limited, to parents, kinship caregivers, foster parents, and guardians.
- "**Culturally responsive**" is the ability to learn from and relate respectfully with people of your own culture and those from other cultures to effectively, equitably, and respectfully provide services that are responsive to diverse cultural beliefs and practices.
- **"Curriculum**" refers to a planned and detailed sequence of instruction and materials designed to achieve a set of learning objectives. A curriculum incorporates planned interaction with participants with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.
- "**Educators**" are principals or other heads of a school, teachers, other professional instructional staff (e.g., involved in curriculum development, staff development, or

operating library, media, and computer centers), pupil support services staff (e.g., guidance counselors, nurses, speech pathologists, etc.), other administrators (e.g., assistant principals, discipline specialists), and paraprofessionals (e.g., assistant teachers, instructional aides).

- **"Equity"** refers to the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, such as Black, Latino, and Indigenous and Native American peoples, Asian Americans and Pacific Islanders, and other persons of color; members of religious minorities; 2SLGBTQIA+ persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality.
- **"Foreign National"** includes individuals who are not U.S. citizens, legal permanent residents, parolees, refugees, or asylees.
- **"Individuals with lived experience"** refers to people who have directly experienced sex and/or labor trafficking.
- **"Linguistically appropriate"** refers to the provision of services that are responsive to diverse preferred languages, literacy, and other communication needs.
- "**Local educational agency**" is a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that are recognized in a state as an administrative agency for its public elementary schools or secondary schools.*
- "**Other staff**" means specialized instructional support personnel, librarians, career guidance and counseling personnel, education aides, and other instructional and administrative personnel.*
- A "**person-centered approach**" promotes the safety and well-being of individuals and minimizes potential re-traumatization associated with criminal justice and other intervening processes. For the anti-trafficking response system, this can include providing support through victim advocates and service providers, empowering survivors as engaged participants, and providing survivors an opportunity to play a role in seeing their traffickers brought to justice. The person-centered approach plays a critical role in supporting a victim's rights, dignity, autonomy, and self-determination, while simultaneously advancing the government's and society's interest in prosecuting traffickers and protecting and assisting individuals who have experienced trafficking.
- The "**public health approach**" is a four-step process used by public health practitioners to systematically understand and prevent violence: define and monitor the problem; identify risk and protective factors; develop and test prevention strategies; and ensure widespread dissemination.[2]
- **"Research-based and theory-driven"** curricula have instructional strategies and learning experiences built on theoretical approaches (e.g., social cognitive theory, social inoculation theory) that have effectively influenced health-related behaviors among youth. The most promising curriculum goes beyond the cognitive level and addresses health determinants, social factors, attitudes, values, norms, and skills that influence specific health-related behaviors.

- "**Skills-based human trafficking prevention education curricula**" refers to educational curricula that are designed to enhance an individual's capability of preventing human trafficking and promoting safety by strengthening their knowledge and skills, increasing their perceptions of risk, and encouraging changes in health behaviors.
- "**Survivor engagemen**t" provides pathways to incorporate survivors' experiences into the inception, development, and execution of all forms of anti-trafficking responses. Engagement with survivors allows organizations to better serve clients, create programs, identify challenges and opportunities, and achieve agency missions and mandates. As primary participants in the anti-trafficking field, leaders with lived experience offer invaluable insight and expertise and can validate other survivors' experiences and reactions to traumatic events resulting from a trafficking experience.
- A "**trauma-informed approach**" includes an understanding of the physical, social, and emotional impact of trauma on individuals, as well as on the professionals who help them. A trauma-informed approach includes person-centered practices. A program, organization, or system that is trauma-informed acknowledges the widespread impacts that traumatic events have on individuals; recognizes the signs and symptoms of vicarious trauma in staff, clients, and others involved in the anti-trafficking response system; identifies paths for support and healing; and responds by fully integrating knowledge about trauma into policies, procedures, practices, and settings. Like a person-centered approach, a trauma-informed approach prioritizes the safety and security of individuals, including safeguarding against policies and practices that may inadvertently re-traumatize those individuals.
- The term "**underserved communities**" refers to populations sharing a particular characteristic, as well as geographic communities, that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life, as exemplified by the list in the preceding definition of "equity."

For more information on the public health approach mentioned above, please see the Public Health Approach to Violence Prevention.

For more information on research-based and theory-driven curriculum, please see the Characteristics of an Effective Health Education Curriculum.

For more information on application requirements specific to this NOFO, please reference *Section IV.2. The Project Description* and *The Project Budget and Budget Justification*.

[1] U.S. Department of Health & Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2020). Child Maltreatment 2018. Available from https://www.acf.hhs.gov/cb/resource/child-maltreatment-2018.
[2] Dahlberg LL, Krug EG. Violence: a global public health problem. In: Krug E, Dahlberg LL, Mercy JA, Zwi AB, Lozano R, eds. World Report on Violence and Health. Geneva, Switzerland: World Health Organization; 2002:1-56.

II. Federal Award Information

Funding Instrument Type:
CA (Cooperative Agreement)

Estimated Total Funding:
$1,500,000

Expected Number of Awards:
3

Award Ceiling:
$500,000
Per Budget Period

Award Floor:
$400,000
Per Budget Period

Average Projected Award Amount:
$450,000
Per Budget Period

Anticipated Project Start Date:
09/30/2022

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

Additional Information on Project Periods and Explanation of 'Other'

Additional Information on Awards:

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

Applications requesting an award amount that exceeds the *Award Ceiling* per budget period, or per project period, as stated in this section, will be disqualified from competitive review and funding under this funding opportunity. This disqualification applies only to the *Award Ceiling* listed for the first 12-month budget period for projects with multiple budget periods. If the project and budget period are the same, the disqualification applies to the *Award Ceiling* listed for the project period. Please see *Section III.3. Other, Application Disqualification Factors.*

Note: For those programs that require matching or cost sharing, recipients will be held accountable for projected commitments of non-federal resources in their application budgets and budget justifications by budget period or by project period for fully funded awards, even if the projected commitment exceeds the required amount of match or cost share. **A recipient's failure to provide the required matching amount may result in the disallowance of federal funds.** For more information on these requirements, see *Section III.2. Cost Sharing or Matching.*

Awards for the second, third, fourth, and fifth 12-month budget periods will be made after approval of non-competing continuation applications and will be subject to satisfactory performance progress by the prime recipients (i.e., submission of all Performance Progress Reports and Federal Financial Reports, meeting all HTYPE Demonstration Program deadlines, etc.) and a determination that continued funding would be in the best interest of the federal government.

Description of ACF's Anticipated Substantial Involvement Under the Cooperative Agreement Award

OTIP is using a cooperative agreement that requires substantial federal involvement on the part of OTIP with the prime recipient. Federal involvement may include:

- Communicating at least quarterly via phone with the assigned FPO to discuss project implementation activities and overall program progress.
- Participating in NHTTAC-sponsored webinars to discuss human trafficking trends, discuss emerging topics, and receive technical assistance.
- Obtaining approval from FPO for all non-ACF materials used or created for the HTYPE Demonstration Program related to prevention education curricula, materials (e.g., brochures listing comprehensive services available to victims of human trafficking), protocols, trainings, or technical assistance.
- Obtaining approval from FPO for all prospective trainers of trainers.

Please see *Section IV.6. Funding Restrictions* for limitations on the use of federal funds awarded under this NOFO.

III. Eligibility Information

III.1. Eligible Applicants

In accordance with the authorizing statute, eligible applicants for funding will include LEAs. An LEA is a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools. An LEA is also an elementary or secondary school funded by BIE, which includes BIE-operated schools and tribally controlled schools operated pursuant to either a Tribally Controlled Schools Act (25 U.S.C. 2501 et. seq.) grant or an Indian Self-Determination and Education Assistance Act (25 U.S.C. 5301 et. seq.) contract, but only for the limited purpose of providing eligibility for a grant assistance under federal grant programs for which BIE-funded schools would otherwise not be eligible. See 20 U.S.C. 7801(30)(C). For a list of BIE LEAs that are eligible, please refer to the *Appendix* within this NOFO.

LEAs may apply on their own or as the lead applicant for a consortium of LEAs. A consortium is a project carried out by a lead applicant and one or more other organizations that are separate eligible legal entities.

LEAs must partner with a nonprofit or NGO to be eligible. The nonprofit or NGO partner must either be located within the geographic area of the proposed project or have a national scope and experience in implementing similar projects in multiple geographic locations.

Required documentation is described in *Section IV.2. Project Description, Additional Eligibility Documentation*. Lack of the required documentation will disqualify the application from review and from award. Please see *Section III.3. Other, OTIP Disqualification Factor* for more information.

Applications from individuals (including sole proprietorships) and foreign entities are not eligible and will be disqualified from competitive review and funding under this funding opportunity. See *Section III.3. Other, Application Disqualification Factors.*

III.2. Cost Sharing or Matching

Cost Sharing / Matching Requirement:
No

For all federal awards, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the recipient's cost sharing or matching when such contributions meet all criteria listed in 45 CFR § 75.306.

For awards that require matching by statute, recipients will be held accountable for projected commitments of non-federal resources in their application budgets and budget justifications by budget period, or by project period for fully funded awards, even if the projected commitment exceeds the amount required by the statutory match. **A recipient's failure to provide the statutorily required matching amount may result in the disallowance of federal funds. Recipients will be required to report these funds in the Federal Financial Reports.**

For awards that do not require matching or cost sharing by statute, where "cost sharing" refers to any situation in which the recipient voluntarily shares in the costs of a project other than as statutorily required matching, recipients will be held accountable for projected commitments of non-federal resources in their application budgets and budget justifications by budget period, or by project period for fully funded awards. These include situations in which contributions are voluntarily proposed by a recipient or subrecipient and are accepted by ACF. Non-federal cost sharing will be included in the approved project budget so that the recipient will be held accountable for proposed non-federal cost sharing funds as shown in the Notice of Award (NoA). **A recipient's failure to provide voluntary cost sharing of non-federal resources that have been accepted by ACF as part of the approved project costs and that have been shown as part of the approved project budget in the NoA, may result in the disallowance of federal funds. Recipients will be required to report these funds in the Federal Financial Reports.**

III.3. Other

Application Disqualification Factors
Applications from individuals (including sole proprietorships) and foreign entities are not eligible and will be disqualified from competitive review and funding under this funding opportunity.

Award Ceiling Disqualification

Applications that request an award amount that exceeds the *Award Ceiling* per budget period or per project period ("per project period" refers only to fully funded awards), as stated in *Section II. Federal Award Information,* will be disqualified from competitive review and funding under this funding opportunity. This disqualification applies only to the *Award Ceiling* listed for the first 12-month budget period for projects with multiple budget periods. If the project and budget period are the same, the disqualification applies to the *Award Ceiling* listed for the project period.

Required Electronic Application Submission

ACF requires electronic submission of applications at Grants.gov. **Paper applications received from applicants that have not been approved for an exemption from required electronic submission will be disqualified from competitive review and funding under this funding opportunity.**

Applicants that do not have an internet connection or sufficient computing capacity to upload large documents to the internet may contact ACF for an exemption that will allow the applicant to submit applications in paper format. Information and the requirements for requesting an exemption from required electronic application submission are found in "ACF Policy for Requesting an Exemption from Electronic Application Submission."

Missing the Application Deadline (Late Applications)

The deadline for electronic application submission is 11:59 pm ET on the due date listed in the *Overview* and in *Section IV.4. Submission Dates and Times.* Electronic applications submitted to Grants.gov after 11:59 pm ET on the due date, as indicated by a dated and time-stamped email from Grants.gov, will be disqualified from competitive review and funding under this funding opportunity. That is, applications submitted to Grants.gov, on or after 12:00 am ET on the day after the due date will be disqualified from competitive review and funding under this funding opportunity.

Applications submitted to Grants.gov at any time during the open application period, and prior to the due date and time, which fail the Grants.gov validation check, will not be received at, or acknowledged by ACF.

