2015 NATIONAL INDIAN HEAD START DIRECTORS ASSOCIATION ANNUAL TRAINING CONFERENCE

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FHI360 AIAN T/TA

The Five Year Grant Application 2.0

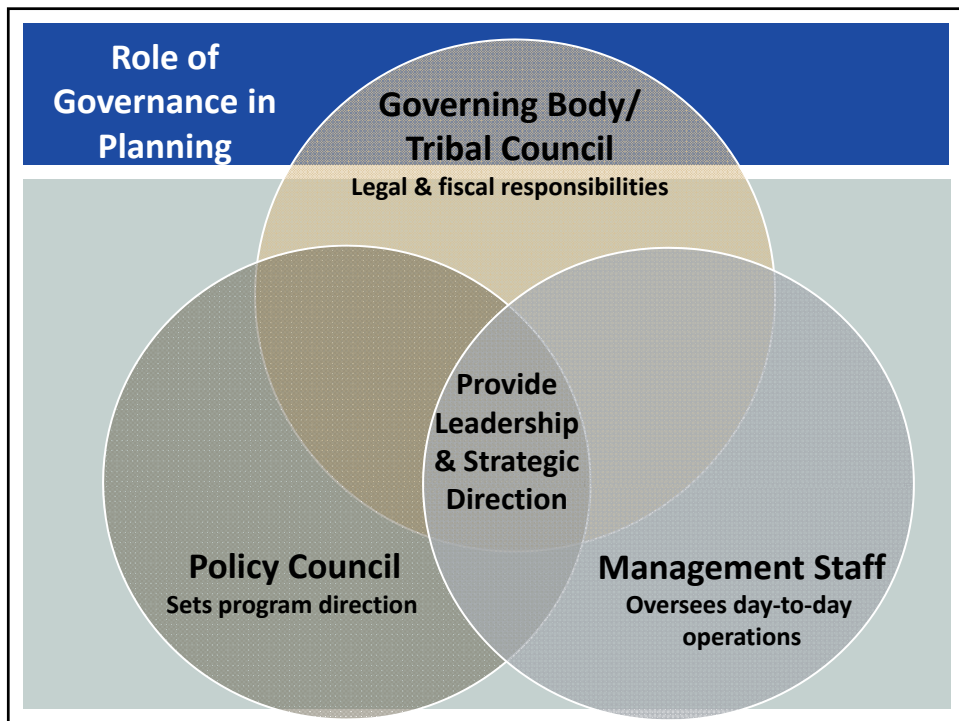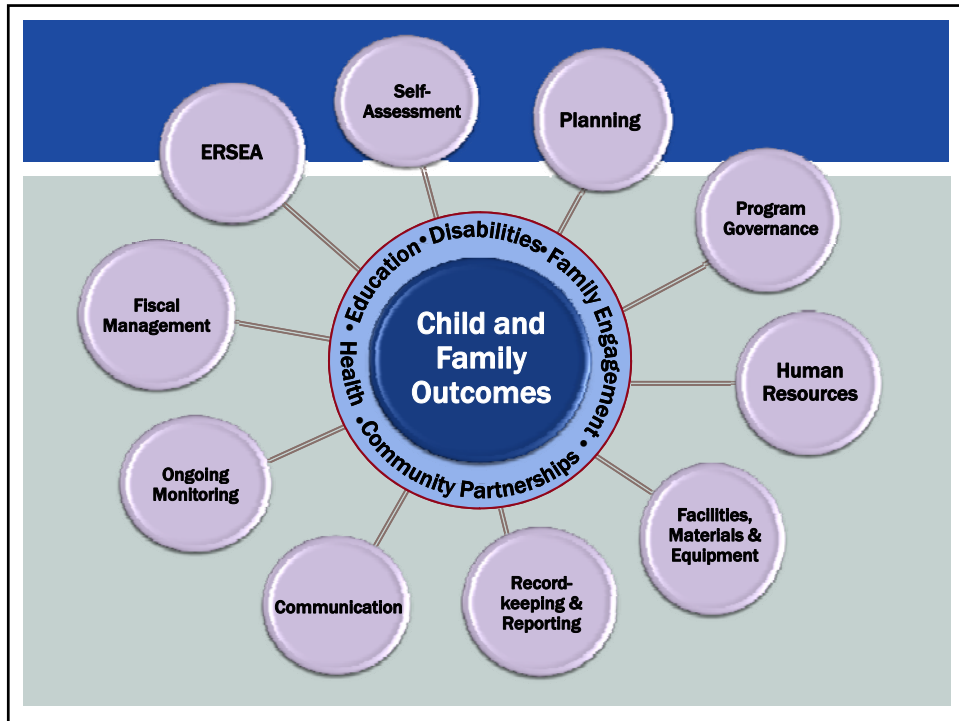
IT'S A NEW DAY

The Five-Year Project Period

PURPOSE OF THE NEW APPLICATION INSTRUCTIONS

- Deliver guidance to grantees with expectations for planning comprehensive services and reporting program impacts

- Provide alignment between the grant application and the Five Year Oversight Plan

- Integration of Planning, Monitoring, Data, and Assessment to provide, and assess, the provision of *real* services to children and families.

EMPHASIS ON….

- Strong Planning systems
- Use of data for informing program improvement
- Development of measurable impacts
- Development of long range goals and objectives
- Strong Governance systems
- Systems and services meeting outcomes

Role of Governance in Planning

Governing Body/ Tribal Council
Legal & fiscal responsibilities

Provide Leadership & Strategic Direction

Policy Council
Sets program direction

Management Staff
Oversees day-to-day operations

THE APPLICATION AND BUDGET JUSTIFICATION

- Application and Budget Narrative – the application document and budget justification is limited to 60 pages.
- Each page must be double spaced with one inch margins
- Font size 12 (Use Times New Roman, Calibri or Courier New)
- A table of contents must be provided (this does not count towards the 60 pages allowed)
- Each page must be numbered in the lower right hand corner

