



Adolescent Pregnancy Prevention Program

Sexual Risk Avoidance Education (SRAE) Program Overview



Grant Review 101

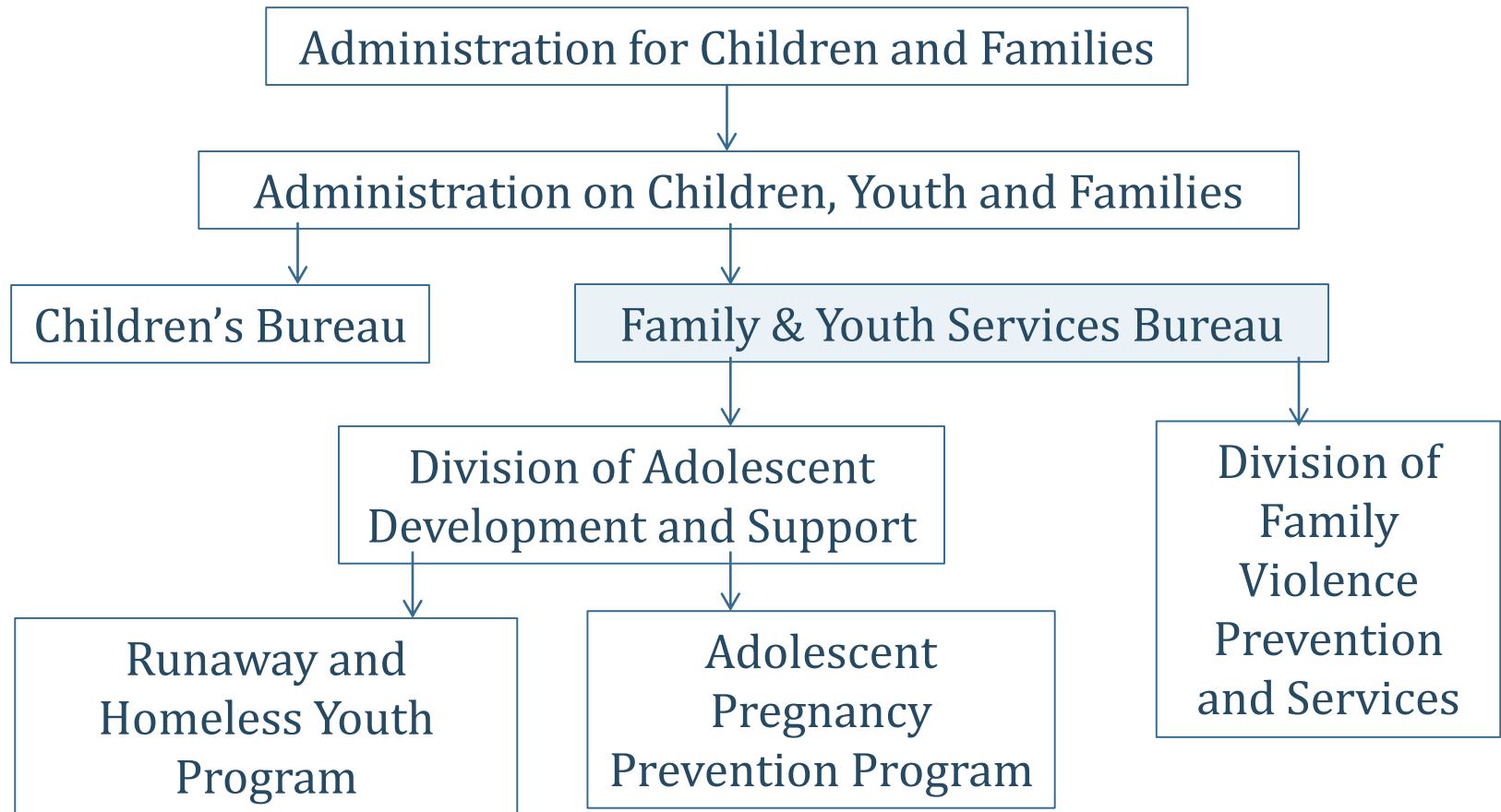
Training Agenda

Participants will be provided an overview of:

- The Family & Youth Services Bureau (FYSB) Organizational Structure
- The Family & Youth Services Bureau (FYSB) Mission and Vision
- Overview of the Adolescent Pregnancy Prevention (APP) Program
- Purpose and Scope of SRAE
- Assessing and Scoring Applications
- Writing Evaluative Comments



U. S. Department of Health & Human Services



FYSB's Mission and Vision

- Mission: To support the organizations and communities that work every day to put an end to youth homelessness, adolescent pregnancy and domestic violence.
- Vision: A future in which all our nation's youth, individuals and families—no matter what challenges they may face—can live healthy, productive, violence-free lives.