Each time an application is submitted via Grants.gov, the submission will generate a new date and time-stamp email notification. Only those applications with on-time date and time stamps that result in a validated application, which is transmitted to ACF will be acknowledged.

The deadline for receipt of paper applications is 4:30 pm ET on the due date listed in the *Overview* and in *Section IV.4. Submission Dates and Times*. Paper applications received after 4:30 pm ET on the due date will be disqualified from competitive review and funding under this funding opportunity. **Paper applications received from applicants that have not received approval of an exemption from required electronic submission will be disqualified from competitive review and funding under this funding opportunity.**

OTIP Disqualification Factor

Applications from organizations that are not an LEA will be disqualified from review and funding under this NOFO. For more information on the definition of LEA, please see *Section I. Program Description, Definitions and Terms*. OTIP and Office of Grants Management (OGM) staff will perform an internal review to assess eligibility of LEAs. OTIP will use the definition of an LEA given in section 8101 of the ESEA of 1965 (20 U.S.C. 7801) and the National Center for Education Statistics' Local Education Agency (School District) Universe Survey Data, https://nces.ed.gov/ccd/pubagency.asp, to determine LEA status. For those LEAs funded through BIE, OTIP, and OGM will review the list of LEAs provided by BIE as referenced in the *Appendix* of this NOFO.

Applications that do not include a LOC that acknowledges a formal commitment from the partnered nonprofit or NGO to collaborate on the development and implementation of a program to prevent human trafficking victimization will be disqualified from review and funding under this NOFO. This letter must be on letterhead of the nonprofit or NGO and signed by the Authorizing Official. Please see *Section III.1. Eligible Applicants, Additional Information on Eligibility* and *Section IV.2. Project Description, Additional Eligibility Documentation* for more information.

Notification of Application Disqualification
Applicants will be notified of a disqualification determination by email or by USPS postal mail within 30 federal business days from the closing date of this NOFO.

IV. Application and Submission Information

IV.1. Address to Request Application Package

Kimberly
Casey
Office on Trafficking in Persons
Administration for Children and Families
330 C St., SW.
Washington, DC
DC
20201
(202) 795-7569
Kimberly.Casey@acf.hhs.gov

Application Packages

Electronic Application Submission:

The electronic application submission package is available in the NOFO's listing at Grants.gov.

Applications in Paper Format:
For applicants that have received an exemption to submit applications in paper format, Standard Forms (SFs), assurances, and certifications are available in the "Select Grant Opportunity Package" available in the NOFO's Grants.gov Synopsis under the Package tab at Grants.gov. See *Section IV.2. Request an Exemption from Required Electronic Application Submission* if applicants do not have an Internet connection or sufficient computing capacity to upload large documents (files) to Grants.gov.

Federal Relay Service:
Hearing-impaired and speech-impaired callers may contact the Federal Relay Service (FedRelay) for assistance at www.gsa.gov/fedrelay.

IV.2. Content and Form of Application Submission

FORMATTING APPLICATION SUBMISSIONS

Each applicant applying electronically via Grants.gov is required to upload only two electronic files, excluding SFs and Office of Management and Budget (OMB)-approved forms. No more than two files will be accepted for the review, and additional files will be removed. SFs and OMB-approved forms will not be considered additional files.

FOR ALL APPLICATIONS:

Authorized Organization Representative (AOR)

AOR is the designated representative of the applicant/recipient organization with authority to act on the organization's behalf in matters related to the award and administration of grants. In signing a grant application, this individual agrees that the organization will assume the obligations imposed by applicable Federal statutes and regulations and other terms and conditions of the award, including any assurances, if a grant is awarded.

Point of Contact

In addition to the AOR, a point of contact on matters involving the application must also be identified. The point of contact, known as the Project Director or Principal Investigator, should not be identical to the person identified as the AOR. The point of contact must be available to answer any questions pertaining to the application.

Application Checklist

Applicants may refer to *Section VIII. Other Information* for a checklist of application requirements that may be used in developing and organizing application materials.

Accepted Font Style

Applications must be in Times New Roman (TNR), 12-point font, except for footnotes, which may be TNR 10-point font. Pages that contain blurred text, or text that is too small to read comfortably, will be removed.

English Language

Applications must be submitted in the English language and must be in the terms of United States (U.S.) dollars. If applications are submitted using another currency, ACF will convert the foreign currency to U.S. currency using the date of receipt of the application to determine the rate of exchange.

Page Limitations

Applicants must observe the page limitation(s) listed under "PAGE LIMITATIONS AND CONTENT FOR ALL SUBMISSION FORMATS:." Page limitation(s) do not include SFs and OMB-approved forms.

All applications must be double-spaced. An application that exceeds the cited page limitation for double-spaced pages in the Project Description file or the Appendices file will have extra pages removed, and those pages will not be reviewed.

Application Elements Exempted from Double-Spacing Requirements

The following elements of the application submission are exempt from the double-spacing requirements and may be single-spaced: the table of contents, the one-page Project Summary, required Assurances and Certifications, required SFs, required OMB-approved forms, resumes, logic models, proof of legal status/non-profit status, third-party agreements, letters of support, footnotes, tables, the line-item budget and/or the budget justification.

Adherence to NOFO Formatting, Font, and Page Limitation Requirements

Applications that fail to adhere to ACF's NOFO formatting, font, and page limitation requirements will be adjusted by the removal of page(s) from the application. Pages will be removed before the objective review and will not be made available to reviewers.

Applications that have more than one scanned page of a document on a single page will have the page(s) removed from the review.

For applicants that submit paper applications, double-sided pages will be counted as two pages. When the maximum allowed number of pages is reached, excess pages will be removed and will not be made available to reviewers.

NOTE: Applicants failing to adhere to ACF's NOFO formatting, font, and page limitation requirements will receive a letter from ACF notifying them that their application was amended. The letter will be sent after awards have been issued and will specify the reason(s) for removal of page(s).

Corrections/Updates to Submitted Applications

When applicants make revisions to a previously submitted application, ACF will accept only the last on-time application for pre-review under the Application Disqualification Factors. The Application Disqualification Factors determine the application's acceptance for competitive review. See *Section III.3. Other, Application Disqualification Factors* and *Section IV.2. Application Submission Options*.

Copies Required

Applicants must submit one complete copy of the application package electronically. Applicants submitting electronic applications need not provide additional copies of their application package.

Applicants submitting applications in paper format must submit one original and two copies of the complete application, including all SFs and OMB-approved forms. The original copy must have original signatures.

Signatures

Applicants submitting electronic applications must follow the registration and application

submission instructions provided at Grants.gov.
The original of a paper format application must include original signatures of the authorized representatives.

Accepted Application Format
With the exception of the required SFs and OMB-approved forms, all application materials must be formatted so that they are 8 ½" x 11" white paper with 1-inch margins all around.

If possible, applicants are encouraged to include page numbers for each page within the application.

ACF generally does not encourage submission of scanned documents as they tend to have reduced clarity and readability. If documents must be scanned, the font size on any scanned documents must be large enough so that it is readable. Documents must be scanned page-for-page, meaning that applicants may not scan more than one page of a document onto a single page. Pages with blurred text will be removed from the application.

PAGE LIMITATIONS AND CONTENT FOR ALL SUBMISSION FORMATS:

Project Description

With the exception of the Standard Forms and OMB-approved forms, the application submission (Project Description and Appendices) is limited to 130 pages.
The Project Description must include the following:

- Table of Contents
- Project Summary
- Geographic Location
- Need for Assistance
- Objectives
- Approach
- Project Timeline and Milestones
- Organizational Capacity
- Plan for Oversight of Federal Award Funds and Activities
- Program Performance Evaluation Plan
- Logic Model
- Project Sustainability Plan
- Protection of Sensitive and/or Confidential Information
- Line-Item Budget and Budget Justification

The appendices must include the following:

- Proof of Legal Status of applicant entity and required nonprofit or NGO partner
- Organizational Capacity (i.e., organizational charts, documentation of experience in the program area, personnel policies, and any other pertinent information the applicant deems relevant)
- Resumes and/or Role Descriptions for Key LEA and Partnered Nonprofit/NGO Staff

- Indirect Cost Rate Agreement, if applicable
- Copy of Auditors one-page summary report
- LOC from nonprofit or NGO partner
- LOC(s) from local law enforcement agency(ies)
- Additional Third-Party Agreements
- Any other information the applicant deems relevant and necessary (e.g., letters of reference, data, etc.)

ELECTRONIC APPLICATION SUBMISSION INSTRUCTIONS
Applicants are required to submit their applications electronically unless they have received an exemption that will allow submission in paper format. See *Section IV.2. Application Submission Options* for information about requesting an exemption**.**

Electronic applications will only be accepted via Grants.gov. **ACF will not accept applications submitted via email or via facsimile.**

Each applicant is required to upload ONLY two electronic files, excluding SFs and OMB-approved forms.

File One: Must contain the entire Project Description, and the Budget and Budget Justification (including a line-item budget and a budget narrative).

File Two: Must contain all documents required in the Appendices.

Adherence to the Two-File Requirement
No more than two files will be accepted for the review. Applications with additional files will be amended and files will be removed from the review. SFs and OMB-approved forms will not be considered additional files.

Application Upload Requirements
ACF strongly recommends that electronic applications be uploaded as Portable Document Files (PDFs). One file must contain the entire Project Description and Budget Justification; the other file must contain all documents required in the Appendices. Details on the content of each of the two files, as well as page limitations, are listed earlier in this section.

To adhere to the two-file requirement, applicants may need to convert and/or merge documents together using a PDF converter software. Many recent versions of Microsoft Office include the ability to save documents to the PDF format without need of additional software. Applicants using the Adobe Acrobat Reader software will be able to merge these documents together. ACF recommends merging documents electronically rather than scanning multiple documents into one document manually, as scanned documents may have reduced clarity and readability.

Applicants must ensure that the version of Adobe Acrobat Reader they are using is compatible with Grants.gov. To verify Adobe software compatibility please go to Grants.gov and click on “Applicants” at the top bar menu and select “Adobe Software Compatibility", which is listed under "Applicant Resources." The Adobe verification process allows applicants to test their version of the software by opening a test Workspace PDF form. Grants.gov also includes guidance on how to download a supported version of Adobe, as well as troubleshooting instructions for use, if an applicant is unable to open the test form.

The Adobe Software Compatibility page located on Grants.gov also provides guidance for applicants on filling out a Workspace PDF form. In addition, it addresses local network and/or computer security settings and the impact this has on use of Adobe software.

Required SFs and OMB-approved Forms
SFs and OMB-approved forms are uploaded separately at Grants.gov. These forms are submitted separately from the Project Description and Appendices files. See *Section IV.2. Required Forms, Assurances, and Certifications* for the listing of required SFs, OMB-approved forms, and required assurances and certifications.

Naming Application Submission Files
Carefully observe the file naming conventions required by Grants.gov. Limit file names to 50 characters (characters and spaces). Please also see https://www.grants.gov/web/grants/applicants/submitting-utf-8-special-characters.html.

Use only file formats supported by ACF
Applicants must submit applications using only the supported file formats listed here. While ACF supports all of the following file formats, **we strongly recommend that the two application submission files (Project Description and Appendices) are uploaded as PDFs in order to comply with the two-file upload limitation.** Documents in file formats that are not supported by ACF will be removed from the application and will not be used in the competitive review. This may make the application incomplete, and ACF will not make any awards based on an incomplete application.

ACF supports the following file formats:

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

Do Not Encrypt or Password-Protect the Electronic Application Files
If ACF cannot access submitted electronic files because they are encrypted or password protected, the affected file will be removed from the application and will not be reviewed. This removal may make the application incomplete, and ACF will not make awards based on an incomplete application.

FORMATTING FOR PAPER APPLICATION SUBMISSIONS:
The following requirements are only applicable to applications submitted in paper format.

Applicants must receive an exemption from ACF in order for a paper format application to be accepted for review. For more information on the exemption, see "*ACF Policy for Requesting an Exemption from Required Electronic Application Submission*'" *at* *www.acf.hhs.gov/grants/howto#chapter-6*.