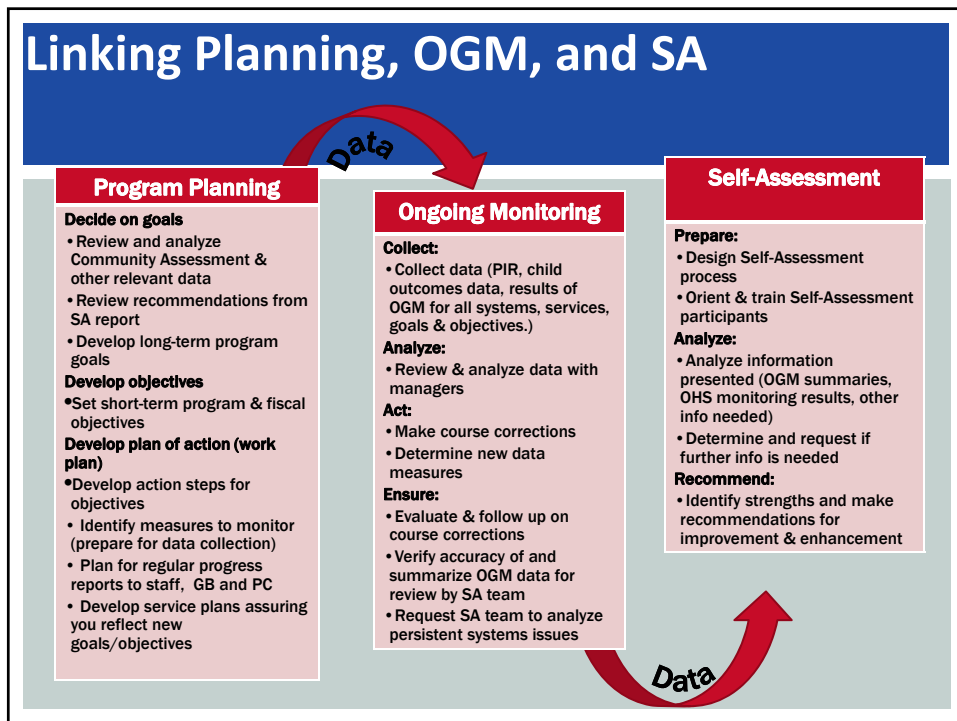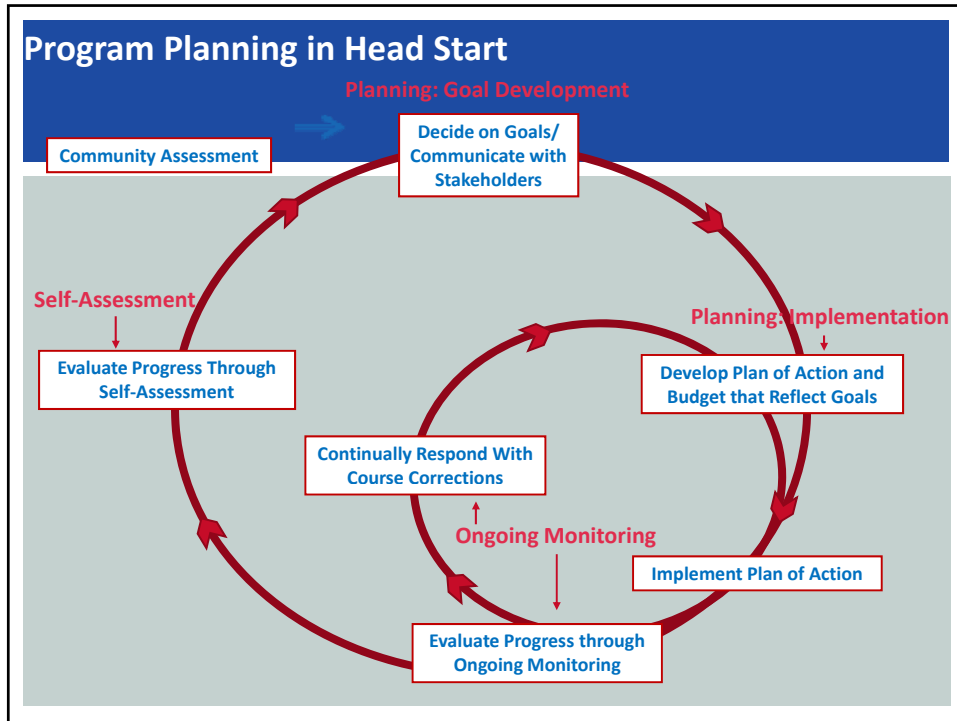## THE APPLICATION AND BUDGET JUSTIFICATION CONT.

- Supporting Documents are limited to 50 pages. You must include:
  - Results of the Self-Assessment and Improvement Plan
  - Training and Technical Assistance Plan
  - Governing Body and Policy Council decisions – which include:
    - Signed statements of the Governing Body and Policy Council Chairs
    - Governing Body and Policy Council minutes documenting each group's participation in the development and approval of the application; and
    - If the Policy Council did not approve the application, submit the required letter from the Policy Council indicating its reasons for withholding approval.
  - Indirect Cost Rate Agreement (if applicable)
  - Sample Delegate and/or Partnership Contracts (if applicable) SAMPLE CONTRACTS ARE NOT COUNTED AS PART OF THE 50 PAGE LIMIT.
  - Other Supporting Documents (USE THIS TO HELP SAVE ROOM IN YOUR APPLICATION!!!)

SUPPORTING DOCUMENTATION

- Supporting documentation and appendices are limited to 50 pages
- REQUIRED Documents Include:
  - Results of Self-Assessment and Improvement Plan
  - Training and Technical Assistance Plan
  - Governing Body and Policy Council Decisions
  - Indirect Cost Rate Agreement (If Applicable)
  - Sample Delegate Contracts (Do not out as part of the 50pp limit)
  - Sample Partnership Agreements (Do not count as part of 50pp limit)
  - Other Supporting Documents

TERMS AND DEFINITIONS

- Program Goals
  - BROAD statements that support the program's *mission* to serve children, families, and the community. (aka: Why do we as an organization exist?)
  - In Head Start, program goals may include goals related to parent, family and community engagement; finance; service provision, etc.

Program Planning in Head Start

Planning: Goal Development

Community Assessment

Decide on Goals/
Communicate with
Stakeholders

Self-Assessment

Evaluate Progress Through
Self-Assessment

Planning: Implementation

Develop Plan of Action and
Budget that Reflect Goals

Continually Respond With
Course Corrections

Ongoing Monitoring

Implement Plan of Action

Evaluate Progress through
Ongoing Monitoring

Linking Planning, OGM, and SA

Data

Program Planning

Decide on goals
- Review and analyze Community Assessment & other relevant data
- Review recommendations from SA report
- Develop long-term program goals

Develop objectives
- Set short-term program & fiscal objectives

Develop plan of action (work plan)
- Develop action steps for objectives
- Identify measures to monitor (prepare for data collection)
- Plan for regular progress reports to staff, GB and PC
- Develop service plans assuring you reflect new goals/objectives

Ongoing Monitoring

Collect:
- Collect data (PIR, child outcomes data, results of OGM for all systems, services, goals & objectives.)

Analyze:
- Review & analyze data with managers

Act:
- Make course corrections
- Determine new data measures

Ensure:
- Evaluate & follow up on course corrections
- Verify accuracy of and summarize OGM data for review by SA team
- Request SA team to analyze persistent systems issues

Self-Assessment

Prepare:
- Design Self-Assessment process
- Orient & train Self-Assessment participants

Analyze:
- Analyze information presented (OGM summaries, OHS monitoring results, other info needed)
- Determine and request if further info is needed

Recommend:
- Identify strengths and make recommendations for improvement & enhancement

Data

TERMS AND DEFINITIONS

- School Readiness Goals
  - The expectations of children's status and progress across domains of language and literacy, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve your readiness for kindergarten.
  - Tribal Language and Culture elements may be infused across the domains.