Adolescent Pregnancy Prevention Program

- APP programs support State, Tribal, and community efforts to prevent teen pregnancy and the spread of sexually transmitted infections (STIs).
- Through the administration of the Personal Responsibility Education Program (PREP) and the Abstinence Education Program, the APP program expands the capacity of youth serving organizations that focus on preventing pregnancy and STIs.
- APP programs target vulnerable youth including youth in foster care and involved in the juvenile justice system, runaway and homeless youth, and pregnant and parenting youth.

Purpose and Scope of SRAE



SRAE Legislative Authority

The laws specifies that the SRAE Program is to be administered by the Department of Health and Human Services (HHS) and \$10 million shall be for making competitive grants which exclusively implement education in sexual risk avoidance.





Purpose of SRAE

The purpose of the SRAE program is to:

- fund projects to implement sexual risk avoidance education that teaches participants how to voluntarily refrain from non-marital sexual activity
- teach the benefits associated with self-regulation, success sequencing for poverty prevention, healthy relationships, goal setting, and resisting sexual coercion, dating violence, and other youth risk behaviors such as underage drinking or illicit drug use without normalizing teen sexual activity.

SRAE Goal and Objectives

- The goal of the SRAE program is to educate youth on how to voluntarily refrain from non-marital sexual activity and prevent other youth risk behaviors.
- The objectives of the SRAE program are to:
 1. Implement curricula that includes medically accurate information referenced to peer-reviewed publication by educational, scientific, governmental, or health organizations;
 2. Select sexual risk avoidance curriculum with an evidence-based approach to integrate research findings with practical implementation that aligns with the needs and the desired outcomes of the targeted audience of youth;
 3. Teach risk avoidance skills through methods that do not normalize teen sexual activity; and
 4. Target SRAE to youth populations that are at risk for non-marital sexual activity.

Target Populations

- Youth populations that are high-risk for pregnancies include:
 - culturally underrepresented youth populations
 - youth in or aging out of foster care or adjudication systems
 - runaway and homeless youth
 - rural youth
 - sexual minority youth
 - LGBTQ youth
 - youth in areas with high rates of teen births and sexually transmitted infections
- All SRAE programs must consider the needs of LGBTQ youth, must be inclusive and non-stigmatizing, and must be welcoming and accessible to LGBTQ youth.

Program Requirements

Under the SRAE program, the following requirements must be addressed:

- Evidence-based Programming
- Positive Youth Development (PYD) Approach
- Medical Accuracy and Age Appropriateness
- Curriculum Selection



Evidenced-Based Programming

SRAE program must, at minimum, implement evidence-based programming with the following requirements:

- Incorporate an evidence-based program and/or effective strategies that have demonstrated impacts on delaying initiation of sexual activity.
- Link program participants to services with local community partners and other agencies that support the health, safety, and well-being of program participants.
- Provide formal training for facilitators/educators in the program model or elements of the program model, and this training must be delivered by professionals who can provide follow-up technical assistance to facilitators.
- Teach the benefits associated with self-regulation, success sequencing for poverty prevention, healthy relationships, goal setting, and resisting sexual coercion, dating violence, and other youth risk behaviors such as underage drinking or illicit drug use without normalizing teen sexual activity.

Positive Youth Development (PYD) Approach

SRAE programs must include PYD as part of any risk avoidance strategies to:

1. Help participants build healthy life skills and protective factors that mitigate the impact of past and future negative factors
 2. empower participants to make healthy decisions
 3. provide tools and resources to prevent pregnancy and STI, and
 4. prevent youth engagement in other risky behaviors.
- Additionally programs should link youth to community partners that support the safety and well-being of the target population



Medical Accuracy & Age-Appropriateness

- **Medically accurate:** medical information must be verified or supported by the weight of research conducted in compliance with accepted scientific methods and published in peer-reviewed journals where applicable, or be comprised of information that leading professional organizations and agencies with relevant expertise in the field recognize as accurate, objective, and complete.
- **Age appropriate:** Topics, messages, and teaching methods must be suitable to specific age groups of youth based upon varying capacities of cognitive, emotional, and behavioral development.

Curriculum Selection

SRAE curriculum must adhere to the following requirements:

1. Curriculum selected must be age-appropriate with regard to the developmental stage of the intended audience, culturally appropriate, and linguistically appropriate.
2. Educational materials must have as their exclusive purpose teaching sexual risk avoidance and the benefits associated with self-regulation, success sequencing for poverty prevention, healthy relationships, goal setting, resisting sexual coercion, dating violence, and other youth risk behaviors such as underage drinking or illicit drug use without normalizing teen sexual activity.
3. Interventions, materials, and curricula must not promote or encourage sexual activity outside of marriage.