Format Requirements for Paper Applications
All copies of mailed or hand-delivered paper applications must be submitted in a single package. If an applicant is submitting multiple applications under a single NOFO, or multiple applications under separate NOFOs, each application submission must be packaged separately. The package(s) must be clearly labeled with the NOFO title and Funding Opportunity Number.

Applicants using paper format should download the application forms package associated with the NOFO's Synopsis on Grants.gov under the Package tab.

Applicants are advised that the copies of the application submitted, not the original, will be reproduced by the federal government for review. **All application materials must be one-sided for duplication purposes. All pages in the application submission must be sequentially numbered.**

Addresses for Submission of Paper Applications
See *Section IV.7. Other Submission Requirements* for addresses for paper format application submissions.

Required Forms, Assurances, and Certifications

Applicants seeking an award under this funding opportunity must submit the listed SFs, assurances, and certifications with the application. All required SFs, assurances, and certifications are available in the Application Package posted for this NOFO at Grants.gov.

Forms/Assurances/Certifications	**Submission Requirement**	**Notes/Description**
SF-424 - Application for Federal Assistance	Submission is required for all applicants by the application due date.	Required for all applications.
Unique Entity Identifier (UEI) and System for Award Management (SAM) registration.	Required of all applicants. Applicants must have a UEI and maintain an active SAM registration throughout the application and	See *Section IV.3. Unique Entity Identifier (UEI) and System for Award Management (SAM)* for more information.

Forms/Assurances/Certifications	Submission Requirement	Notes/Description
	project award period. Obtain a UEI and SAM registration at: http://www.sam.gov.	
SF-424 Key Contact Form	Submission is required for all applicants by the application due date.	Required for all applications.
Certification Regarding Lobbying (Grants.gov Lobbying Form)	Submission required of all applicants with the application package. If it is not submitted with the application package, it must be submitted prior to the award of a grant.	Submission of the certification is required for all applicants.
SF-424A - Budget Information - Non- Construction Programs and SF-424B - Assurances - Non- Construction Programs	Submission is required for all applicants when applying for a non-construction project. SFs must be used. Forms must be submitted by the application due date. By signing and submitting the SF-424B, applicants are making the appropriate certification of their compliance with all Federal statutes relating to nondiscrimination.	Required for all applications when applying for a non-construction project.

Forms/Assurances/Certifications	Submission Requirement	Notes/Description
SF-Project/Performance Site Location(s) (SF-P/PSL)	Submission is required for all applicants by the application due date.	Required for all applications. In the SF-P/PSL, applicants must cite their primary location and up to 29 additional performance sites.
SF-LLL - Disclosure of Lobbying Activities	If submission of this form is applicable, it is due at the time of application. If it is not available at the time of application, it may also be submitted prior to the award of a grant.	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 the SF-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

Additional Required Assurances and Certifications

Mandatory Grant Disclosure

All applicants and recipients are required to submit, in writing, to the awarding agency and to the HHS Office of the Inspector General (OIG), all information related to violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award. (Mandatory Disclosures, 45 CFR § 75.113)

Disclosures must be sent in writing to:

The Administration for Children and Families, U.S. Department of Health and Human Services, Office of Grants Management, ATTN: Grants Management Specialist, 330 C Street, SW., Switzer Building, Corridor 3200, Washington, DC 20201

And to:

U.S. Department of Health and Human Services, Office of Inspector General, ATTN: Mandatory Grant Disclosures, Intake Coordinator, 330 Independence Avenue, SW., Cohen Building, Room 5527, Washington, DC 20201

Fax: (202) 205-0604 (Include "Mandatory Grant Disclosures" in subject line) or

Email: grantdisclosures@oig.hhs.gov

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 applications are submitted electronically, ACF will omit the same specific salary rate information from copies made for use during the review process.

The Project Description

The Project Description Overview

General Expectations and Instructions
The Project Description provides the information by which an application is evaluated and ranked in competition with other applications for financial assistance. It must address all activities for which federal funds are being requested and all application requirements as stated in this section. The Project Description must explain how the project will meet the purpose of the NOFO, as described in *Section I. Program Description*. As a reminder, reviewers will be evaluating this section in accordance with *Section V.1. Criteria*.

The Project Description must be clear, concise, and complete. ACF is particularly interested in Project Descriptions that convey strategies for achieving intended performance. Project Descriptions are evaluated on the basis of substance and measurable outcomes, not length.

Cross-referencing should be used rather than repetition. Supporting documents designated as required must be included in the Appendix of the application.

Table of Contents
List the contents of the application including corresponding page numbers. The table of contents may be single spaced.

Project Summary
Provide a summary of the application project description. It must be clear, accurate, concise, and without cross-references to other parts of the application. The summary must include a brief description of the proposed grant project including the needs to be addressed, the proposed services, and the population group(s) to be served.

Please place the following at the top of the Project Summary:

- Project Title
- Applicant Name
- Address
- Contact Phone Numbers (Voice, Fax, Cell)
- Email Address
- Website Address, if applicable

The Project Summary must be single-spaced, Times New Roman 12-point font, and limited to one page in length. Additional pages will be removed and will not be reviewed.

Geographic Location
Describe the precise physical location of the project and boundaries of the area to be served by the proposed project.

Additional Eligibility Documentation
Applicants must provide the additional, required documentation, or required credentials, to support eligibility for an award, as described in *Section III. Eligibility Information* of this funding opportunity.

Applicants must include an LOC that acknowledges a formal commitment from the partnered nonprofit or NGO to collaborate on the development and implementation of a program to prevent human trafficking victimization. This letter must be on letterhead of the nonprofit or NGO and signed by the Authorizing Official.

Need for Assistance
Clearly identify the physical, economic, social, financial, institutional, and/or other problem(s) requiring a solution. The need for assistance, including the nature and scope of the problem, must be demonstrated. Supporting documentation, such as letters of support and testimonials from concerned parties, may be included in the Appendix. Any relevant data based on planning studies or needs assessments should be included or referred to in the endnotes or footnotes. Incorporate demographic data and participant/beneficiary information, as available.

Approach
Outline a plan of action that describes the scope and detail of how the proposed project will be accomplished. Applicants must account for all functions or activities identified in the application.

Cite potential obstacles and challenges to accomplishing project goals and explain strategies that will be used to address these challenges.

Project Plan

Applicants must identify and describe processes for ensuring all program requirements align with a racial, gender, and sexual orientation lens and directly reflect the full diversity of students, staff, and caregivers served by schools within the jurisdiction of the LEA. Project plans must include a meaningful, demonstrable, and ethical plan to address the impact of systemic racism and structural inequities within underserved communities as described in *Section I. Program Description, HTYPE Demonstration Program Overview, Guiding Principles*.

Applicants must identify and describe processes for ensuring all program requirements align with culturally and linguistically appropriate goals, policies, and management accountability, and how CLAS Standards are applied to ensure associated activities are culturally and linguistically appropriate to meet the diverse needs of individuals from a variety of backgrounds, who speak different languages and belong to different cultures as described in *Section I. Program Description, HTYPE Demonstration Program Overview, Guiding Principles*.

Applicants identify and describe processes for ensuring all activities of the HTYPE Demonstration Program are to incorporate trauma-informed and person-centered approaches. All materials and trainings must include trauma-informed and person-centered messaging and imagery and promote an accurate understanding of human trafficking as required in *Section I. Program Description, HTYPE Demonstration Program Overview, Guiding Principles*.

Applicants must clearly identify and describe the population to be served by the project, specifically the risk factors and needs of the target student population. Applicants must identify any issues and challenges in preventing future human trafficking victimization and responding to human trafficking that has already occurred, and provide details on anticipated solutions related to project requirements defined in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training* and *Section I. Program Description, HTYPE Demonstration Program Requirements, Human Trafficking School Safety Protocol*.

Applicants must include information on the geographic coverage of the LEA, the partnered nonprofit or NGO, and the consulting local law enforcement agencies. If located outside of the proposed project's geographic area, the applicant must demonstrate that the nonprofit or NGO has a national scope and experience implementing similar projects in multiple geographic locations as described under *Section I. Program Description, HTYPE Demonstration Program Overview, Roles and Partnerships*.

Applicants must include a detailed plan describing the established partnership with a nonprofit or NGO, the roles and responsibilities of the nonprofit or NGO, and the support and/or resources being committed. The plan must include all requirements referenced in *Section I. Program Description, HTYPE Demonstration Program Overview, Roles and Partnerships, Nonprofit or NGO Role*.

Applicants must include a detailed plan to consult with one or more local law enforcement agencies and LOCs from all identified local law enforcement agencies as described in *Section I. Program Description, HTYPE Demonstration Program Overview, Roles and Partnerships, Local Law Enforcement Role* and *Section I. Program Description, HTYPE Demonstration Program Requirements, Human Trafficking School Safety Protocol*.

Applicants must describe the plan to provide human trafficking prevention education for educators and other staff consistent with all learning objectives and other requirements listed in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training, Human Trafficking Prevention Education for Educators and Other Staff* and in accordance with *Section IV.6. Funding Restrictions*.

Applicants must describe the plan to provide human trafficking prevention education to students consistent with all learning objectives and other requirements listed in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training, Human Trafficking Prevention Education for Students* and in accordance with *Section IV.6. Funding Restrictions*. The applicant must include the names and developers of the curricula to be used and provide a detailed description of how they align with each of the CDC's Characteristics of an Effective Health Education Curriculum as required in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training, Human Trafficking Prevention Education for Students*.

Applicants must describe a comprehensive training plan that details how the LEA will build internal capacity and sustainability to provide prevention education. The plan must describe how future trainers will be trained to facilitate: (1) skills-based human trafficking prevention education for educators and other staff; (2) skills-based human trafficking prevention education for students; and (3) all trainings of trainers consistent with all learning objectives and other requirements listed in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training, Training of Trainers* and in accordance with *Section IV.6. Funding Restrictions.*

Applicants must describe their plan to develop and implement the HTSSP and all associated protocols to ensure the safety, security, and well-being of staff and students in a person-centered, trauma-informed, and culturally and linguistically appropriate manner. The applicant must clearly describe the established agreement with local law enforcement, the roles and responsibilities of the local law enforcement agency(ies), and the support and/or resources being committed. The plan must include all requirements referenced in *Section I. Program Description, HTYPE Demonstration Program Overview, Roles and Partnerships, Local Law Enforcement Agency* and *Section I. Program Description, HTYPE Demonstration Program Requirements, Human Trafficking School Safety Protocol*.

Project Timeline and Milestones

Provide quantitative monthly or quarterly projections (for the entire project period) 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. Data may be organized and presented as project tasks and subtasks with their corresponding timelines during the project period. When accomplishments cannot be quantified by activity or function, list them in chronological order to show the schedule of accomplishments and their target dates.

Organizational Capacity

Provide the following information on the applicant organization and, if applicable, on any cooperating partners:

- Organizational charts.
- Resumes.
- Biographical Sketches (short narrative description).
- Audit reports or statements from Certified Public Accountants/Licensed Public Accountants, if available, submit statements for up to the two most recently completed fiscal years (this requirement does not apply to start-up organizations).
- Evidence that the applicant organization, and any partnering organizations, have relevant experience and expertise with administration, development, implementation, management, and evaluation of programs similar to that offered under this funding opportunity.
- Evidence that each participating organization, including partners, contractors and/or subrecipients, possess the organizational capability to fulfill their role(s) and function(s) effectively.

- Information on compliance with federal/state/local government standards.
- Job descriptions for each vacant key position.

If known at the time of application submission, the applicant must disclose their intent to enter into subaward arrangements in their application. For each proposed subaward, with exception to what is already being requested from the nonprofit or NGO in *Section IV.2. Content and Form of Application Submission, Approach, Project Plan*, the applicant must include a description of the work to be performed by the subrecipient(s).