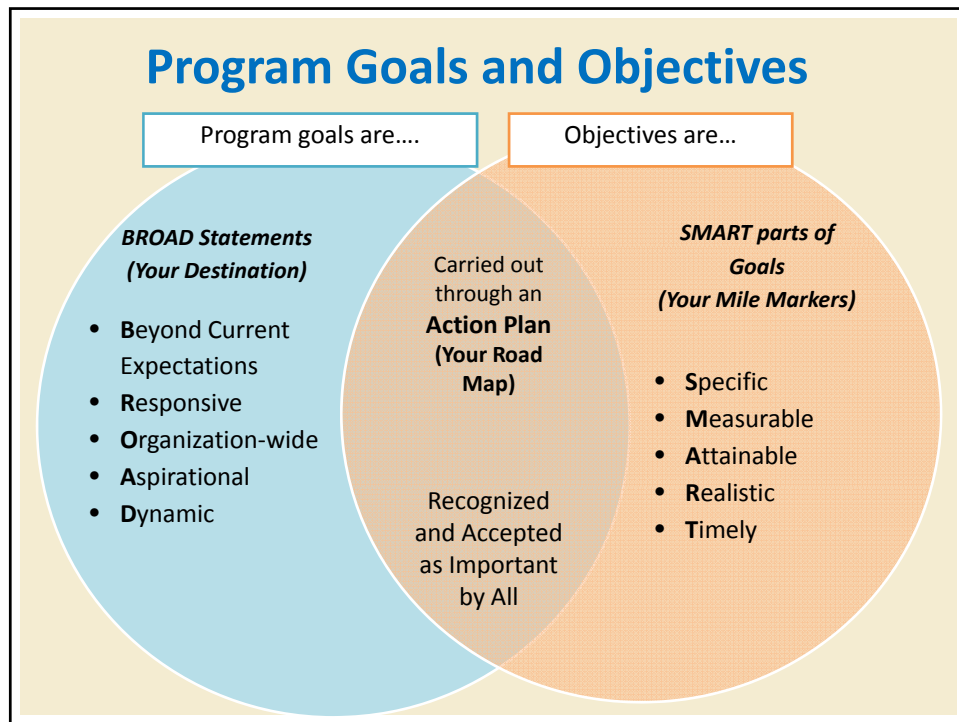# School Readiness Goals
Five Essential Domains For Birth to Five
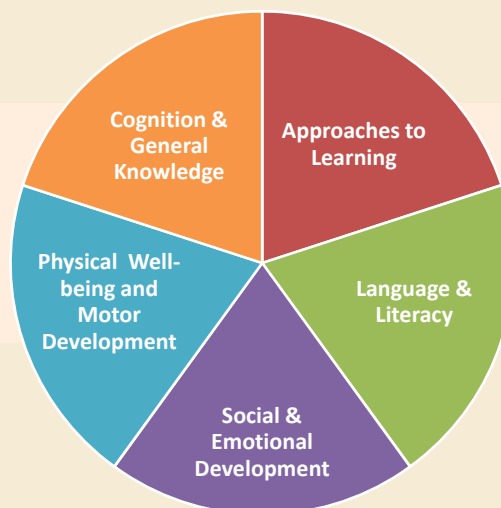
TERMS AND DEFINITIONS

- **Long Range Goals**
  - BROAD, inspirational statements that describe what you seek to accomplish; targets to be reached
    - **B**old / Beyond current expectations
    - **R**esponsive
    - **O**rganization-wide
    - **A**spirational
    - **D**ynamic

TERMS AND DEFINITIONS

- **Short Term Objectives**
  - Subparts of goals that are SMART:
  - **S**pecific
  - **M**easureable
  - **A**ttainable
  - **R**ealistic
  - **T**imely

Program Goals and Objectives

| Program goals are…. | Objectives are… |

BROAD Statements
(Your Destination)

- **B**eyond Current Expectations
- **R**esponsive
- **O**rganization-wide
- **A**spirational
- **D**ynamic

Carried out through an **Action Plan (Your Road Map)**

Recognized and Accepted as Important by All

SMART parts of Goals
(Your Mile Markers)

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**ealistic
- **T**imely

TERMS AND DEFINITIONS

- Outcomes
  - Something that happened as a result of an activity or process. The ACTUAL results achieved. The term outcome is also used to refer to EXPECTED OUTCOMES, that is, the results you expect to see because of an activity or process.

TERMS AND DEFINITIONS

- **Program Impacts**
  - **The influence or effect on a specific Head Start population (e.g. staff, children, families, communities). Note: this term is often used in other settings to signify the findings from an experimental or quasi-experimental research study. Within Head Start's five-year project period, _impact_ refers to how the program, child, family, and / or community <u>changed as a result of what the program did</u>.**

Results-Based Accountability™

	Quantity	Quality
Effort	How much did we do?	How well did we do it?
Effect	Is anyone better off?	
	#	%

Trying Hard is Not Good Enough – Mark Friedman

TERMS AND DEFINITIONS

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

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

Elements of an Effective Ongoing Monitoring System
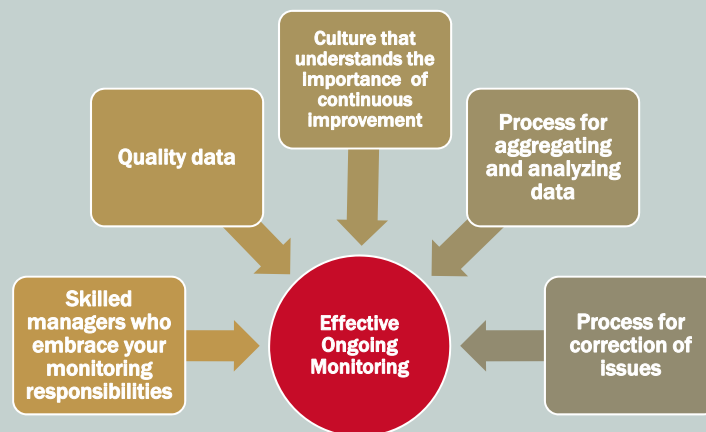
DATA, DATA, DATA

A common theme that runs throughout the entire narrative of the grant application is how data will be used. Lets review data a little:

- "If we have data, let's look at data. If all we have are opinions, let's go with mine."

Jim Barksdale, former Netscape CEO

DATA & INFORMATION

"…Information is not just data collected. Rather, it is data collected, organized, ordered, and imbued with meaning and context.