SRAE Performance Measures

Grantees will be required to track performance measures on these categories:

1. output measures (e.g., number of youth served, hours of service delivery)
2. fidelity/adaptation
3. implementation (e.g., community partnerships, competence in working with the identified population)
4. outcome measures (e.g., behavioral, knowledge, and intentions); and
5. community data (e.g., STI rates, teen birth rates, substance use rates, and other youth risk behaviors)



Assessing and Scoring Applications

Funding Opportunity Announcement (FOA)

- A published form of guidance for potential program applicants
 - ✓ provides program history, formatting and other eligibility requirements
 - ✓ provides an outline of content and program description elements
- The official guidance for application review and assessment

Both Panel Chairpersons and Reviewers must read the FOA

Evaluation Criteria

Section	Points
Objectives, Outcomes and Need for Assistance	20
Approach	41
Program Performance	10
Organizational Profile	24
Budget and Budget Justification	5

Reviewing & Assessing Applications for Compliance with the FOA Criteria

- Reviewers and panel chairpersons must be thoroughly familiar with the evaluation criteria in the FOA to ensure that they are able to determine whether the application addresses the relevant issues.
- Reviewers and panel chairpersons must thoroughly read the application proposal to effectively assess how closely the applicant's project and activities responds to the published FOA evaluation criteria.
- Reviewers must assess the extent to which the applicant responded to the criteria.



Reviewing & Assessing Applications for Compliance with the FOA Criteria

- All aspects of the criteria must be addressed.
- Some criteria are multifaceted (has several aspects or parts).
 - Where you see the word “**and**” within the criteria, it signifies multiple parts and each part must be addressed.
 - Where you see the word “**or**”, it signifies an option to address one of two aspects/parts

Reviewing & Assessing Applications for Compliance with the FOA Criteria

- Assess applications based on the specific language of the criteria

Example : The applicant describes in detail how the program will be culturally responsive to the target population(s), and be accessible and inclusive to sexual minority youth

- Reviewers must assess if the applicant describes in detail how the program will be culturally responsive to the target population

AND

- Reviewers must assess how the program will be accessible and inclusive to sexual minority youth.

Objectives, Outcomes, and Need for Assistance

1. The applicant: (a) describes a clear **need for the proposed project**, including providing relevant teen birth data, risk behavior data, and other relevant data; and (b) provides a **clear plan for how the project will address the needs of the targeted audience**. (0-4 points)
2. The applicant provides a clear and thorough **description of the objectives and outcomes of the project**, demonstrating alignment with the overall goal and objectives of SRAE (see Section I. SRAE Program Overview, Goal and Objectives). (0-5 points)
3. The applicant: (a) clearly defines the **geographic area(s)** to be served by the project, (b) justifies the **jurisdictions that will be targeted**, and (c) provides data to **support the selection of service area(s)**. (0-3 points)
4. The applicant clearly identifies and justifies the **target population to be served**: including (a) target number, (b) age groups or grades, and (c) race and/or ethnicity under the proposed project. The applicant demonstrates a thorough understanding of the **needs of the target population**, and presents a clear justification of the estimate of the **number of program participants** in each year of the project that is reasonable and appropriate. (0-4 points)
5. The applicant includes a well-defined **logic model** that demonstrates a reasonable and significant relationship between planned SRAE project activities and intended outcomes and outputs (see Section IV.2. The Project Description, Logic Model). (0-4 points)

Approach

1. The applicant provides a clear, detailed process with a **timeline** for conducting the **SRAE proposed activities**, including: (a) major milestones, and (b) target dates. (0-4 points)
2. The applicant describes, in detail, an approach that reflects a thorough **understanding of SRAE** as defined by Section I. SRAE Program Overview, Goal and Objectives and SRAE Curriculum Requirements. (0-5 points)
3. The applicant clearly describes the **mechanisms that will be used to deliver services** (i.e., school-based programs and/or youth development programs). The description must include information about how **referrals** will be made to other services and programs, when appropriate. The approach described must be thorough and realistic. (0-3 points)
4. The applicant provides a detailed, thorough, and realistic description of the **recruitment and retention plan**. The approach described must be specific for the target population and service delivery location. (0-3 points)
5. The applicant clearly identifies all methods used to ensure that facilitators/educators who will deliver the program(s) have been or will be formally **trained in the program model or curriculum**, and this training is delivered by professionals who can provide follow-up technical assistance to facilitators. (0-3 points)

Approach

6. The applicant describes in detail the rationale for choosing the **evidence-based or effective SRAE model** as defined in Section I. SRAE Program Overview, Goal and Objectives and SRAE Curriculum Requirements by referencing peer-reviewed publications by educational, scientific, governmental, or health organizations and cites evidence of desired outcomes for the intended audience. (0-4 points)
7. The applicant describes a thorough plan on how the proposed project will be implemented with **fidelity**, and if adaptations are planned, a clear rationale for the **proposed adaptations**. (0-3 points)
8. The applicant describes in detail how the program will be **culturally responsive** to the target population(s), and be **accessible and inclusive** to sexual minority youth. (0-4 points)



