Please Note

Edits Okay

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.

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GRANT

Based on a presentation from the
ADMINISTRATION FOR
CHILDREN & FAMILIES

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

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

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Grant Application Instructions

Head Start Grant Application Instructions with Guidance

Version 3

Released November 2017

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

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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

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How does this relate to T/TA work?

Head Start Program
Performance Standards

45 CFR Chapter XIII
September 2016

U.S. Department of Health and Human Services
Administration for Children and Families
Office of Head Start

- 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

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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)

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Major Changes

Aligned with HSPPS

Greater emphasis on areas where programs have discretion

CHANGES

CHANGES

CHANGES

CHANGES

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

CHANGES

CHANGES

CHANGES

CHANGES

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

Head Start Grant Application Instructions   Version 3 Released November 2017

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Supporting Documents

SUPPORTING DOCUMENTS
Page 4 of Instructions

Documents to Upload in HSES	Page Limit	Related Citation
Application and Budget Justification Narrative	60 Pages*	Instructions with Citations Begin on Page 5
Results of Self-assessment and Improvement Plan		45 CFR 1302.102(b)(2) and (c)(iv-v)
Governing Body and Policy Council Decisions		Head Start Act 642(c)(1)(E)(iv)(V) & 642(c)(2)(D)(iii)
Selection Criteria *NEW*		45 CFR 1302.14
Cost Allocation Plan *NEW*		45 CFR §75.415
Training and Technical Assistance Plan	N/A	Head Start Act 648(d)(1)
Annual Report to the Public *NEW*		45 CFR 1302.102(d)(2)
Program Goals, optional *NEW*		
Indirect Cost Rate Agreement, or records showing adoption of 10% de minimis indirect cost rate, if applicable		Uniform Fiscal Regulations 45 CFR 75.414
Other Supporting Documents, if applicable		
Sample Delegate and/or Partnership Contracts, if applicable		

*OHS understands some programs such as those with numerous delegates, complex models, significant changes,

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Change in Scope

/Start Application

| 04: 12/01/2017-11/30/2018 | Non-Competing Continuation Application

Applications for the following programs must be created before you can view the Grant Application Package.

Select one of the previous non-competing continuation applications to copy the contents to your new application, or select "New Application" to start a new application.

000 - ____ : Head Start

Select	Budget Period	Status	Status Date	Funded Enrollment	Federal			NFS	Total Budget
					Program Operations	TTA	Total		
○	12/01/2016-11/30/2017	Approved by Grantee	11/09/2016						
○	12/01/2015-11/30/2016	Approved by Grantee	11/24/2015						
○	12/01/2014-11/30/2015	Started by Grantee	07/28/2016						
●	New Application								

Change in Scope

If your application includes a Change in Scope, please click the appropriate boxes below.

☐ Conversion
☐ Enrollment reduction
☐ Add or remove program option
☐ Other programmatic change

Continue   Cancel

Reflection: Programmatic Change

Program Goals: Terms and Definitions

Terms and Definitions

Program Goals – 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. They include:

- Goals for the provision of educational, health, nutritional, and family and community engagement program services to further promote the school readiness of enrolled children;
- School readiness goals; and
- Effective health and safety practices to ensure children are safe at all times (programs may wish to identify these as a stand-alone goal 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 45 CFR 1305.2).

Measurable Objectives – Support the attainment of goals that are **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**imely (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.

Challenges – Information describing obstacles to achieving program goals and objectives.

Evidence – Facts, information, documentation, or examples given to support an assertion.

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Program Goals: Baseline

1. What are your **Program Goals**, **Measurable Objectives**, and **Expected Outcomes** for the project period?
   a. List all **Program Goals**
   b. List all **Measurable Objectives** aligned to each program goal
   c. To demonstrate the agency's approach to measuring progress and outcomes, select 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 grantees applying for a non-competitive new grant:** Describe how your actual **Outcomes** from the prior project period informed the above.

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Reflection: Goal Setting

How many goals do you need?

GOALS

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

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Program Goals: Continuation

Page 10

Continuation Application Instructions

1. If applicable, list any additions, deletions, or revisions to your **Program Goals, Measurable Objectives,** and **Expected Outcomes** that have occurred since last year's application and briefly describe the reasons for those changes such as resulting from ongoing oversight or from using data for continuous improvement as described in 1302.102(b)-(c). If no updates or changes have occurred, include a sentence to that effect.
2. For each **Program Goal:**
   a. Demonstrate your **Progress/Outcomes** this year toward meeting your **Measurable Objectives** and **Expected Outcomes.**
   b. Describe any **Challenges** in achieving progress towards **Expected Outcomes** and how your program is working to address those **Challenges.**

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Program Goals Template – Word Format

Program Goals Template

To support programs in formatting their program goals as shown in Sub-Section A: Goals of the Grant Application Instructions, the Office of Head Start prepared this Program Goals Template. This template can be updated throughout the project period and uploaded in the "Program Goals" folder under the Documents Tab in HSES. The use of this template is optional.