-Laurence Prusak
Managing Information Strategically

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DATA ACTIVITIES

A. PREPARE	B. COLLECT	C. AGGREGATE AND ANALYZE	D. USE AND SHARE
Activities include: • Creating a data plan • Identifying data to collect • Establishing methods to collect data • Setting clear roles for stakeholders (parents, governing boards, staff, community members) • Establishing a timeline for data collection	Activities include: • Integrating data collection into staff's everyday workload • Ensuring data turnaround is fast • Catching errors and quickly resolving them	Activities include: • Examining data to identify what is working and what is not working • Identifying trends • Connecting different data types and sources to get a "bigger picture" • Comparing data	Activities include: • Presenting data graphically • Establishing systematic solutions to identified problems • Identifying new goals and new critical questions based on the results of data analysis • Sharing results with stakeholders

The Four Data Activities: Guiding Questions

Prepare

What do you want to know?
- About individual children?
- About families?
- About program efforts?

How does change happen?

What questions will you ask?
- What information will help you answer these questions?
- How do these questions connect to school readiness, school success, and healthy children and families?

Collect

How will you collect the information?
- Who will collect it?
- What tools will you use?

Who will you collect it from? When and where? How often?

How will you store and retrieve it?
- Do you have a data system?
- What data systems could you use that store and retrieve data in useful ways?

Share & Use

Where do you want to go next? What are your questions?

How will you share the information?
How will you know what it means?
How will you use it to support continuous improvement and change?

Analyze & Aggregate

How will you analyze the information? Will you aggregate (summarize) the information?
- Will you use counts, tally a score, summarize themes?
- How will you tell a family's story?
- What other sources of data will you analyze to understand the family?

UP NEXT!

The Narrative!

SECTION I.
PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY

Requirements for Baseline Application Narrative

SUB-SECTION A

Goals

SUB-SECTION A: GOALS

- 1. What are your program goals
  - A. Long Range Goal statement that is BROAD
    - B. Short Term Objective that is SMART
    - C. Expected Outcomes
    - D. Data, tools, methods for tracking progress.

WHAT ARE YOU LOOKING FOR?

•1. a. – d. Long Range Goals and Short Term Objectives: What are the programmatic goals and objectives, the expected outcomes and how you will be monitored for progress towards achieving those goals? Keep the number manageable, suggestion – 3 to 5 well thought out goals with SMART objectives for each.

EXAMPLE GOAL AND OBJECTIVES W/ MONITORING

Five Year Goals	Measurable Program Impacts Success Indicators (2-5 yrs.) How we will know we have achieved our goals	Short Term Objectives	How we will Measure and Report Progress
The center will complete reports and assessments in a timely manner in order to individualize, aggregate and analyze data, and use for professional development to educate families	• Staff will be knowledgeable and confident in completing assessments • Staff will work together to ensure assessments get completed • All staff will be trained and knowledgeable about assessment requirements • Empowered staff by data sharing	Teachers will receive training on assessments in a timely manner	Increase knowledge on how to correctly administer assessments
		Staff will meet and discuss data after each checkpoint in order to know where to focus with children	Regular meetings
		Plan appropriate and specific trainings based on teaching staffs needs	Trainings specific to staff needs, classroom outcomes
		Teachers will complete an assessment to get a more accurate picture of where each child's skills are at	Increase child knowledge and competency, reported progress within TS GOLD reports

SUB-SECTION A: GOALS

- 2. Demonstrate how your program's **Long Range Goals** and **Short Term Objectives** are informed by the findings from your communitywide strategic planning/needs assessment and the findings of your annual self-assessment. *(Examples of possible areas to consider: priority service areas, special populations, family needs, child health needs.)*

WHAT ARE YOU LOOKING FOR?

- 2. Community Assessment and Self-Assessment: what does it tell us, how are you used in creating goals and how will these be monitored?
- Refer to your most recent Community Assessment and Self Assessment summary along with your goals and objectives

SUB-SECTION A: GOALS

- 3. Provide the list of your program's **School Readiness Goals** across the five domains *(language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development)*.
    - a. Include **Evidence** of your **School Readiness Goals** alignment with the Head Start Child Development and Early Learning Framework, State early learning guidelines as appropriate, and expectations of the local schools where children will transition.
    - b. Discuss how your program involved parents and the governing body in developing **School Readiness Goals**.

WHAT ARE YOU LOOKING FOR?

- 3. School Readiness plan: How does it align with State, Local and Head Start Early Learning Guidelines for each of the five required domains? How were parents and governing body involved – refer to your PC and GB minutes

SUB-SECTION A: GOALS

- 4. Discuss possible **Program Impacts** your program will achieve—i.e., at the conclusion of the five-year grant period, what difference will your program have made for children, families, and the community?

WHAT ARE YOU LOOKING FOR?

- 4. Program Impacts: How will data be collected for programmatic goals and school readiness goals? Refer to the data plan, self-assessment plan, and reporting of outcomes. Show how you will know at the end of five years that your program has made a difference for children, families and the community.

SUB-SECTION B

Service Delivery

SUB-SECTION B: SERVICE DELIVERY

- In this item, provide a detailed plan to meet the need for comprehensive child development services for Head Start and/or Early Head Start eligible children and families in your service area.
- 1. Needs of Children and Families: Include the following data. Throughout SUB-SECTION B, describe how the data informs or relates to your detailed plan for comprehensive child development services:
  - a. the estimated number of eligible children under five years of age and pregnant women by geographic location, and estimated number of children needing full day & full year care;

SUB-SECTION B: SERVICE DELIVERY

- b. data regarding the education, health, nutrition, social service, child care, and other service needs of the proposed children, families and pregnant women;
- c. the needs of children with disabilities; dual language learners; homeless children; children involved in the child welfare system and receiving foster care; working families; and pregnant women, if applicable.

WHAT ARE YOU LOOKING FOR?

- 1. a. – c. Needs of Children and Families. Several components of Sub-Section B require Community Assessment data. Programs may refer to tribal data, census data, IHS data, or other departmental or state data to complete this, especially if the Community Assessment is not current or does not adequately address the requested information. Data on children with disabilities may come from program trends, IHS, and / or other sources. In addition, you should describe any other childcare or preschool programs in the community.

SUB-SECTION B: SERVICE DELIVERY

2. Service Area:
- a. Identify the service and recruitment areas for proposed Head Start and/or Early Head Start operations. Provide a map labeling these areas.
- b. Provide Evidence to demonstrate that the proposed area(s) is the area(s) of greatest need. You may need to refer to your ERSEA plan.
- c. If delegates are proposed, identify the specific service area for each delegate, including the communities in which you will operate, the number of children proposed to be served, and proposed program option(s). If applicable, upload a sample delegate contract to the application Documents folder in HSES for "Sample Delegate and/or Partnership Contracts." This will NOT count toward the 50pp limit on supporting documents.