Approach

9. The applicant provides detailed information on how the proposed program services and materials have been determined to be **medically accurate, age appropriate, and align with the needs and desired outcomes for the intended audience**. The applicant provides information that services to the youth are voluntary and the curriculum is consistent with the requirements as specified in Section I. SRAE Program Overview, SRAE Curriculum Requirements. (0-5 points)
10. The applicant provides a detailed plan to teach the **benefits associated with self-regulation**, success sequencing for poverty prevention, healthy relationships, goal setting, and resisting sexual coercion, dating violence, and other youth risk behaviors such as underage drinking or illicit drug use without normalizing teen sexual activity through a trauma informed and youth development approach. (0-4 points)
11. The applicant provides a well-developed plan for **sustainability** that clearly details how the proposed project will create self-sufficiency to ensure that the project activities will continue after federal assistance has ended. (0-3 points)

Program Performance

1. The applicant clearly describes the use of viable methods to determine if the **project outcomes** are being achieved. (0-2 points)
2. The applicant agrees to collect and report on OMB-cleared **program performance measures** as referenced in Section I. SRAE Post Award Requirements, Performance Measurement. (0-2 points)
3. The applicant provides a detailed and feasible plan on how the organization will **collect, track, and report SRAE performance measures**. (0-4 points)
4. The applicant provides a detailed description on how the data collected will be used to engage in **continuous quality improvement** of the SRAE program. (0-2 points)

Organizational Profile

1. The applicant clearly describes the **organization's relevant experience** providing SRAE services and the experience of any partner organizations identified in MOUs as defined by Section I. SRAE Program Overview, Goal and Objectives and SRAE Curriculum Requirements. (0-4 points)
2. The applicant provides a detailed description of the **organizational executive leadership** and the existing **staffing structure** or a proposed staffing plan that will support full program implementation within 90 days of grant award. The applicant provides a succinct plan to monitor the effective management and coordination of activities by any partners, contractors and subcontractors, and consultants, if applicable. (0-4 points)
3. The applicant includes a clearly defined **organizational chart and Board of Directors list** or governance structure. (If a consortium is proposed partnership agreements are required for each project entity) (0-2 points)

Organizational Profile

4. The applicant describes how the proposed **project director or key project staff** demonstrate relevant **sexual risk avoidance education knowledge and teen pregnancy prevention experience** (as demonstrated by a resume or curriculum vitae) to effectively institute and manage a project of this focus, scope, cost, and complexity. (0-4 points)
5. The applicant describes the: (a) **role**, (b) **responsibilities (e.g., job description)**, and (c) **time commitments for each proposed project staff position**, including partners, consultants, contractors and/or subcontractors, and demonstrates that each proposed position is appropriate and relevant to the successful implementation of the proposed project. (0-6 points)
6. The applicant provides a detailed description of its **fiscal controls** and how its **accounting procedures** will ensure prudent use, proper and timely disbursement, and accurate accounting of federal funds received under this FOA (0-4 points)

Budget and Budget Justification

1. The applicant includes: (a) a proposed **line-item budget**, and (b) a **budget narrative** that is feasible, logical, and aligned with the requirements of the FOA. (0-2 points)
2. The applicant includes a detailed **budget justification** of project costs and demonstrates how cost estimates were derived. Calculations must include estimation of methods, quantities, and unit costs. (0-2 points)
3. The applicant identifies costs in the budget to support attendance at the **TPP Grantee Conference and topical training sessions**. (0-1 points)

Helpful Questions for Assessing an Application

- Is the applicant responsive to the different FOA published evaluation criteria statements? Does the applicant provide detail to justify how they meet the evaluation criteria?
- Is the applicant's proposal clear? Does the applicant present a sound strategy? Are there any challenges, such as over ambitious scope, lack of expertise, underestimated costs, staffing issues, or lack of needed partnerships?
- Do the ideas presented flow logically?
- Are the activities outlined in different sections of the application consistent? For example, do the activities listed for the program correspond with funding amounts in the budget.

Scoring Variance

Criteria Section	Deviation/Score Variance	Points
Objectives, Outcomes, and Need for Assistance	0-4	20
Approach	0-8	41
Program Performance	0-2	10
Organizational Profile	0-5	24
Budget and Budget Justification	0-1	5

Scoring Variance Guidelines

- The guideline refers to the point deviation between panel reviewer scores for a particular application.
- Establishes the score that must be met in order to discuss an application during the consensus review call.
- Look at the total score of the section to determine if the variance has been met.
- Entire application does not need to go to consensus discussion just the sections that don't meet the variance.