The applicant must describe in detail the nonprofit's or NGO's substantive prior experience and subject matter expertise in violence prevention education curricula; working with LEAs, educational staff, and students within a school environment; creating comprehensive school safety protocols; and collaborating with local law enforcement and community resource and service providers as described in *Section I. Program Description, HTYPE Demonstration Program Overview, Roles and Partnerships, Nonprofit or NGO Role*.

Plan for Oversight of Federal Award Funds and Activities
Recipients are required to ensure proper oversight in accordance with 45 CFR Part 75 Subpart D.

These regulations set forth the following standards for effective oversight:

- Financial and Program Management
- Property (if applicable by program legislation)
- Procurement
- Performance and Financial Monitoring and Reporting
- Subrecipient Monitoring and Management
- Record Retention and Access
- Remedies for Noncompliance

Describe the framework (e.g., governance, policies and procedures, risk management, systems) in place to ensure proper oversight of federal funds and activities in accordance with 45 CFR Part 75 Subpart D. The description must include: system(s) for record-keeping and financial management; procedures to identify and mitigate risks and issues (e.g., audit findings, continuous program performance assessment findings, program monitoring); and those key staff that will be responsible for maintaining oversight of program activities staff, and, if applicable, partner(s) and/or subrecipient(s).

Program Performance Evaluation Plan
Applicants must describe a plan for the program performance evaluation that will contribute to continuous quality improvement. The program performance evaluation must monitor ongoing activities and the progress towards the goals and objectives of the project. Include descriptions of the inputs (e.g., organizational profile, collaborative partners, key staff, budget, and other resources), key activities, and expected outcomes of the funded activities. The plan must explain how the inputs, activities, and outcomes will be measured; how the resulting information will be used to inform improvement of funded activities; and any processes that support the overall data quality of the performance outcomes.

Applicants must describe the organizational systems and processes that will effectively track performance outcomes, including a description of how the organization will collect and manage data (e.g., assign skilled staff, data management software, data integrity, etc.) in a way that allows for accurate and timely reporting of performance outcomes. Applicants must describe any potential obstacles for implementing the program performance evaluation and how those obstacles will be addressed. Applicants must include a timeline for how information from the quality improvement evaluation will be reviewed and applied to the ongoing project.

Applicants must describe how their performance evaluation plan correlates with collecting and managing OTIP performance indicators identified in *Section I. Program Description, Post-Award Requirements, Program Performance Indicators*.

Applicants must provide target numbers for years 1 and 2 of the project period for each of the following program indicators:

- Projected number of schools implementing human trafficking prevention education for educators and other staff.
- Projected number of educators and other staff trained to recognize and respond to human trafficking.
- Projected number of schools implementing human trafficking prevention education for students.
- Projected number of students who received human trafficking prevention education.
- Projected number of qualified trainers trained to implement human trafficking prevention education for educators and other staff.
- Projected number of qualified trainers trained to implement human trafficking prevention education for students.

Projected number of schools implementing the HTSSP.

Logic Model

Applicants must submit a logic model for designing and managing their projects. A logic model is a diagram that presents the conceptual framework for a proposed project and explains the links among program elements. Logic models must target the identified objectives and goals of the grant program. While there are many versions of logic models, for the purposes of this funding opportunity, the logic model may include connections between the following items:

- Inputs (e.g., additional resources, organizational profile, collaborative partner(s), key staff, budget);
- Target population (e.g., the individuals to be served, identified needs);
- Activities, Mechanisms, Processes (e.g., evidence-based practices, best practices, approach, key intervention and evaluation components, continuous quality improvement efforts);
- Outputs (i.e., the immediate and direct results of program activities);
- Outcomes (i.e., the expected short and long-term results the project is designed to achieve, typically described as changes in people or systems), and
- Goals of the project (e.g., overarching objectives, reasons for proposing the project).

Project Sustainability Plan
Applicants must propose a plan for project sustainability after the period of federal funding ends. Recipients are expected to sustain key elements of their grant projects, e.g., strategies or services and interventions, which have been effective in improving practices and outcomes.

Describe the approach to project sustainability that will be most effective and feasible. Provide a description of key individuals and/or organizations whose support will be required. Address the types of alternative support that will be required to maintain the program. If the proposed project involves key project partners, describe how their cooperation and/or collaboration will be maintained after the end of federal funding.

Protection of Sensitive and/or Confidential Information
Provide a description of how protected personally identifiable information and other information that is considered sensitive, consistent with applicable federal, state, local and tribal laws regarding privacy and obligations of confidentiality, will be collected and safeguarded. The applicant must provide the methods and/or systems that will be used to ensure that confidential and/or sensitive information is properly handled and if applicable, address the process for subrecipient(s) and/or contractors. Also, provide a plan for the disposition of such information at the end of the project period.

Third-Party Agreements

Third-party agreements include Memoranda of Understanding (MOU) and Letters of Commitment. Letters of Commitment and MOUs must both clearly describe the roles and responsibilities for project activities and the support and/or resources that the third-party (i.e., subrecipient, contractor, or other cooperating entity) is committing. The Letters of Commitment and MOUs must be signed by the person in the third-party organization with the authority to make such commitments on behalf of their organization. General letters of support are **not** considered to be third-party agreements.

Applicants must provide Letters of Commitment or MOUs between recipients and third-parties (i.e., subrecipients, contractors, or other cooperating entities).

Letters of Support
Provide statements from community, public, and/or commercial leaders that support the project proposed for funding. All submissions must be included in the application package. At minimum, each letter of support must identify the individual writing the letter, the organization they represent, the date, and reason(s) for supporting the project.

The Project Budget and Budget Justification

All applicants are required to submit a project budget and budget justification with their application. The project budget is entered on the Budget Information SF, either SF- 424A or SF-424C. Applicants are encouraged to review the form instructions in addition to the guidance in this section. The budget justification consists of a budget narrative and a line-item budget detail that includes detailed calculations for "object class categories" identified on the Budget Information Standard Form. Applicants must indicate the method they are selecting for their indirect cost rate. See Indirect Charges for further information.

Project budget calculations must include estimation methods, quantities, unit costs, and other similar quantitative detail sufficient for the calculation to be duplicated. If cost sharing or matching is a requirement, applicants must include a detailed listing of any funding sources identified in Block 18 of the SF-424 (Application for Federal Assistance). See the table in *Section IV.2. Required Forms, Assurances, and Certifications* listing the appropriate budget forms to use in this application.

Special Note: *The Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act, 2022 and Consolidated Appropriations Act, 2022, (Division H, Title II, Sec. 202), limits the salary amount that may be awarded and charged to ACF grants and cooperative agreements. Award funds issued under this funding opportunity may not be used to pay the salary of an individual at a rate in excess of Executive Level II. For the Executive Level II salary, please see "Executive & Senior Level Employee Pay Tables" under https://www.opm.gov/policy-data-oversight/pay-leave/salaries-wages/. The salary limitation reflects an individual's base salary exclusive of fringe benefits, indirect costs and any income that an individual may be permitted to earn outside of the duties of the applicant organization. This salary limitation also applies to subawards and subcontracts under an ACF grant or cooperative agreement.*

Provide a budget for the initial budget period only (typically the first 12 months of the project) using the SF-424A and/or SF-424C, as applicable. Provide a budget justification, which includes a budget narrative and a line-item detail, for only the first budget period of the proposed project. The budget narrative should describe how the categorical costs are derived. Discuss the necessity, reasonableness, and allocation of the proposed costs.

For applicants proposing to use subaward(s), if the total amount budgeted for subawards exceeds 50 percent of total direct costs for the budget period, the applicant must provide a justification for subawarding the portion of the project and must explain how the prime recipient plans to maintain a substantive role in the project. Applicants must explain why the participation of the subrecipient is necessary, and why the applicant cannot achieve the objectives without the subrecipient(s)' participation.

The applicant must provide a budget narrative that is aligned with the objectives of the HTYPE Demonstration Program.

The applicant must describe how they will ensure funds will not be used for unallowable costs as referenced in *Section IV.6 Funding Restrictions*.

General

Use the following guidelines for preparing the project budget and budget justification. The budget justification includes a budget narrative and a line-item detail. Applications should only include allowable costs in accordance with 45 CFR Part 75 Subpart E.

Personnel

Description: Costs of employee salaries and wages. See 45 CFR § 75.430 for more information on allowable personnel costs. Do not include the personnel costs of consultants, contractors and subrecipients under this category.

Justification: For each position, provide: the name of the individual (if known), their 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. Identify the project director or principal investigator, if known at the time of application.

Fringe Benefits

Description: Costs of employee fringe benefits are allowances and services provided by employers to their employees in addition to regular salaries and wages. For more information on Fringe Benefits please refer to 45 CFR § 75.431. Do not include the fringe benefits of consultants, contractors, and subrecipients.

Typically, fringe benefit amounts are determined by applying a calculated rate for a particular class of employee (full-time or part-time) to the salary and wages requested. Fringe rates are often specified in the approved indirect cost rate agreement. Fringe benefits may be treated as a direct cost or indirect cost in accordance with the applicant's accounting practices. Only fringe benefits as a direct cost should be entered under this category.

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

Travel

Description: Costs of project-related travel (i.e., transportation, lodging, subsistence) by employees of the applicant organization who are in travel status on official business. Travel by non-employees such as consultants, contractors or subrecipients should be included under the Contractual line item. Local travel for employees in non-travel status should be listed on the Other line. Travel costs should be developed in accordance with the applicant's travel policies and 45 CFR § 75.474.

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

Equipment

Description: "Equipment" means an article of nonexpendable, tangible personal property (including information technology systems) having a useful life of more than one year and a per unit 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.) See 45 CFR §75.439 for more information.

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 disposition of the equipment after the project ends.

Supplies

Description: Costs of all tangible personal property, other than included under the Equipment category. This includes office and other consumable supplies with a per-unit cost of less than $5,000. See 45 CFR § 75.453 for more information.

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

Contractual

Description: Cost of all contracts and subawards except for those that belong under other categories such as equipment, supplies, construction, etc. Include third-party evaluation contracts, if applicable, and contract or subawards with secondary recipient organizations (with budget detail), including delegate agencies and specific project(s) and/or businesses to be financed by the applicant. Costs related to individual consultants should be listed on the Other line. Recipients are required to use 45 CFR §§ 75.326-.340 procurement procedures, and subawards are subject to the requirements at 45 CFR §§ 75.351-.353.

Justification: Demonstrate that all procurement transactions will be conducted in a manner to provide, to the maximum extent practical, open, and free competition. Applicants must justify any anticipated procurement action that is expected to be awarded without competition and exceeds the simplified acquisition threshold stated in 48 CFR § 2.101(b). Recipients may be required to make pre-award review and procurement documents, such as requests for proposals or invitations for bids, independent cost estimates, etc., available to ACF.

Indicate whether the proposed agreement qualifies as a subaward or contract in accordance with 45 CFR § 75.351. Provide the name of the contractor/subrecipient (if known), a description of anticipated services, a justification for why they are necessary, a breakdown of estimated costs, and an explanation of the selection process. In addition, for subawards, the applicant must provide a detailed budget and budget narrative for each subaward, by entity name, along with the same justifications referred to in these budget and budget justification instructions.

Other

Description: Enter the total of all other costs. Such costs, where applicable and appropriate, may include, but are not limited to: consultant costs, local travel, insurance, food (when allowable), medical and dental costs (non-personnel), professional service costs (including audit charges), space and equipment rentals, printing and publications, computer use, training costs (such as tuition and stipends), staff development costs, and administrative costs. Please note costs must be allowable per 45 CFR Part 75 Subpart E.

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

Indirect Charges

Description: Total amount of indirect costs. This category has one of two methods that an applicant can select. An applicant may only select one.

1. The applicant currently has an indirect cost rate approved by HHS or another cognizant federal agency.

   Justification: An applicant must enclose a copy of the current approved rate agreement. 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. Choosing to charge a lower rate will not be considered during the objective review or award selection process.