SUB-SECTION B: SERVICE DELIVERY

- d. If child care partners are proposed, identify the number of children proposed to be served through partnership slots. If applicable, upload sample partnership contracts for family child care and/or center based program options to the application Documents folder in HSES for "Sample Delegate and/or Partnership Contracts." These will NOT count toward the 50pp limit on supporting documents. Note that grantees are responsible for keeping the location of all services, including partner sites, up-to-date in the "Centers" tab of HSES throughout your five-year project period.

WHAT ARE YOU LOOKING FOR?

- 2. a. – d. Service Area: This may be generated by the Community Assessment, the Tribal boundaries, and / or the Tribal population within a transportation radius. You will have to explain how you will service those with the greatest need, so you may need to refer to your ERSEA plan here.
- Many Tribes do not have delegates, so many will not answer 2.c.
- In 4.a., You will need to explain changes in the service delivery area to meet the greatest need for HS and EHS eligible children and families.

SUB-SECTION B: SERVICE DELIVERY

- 3. Justification of Proposed Funded Enrollment and Program Options: First, go to the HSES tab for "Financials," then "Grant Applications," then "Program Schedule," and complete that tab for Head Start and/or Early Head Start. This tab includes funded enrollment by program option, as well as detailed program schedules for each program option and program option variation. Then, in this application narrative:

SUB-SECTION B: SERVICE DELIVERY

- a. Discuss how the program options and program option variations are most appropriate to meet the needs of children and families in your service area. Discuss both the program options (i.e., center-based, home-based, combination option, family child care, or approved locally designed option) and the intensity of services (part-day, full-day, part-year, or full-year models).

WHAT ARE YOU LOOKING FOR?

- 3. a. Justification of Proposed Funded Enrollment and Program Options: Programs will have to describe your program option using Community Assessment data to support your option(s) answering; how does the program option best meet the needs of children and families you are serving?

SUB-SECTION B: SERVICE DELIVERY

- b. Special Situation: Enrollment Reduction or Expansion. Are you proposing to reduce or expand funded enrollment in Head Start and/or Early Head Start since last year? If so, state the difference and explain the rationale. You will include more detailed information on the budget implications in item II: Budget and Budget Justification Narrative.

WHAT ARE YOU LOOKING FOR?

- 3. b. Reduction or Expansion: You will have to justify any reduction or expansion by using your Community Assessment, Self-Assessment and / or waiting list / enrollment vacancy trends to justify. If no change, write: Not Applicable

SUB-SECTION B: SERVICE DELIVERY

- c. Special Situation: Conversion. Are you proposing to convert Head Start funds to provide Early Head Start services? If so:
- i. Specify the planned reduction in Head Start enrollment and the number of infants, toddlers and pregnant women proposed to be served.
- ii. Provide information on the amount of funds re-allocated from the Head Start program to support Early Head Start services. You will include more detailed information on the budget implications in item II: Budget and Budget Justification Narrative.

SUB-SECTION B: SERVICE DELIVERY

- iii. Describe how the needs of infants, toddlers and pregnant women will be met. If the agency does not currently operate an Early Head Start program, provide a detailed explanation of how Early Head Start is proposed to be operated, including the service and recruitment areas, program options, qualifications and training of staff, and the physical infrastructure, including facilities.
- iv. Provide a description of how the needs of eligible Head Start children will be met.
- v. Discuss the transition plan between Early Head Start and Head Start.
- vi. Specify the proposed timeline for implementation of the conversion.

WHAT ARE YOU LOOKING FOR?

- 3. c. i.-vi. Conversion: You will need to state how many children you intend on serving in EHS and what the reduction will be in HS as a result. Budget will need to reflect these changes as well. Programs will have to describe how you will meet the needs of EHS requirements in all areas of systems and services, continue to meet the needs of HS children, create a transition plan for EHS to HS (see transition plan) and give a timeline for implementation (when will this start?). Specific T/TA may be requested to help with the planning of this section for those programs proposing conversion. If no conversion, write: Not Applicable

SUB-SECTION B: SERVICE DELIVERY

- 4. Centers and Facilities:
  First, enter and/or review all data in the "Centers" tab in HSES to ensure the locations of all services are identified, including family and center based child care partners, home based socialization sites, and locations where pregnant women meet as groups. Then, in this application narrative:
- a. If applicable, list any additions, deletions, or revisions to your service locations since last year, including child care partners, and describe the reasons for changes.
- b. Explain how your choice of locations will ensure services are provided to areas with the greatest need.

WHAT ARE YOU LOOKING FOR?

- 4. a. – b. Centers and Facilities: You will need to explain of how the location of the centers in the community will best serve children and families. You may describe any important features about the location, such as being close to other services, near a large residential area, and / or the location will provide ease is transporting or walking to the center.

SUB-SECTION B: SERVICE DELIVERY

- c. Describe plans to ensure the health and safety of children and staff at each center and to meet or exceed State and local requirements for licensing of facilities.
- Describe planned changes that involve centers with Federal Interest, e.g., proposed loans, subordination agreements, major or minor renovations. Note that proposed facilities activities must be requested using the SF-429 Real Property Status Report and its relevant Attachments.

WHAT ARE YOU LOOKING FOR?

- 4. c. Environmental Health: Programs need to describe the environmental health and safety plan / procedure, and any state licensing or Tribal Environmental Health inspection schedule / system.
- Investment in facilities: If you make changes to any centers that were purchased or renovated with Federal dollars, you will need to explain what those changes are and how it will improve services to children and families.

SUB-SECTION B: SERVICE DELIVERY

- 5. Recruitment and Selection:
- a. Describe the recruitment strategy and selection criteria to ensure services will be provided to those in greatest need of Head Start and/or Early Head Start services.
- b. Describe how the program will ensure that not less than 10 percent of the actual enrollment will be children with disabilities.

WHAT ARE YOU LOOKING FOR?

- 5. a. – b. Recruitment and Selection: You will have to describe recruitment and selection criteria and your recruitment strategy including serving at least 10% of your children with identified disabilities. Programs will need to refer to your ERSEA plan to answer these items. Programs may provide trends on the number of children you serve with disabilities.

SUB-SECTION B: SERVICE DELIVERY

- 6. Transportation:
- a. Describe the level of need for child transportation services.
- b. Describe how the program will either directly meet transportation needs or assist families in accessing other transportation so that children can attend Head Start and/or Early Head Start services.

WHAT ARE YOU LOOKING FOR?

- 6. a. – b. Transportation: You will need to describe transportation needs for the children you are serving. If you provide transportation, what does the system look like? How many buses will you operate? Number of bus runs? Area of service delivery area that you will transport to and from? Programs may refer to your Transportation Service Delivery plan for this item. If a program does not transport, the applicant needs to explain if you will be assisting families in need of transportation in other ways? Is there community transportation available? If children and parents walk, is there safe ways of walking to the center? Has the program developed other creative ways of getting children to the center?