Scoring Variance Example

Example:

Under Organizational Profile (20 Total Points, *5 point deviation*)

Reviewer 1 assigns a score of 18 points

Reviewer 2 assigns a score of 16 points

Reviewer 3 assigns a score of 17 points

Under Program Performance (8 Total Points, *2 point deviation*)

Reviewer 1 assigns a score of 7 points

Reviewer 2 assigns a score of 4 points

Reviewer 3 assigns a score of 5 points

Guidelines for Writing Evaluative Comments

- Evaluative comments are based on the strengths and weaknesses of an applicant's response to the FOA's published evaluation criteria.
- Reviewers must write comments that are as specific and detailed as possible, as the evaluative comments reflect each reviewer's analysis of the application and justifies the score.
- Provide examples of how the strength or weakness is demonstrated in the application.
- In the designated area within the Application Review Module (ARM), provide the page number, identifying where the information is found.
- When referencing the page number, the reviewer should identify the applicant numbered page rather than the system generated page number

Example of a system generate page number: (27 of 76)

Guidelines for Writing Evaluative Comments

- Use complete sentences
- Use proper grammar and spelling
- Be accurate, but tactful
- Evaluate, rather than merely describe
- Do not mix strengths and weaknesses in the same comment.

NOTE: If an applicant fails to address any particular criteria, the reviewer should state in parenthesis, *“Information not found in the application review”*.

DO NOT indicate “No Page Found”



Qualifying Requirements for Rating Evaluative Comments

Full Strength:

- Clearly state the reasoning that supports a full strength comment.
- Identify the parts of the criteria that are met and provide an example.

Partial Strength:

- Clearly state the reasoning for providing a partial strength.
- Identify the parts of the criteria that are met and provide an example.

Full Weakness:

- Clearly state the reasoning that supports a full weakness comment.
- Identify the page number/s where erroneous information is found.
- “Information not found in the application review”

Partial Weakness:

- Clearly state the reasoning for providing a partial weakness.
- Identify the page number/s where erroneous information is found.

Evaluative Comment Example

Approach

- The applicant provides detailed information on how the proposed program services and materials have been determined to be medically accurate, age appropriate, and align with the needs and desired outcomes for the intended audience. The applicant provides information that services to the youth are voluntary and the curriculum is consistent with the requirements as specified in Section I. SRAE Program Overview, SRAE Curriculum Requirements.

Full Strength Statement

- The applicant provides a plan for ensuring that materials are medically accurate and age-appropriate that includes the use of an expert panel of two nurses and one doctor from the community health center to review all program materials. The panel will provide suggested changes to all materials based on current data from the CDC and will ensure that information is aligned with the developmental stage of the targeted youth population using research from national standards. (Page 24)



Evaluative Comment Example (cont.)

Partial Strength Statement

- The applicant describes a plan for ensuring that materials are medically accurate by assembling a medical review panel consisting of two doctors to review all program materials. Materials will be reviewed annually and the panel will provide updates to information and statistics using the most recent data from the CDC. (Page 24)

Full Weakness Statement

- The applicant does not provide a plan for ensuring that program materials are medically accurate and age-appropriate. (Information not found in application review)

Useful Tips

- PAMs, SAMs, Chairs and Reviewers should be well acquainted with the FOA and Criteria section before the review.
- Panels are to avoid evaluating applications against each other or by your own personal standards.
- Panels are to assume the applicant put forth best effort.
- Panels are to treat the application as a whole. If information can be found in other locations than what is expected, it should be noted and credited.
- Chairs and reviewers are to use appropriate grammar, punctuation, and sentence structure.
- No weaknesses means a perfect score.
- No strengths means a zero score.
- Scores outside of the variance will require discussion at the consensus meeting



2016 Grant Review Logistics



F2 Solutions (Contractor)

AGENDA

- F2 Logistics Overview
- Grant Review Structure
- Grant Review Participants
- Reviewer Required Forms
- Review Documents Submission Steps
- Reviewer Recruitment Page
- Payment Processing Steps
- Document Return
- Key Review Resources and Tools
- Review Resource Webpage
- Panel Assignments
- Grant Review Reminders
- Thank You
- Conclusion

Logistics Overview

F2 Solutions

- F2 Solutions is responsible for the management of all logistical aspects of the review which include the following:

- Reviewer communications,
- Serve a liaison to the federal program staff,
- Distribute review resource materials.

Note:

- Honorarium payments will be handled via Tipalti, a third party vendor to F2 Solutions.

Grant Review Structure

Two-Week Timeline

- Read, Assess, and Score applications in accordance with an outlined schedule.
- Upload Evaluative Comments into ARM.
- Panel Chair may submit a compilation summary report if reviewer scores meet consensus.
- One-day consensus calls to discuss only those applications that do not meet reviewer score consensus.
- SAMs will be on the consensus call for the duration.
- Federal review and approval of compilation summary reports.

Grant Review Participants

Federal Staff

- Priority Area Manager (PAM)
- Sub-Area Managers (SAM)

Contractor

- F2 Solutions

Reviewers

- Four member panels



Priority Area Managers - (PAMs)

- Federal Staff who have direct oversight of the Discretionary Grant Review Process and manages the SAM.
- Possess expertise in programmatic area, the review process, and grants management procedures.
- Relays information to the panels through the SAMs.
- Final approval authority for compilation summary reports.