2. Per 45 CFR § 75.414(f) Indirect (F&A) costs, "any non-Federal entity [i.e., applicant] that has never received a negotiated indirect cost rate, ... may elect to charge a *de minimis* rate of 10% of modified total direct costs (MTDC) which may be used indefinitely. As described in Section 75.403, costs must be consistently charged as either indirect or direct costs, but may not be double charged or inconsistently charged as both. If chosen, this methodology once elected must be used consistently for all Federal awards until such time as the non-Federal entity chooses to negotiate for a rate, which the non-Federal entity may apply to do at any time."

   Justification: This method only applies to applicants that have never received an approved negotiated indirect cost rate from HHS or another cognizant federal agency. Applicants awaiting approval of their indirect cost proposal may request the 10 percent *de minimis* rate. When the applicant chooses this method, costs included in the indirect cost pool must not be charged as direct costs to the grant.

Commitment of Non-Federal Resources

Description: Amounts of non-federal resources that will be used to support the project as identified in Block 18 of the SF-424. This line should be used to indicate required and/or voluntary committed cost sharing or matching, if applicable.

For all federal awards, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the recipient's cost sharing or matching when such contributions meet all of the criteria listed in 45 CFR § 75.306.

For awards that require matching or cost sharing by statute, recipients will be held accountable for projected commitments of non-federal resources (at or above the statutory requirement) in their application budgets and budget justifications by budget period, or by project period for fully funded awards. **A recipient's failure to provide the statutorily required matching or cost sharing amount (and any voluntary committed amount in excess) may result in the disallowance of federal funds. Recipients will be required to report these funds in the Federal Financial Reports.**

For awards that do not require matching or cost sharing by statute, recipients are not expected to provide cost sharing or matching. However, recipients are allowed to voluntarily propose a commitment of non-federal resources. If an applicant decides to voluntarily contribute non-federal resources towards project costs and the costs are accepted by ACF, the non-federal resources will be included in the approved project budget. The applicant will be held accountable for all proposed non-federal resources as shown in the Notice of Award (NoA). **A recipient's failure to meet the voluntary amount of non-federal resources that was accepted by ACF as part of the approved project costs and that was identified in the approved budget in the NoA, may result in the disallowance of federal funds. Recipients will be required to report these funds in the Federal Financial Reports.**

Justification: If an applicant is relying on cost share or match from a third-party, then a firm commitment of these resources (letter(s) or other documentation) is required to be submitted with the application. Detailed budget information must be provided for every funding source identified in Item 18. "Estimated Funding ($)" on the SF-424.

Applicants are required to fully identify and document in their applications the specific costs or contributions they propose in order to meet a matching requirement. Applicants are also required to provide documentation in their applications on the sources of funding or contribution(s). In-kind contributions must be accompanied by a justification of how the stated valuation was determined. Matching or cost sharing must be documented by budget period (or by project period for fully funded awards).

Applications that lack the required supporting documentation will not be disqualified from competitive review; however, it may impact an application's scoring under the evaluation criteria in *Section V.1. Criteria* of this funding opportunity.

Paperwork Reduction Act Disclaimer

As required by the Paperwork Reduction Act, 44 U.S.C. 3501-3521, the public reporting burden for the Project Description is estimated to average 60 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. The Project Description information collection is approved under OMB control number 0970-0139, which expires 03/31/2025. 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.

Application Submission Options

Electronic Submission via Grants.gov

This section provides the application submission and receipt instructions for ACF program applications. Please read the following instructions carefully and completely.

Electronic Delivery

ACF is participating in the Grants.gov initiative to provide the grant community with a single site to find and apply for funding opportunities. ACF applicants are required to submit their applications online through Grants.gov.

How to Register and Apply through Grants.gov

Read the following instructions about registering to apply for ACF funds. Applicants should read the registration instructions carefully and prepare the information requested before beginning the registration process. Reviewing and assembling the required information before beginning the registration process will alleviate last-minute searches for required information.

Organizations must have an active System for Award (SAM) registration which provides a Unique Entity Identifier (UEI), and Grants.gov account to apply for grants.

Creating a Grants.gov account can be completed online in minutes, but SAM registration may take several weeks. Therefore, an organization's registration should be done in sufficient time to ensure it does not impact the entities ability to meet required application submission deadlines.

Organization applicants can find complete instructions here: https://www.grants.gov/web/grants/applicants/organization-registration.html

Register with SAM**:** All organizations (entities) applying online through Grants.gov must register with SAM. Failure to register with SAM will prevent your organization from applying through Grants.gov. SAM registration must be renewed annually. For detailed instructions for registering with SAM, refer to: https://www.grants.gov/web/grants/applicants/organization-registration.html

Create a Grants.gov Account**:** The next step in the registration process is to create an account with Grants.gov. Follow the on-screen instructions provided on the registration page.

Add a Profile to a Grants.gov Account**:** A profile in Grants.gov corresponds to a single applicant organization the user represents (i.e., an applicant). If you work for or consult with multiple organizations, you can have a profile for each organization under one Grants.gov account. In such cases, you may log in to one Grants.gov account to access all your grant profiles. To add an organizational profile to your Grants.gov account, enter the UEI for the organization in the UEI field. For detailed instructions about creating a profile on Grants.gov, refer to: https://www.grants.gov/web/grants/applicants/registration/add-profile.html

EBiz POC Authorized Profile Roles: After you register with Grants.gov and create an Organization Applicant Profile, the applicant's request for Grants.gov roles and access is sent to the EBiz POC. The EBiz POC is then expected to log in to Grants.gov and authorize the appropriate roles, which may include the AOR role, thereby giving you permission to complete and submit applications on behalf of the organization. You will be able to submit your application online any time after you have been assigned the AOR role. For detailed instructions about creating a profile on Grants.gov, refer to: https://www.grants.gov/web/grants/applicants/registration/authorize-roles.html

Track Role Status**:** To track your role request, refer to: https://www.grants.gov/web/grants/applicants/registration/track-role-status.html

When applications are submitted through Grants.gov, the name of the organization's AOR that submitted the application is inserted into the signature line of the application, serving as the electronic signature. The EBiz POC must authorize individuals who are able to make legally binding commitments on behalf of the organization as a user with the AOR role; this step is often missed and is crucial for valid and timely submissions.

How to Submit an Application to ACF via Grants.gov

Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different webforms within an application. For each NOFO, you can create individual instances of a workspace.

For an overview of applying on Grants.gov using Workspaces, refer to: https://www.grants.gov/web/grants/applicants/workspace-overview.html

***Create a Workspace*:** Creating a workspace allows you to complete an application online and route it through your organization for review before submitting.

***Complete a Workspace*:** Add participants to the workspace to work on the application together, complete all the required forms online or by downloading PDF versions, and check for errors before submission. The Workspace progress bar will display the state of your application process as you apply. As you apply using Workspace, you may click the blue question mark icon near the upper-right corner of each page to access context-sensitive help.

***Adobe Reader*:** If you decide not to apply by filling out webforms you can download individual PDF forms in Workspace. The individual PDF forms can be downloaded and saved to your local device storage, network drive(s), or external drive(s), then accessed through Adobe Reader.

NOTE: Visit the Adobe Software Compatibility page on Grants.gov to download the appropriate version of the software at: https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html

***Mandatory Fields in Forms*:** In the forms, you will note fields marked with an asterisk and a different background color. These fields are mandatory fields that must be completed to successfully submit your application.

***Complete SF-424 Fields First*:** These forms are designed to fill in common required fields across other forms, such as the applicant name, address, and SAM UEI. Once it is completed, the information will transfer to the other forms.

***Submit a Workspace*:** An application may be submitted through Workspace by clicking the Sign and Submit button on the Manage Workspace page, under the Forms tab. Grants.gov recommends submitting your application **at least 24-48 hours prior to the close date** to provide you with time to correct any potential technical issues that may disrupt the application submission.

***Track a Workspace*:** After successfully submitting a Workspace application, a Grants.gov Tracking Number (GRANTXXXXXXXX) is automatically assigned to the application. The number will be listed on the Confirmation page that is generated after submission. Using the tracking number, access the Track My Application page under the Applicants tab or the Details tab in the submitted workspace.

For additional training resources, including video tutorials, refer to: https://www.grants.gov/web/grants/applicants/applicant-training.html

Grants.gov provides applicants 24/7 support via the toll-free number 1-800-518-4726 and email at support@grants.gov. For questions related to the specific funding opportunity, contact the number listed in the application package of the grant you are applying for.

If you are experiencing difficulties with your submission, it is best to call the Grants.gov Support Center and get a ticket number. The Support Center ticket number will assist ACF with tracking and understanding background information on the issue.

Timely Receipt Requirements and Proof of Timely Submission

All applications must be received by 11:59 pm ET on the due date established for each program. Proof of timely submission is automatically recorded by Grants.gov. An electronic date/time stamp is generated within the system when the application is successfully received by Grants.gov. The applicant AOR will receive an acknowledgment of receipt and a tracking number (GRANTXXXXXXXX) from Grants.gov with the successful transmission of their application. Applicant AORs will also receive the official date/stamp and Grants.gov Tracking number in an email serving as proof of their timely submission.

When ACF successfully retrieves the application from Grants.gov, and acknowledges the download of submission, Grants.gov will provide an electronic acknowledgment of receipt of the application to the email address of the applicant with the AOR role. Again, proof of timely submission shall be the official date and time that Grants.gov receives your application.

Applications received by Grants.gov after the established due date for the program will be considered late and will not be considered for funding by ACF.

Applicants with slow internet connections should be aware that transmission can take some time before Grants.gov receives your application. Therefore, applicants should allow enough time to prepare and submit the application before the package closing date.

Grants.gov will provide either an error or a successfully received submission message in the form of an email sent to the applicant with the AOR role.

Issues with Federal Systems

For any systems issues experienced with Grants.gov or SAM.gov, please refer to ACF's "Policy for Applicants Experiencing Federal Systems Issues" document for complete guidance.

Request an Exemption from Required Electronic Application Submission

To request an exemption from required electronic submission, please refer to ACF's "Policy for Requesting an Exemption from Required Electronic Application Submission" document for complete guidance.

Paper Format Application Submission

An exemption is required for the submission of paper applications. See the preceding section on "*Request an Exemption from Required Electronic Application Submission.*"

Applicants with exemptions that submit their applications in paper format, by mail or delivery, must submit one original and two copies of the complete application with all attachments. The original and each of the two copies must include all required forms, certifications, assurances, and appendices, be signed by the AOR, and be unbound. The original copy of the application must have original signature(s). See *Section IV.7. Other Submission Requirements* of this funding opportunity for address information for paper format application submissions. Applications submitted in paper format must be received by 4:30 pm ET on the due date.

Applicants may refer to *Section VIII. Other Information* for a checklist of application requirements that may be used in developing and organizing application materials. Details concerning acknowledgment of received applications are available in *Section IV.4. Submission Dates and Times* in this funding opportunity.

IV.3. Unique Entity Identifier (UEI) and System for Award Management (SAM)

All applicants must have a UEI and an active registration with SAM (https://www.sam.gov) prior to applying to a funding opportunity.

All applicants are required to maintain an active SAM registration until the application process is complete. If a grant is awarded, the SAM registration must be active throughout the life of the award. Your SAM registration must be renewed every 365 days to keep it active.

Plan ahead. Allow at least 10 business days after you submit your registration for it to become active in SAM and at least an additional 24 hours before that registration information is available in other government systems, i.e., Grants.gov.

This action should allow you time to resolve any issues that may arise. Failure to comply with these requirements may result in your inability to submit your application through Grants.gov or prevent the award of a grant. Applicants should maintain documentation (with dates) of their efforts to request a UEI, register for, or renew a registration, at SAM.

Please see the “Help” tab at https://sam.gov/content/help for more information and assistance with this process.

HHS requires all entities that plan to apply for, and ultimately receive, federal grant funds from any HHS Agency to:

- Be registered in SAM prior to submitting an application or plan;
- Maintain an active SAM registration with current information at all times during which it has an active award or an application or plan under consideration by an OPDIV;
- Provide its UEI in each application or plan it submits to the OPDIV; and
- Ensure any proposed subrecipient(s) have obtained and provided to the recipient their UEI(s) prior to making any subawards (**Note:** Subrecipients are not required to complete full SAM registration.).

