Please Note

This resource can be edited based on written instructions.

This is developed for T/TA staff to use in training. While the content can be adapted and modified to meet audience needs, trainers should be careful not to alter the core messaging and content.

This resource was developed for the Office of Head Start by the National Center on Program Management and Fiscal Operations in April, 2018. It is for noncommercial use only.

5-Year Grant Instructions:
Grant Application Instructions
Overview and TA Implications

Based on a presentation from the Administration for Children & Families

Learning Objectives

In this session participants will:

- Examine the thinking behind major changes in the updated Grant Application Instructions
- Discuss what these changes mean to T/TA work
- Consider how to support grantees in creating strong responsive applications
Grant Application Instructions

Grantees are **required** to submit funding applications for each year of the project period.

Office of Head Start considers each grantee’s annual application, beginning with the baseline, to assure that agencies are **meeting the intent** of the Head Start mission, purpose, and regulations prior to issuing the Notice of Award.

Grant Application Purpose

Office of Head Start analyzes applications to understand:

- Whether the program design, services, and resources are aligned to children and family needs
- Program goals and outcomes throughout the project period

Grant Application: Why, When, and Who

- **Why**: Assures that agencies are meeting Head Start mission, purpose, and regulations prior to Notice of Award
- **When**: Required every year of the project period
- **Who**: Reviewed by program and fiscal staff
How does this relate to T/TA work?

- Applications address 45 CFR §§ 1301–1303
- Applications reflect a grantee’s strategic plans for various aspects of their program
- TA resources are used for strategic planning
- Grantees must articulate key program strategies

Approach to Changes

- Aligned with Head Start Program Performance Standards (HSPPS)
- Input from various stakeholders including federal staff and programs
- Informed by review of existing applications
- Aligned with Monitoring AMS 2.0 (TA implications explored in Foundations for Excellence, 2nd edition)

Major Changes

- Aligned with HSPPS
- Greater emphasis on areas where programs have discretion
- Moving away from questions that encouraged replies that restated the standards
- Special instructions for community assessment
Major Changes

Aligned with goal setting in 45 CFR § 1302.102 including templates

Rationale for program design changes required

Change in scope indicator

Annual report shared with public

Selection criteria

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Head Start Grant Application Instructions with Guidance

Version 3

Released November 2017

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Supporting Documents

SUPPORTING DOCUMENTS

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Documents to Upload in HHS

Page Limit

Related Citation

Application and Budget Justification Narrative

00 Pages*

Instructions with Citations begin on Page 3

45 CFR 1900.151(b)(1) and (2)

Head Start Act

45 CFR 1900.151(b)(1) and (2)

Uniform fiscal regulations

45 CFR 1900.151(b)(1)

*With some programs such as these with complex designs, complex models, significant changes
**Change in Scope**

**Reflection: Programmatic Change**

Who is a part of the decision-making process?

What constitutes a programmatic change?

What data is needed to make these changes?

**Program Goals: Terms and Definitions**

**Terms and Definitions**

Program goals are broad statements that describe what a program intends to accomplish. Program goals should be strategic, long term, and responsive to the needs identified in the community assessment.

Examples include:
- Goals for the promotion of educational, health, nutritional, and family and community engagement/programs that serve to improve our readiness for enrolled children;
- School readiness goals;
- Effective health and safety practices to ensure children are safe at all times (programs may wish to identify those as stand-alone goals or as an objective related to another type of program goal, i.e., a health goal);
- School Readiness Goals - The expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve their readiness for kindergarten (as defined in Title I, Part B, Subtitle A).

**Measurable Objectives** - Support the attainment of goals that are Specific, Measurable, Achievable, Relevant, and Timely (SMART).

**Progress** - Forward movement toward the achievement of goals, objectives, and outcomes.

**Outcomes** - Something that happened as a result of an activity or process. The actual results achieved.

**Challenge** - Information describing obstacles to achieving program goals and objectives.

**Evidence** - Test, information, documentation, or examples used to support assertions.
Program Goals: Baseline

1. What are your Program Goals, Measurable Objectives, and Expected Outcomes for the project period?
   a. List your Program Goals
   b. List Measurable Objectives aligned to each program goal
   c. To demonstrate the agency’s approach to measuring progress and outcomes, include at a few Measurable Objectives and describe the following:
      i. Activities or action steps to meet the objective
      ii. Data, tools, or methods for tracking progress
      iii. Expected Outcomes
      iv. Expected Challenges
   d. Only for grants not applying for a non-competitive new grant: Describe how your actual outcomes from the prior project period informed the above.

Reflection: Goal Setting

How many goals do you need?

Have you addressed
• Activities/efforts
• Data and methods of tracking progress
• Expected outcomes
• Expected challenges

Program Goals: Continuation
Program Goals Template – Word Format

Community Assessment

Reflection: Community Assessment
ERSEA

5. Eligibility, Recruitment, Selection, Enrollment, and Attendance (see 1302.15, 1302.24, 1302.35, and 1302.59)
   a. Describe the recruitment process to ensure services will be provided to those in greatest need of early intervention services.
   b. Describe the specific efforts and expected challenges to actively locate, recruit, and enroll vulnerable children, including children with disabilities, children experiencing homelessness, and children in foster care.
   c. Describe your program’s strategy to promote regular attendance, including specific efforts for chronically absent children and other vulnerable children.

Education and Child Development

c. Identify the developmental screenings and assessments your program plans to use and why, including how the program addresses screening and assessment for children who are dual language learners.

d. Describe the opportunities offered to parents and family members to be engaged in their child’s education such as participation in screenings and assessment, and providing feedback on the selected curriculum and instructional materials.

Human Resources Management

2. Human Resources Management (see 1302.15, 1402.14, 1402.15)
   a. Provide an organizational chart identifying the management and staffing structure including the Executive Director, the Program Directors, managers, and other key staff. Include assigned areas of responsibility and lines of communication.
   b. Describe systems developed to ensure criminal background checks occur prior to hire for all staff, consultants, and contractors in the program.
   c. Describe orientations provided to new staff, consultants, and volunteers.
   d. Describe key features of your program’s approach to staff training and professional development. Describe your program’s approach to implementing a research-based coordinated coaching strategy, including the approach to the delivery of intensive coaching for identified staff.
Reflection: Human Resources

How can T/TA assist grantees with:

- Communication
- Roles and responsibilities
- Orientation
- Background checks
- Professional development and training
- Coaching

Budget

- Budget section is aligned to object class categories reported in the HSES budget tab
- Cost allocation plan
- Budget should reflect program operations and goal attainment

Questions from Grantees

During a national webinar on the application instructions for grantees, we received the following questions:

- It would be very helpful to be provided more TA on writing the Grant Application and Program Goals. Will this be available?
- Can you give an example of "Evidence" that a curriculum aligns with the HSELOF?
- Will we have more opportunities for Professional Development on Application Instructions?
What Are the TA Implications?

Group Discussion

We will now spend some time discussing what this could mean for your work in TA.

Thank You for Joining Us Today!
Contact PMFO

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https://eclkc.ohs.acf.hhs.gov/
hslc/tta-system/operations

Call us: 888.874.5469