Sub-Area Managers (SAMs)

- Provides technical assistance to panel members regarding the funding opportunity announcement, scoring criteria or FYSB program elements.
- Provide first line review and approval of reviewer compilation summary reports.
- Assist in resolving and addressing conflicts of interest, confidentiality violations, or general panel concerns.
- Serve as liaison between PAM and panel chairs.

Panel Chairperson

- Read the FOA, published evaluation criteria and any related materials.
- Lead member of review panel.
- Possess good writing and analytical skills, and proficiency with computers and typing in the Application Review Module (ARM).
- Possess good facilitation skills, which include, but are not limited to: ability to set ground rules, keep meetings on track, recognize problems and respond appropriately, and mediate conflict as needed.
- Fully understand the FOA and evaluation criteria, and be able to respond to questions and concerns identified by their panel members.
- Conduct review process with openness, honesty, fairness, consistency in actions, focus, active listening, accessibility, flexibility, assertiveness, and enthusiasm.

Reviewer

- **READ THE FOA**
- Possess relevant knowledge of the program area and agree to the grant review's integrity, time commitment, and workload (e.g., extensive reading and writing, lengthy discussion).
- Possess good writing and analytical skills, and be proficient with the use of computers.
- Be ready to commit their time and efforts throughout the entire grant review.
- Read, assess, and score assigned applications as scheduled.
- Identify strengths and weaknesses of the application in accordance with outlined criteria in Section V of the FOA.
- Upload evaluative comments in ARM.
- During the consensus call, participate in the discussion by providing your assessment of each proposal's strengths and weaknesses as deemed necessary.

Reviewer Required Forms

COMPLETION & SUBMISSION

1. **Objective Review Work Agreement** (electric submission and original signature required)
2. **Exhibit A – Statement of Work** (Electronic submission and original signature required)
3. **Conflict of Interest (COI)** (electronic submission and original signature required)
4. **OGM Training Presentation** (electronic submission and original signature required)
5. **ARM Reviewer Self-Paced Instructional Guide** (electronic submission)
6. **ARM Chair Self-Paced Instructional Guide** (electronic submission)
7. **Payment Processing** (electronic submission via Reviewer Recruitment to Tipalti)

Forms can be accessed by logging into the Reviewer Recruitment website by pasting the following link into your web browser:

<https://www.reviewerrecruitment.net/login.asp>

Review Documents Submission Steps

Navigate to the Reviewer Recruitment site and select *“Reviewer Documents”* from the menu tab to locate the required documents.

Enter the required information and click the *“I agree”* button once complete.

Follow the step above for each document listed. After submission, you are offered the option to *“Print”* the documents if a copy is needed for your records.

When completing the COI form, please ensure you print the form and submit it to F2 Solutions using one of the options below:

- Option #1: Via email to Review@FYSB.net
- Option #2: Via fax to (301) 830-7926

Reviewer Recruitment Page

- Registration, Forms, Quizzes, training materials, and the link to payment processing is located on the reviewer recruitment webpage.
- Codes for each recruitment campaign will be provided during specific training sessions.

The screenshot shows the Reviewer Recruitment Page. At the top, there is a logo with a stylized 'RR' and the text 'Reviewer Recruitment'. To the right of the logo are three links: 'ABOUT US', 'SUPPORT', and 'SIGN OUT'. Below the logo is a horizontal navigation bar with five buttons: 'Home', 'Update Your Profile', 'Resume Upload', 'Reviewer Documents', and 'Payment Info - W9'. Below the navigation bar, there is a welcome message 'Welcome Jackie Thomas'. To the left of the welcome message is a 'Session Registration Code' section. It contains a text input field for the code, a note that says 'Please enter the session registration code received in your email invitation below.', a red note that says '**NOTE: Your registered session will appear under "Registered Sessions" on the right.', and a button labeled 'Add Code'. To the right of the 'Session Registration Code' section is a 'Registered Sessions' table. The table has two columns: 'Code' and 'Name'. Below the table, it says 'No records'.

Reviewer Recruitment

ABOUT US SUPPORT SIGN OUT

Home Update Your Profile Resume Upload Reviewer Documents Payment Info - W9

Welcome Jackie Thomas

Session Registration Code	
Please enter the session registration code received in your email invitation below.	
**NOTE: Your registered session will appear under "Registered Sessions" on the right.	
Code:	<input type="text"/>
**Optional	
<input type="button" value="Add Code"/> <input type="button" value="Cancel"/>	

Registered Sessions	
Code	Name
No records	

If required, please respond to the program specific qualifications by clicking the appropriate link below.

Objective Review Work Agreement

Independent Consultant Agreement

This Independent Consultant Agreement ("Agreement") is entered into by F2 Solutions LLC ("Company"), a MD ("State") Corporation, located at 1401 Mercantile Lane, Suite 401, Largo, Maryland 20774 and, _____ ("Consultant"). Company and Consultant shall be collectively referred to as the Parties in this Agreement.