ACF is prohibited from making an award until an applicant has complied with these requirements. At the time an award is ready to be made, if the intended recipient has not complied with these requirements, ACF:

- May determine that the applicant is not qualified to receive an award; and
- May use that determination as a basis for making an award to another applicant.

IV.4. Submission Dates and Times

Due Dates for Applications
Due Date for Applications 06/17/2022

06/17/2022

Explanation of Due Dates

The due date for receipt of applications is listed in the *Overview* section and in this section. See *Section III.3. Other, Application Disqualification Factors*.

Electronic Applications
The deadline for submission of electronic applications via Grants.gov is 11:59 pm ET on the due date. Electronic applications submitted at 12:00 am ET on the day after the due date will be considered late and will be disqualified from competitive review and funding under this funding opportunity.

Applicants are required to submit their applications electronically via Grants.gov unless they received an exemption through the process described in *Section IV.2. Request an Exemption from Required Electronic Application Submission.*

ACF does not accommodate transmission of applications by email or facsimile.

Instructions for electronic submission via Grants.gov are available at: www.grants.gov/web/grants/applicants/apply-for-grants.html.

Applications submitted to Grants.gov at any time during the open application period prior to the due date and time that fail the Grants.gov validation check will not be received at ACF. These applications will not be acknowledged.

Mailed Paper Format Applications
The deadline for receipt of mailed, paper applications is 4:30 pm ET on the due date. Mailed paper applications received after the due date and deadline time will be considered late and will be disqualified from competitive review and funding under this funding opportunity.

Paper format application submissions will be disqualified if the applicant organization has not received an exemption through the process described in *Section IV.2. Request an Exemption from Required Electronic Application Submission*.

Hand-Delivered Paper Format Applications
Hand-delivered applications must be received on, or before, the due date listed in the *Overview* and in this section. These applications must be delivered between the hours of 8:00 am ET and 4:30 pm ET Monday through Friday (excluding federal holidays).

Applications should be delivered to the address provided in *Section IV.7. Other Submission Requirements*.

Hand-delivered paper applications received after the due date and deadline time will be considered late and will be disqualified from competitive review and funding under this funding opportunity.

Hand-delivered paper format application submissions will be disqualified if the applicant organization has not received an exemption through the process described in *Section IV.2. Request an Exemption from Required Electronic Application Submission*.

No appeals will be considered for applications classified as late under the following circumstances:

- Applications submitted electronically via Grants.gov are considered late when they are dated and time-stamped after the deadline of 11:59 pm ET on the due date.
- Paper format applications received by mail or hand-delivery after 4:30 pm ET on the due date will be classified as late and will be disqualified.
- Paper format applications received from applicant organizations that were not approved for an exemption from required electronic application submission under the process described in *Section IV.2. Request an Exemption from Required Electronic Submission* will be disqualified.

Emergency Extensions

ACF may extend an application due date when circumstances make it impossible for an applicant to submit their applications on time. Only events such as documented natural disasters (floods, hurricanes, tornados, etc.), or a verifiable widespread disruption of electrical service, or mail service, will be considered. The determination to extend or waive the due date, and/or receipt time, requirements in an emergency situation rests with the Grants Management Officer listed as the Office of Grants Management Contact in *Section VII. HHS Awarding Agency Contact(s)*.

Acknowledgement of Received Application

Acknowledgement from Grants.gov

Applicants will receive an initial email upon submission of their application to Grants.gov. This email will provide a **Grants.gov Tracking Number**. Applicants should refer to this tracking number in all communication with Grants.gov. The email will also provide a **date and time stamp**, which serves as the official record of the application's submission**.** Receipt of this email does not indicate that the application is accepted or that it has passed the validation check.

Applicants will also receive an email acknowledging that the received application is in the **Grants.gov validation process**, after which a third email is sent with the information that the submitted application package has passed, or failed, the series of checks and validations.

Applications that are submitted on time that fail the validation check will not be transmitted to ACF and will not be acknowledged by ACF.

Acknowledgement from ACF of an electronic application's submission:

Applicants will be sent additional email(s) from ACF acknowledging that the application has been retrieved from Grants.gov by ACF. Receipt of these emails is not an indication that the application is accepted for competition.

Acknowledgement from ACF of receipt of a paper format application:

ACF will not provide acknowledgement of receipt of hard copy application packages submitted via mail or courier services.

IV.5. Intergovernmental Review

This program is not subject to Executive Order (E.O.) 12372, "Intergovernmental Review of Federal Programs," or 45 CFR Part 100, "Intergovernmental Review of Department of Health and Human Services Programs and Activities." No action is required of applicants under this funding opportunity with regard to E.O. 12372.

IV.6. Funding Restrictions

Costs of organized fund raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar expenses incurred to raise capital or obtain contributions are unallowable. Fund raising costs for the purposes of meeting the Federal program objectives are allowable with prior written approval from the Federal awarding agency. (45 CFR § 75.442)

Proposal costs are the costs of preparing bids, proposals, or applications on potential Federal and non-Federal awards or projects, including the development of data necessary to support the non-Federal entity's bids or proposals. Proposal costs of the current accounting period of both successful and unsuccessful bids and proposals normally should be treated as indirect (F&A) costs and allocated currently to all activities of the non-Federal entity. No proposal costs of past accounting periods will be allocable to the current period. (45 CFR § 75.460)

Pre-award costs are not allowable.

Construction is not an allowable activity or expenditure under this award.

Purchase of real property is not an allowable activity or expenditure under this award.

No funds may be used to develop new prevention education curricula for students.

No more than 5 percent of award funds may be used each budget year to pay for adaptations to prevention education curricula for students.

No more than 3 percent of award funds may be used each budget year to pay for adaptations to prevention education curricula for educators and other staff.

No more than 5 percent of award funds may be used each budget year to pay for adaptations to curricula for training of trainers.

No more than 2 percent of award funds may be used each budget year to pay for adaptations to prevention education curricula for caregivers. Costs associated with implementing training or purchasing curricula are not applicable to this funding restriction.

No funds may be allocated to local law enforcement agency(ies), including for the purposes of developing the HTSSP or responding to reports of suspected or confirmed cases of human trafficking.

No more than 1 percent of total award funds per budget period may be used to support training of grant-funded staff, including subrecipient staff.

No funds may be used to pay for the direct provision of services, such as counseling, for suspected and confirmed victims of human trafficking. Funds may only be used for prevention education and the development and implementation of the HTSSP.

IV.7. Other Submission Requirements

Submit paper applications to one of the following addresses. Also see *ACF Policy for Requesting an Exemption from Required Electronic Application Submission* at www.acf.hhs.gov/grants/howto#chapter-6.

Submission by Mail
David
Lee
Administration for Children and Families
Office of Grants Management
Health Promotion Portfolio
330 C. Street, SW.
Mary E. Switzer Building, 3rd Floor
Washington
DC
20201

Hand Delivery
Same as Above

Electronic Submission
See *Section IV.2.* for application requirements and for guidance when submitting applications electronically via Grants.gov.

For all submissions, see *Section IV.4. Submission Dates and Times*.

V. Application Review Information

V.1. Criteria

Please note: With the exception of the notice of funding opportunity and relevant statutes and regulations, reviewers must not access, or review, any materials that are not part of the application documents. This includes information accessible on websites via hyperlinks that are referenced, or embedded, in the application. Though an application may include web links, or embedded hyperlinks, reviewers must not review this information as it is not considered to be part of the application documents. Nor will the information on websites be taken into consideration in scoring of evaluation criteria presented in this section. Reviewers must evaluate and score an application based on the documents that are presented in the application and must not refer to, or access, external links during the objective review.

Applications competing for financial assistance will be reviewed and evaluated using the criteria described in this section. The corresponding point values indicate the relative importance placed on each review criterion. Points will be allocated based on the extent to which the application proposal addresses each of the criteria listed. Applicants should address these criteria in their application materials, particularly in the project description and budget justification, as they are the basis upon which competing applications will be judged during the objective review. The required elements of the project description and budget justification may be found in *Section IV.2. The Project Description* of this funding opportunity.

Need for Assistance **Maximum Points:** 5

1. The applicant thoroughly justifies the need for assistance, including identifying barriers and needs. The applicant's proposed activities for the targeted service area are aligned with the programmatic requirements outlined in *Section I. Program Description, HTYPE Demonstration Program Overview*. **(0–2 points)**
2. The applicant clearly identifies and describes the population to be served by the project. The applicant demonstrates a thorough understanding of the risk factors and needs of the target student population, identifies specific issues and challenges in preventing human trafficking and responding to human trafficking that has already occurred, and responds to these appropriately in terms of project requirements defined in *Section I. Program Description, HTYPE Demonstration Program Requirements*. **(0-3 points)**

Approach **Maximum Points:** 40

1. The applicant describes detailed and thorough processes for ensuring all program requirements align with a racial, gender, and sexual orientation equity and inclusion lens and directly reflect the full diversity of students, staff, and caregivers served by schools within the jurisdiction of the applicant as described in *Section I. Program Description, HTYPE Demonstration Program Overview, Guiding Principles*. **(0-3 points)**
2. The applicant describes detailed and thorough processes for ensuring all program requirements align with culturally and linguistically appropriate goals, policies, and management accountability and explains how CLAS Standards are applied throughout project planning, program activities, and operations in accordance with *Section I. Program Description, HTYPE Demonstration Program Overview, Guiding Principles*. **(0–2 points)**
3. The applicant identifies and describes processes for ensuring all activities of the HTYPE Demonstration Program incorporate trauma-informed and person-centered approaches, messaging, and imagery in accordance with *Section I. Program Description, HTYPE Demonstration Program Overview, Guiding Principles*. **(0-2 points)**
4. The applicant provides a detailed and feasible plan of action to provide human trafficking prevention education for educators and other staff. The plan relates to the stated learning objectives, CDC's Characteristics of an Effective Health Education Curriculum, and other requirements and reflects an understanding of the project's goals described in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training, Human Trafficking Prevention Education for Educators and Other Staff*. **(0–5 points)**
5. The applicant provides a detailed and feasible plan of action to provide human trafficking prevention education for students. The plan relates to the stated learning objectives and other requirements and reflects an understanding of the project's goals described in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training, Human Trafficking Prevention Education for Students*. **(0–6 points)**

6. The applicant clearly describes the curricula they will use to provide skills-based prevention education to students and provides a thorough description of how the curricula aligns with each of the CDC's 15 Characteristics of Effective Health Education Curricula noted in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training*. **(0–7 points)**
7. The applicant provides a detailed and feasible training plan to build internal capacity and sustainability to provide prevention education. The plan describes how future trainers will be trained, how it is aligned to the stated learning objectives and other requirements, and how it reflects an understanding of the project's goals described in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training, Training of Trainers*. **(0–6 points)**
8. The applicant provides a detailed and feasible plan to develop and implement the HTSSP. The plan reflects an understanding of the project's goals described in *Section I. Program Description, HTYPE Demonstration Program Requirements, Human Trafficking School Safety Protocol*. **(0–5 points)**
9. The applicant's plan incorporates confidentiality measures, which include established policies, procedures, and protocols to ensure the non-disclosure of confidential, private, or personally identifiable information concerning individuals who have experienced or who are at risk for human trafficking in accordance with *Section I. Program Description, HTYPE Demonstration Program Requirements, Human Trafficking School Safety Protocol*. **(0–2 points)**
10. The applicant describes alignment between the geographic areas served by the LEA, the partnered nonprofit or NGO, and the local law enforcement agency(ies). If the nonprofit or NGO partner is located outside the applicant's geographic area, the applicant clearly demonstrates that the nonprofit or NGO partner has a national reach capable of serving the applicant's jurisdiction(s) as described in *Section I. Program Description, HTYPE Demonstration Program Overview*. **(0–2 points)**