SUB-SECTION B: SERVICE DELIVERY

- 7. Educational Services:
- a. Describe how the program will meet the educational needs of Head Start and Early Head Start children for each program option. (Note: additional information around School Readiness is in SUB-SECTION C.)

WHAT ARE YOU LOOKING FOR?

- 7. a. Education Services: You will need to describe the implementation of your School Readiness Goals. This will come for your School Readiness Plan that addresses the five required areas. Other parts of School Readiness will be addressed in Sub-section C.

SUB-SECTION B: SERVICE DELIVERY

- 8. Health:
- a. Describe how the program will meet the health, mental health, nutritional, and oral health needs of children.
- b. Describe the system for health screening and services that will ensure children are accurately referred for necessary follow-up evaluation and treatment within timeframes specified by Head Start regulations.

WHAT ARE YOU LOOKING FOR?

- 8. a. – b. Health: You will need to use your Health Service delivery plan, Nutrition plan, and Mental / Behavioral Health plan and describe how needs of children will be met and how parents are involved in the sharing of information to and from the program, especially if there are concerns. You will need to describe how you ensure screenings take place in accordance to the 45 day mandate and follow-up services take place in a timely manner.

SUB-SECTION B: SERVICE DELIVERY

9. Family Services and Social Services:

- a. Discuss program plans to support families in obtaining needed family services and social services in support of family well-being. (Note: additional information around Parent and Family Engagement is in SUB-SECTION D.)
- b. Describe program services designed to facilitate parent engagement and parent involvement through meaningful staff-family relationships and program activities.
- c. Describe how individual family assessments will be used to individualize the approach for each family. Specify the number of families assigned to each family service worker and the number of planned contacts per family.

SUB-SECTION B: SERVICE DELIVERY

- d. Describe program services to facilitate parent participation, including, if applicable, transportation and child care services.
- e. Describe program services to support maximum child attendance.

WHAT ARE YOU LOOKING FOR?

- 9.a. – e. Family Services and Social Services: You will need your PFCE plan.
  - a. How will you support families in getting services you need? What kind of referral system / process do you have in place with service providers?

  - b. How will you foster strong relationships between staff and families? How and when will parent activities take place? How will you take family needs and availabilities into consideration?

WHAT ARE YOU LOOKING FOR?

- c. You need to explain your family partnership agreement process and how the agreements are monitored and the goals are worked on with each family throughout the program year. You will need to demonstrate your tracking system for family goals and how revised / added goals are taken into consideration. You will need to add the number of family service workers, the caseload for each and the number of anticipated contacts per family for the school year.

WHAT ARE YOU LOOKING FOR?

- d. A description of what accommodations are available for parents to take part in center activities, including transportation, childcare, etc. for PC involvement, Parent Committee, center activities, volunteering, etc. need to be provided.

- e. The Attendance plan, including how you create awareness about the importance of attendance with parents, how follow-up takes place after 4 consecutive absences (or less), and how this process is documented needs to be explained.

SUB-SECTION B: SERVICE DELIVERY

10. Early Head Start Specific:
- a. Provide **Evidence** to demonstrate how the proposed service plan for Early Head Start addresses the need for continuity of services and provides a minimum of 48 weeks of service
- b. If the program will not operate for a minimum of 48 weeks per year, provide **Evidence** to demonstrate how quality services are maintained throughout the year.
- c. Describe the services to be provided to enrolled pregnant women.

WHAT ARE YOU LOOKING FOR?

- 10. a. – c. Early Head Start Specific:
  - a. For Early Head Start, you will need to have your service calendar to answer this. Are you operating at least 48 weeks?
  - b. If not, how will you ensure quality throughout the year – to answer may come from your service delivery plans, your daily schedule, and expected child outcomes.
  - c. You need to describe how you will provide services to enrolled pregnant women. What does this service look like? How often will visits take place? Are there any cultural considerations to be cognizant of? Have you collaborated with other programs, such as WIC or IHS?

SUB-SECTION B: SERVICE DELIVERY

11. Transition:
- Describe a systematic procedure for transitioning children and parents, including pregnant women. As applicable, include a description of how the program will support transition:
- a. from Early Head Start to Head Start or other community-based programs;
- b. from Head Start to the local school system, including kindergarten; and
- c. within Head Start and/or Early Head Start, including serving infants upon birth, and moving a child from one program option to another or from one classroom to the next.

WHAT ARE YOU LOOKING FOR?

- 11. a. – c. Transition: You will need your Transition plan to answer this item. You need to describe how pregnant women / infants / toddlers / preschool children transition into the program, either from Early Head Start and / or another program such as childcare.

- b. You need to describe how children transition out of Head Start into the school system. What does this process look like? What will children do? What will parents do? What does the program do?

- c. How do children move through the program? When do children move? Do teachers move instead? How are children and families prepared for each change in the child's environment and learning expectations?

SUB-SECTION B: SERVICE DELIVERY

- 12. Coordination:
- a. Describe how the agency coordinates resources with other child care and preschool programs, State pre-kindergarten programs, and Local Education Agencies to provide high quality child health and developmental services.
- b. Describe the coordination of resources with community programs under Part C and Part B item 619 of the Individuals with Disabilities Education Act (IDEA) to ensure high quality education and child development services.
- i. If Memorandum of Understandings (MOUs) were established, describe how the MOUs include the process for referrals, intervention services and the development of individualized educational programs for preschool children, and individualized family service plans for infants and toddlers.
- ii. If MOUs were not established, provide an explanation for the reasons you were not established with Part C or Part B item 619 agencies in the service area.

WHAT ARE YOU LOOKING FOR?

- **12 a. – b. Coordination: You will need your agreements with your local LEA's, preschool programs, and other special needs agencies that service children and families in your community to answer these items.**
  - **b. i. If there are MOU's, you will need to explain how children are identified, referred and provided services through your program's cooperative agreement with the LEA.**
  - **b. ii. If MOU's were not created, you will need to explain why and how children are getting the services you need.**

SUB-SECTION C

Approach to School Readiness

SUB-SECTION C: SCHOOL READINESS

- In addition to setting School Readiness Goals, included in Sub-Section A of this application, your program's approach to school readiness includes child assessment data and curriculum, and may include staff-child interaction observation tools.
- 1. Child Assessment Data:
- a. Identify the child assessment(s) used or to be used by your program and discuss how it is developmentally, linguistically, and culturally appropriate for the group of enrolled children.
- b. Describe your program's system to analyze child assessment data to individualize the instruction and learning for each child and to aggregate and analyze child assessment data at least three times per year. Note that Migrant and Seasonal Head Start programs operating less than 90 days are required to aggregate data at least twice within your operating period.