WHEREAS, Company has previously and continues to seek to engage Consultant(s), from time-to-time and nonexclusively, for the purpose of providing grant review evaluation services to various clients ("Customers") agreed upon in Exhibit A ("Statement of Work" or "Work").

WHEREAS, Consultant will reasonably exercise its discretion in performing the Work, subject to the terms of this Agreement and on a consulting basis pursuant to the general work requests of the Company.

WHEREAS, Consultant represents that it possesses the knowledge and skill necessary to competently perform the Work and acknowledges that Company shall be entitled to rely on such representations.

NOW, THEREFORE, the Parties hereby agree:

- i. **Performance Requirements**
 - a. **Period of Performance:** This Agreement shall be entered into upon Customer acceptance of Consultant participation and shall expire on or before June 3, 2015 unless otherwise agreed to in writing by the Parties.
 - b. **Statement of Work:** Consultant will exercise the utmost care in performing the Work specified in Exhibit A and assume the risk of failing to do so.
 - c. **Participation in the review evaluation is at the discretion of the Company and Customer and is not guaranteed.**
2. **Relationship of the Parties**
 - a. **Independent Contractor:** Consultant acknowledges that its services are being rendered as an independent contractor to Company and, therefore, the Consultant shall be entitled to determine the details and means for performing the Work in accordance with the Company's and Customer's delivery schedule. This Agreement does not constitute an employer-employee relationship between the Parties, nor do the Parties intend that this Agreement be construed as creating an employer-employee relationship.
 - b. **Disclaimer:** Nothing in this Agreement shall be construed as:
 1. Granting Customer or Company the power to direct and control the day-to-day activities of the Consultant;
 2. Constituting a partnership, joint venture, subcontract, co-ownership, or otherwise between the Parties.

Exhibit A

Exhibit A

Statement of Work: 2015 Program Title (Acronym)

Reviewers are required to provide an independent unbiased assessment of assigned applications. Mandatory training will be conducted via webinar and/or conference call during the training cycle tentatively scheduled below. Reviewers are expected to have no known scheduling conflicts. Reviewers will additionally participate in approximately 5 hours of remote training, which may include independent study, written and online exercises, and participating in webinars and/or conference calls. Training must be completed prior to the grant review period defined below. The work of the Reviewer will be overseen by the panel Chairperson.

Program Name:	Program Title (Acronym)
Training Period:	Date 1 – Date 2, 2015
Grant Review Period:	Weekday, Month Day – Weekday, Month Day, Year
Anticipated Number of Applications:	10
Anticipated Timeline to Review each Application:	4 Hours
Grant Review Payment Structure:	\$1,500.00 Chairperson, \$1,200.00 Reviewer
Other:	NA

1. Reviewers shall carefully read the evaluation criteria, the explanations thereof, and instructions for rating as provided by the Federal Program staff in the training sessions.
2. Read each application independently and utilize the panel chair for clarification if needed. Reviewers will evaluate applications using the established review criteria. Reviewers are expect to provide a comprehensive review of all applications assigned and should allow for an adequate amount of time per application review as indicated in the table above. Reviewers shall complete reviews each week in accordance with the application review schedule, from the Reviewer's chosen location.
3. Reviewers will work remotely on-line through a secured, federal internet-based interface, in accordance with the review schedule. The entire process will be web-based, and it is up to the Reviewers discretion and expense if he/she wishes to print any review materials during the process. Reviewer acknowledges that the Federal Program Office / F2 Solutions will not cover or provide reimbursement for expenses, including expenses associated with destruction of all confidential materials at the conclusion of the review session.
4. Compensation will be in the form of an honorarium payment at the conclusion of the review cycle. Alternate reviewers will be compensated on a pro-rated basis from the date they are assigned to a panel.

ACF Conflict of Interest and Non-Disclosure Form

ACF CERTIFICATION FORM REGARDING CONFLICT OF INTEREST, CONFIDENTIALITY AND NON-DISCLOSURE FOR REVIEWERS OF GRANT APPLICATIONS

Reviewers are individually responsible for evaluating their own affiliations and financial interest, and those of their close relatives and professional associates that relate to their duties as reviewers before they review any applications.

Conflict of Interest is defined as: Any action by a reviewer in the grants review or awarding process which would affect, or could appear to affect, the reviewer's financial interest, or would cause the reviewer's impartiality in the grants process to be questioned. Specific situations include, but are not limited to, the following: A reviewer may not participate in the review or award of a specific grant application in which any of the following has a financial interest:

- (1) the reviewer or the reviewer's spouse, parent, child, or partner;
- (2) any organization (including a parent or subsidiary) in which the reviewer or the reviewer's spouse, parent, child, or partner serves as officer, director, trustee, partner or is otherwise similarly associated;
- (3) any organization (including a parent or subsidiary) in which the reviewer or the reviewer's spouse, parent, child, or partner is negotiating for or has an arrangement concerning prospective employment or other similar association; or
- (4) any organization (including a parent or subsidiary) in which the reviewer or the reviewer's spouse, parent, child, or partner has an interest with respect to any pending grant application competing under the same program as any other grant application to be reviewed by the same committee or group of field researchers.