Timeline and Milestones **Maximum Points:** 5

1. The applicant presents a detailed timeline that discusses how progress toward the project's milestones will be achieved in a manner that is thorough and reasonable. The timeline and milestones are precise and commensurate with the project's size and scope and account for all activities necessary to achieve program objectives and the corresponding performance indicators referenced in *Section I. Program Description, HTYPE Demonstration Program Requirements* and *Section I. Program Description, Post-Award Requirements, Program Performance Indicators* and in a manner that is consistent with the timelines required in *Section I. Program Description, Post-Award Requirements, Schedule of Deliverables*. **(0–5 points)**

Organizational Capacity **Maximum Points:** 25

1. The applicant clearly describes the responsibilities and roles of their staff and how they meet the requirements in *Section I. Program Description, HTYPE Demonstration Program Overview, Roles and Partnerships, LEA Role.* The applicant's organization and staff have sufficient experience to implement the required activities outlined in *Section I. Program Description, HTYPE Demonstration Program Requirements*. The proposed project's direct and key staff possess sufficient relevant knowledge,

experience, and capabilities to implement and manage a project of this size, scope, and complexity. **(0–8 points)**

2. The applicant clearly demonstrates the necessary expertise of the partnered nonprofit or NGO and their respective staff as described in *Section I. Program Description, HTYPE Demonstration Program Overview, Roles and Partnerships, Nonprofit or NGO Role* and their ability to complete the proposed project as detailed in *Section I. Program Description, HTYPE Demonstration Program Requirements*. The proposed project's direct and key staff possess sufficient relevant knowledge, experience, and capabilities to support a project of this size, scope, and complexity. The role, responsibilities, and time commitments of each staff position for the proposed project are clearly designed and appropriate to the successful implementation of the project. **(0–10 points)**
3. The applicant provides a detailed plan describing the established partnership with a nonprofit or NGO and clearly describes a realistic strategy for providing oversight and managing and maintaining partnership engagement as described in *Section I. Program Description, HTYPE Demonstration Program Overview, Roles and Partnerships, LEA Role* and *Section I. Program Description, HTYPE Demonstration Program Requirements*. **(0–4 points)**
4. The applicant provides an LOC and detailed plan to consult with one or more local law enforcement agencies and clearly describes a realistic strategy for managing and maintaining engagement as described in *Section I. Program Description, HTYPE Demonstration Program Overview, Roles and Partnerships, Local Law Enforcement Role* and *Section I. Program Description, HTYPE Demonstration Program Requirements, Human Trafficking School Safety Protocol*. **(0–3 points)**

Expected Outcomes and Program Performance Evaluation **Maximum Points:** 10

1. The applicant proposes a well-defined evaluation plan to monitor the project's progress in meeting its proposed goals and objectives in correlation with requirements in *Section I. Program Description, Post-Award Requirements, Program Performance Indicators*. The applicant describes in detail the management plan for properly documenting and reporting on the evaluation of activities. The management plan is reasonable and includes a strategy to modify ineffective plans, activities, and expenditures. **(0–5 points)**
2. The applicant clearly describes a realistic performance management system and process that will effectively track performance outputs and outcomes, including a description of how the organization will collect and manage data, and proposes an effective and efficient plan for data collection and analysis. **(0–5 points)**

Logic Model **Maximum Points:** 5

1. The applicant presents a logic model that is well defined, reasonable, concise, and demonstrates the conceptual framework of the project, including strong links to the project objectives reference in *Section I. Program Description, HTYPE Demonstration Program Requirements, Education and Training* and *Section I. Program Description, HTYPE Demonstration Program Requirements, Human Trafficking School Safety Protocol*. The applicant's logic model demonstrates a clear association between objectives, activities, inputs, outputs, and the intended short-term and long-term outcomes. The expected project inputs and outcomes are clearly identifiable and

measurable. The logic model is an accurate depiction of the proposed project activities and intended outcomes and informs the scope of the proposed project. **(0–5 points)**

Budget Justification **Maximum Points:** 10

1. The applicant provides a budget narrative that is clearly outlined and aligned with *Section I. Program Description, HTYPE Demonstration Program Requirements* and includes a detailed narrative justification for the amounts that clearly states how the applicant derived categorical costs and how each itemized expense will be used. The applicant's narrative justification is detailed and clearly demonstrates that costs are reasonable, allocable, and program-related and are commensurate with the types and range of activities and services to be conducted, the number of participants to be served, and the expected goals and objectives. **(0-7 points)**
2. The applicant describes a clear plan for the oversight of federal funds and convincingly shows how they will ensure grant activities and that the nonprofit or NGO partner will adhere to applicable federal and programmatic regulations. The applicant describes how they will ensure funds will not be used for unallowable costs as referenced in *Section IV.6. Funding Restrictions*. **(0–3 points)**

Bonus Points **Maximum Points:** 8

1. The applicant provides a strong and achievable plan demonstrating how they will meaningfully and ethically engage individuals with lived experience in project activities in accordance with *Section I. Program Description, HTYPE Demonstration Program Overview, Guiding Principles*. The applicant provides a detailed description of previous opportunities that they or their nonprofit or NGO partner have provided to individuals with lived experience to substantiate prior work in this area. **(3 points)**
2. The applicant is an LEA funded by the BIE in accordance with *Section III.1. Eligible Applicants,* or the applicant provides a plan of action detailing a consortium partnership with one or more BIE funded schools to implement all activities of the HTYPE Demonstration Program. **(5 points)**

V.2. Review and Selection Process

No grant award will be made under this funding opportunity on the basis of an incomplete application. No grant award will be made to an applicant that does not have a UEI and an active SAM registration. See *Section IV.3. Unique Entity Identifier (UEI) and System for Award Management (SAM)*.

Initial ACF Screening

Each application will be screened to determine whether it meets any of the disqualification factors described in *Section III.3. Other, Application Disqualification Factors*.

Disqualified applications are considered to be "non-responsive" and are excluded from the competitive review process. Applicants will be notified of a disqualification determination by email or by USPS postal mail within 30 federal business days from the closing date of this NOFO.

Objective Review and Results
Applications competing for financial assistance will be reviewed and evaluated by objective review panels using only the criteria described in *Section V.1. Criteria* of this funding opportunity. Each panel is composed of experts with knowledge and experience in the area under review. Generally, review panels include three reviewers and one chairperson.

Results of the competitive objective review are taken into consideration by ACF in the selection of projects for funding; however, objective review scores and rankings are not binding. Scores and rankings are only one element used in the award decision-making process. If identified in *Section I. Program Description*, ACF reserves the right to consider preferences to fund organizations serving emerging, unserved, or under-served populations, including those populations located in pockets of poverty. In addition, ACF reserves the right to evaluate applications in the larger context of the overall portfolio by considering geographic distribution of federal funds (e.g., ensuring coverage of states, counties, or service areas) in its pre-award decisions.

ACF may elect not to fund applicants with management or financial problems that would indicate an inability to successfully complete the proposed project. In addition, ACF may elect to not allow a prime recipient to subaward if there is any indication that they are unable to properly monitor and manage subrecipients.

Applications may be funded in whole or in part. Successful applicants may be funded at an amount lower than that requested.

ACF may refuse funding for projects with what it regards as unreasonably high start-up costs for facilities or equipment, or for projects with unreasonably high operating costs.

ACF does not fund awards where the role of the applicant is primarily to serve as a conduit of funds to other organizations unless that arrangement is authorized by statute. In the absence of such statutory authority, each prime recipient's primary role must be to ensure the delivery of the statutorily authorized services, whether provided directly or through collaborative involvement with their subrecipient(s). Prime recipients of an award under this NOFO will be legally accountable to ACF for performance of the project or program. Prime recipients will be held solely responsible in the event of non-compliance by a subrecipient. Applicants proposing to use a subrecipient(s) to complete the proposed project will be reviewed by ACF for any management or financial problems. ACF may elect to not allow a prime recipient to subaward if the prime recipient displays an inability to properly monitor and manage subrecipients.

Post-Award Requests Involving Real Property

All real property costs, including supporting documentation, are subject to ACF administrative review. Recipients, and if applicable, subrecipient(s), will be required to provide detailed listings of all real property addresses and their associated costs (45 CFR §75.436, §75.439, §75.462, and §75.465) used and claimed under this federal award. This includes all real property owned or leased by the recipient, and if applicable, subrecipients. Information on facilities, administrative buildings, and offices must be provided. **Information for any and all** real property costs claimed under the award must be provided. For more information, see ACF Property Guidance pages, including, Rent/Lease Arrangement Guidance, Real Property Documentation, and

Unallowable Property Costs.

After the initial award, if there are any modifications, budget revisions, and/or additional requests for funding, and they impact any of the original approved real property or real property-related costs, the real property listing and related costs documentation requested must be updated.

Federal Awarding Agency Review of Risk Posed by Applicants

ACF is required to review and consider any information about the applicant that is in the Federal Awardee Performance and Integrity Information System (FAPIIS), www.fapiis.gov/, before making any award in excess of the simplified acquisition threshold over the period of performance. An applicant may review and comment on any information about itself that a federal awarding agency has previously entered into FAPIIS. ACF will consider any comments by the applicant, in addition to other information in FAPIIS, in making a judgment about the applicant's integrity, business ethics, and record of performance under federal awards when completing the review of risk posed by applicants as described in 45 CFR § 75.205(a)(2) Federal Awarding Agency Review of Risk Posed by Applicants.

Non-Federal Reviewers Reference
Please refer to *Section IV.2. Required Forms, Assurances, and Certifications* of this funding opportunity for information on non-federal reviewers in the review process.

Approved but Unfunded Applications
Applications recommended for approval in the objective review process, but not selected for award may receive funding if additional funds become available in the current Fiscal Year. For those applications determined as “approved but unfunded,” notice will be given of the determination by email.

V.3. Anticipated Announcement and Federal Award Dates

Announcement of awards and the disposition of applications will be provided to applicants at a later date. ACF staff cannot respond to requests for information regarding funding decisions prior to the official applicant notification.

VI. Federal Award Administration Information

VI.1. Federal Award Notices

Successful applicants will be notified through the issuance of a NoA 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 email or by GrantSolutions, or the Head Start Enterprise System (HSES), whichever is relevant.

Following the finalization of funding decisions, organizations whose applications will not be funded will be notified by letter signed by the cognizant Program Office head. Any other correspondence that announces to a Principal Investigator, or a Project Director, that an application was selected is not an authorization to begin performance.

Information on allowable pre-award costs and the time period under which they may be incurred is available in *Section IV.6. Funding Restrictions,* if applicable. Project costs that are incurred prior to the receipt of the NoA are at the recipient's risk.

Recipients may translate the Federal award and other documents into another language. In the event of inconsistency between any terms and conditions of the Federal award and any translation into another language, the English language meaning will control. Where a significant portion of the recipient's employees who are working on the Federal award are not fluent in English, the recipient must provide the Federal award in English and in the language(s) with which employees are more familiar.

VI.2. Administrative and National Policy Requirements

Awards issued under this funding opportunity are subject to 45 CFR Part 75 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS Awards currently in effect or implemented during the period of award, other Department regulations and policies in effect at the time of award, and applicable statutory provisions. The Code of Federal Regulations (CFR) is available at www.ecfr.gov. Unless otherwise noted in this section, administrative and national policy requirements that are applicable to discretionary grants are available at: www.acf.hhs.gov/administrative-and-national-policy-requirements.

An application funded with the release of federal funds through a grant award does not constitute or imply compliance with federal regulations. Funded organizations are responsible for ensuring that their activities comply with all applicable federal regulations.

Please review all HHS regulatory provisions for Termination at 2 CFR § 200.340.

HHS Grants Policy Statement

The HHS Grants Policy Statement (HHS GPS) is the Department of Health and Human Services' single policy guide for discretionary grants and cooperative agreements. ACF grant awards are subject to the requirements of the HHS GPS, which covers basic grants processes, standard terms and conditions, and points of contact, as well as important agency-specific requirements. The general terms and conditions in the HHS GPS will apply as indicated unless there are statutory, regulatory, or award-specific requirements to the contrary that are specified in the NoA. The HHS GPS is available at https://www.acf.hhs.gov/grants/discretionary-post-award-requirements#book_content_0.