SUB-SECTION C: SCHOOL READINESS

- c. Explain how the child assessment data analysis, in combination with other program data, will be used to:
- i. Determine the agency's progress toward meeting its goals and intended impacts
- ii. Inform parents and the community of results
- iii. Direct continuous improvement
- d. Describe a plan to ensure the fidelity of assessment tools will be maintained.

WHAT ARE YOU LOOKING FOR?

- •   **1. a. – d. Child Assessment Data:**
  - **a. You will need to provide the names and a brief description of the assessments you use in your program including how they are appropriate for the children you serve.**
  - **b. You will need to describe how you will ensure data collection at least three times a year in the classrooms and how the data collected is used to individualize instruction for each child. You should refer to your Data Plan within the School Readiness Plan.**

WHAT ARE YOU LOOKING FOR?

- **c.i. How will data collected on the classrooms be used to ascertain if school readiness goals are being met? You will need to refer to your School Readiness goals and Data plan.**
- **c.ii. Once you have determined how you are meeting your goals, how will you share this information with parents and the community? The Annual Report and / or other reporting should be noted.**
- **c.iii. If a program finds you are not meeting your goals, or goals have changed, you need to describe how revision and communication of those revisions take place.**
- **d. You need to describe the training, monitoring and evaluation of data that is collected to ensure the quality of data is consistent over time. You may describe trainings, certifications and/or reliability testing that program staff have received.**

SUB-SECTION C: SCHOOL READINESS

- 2. Curriculum:
- a. Identify the curriculum(s) used by your program and discuss how it is developmentally, linguistically, and culturally appropriate for the group of enrolled children.
- b. Discuss how the curriculum(s) relates to the child assessment(s) used.
- c. Include **Evidence** that your curriculum(s) is aligned with the Head Start Child Development and Early Learning Framework, State early learning guidelines as appropriate, and expectations of the local schools where children will transition to kindergarten.

WHAT ARE YOU LOOKING FOR?

- 2. a. – c. Curriculum:
  - a. The applicant will need to provide the names and a brief description of the curricula you use in your program and explain how it is appropriate for the children you serve.
  - b. You will need to describe how the scientifically based curriculum and the assessment correlate with one another. For example, you may be using Teaching Strategies Gold, which is a companion assessment for Creative Curriculum.
  - c. You will need to use your School Readiness Plan and describe how you aligned your plan with the Head Start Early Learning Framework, the State Early Learning Guidelines and the expectations of the LEA your children will transition into.

SUB-SECTION C: SCHOOL READINESS

- 3. Staff-Child Interaction Observation Tools:
- a. Identify whether staff-child interaction observation tools (i.e. CLASS, HOVRS, Arnett Caregiver Interaction Scale) will be used by the program. If not, skip the remaining parts of this question.
- b. Explain how the staff-child interaction tools will be used.
- c. Describe your program's plan to use this data to improve the quality of children's experiences.
- d. Describe a plan to ensure the fidelity of the assessment tools will be maintained.

WHAT ARE YOU LOOKING FOR?

- 3. a. – d. Staff – Child Interaction Observation Tools:
  - a. You will need to identify the child-staff interaction observation tool that you will be using. If you are not using one, then, Not Applicable.
  - b. If you do use an observation tool, you need to explain how and when it is used. This may come from your School Readiness plan.
  - c. You will need to explain how this data will be used to improve child experiences.
  - d. You will need to describe any trainings, certifications and/or reliability testing that program staff have underwent to strive for consistency and accuracy of tools specifically dealing with staff- child interactions in the classroom.

SUB-SECTION D

Parent, Family, and Community Engagement

SUB-SECTION D: PFCE

- In SUB-SECTION A, programs will have identified program level goals and/or objectives related to family outcomes. (For a discussion of the difference between program goals related to family outcomes and individual family goals related to individual family strengths, needs, and aspirations, see *Foundations for Excellence: Planning in Head Start, Topic #5: Program Planning and Parent, Family, and Community Engagement.*) In this SUB-SECTION D, programs will describe the processes and data sources for developing your PFCE goals/objectives related to family outcomes.

THE PFCE FRAMEWORK

OHS PFCE Framework

Positive & Goal-Oriented Relationships

Program Leadership	Program Environment	Family Well-being	Children are ready for school and sustain development and learning gains through third grade
		Parent-Child Relationships	
	Family Partnerships	Families as Lifelong Educators	
Continuous Program Improvement		Families as Learners	
	Teaching and Learning	Family Engagement in Transitions	
Professional Development		Family Connections to Peers and Community	
	Community Partnerships	Families as Advocates and Leaders	
PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY ENGAGEMENT OUTCOMES	CHILD OUTCOMES

The Office of Head Start (OHS) Parent, Family, and Community Engagement (PFCE) Framework is a research-based approach to program change that shows how Head Start/Early Head Start programs can

work together as a whole – across systems and service areas – to promote family engagement and children's learning and development.

The data that we will be examining relate to the PFCE Framework Family Engagement Outcomes in the blue column.

SUB-SECTION D: PFCE

- **1. Describe the process to be used to identify and prioritize PFCE goals and/or objectives. (For example, will families be involved in the goal-setting process? Will information such as aggregated family assessment data be used to target outcome areas? Will the program seek staff input on priority goals/objectives?)**

WHAT ARE YOU LOOKING FOR?

- 1. PFCE Goals / Objectives: You will need to describe your PFCE goals and / or objectives, how you came up with these goals / objectives, including parent and staff involvement, and how you identified needs for improving the goals / objectives, assess actions, and then look at the outcomes in terms of meeting family needs.

SUB-SECTION D: PFCE

- 2. Identify the data, tools, or methods that will be used to support implementation of and track progress toward PFCE goals and/or objectives. (Examples could include evidence-based measures, National Center assessment tools, parent surveys, or other program-designed methods.)

WHAT ARE YOU LOOKING FOR?

- **2. PFCE Data: You may need to look at your sources of data that you collect that reflect the PFCE goals / objectives. This may include family partnership agreements, parent event sign-in sheets, surveys, parent / teacher conferences, etc. - how this information give them a bigger picture of progress towards PFCE goals / objectives. Also, you need to describe how you do this – what forms do you use, tools, and or methods.**

Goal	Objectives	Services (Actions)	Expected Outcome
What PFCE goal does our program want to accomplish?	*What are we planning to do to reach our PFCE goal?* Over a five-year period, our program will establish processes and offer services so that:	*What actions are we going to take to reach our objectives?*	*Which expected outcomes relate to our goals, objectives, and services (actions)?*
Goal 1.			
Goal 2.			
Goal 3.			

SUB-SECTION D: PFCE

- 3. Describe how aggregated program data related to family progress may also be analyzed in support of children's school readiness goals, as applicable.

WHAT ARE YOU LOOKING FOR?