I have read and understand the above definition of conflict of interest and have examined the attached list of applications to be reviewed, and hereby certify that, based on the information provided to me, I do not have a conflict of interest in any of them. If during the review there is an appearance or actual conflict of interest, I will recuse myself from the review of the application or will obtain an appropriate waiver.

In addition, I fully understand the confidential nature of the evaluation and agree: (1) to destroy or return all materials related to the evaluation; (2) not to disclose or discuss the materials associated with the review, my evaluation, or the review meeting outside of that meeting or with any other individual except as authorized by the grants management officer; and (3) to refer all inquiries concerning the review to the grants management officer.

Payment Processing Steps

1. Log into the website by entering your Username and Password.
2. Click on the menu tab labeled “*Payment Info-W9.*”
3. Read the payment processing information and then click the “*Continue to Payment Processing*” link. For security purposes, a new window will open and you will be required to login again and enter your Username and Password.
4. On the Payment Details Entry page, complete the required information including your address, payment method and tax forms as requested.
5. At the end of each page, click “Next” to navigate through each required section.

Payment Processing Steps - Con't

6. Once complete, you may exit out of Payment Details entry window.
 - *Please note: if you have previously created a payment profile, you are not required to create another; however, you have the option to review and edit your profile as deemed necessary.*

You are solely responsible for ensuring both your reviewer and payment profiles are current.



Document Return

Forms must be submitted via the reviewer recruitment portal.

Questions regarding the review process and/or the forms required for participation should be forwarded to: Review@FYSB.net



Key Review Resources And Tools

- Review Support Webpage
 - Link: **TBD**

- Application Review Module (ARM)
 - ✓ ARM Manual
 - ✓ Self-paced ARM instruction

- Telephone service and computer with reliable Internet access via broadband or DSL
 - ✓ Windows or Mac-based interface with IE, Firefox or Safari browser are best.
 - ✓ Google Chrome does not interface well with ARM
 - ✓ Back-up plan to access the Internet in the event the primary Internet connection is lost during a review. A connection must be re-established within three hours

- Adobe Acrobat Reader 9
 - ✓ To download Adobe Acrobat Reader for free visit: <http://get.adobe.com/reader/>

Reviewer Resource Webpage

Contains all relevant review related material and resources

- Program Summary Requirements
- Mandatory Training Requirements
- Downloads

Webpage URL will change with each campaign.

U.S. Department of Health and Human Services
Administration for Children and Families
Administration for Children, Youth and Families
Family & Youth Services Bureau

Objective Grant Review Information for:

Basic Center Program (BCP)
HHS-2015-ACF-ACYF-CY-0957

May 8 – 22, 2015

Program Summary Requirements

2015 Basic Center Program (BCP) 15BCP Grant Review

This webpage is a single-source for pertinent grant review resources and documentation. Grant review participants are required to review and digest the resources provided on this webpage prior to participating in the objective review of FYSB grant applications. This includes a thorough review of the

Mandatory Training Requirements

BCP trainings will be conducted via webinar using WebEx technology. To ensure there is no difficulty using WebEx, please complete the system capability test in advance of training. The test is accessible by clicking the link below:

<http://www.webex.com/test-meeting.html?t=ppuUS>

Please accept all webinar training invitations to be sent via email.

Downloads



Download Adobe Reader

Program Information

Reviewer Resources

Application Review Module (ARM)

Panel Assignments

- Individual panel sheets will be distributed on an agreed upon schedule. Panel information to be provided will include:
 - Unique Username and Password for ARM
 - Contact information for panel Chairperson, SAM and PAM
 - Panel Discussion Conference Line
 - Applications assigned to the panel
- Once you have received your panel sheet, please log into ARM. If problems arise, contact TechAssist@FYSB.net

Family and Youth Services Bureau
Review Dates
Panel Information Sheet – Panel #

Grant Competition Name
Grant Competition Number

Role	FName	LName	Email	ST	Rgn	Phone Number
Chair						
Reviewer						
SAM						
PAM						

App#	Organization	ST	Rgn

Conference Call Information:
 Conference Call Number:
 Leader Code:
*Conference Line Quick Tips: Press *0 for Operator assistance; press *6 to mute/unmute

ARM Information:
 Username:
 Password:
*To access ARM please visit <https://arm.grantsolutions.gov/arm/> and select "Reviewer Logon". Enter the above username and password. The username is case sensitive.

Resources:

- Should you have questions regarding the grant review process or need assistance with your ARM username and password, please contact Review@fysb.net
- Should you need technical assistance with ARM please contact the Help Desk at TechAssist@FYSB.net

Questions?



THANK YOU!



ARM PRESENTATION

Brett Heiney – Business Analyst - LCG



This concludes the 2016
Sexual Risk Avoidance
Grant Review 101
training module.