The number of goals and objectives shown are only for illustrative purposes. Please make additions as needed.

Program Goal 1:

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
{Description of objective}	{Expected outcome}	{progress/outcome}	…		
…	…	…			

Program Goal 2:

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1	Year 2	Year 3	Year 4	Year 5

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Community Assessment

2. Needs of Children and Families (see 1302.11(b) and Special Instruction on Community Assessment):
   Provide a summary of data from your community assessment that informs the program's selection criteria and design, such as:
   a. the estimated number of eligible children under five years of age and pregnant women by geographic location, race, ethnicity, and spoken language, including children experiencing homelessness, in foster care, dual language learners, and with disabilities;
   b. data regarding the education, health, nutrition, social service, child care, parent schedules, and other service needs of the proposed children, families, and pregnant women; and
   c. the availability of other child development, child care centers, and family child care programs that serve eligible children, including home visiting, publicly-funded state and local preschools, and the approximate number of eligible children served.
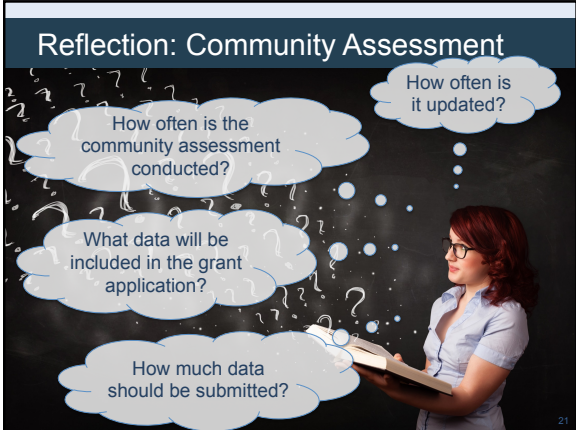
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Reflection: Community Assessment

How often is it updated?

How often is the community assessment conducted?

What data will be included in the grant application?

How much data should be submitted?

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ERSEA

5. Eligibility, Recruitment, Selection, Enrollment, and Attendance (see 1302.13, 1302.14, 1302.15, and 1302.16):
   a. Describe the recruitment process to ensure services will be provided to those in greatest need of program services.
      i. Describe 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.
   b. Describe your program's strategy to promote regular attendance including special efforts for chronically absent children and other vulnerable children.

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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 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.

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Human Resources Management

2. Human Resources Management (see 1302 Subpart I):
   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.

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Reflection: Human Resources

How can T/TA assist grantees with:

Communication

Roles and responsibilities

Orientation

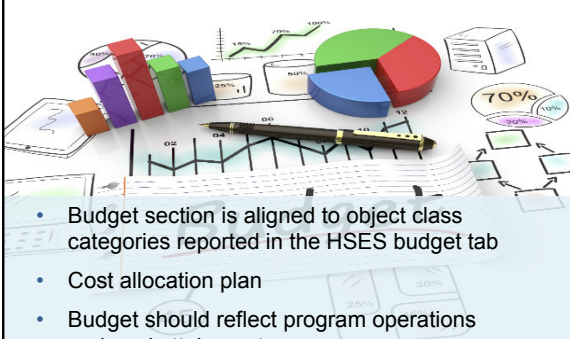**Background checks**

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!
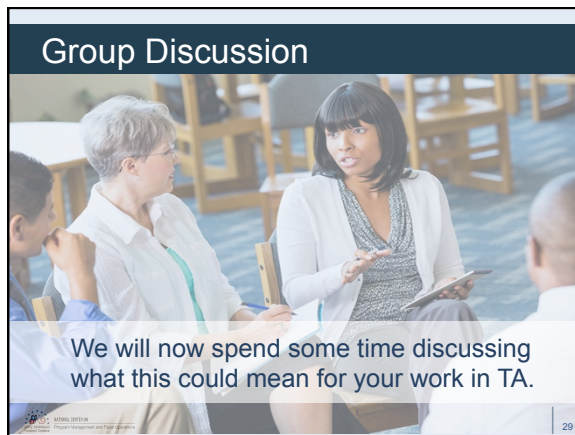
Contact PMFO

pmfo@ecetta.info

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

Call us: 888.874.5469

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