VI.3. Reporting

Performance Progress Reports:
Quarterly

Reporting Requirements

Recipients under this funding opportunity will be required to submit performance progress and financial reports periodically throughout the project period. Information on reporting requirements is available on the ACF website at www.acf.hhs.gov/discretionary-post-award-requirements#chapter-2.

For planning purposes, the frequency of required reporting for awards made under this funding opportunity are as follows:

Financial Reports:
Quarterly
As part of the Performance Progress Reports, the prime recipient is responsible for submitting data as required under *Section I. Program Description, Post-Award Requirements, Program Performance Indicators*.

NOTE: Consistent with the PRA of 1995, 44 U.S.C. 3501-3521, under this NOFO, OTIP will not conduct or sponsor – and a person is not required to respond to - a collection of information covered by such Act, unless it displays a currently valid OMB control number.

VII. HHS Award Agency Contact(s)

Program Office Contact

Kimberly
Casey
Office on Trafficking in Persons
Administration for Children and Families
330 C Street, SW.
Washington
DC
20201
(202) 795-7569
Kimberly.Casey@acf.hhs.gov

Office of Grants Management Contact

David
Lee
U.S. Department of Health and Human Services
Health Promotion Portfolio
Administration for Children and Families
330 C Street, SW.
Washington
DC
20201
(202) 401-5461
David.Lee@acf.hhs.gov

Federal Relay Service:

Hearing-impaired and speech-impaired callers may contact the Federal Relay Service (FedRelay) at www.gsa.gov/fedrelay.

VIII. Other Information

Reference Websites

U.S. Department of Health and Human Services (HHS) www.hhs.gov/.

Administration for Children and Families (ACF) www.acf.hhs.gov/.

ACF Funding Opportunities Forecasts and NOFOs www.grants.gov/.

ACF "How To Apply For A Grant" https://www.acf.hhs.gov/grants/how-apply-grant.

ACF Property Guidance https://www.acf.hhs.gov/grants/real-property-and-tangible-personal-property

Grants.gov Accessibility Information www.grants.gov/ web/grants/accessibility-compliance.html.

Code of Federal Regulations (CFR) http://www.ecfr.gov/.

United States Code (U.S.C.) http://uscode.house.gov/.

Center for Disease Control and Prevention (CDC) Characteristics of an Effective Health Education https://www.cdc.gov/healthyschools/sher/characteristics.

Characteristics of an Effective Curriculum: https://www.cdc.gov/healthyschools/sher/characteristics/index.htm.

CLAS Standards https://thinkculturalhealth.hhs.gov/clas.

Concept of Trauma and Guidance for a Trauma-informed Approach https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf.

Executive Order on Advancing Racial Equity and Support for Underserved Communities Through the Federal Government https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/.

Health Equity Guiding Principles for Inclusive Communication https://www.cdc.gov/healthcommunication/Health_Equity.html

National Action Plan to Combat Human Trafficking National-Action-Plan-to-Combat-Human-Trafficking.pdf (whitehouse.gov)

National Human Trafficking Training and Technical Assistance Center (NHTTAC) https://nhttac.acf.hhs.gov/home.

Public Health Approach to Violence Prevention: https://www.cdc.gov/violenceprevention/pdf/PH_App_Violence-a.pdf.

Senior Policy Operating Group Public Awareness and Outreach Committee Guide for Public Awareness Materials https://www.state.gov/senior-policy-operating-group-public-awareness-and-outreach-committee-guide-for-public-awareness-materials-non-binding/

U.S. Advisory Council on Human Trafficking 2021 Trafficking in Persons Report - United States Department of State

Application Checklist

Applicants may use this checklist as a guide when preparing an application package.

What to Submit	Where Found	When to Submit
SF-424 - Application for Federal Assistance	Referenced in *Section IV.2.Required Forms, Assurances, and Certifications.* This form is available in the NOFO's forms package at www.Grants.gov in the Mandatory section.	Submission is due by the application due date found in the *Overview* and in *Section IV.4. Submission Dates and Times.*
Unique Entity Identifier (UEI) and System for Award Management (SAM) registration.	Referenced in *Section IV.3. Unique Entity Identifier (UEI) and System for Award Management (SAM)* in the funding opportunity. To obtain a UEI and SAM registration, go to http://www.sam.gov.	A UEI and registration at SAM.gov are required for all applicants. Active registration at SAM must be maintained throughout the application and project award period.
SF-424 Key Contact Form	Referenced in *Section IV.2. Required Forms, Assurances, and Certifications.* This form is available in the NOFO's forms package at www.Grants.gov.	Submission is due with the application by the application due date found in the *Overview* and in *Section IV.4. Submission Dates and Times.*
Certification Regarding Lobbying (Grants.gov Lobbying Form)	Referenced in *Section IV.2. Required Forms, Assurances, and Certifications.* This form is available in the NOFO's forms package at www.Grants.gov.	Submission is due with the application package or prior to the award of a grant.
SF-424A - Budget Information - Non-Construction Programs and SF-424B - Assurances - Non- Construction Programs	Referenced in *Section IV.2. Required Forms, Assurances, and Certifications.* These forms are available in the NOFO's forms package at www.Grants.gov in the Mandatory section. They are required for applications that include only non-construction activities.	Submission is due by the application due date found in the *Overview* and in *Section IV.4. Submission Dates and Times.*
SF-Project/Performance	Referenced in *Section IV.2.Required Forms, Assurances, and Certifications.*	Submission is due by the application due date found in the

What to Submit	Where Found	When to Submit
Site Location(s) (SF-P/PSL)	This form is available in the NOFO's forms package at www.Grants.gov.	*Overview* and in *Section IV.4. Submission Dates and Times.*
SF-LLL - Disclosure of Lobbying Activities	"Disclosure Form to Report Lobbying" is referenced in *Section IV.2. Required Forms, Assurances, and Certifications.* This form is available in the NOFO's forms package at www.Grants.gov.	If submission of this form is applicable, it is due at the time of application. If not available at the time of application, it may also be submitted prior to the award of a grant.
The Project Budget and Budget Justification	Referenced in *Section IV.2. The Project Budget and Budget Justification*.	Submission is required in addition to submission of SF-424A and / or SF-424C. Submission is required with the application package by the due date in the *Overview* and in *Section IV.4. Submission Dates and Times*.
The Project Description	Referenced in *Section IV.2. The Project Description*.	Submission is due by the application due date found in the *Overview* and in *Section IV.4. Submission Dates and Times*.

Appendix

OTIP has consulted with BIE and was provided the following list of LEAs to be eligible under this NOFO.

Bureau of Indian Education Funded Local Educational Agencies

Ahfachkee Day School	Jeehdeez'a Elementary School	Red Water Elementary School
Alamo Navajo Community School	Jemez Day School	Richfield (Seiver) Residential Hall
American Horse School	Jicarilla Dormitory	Riverside Indian School
Aneth Community School	JKL Bahweting Anishnabe School	Rock Creek Grant School
Atsa' Biya' a'zh Community School	John F Kennedy Day School	Rock Point Community School
Baca/Dlo'ay Azhi Community School	Jones Academy Elementary School	Rocky Ridge Boarding School
Beatrice Rafferty School	Kaibeto Boarding School	Rough Rock Community School
Beclabito Day School	Kayenta Community School	Salt River Elementary School
Black Feet Dormitory	Keams Canyon Elementary School	San Felipe Pueblo Elementary School
Blackwater Community School	Kha'po' Community School	San Ildefonso Day School
Bogue Chitto Elementary School	Kickapoo Nation School	San Simon School
Bread Springs Day School	Kin Dah Lichi'i Olta	Sanostee Day School
Bug-O-Nay-Ge-Shig School	KinLani Bordertown Dormitory	Santa Fe Indian School
Casa Blanca Community School	Kinteel Residential Academy (Aztec Dorm)	Santa Rosa Day Boarding School
Chemawa Indian School	Lac Courte Oreilles Ojibwa School	Santa Rosa Ranch School
Cherokee Central Elementary School	Laguna Elementary School	Seba Dalkai Boarding School
Cherokee Central High School	Laguna Middle School	Second Mesa Day School
Cheyenne Eagle Butte School	Lake Valley Navajo School	Sequoyah High School
Chi Chil'tah Community School	Leupp School, Inc.	Sherman Indian High School
Chickasaw Children's Village	Little Singer Community School	Shiprock Northwest High School
Chief Leschi School	Little Wound School	Shiprock Reservation Dormitory
Chilchinbeto Community School	Loneman Day School	Shonto Preparatory School
Chitimacha Tribal School	Lower Brule Day School	Shoshone Bannock School District 512

Choctaw Central High School	Lukachukai Community School	Sicangu Owayawa Oti (Rosebud Dormitory)
Choctaw Central Mid School	Lummi High School	Sitting Bull School (Little Eagle)
Ch’ooshgai Community School	Lummi Tribal School System	St. Francis Indian School
Circle of Life Academy School	Mandaree Elementary School	St. Stephens Indian School
Circle of Nations	Many Farms Community School	Standing Pine Elementary School
Coeur d’Alene Tribal School	Many Farms High School	Standing Rock Community School
Conehatta Elementary School	Mariano Lake Community School	Takini School
Cottonwood Day School	Marty Indian School	Taos Day School
Cove Day School	Menominee Tribal School	Tate Topa Tribal School
Crazy Horse School	Mescalero Apache School	Te Tse Geh Oweenge Day School
Crow Creek Elementary	Meskwaki Settlement School	Theodore Jamerson Elementary School
Crow Creek High School	Miccosukee Indian School	Theodore Roosevelt School
Crystal Boarding School	Moencopi Day School	T’iis Nazbas Community School
Dennehotso Boarding School	Muckleshoot Tribal School	T’iis Ts’ozi Bi’Olta’
Dibe Yazhi Habitiin Olta', Inc. (Borrego Pass)	Na’ Neelzhiin Ji’Olta (Torreon)	T’iisyaakin Residential Hall
Dilcon Community School	Naa Tsis’aan Community School	Tiospa Zina Tribal School
Dishchii’bikoh Community School	Navajo Preparatory School	Tiospaye Topa School
Duckwater Shoshone Elementary School	Nay-Ah-Shing School	Tohaali’ Community School
Dunseith	Nazlini Community School	To’hajiilee Day School
Dzilth-Na-O-Dith-Hle Community School	Nenahnezad Community School	Tohono O’odham High School
Enemy Swim Day School	Noli School	Tonalea Day School
Eufaula Dormitory	Northern Cheyenne Tribal School	Tse’ii’ahi’ Community School (Standing Rock)
First Mesa Day School	Ohkay Owingeh Community School	T’siya Day School (Zia)
Flandreau Indian Boarding	Ojibwa Indian School	Tuba City Boarding School

School		
Fond du Lac Ojibwe School	Ojo Encino Day School	Tucker Elementary School
Gila Crossing Community School	Oneida Nation School	Turtle Mountain Elementary School
Greasewood Springs Community School, Inc.	Paschal Sherman Indian School	Turtle Mountain High School
Greyhills Academy High School	Pearl River Elementary School	Turtle Mountain Middle School
Haak'u Community Academy (Sky City)	Pierre Indian Learning Center	Twin Buttes Day School
Hanaa'dli Community School/Dormitory, Inc.	Pine Hill Schools	Two Eagle River School
Hannahville Indian School	Pine Ridge School	Wa He Lut Indian School
Havasupai School	Pine Springs Day School	White Shield Elementary School
Hopi Day School	Pinon Community School	Wide Ruins Community School
Hopi Jr/Sr High School	Porcupine Day School	Wingate Elementary School
Hotevilla Bacavi Community School	Pueblo Pintado Community School	Wingate High School
Hunters Point Boarding School	Pyramid Lake High School	Winslow Residential Hall
Indian Island School	Quileute Tribal School	Wounded Knee District School
Indian Township School	Red Rock Day School	
Isleta Elementary School		