- 3. PFCE and School Readiness: You will need to describe how you look at your PFCE data and School Readiness Data together. Do you conduct case management meetings about children and families? Do you have data sessions where data is layered on each other in order to see the bigger picture of the child and family?

SUB-SECTION E

Governance,
Organizational
and
Management
Structures,
and
Ongoing
Oversight

SUB-SECTION E: GOVERNANCE

- In this item, describe the governance, organizational, and management structures that provide ongoing oversight to support quality services and maintain accountability, efficiency, and leadership within the program.

SUB-SECTION E: GOVERNANCE

- 1. Describe the governing body structure and show how the structure meets the program governance composition requirements established in item 642(c)(B-D) of the Head Start Act, including at least one member:
- a. with expertise in fiscal management or accounting;
- b. with expertise in early childhood education and development; and
- c. who is a licensed attorney familiar with issues that come before the governing body.

- Also provide information to assure that governing body members do not have a conflict of interest with the Head Start and/or Early Head Start programs, any delegate programs or other partners/vendors. If the program meets any criteria for exceptions in item 642(c)(B-D) of the Head Start Act, discuss here also.

WHAT ARE YOU LOOKING FOR?

- 1. a. - c. The Governing Body: For this item you will need to refer to your governing body's organizational chart, and the consultants or tribal employees that meet the need of providing consultation to the grantee in terms of finance (a), early childhood education (b), and legal (c) issues when you arise about Head Start. You will need to describe your grantee's conflict of interest policies when it comes to Head Start, Early Head Start, vendors used by the program, etc. You may refer to your HR Manual, Tribal Governance By-Laws, and/or Finance Manual for this information
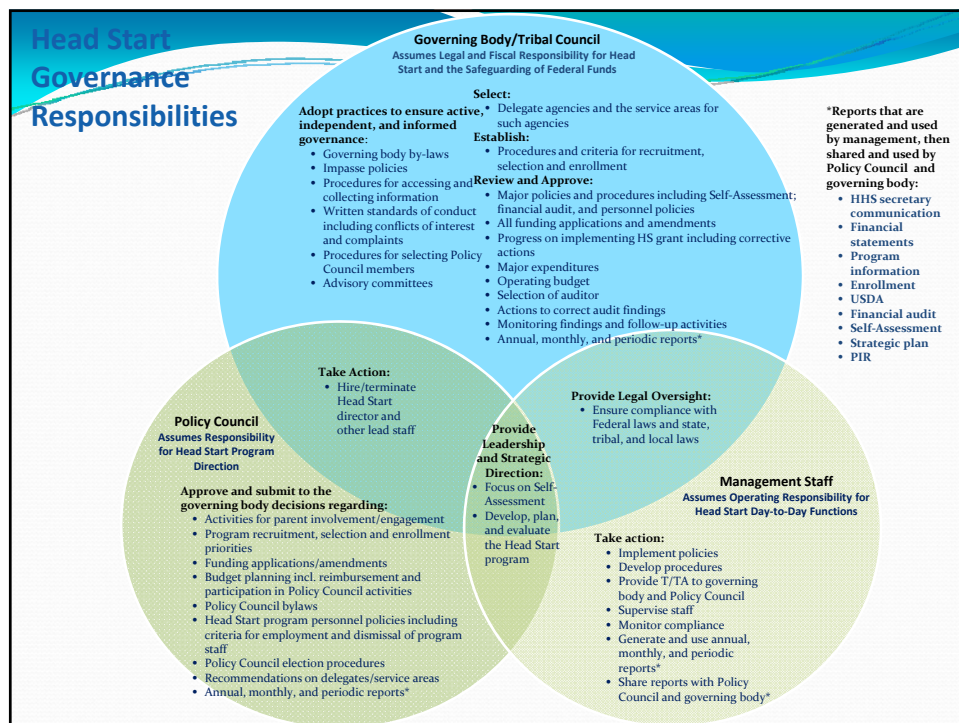
SUB-SECTION E: GOVERNANCE

- 2. Describe how the program governance requirements established in item 642(c) of the Head Start Act are met, including:
- a. exercise effective oversight of program operations and accountability for Federal funds,;
- b. monthly reporting of required information to the Governing Body and Policy Council;
- c. involvement of the Governing Body in the selection of the program's auditor and receipt of the annual audit report;
- d. include the Policy Council in the planning and decision-making process;
- e. assure representation of the diverse community served;
- f. set and monitor overall agency priorities and operational systems; and
- g. conduct the community assessment, annual self-assessment, ongoing monitoring and outcome-based evaluation.

WHAT ARE YOU LOOKING FOR?

- 2. a. – g. Oversight of Program Governance Requirements:
  - a. The applicant must demonstrate by referring to the Grantee Finance Policies and Procedures and Head Start Program Governance policies: How does the grantee monitor the expenditure of funds?
  - b. What is the monthly reporting process of required information? Provide templates, samples of monthly reports, describe how the community assessment and self-assessment are reported.
  - c. Description of the auditing process that takes place yearly, including the selection of the auditor and the reporting process.
  - d. How is the Policy Council a part of the planning, conducting and decision making about the program – how does the Policy Council set the direction the program is going in? This should be found in the PC by-laws and PC minutes.

WHAT ARE YOU LOOKING FOR?

- e. How the governing body represents the community, (for example, your Tribal Council may be made up of members of two or more separate territories to ensure equal voice and representation to those living in those areas or you are elected by the community at large, etc.)
- f. How does the governing body set and monitor the goals and direction of the Tribe and how does its operations meet those goals?
- g. Describe the Grantee and Policy Council involvement in monitoring, assessment and evaluation. You should include how action plans are created with your involvement (self-assessment, on-going monitoring) and shared with the governing bodies as well as how the program is using data to meet School Readiness goals and Programmatic goals (driven by the Community Assessment).

Head Start Governance Responsibilities

Governing Body/Tribal Council
Assumes Legal and Fiscal Responsibility for Head Start and the Safeguarding of Federal Funds

Adopt practices to ensure active, independent, and informed governance:
- Governing body by-laws
- Impasse policies
- Procedures for accessing and collecting information
- Written standards of conduct including conflicts of interest and complaints
- Procedures for selecting Policy Council members
- Advisory committees

Select:
- Delegate agencies and the service areas for such agencies

Establish:
- Procedures and criteria for recruitment, selection and enrollment

Review and Approve:
- Major policies and procedures including Self-Assessment; financial audit, and personnel policies
- All funding applications and amendments
- Progress on implementing HS grant including corrective actions
- Major expenditures
- Operating budget
- Selection of auditor
- Actions to correct audit findings
- Monitoring findings and follow-up activities
- Annual, monthly, and periodic reports*

*Reports that are generated and used by management, then shared and used by Policy Council and governing body:
- HHS secretary communication
- Financial statements
- Program information
- Enrollment
- USDA
- Financial audit
- Self-Assessment
- Strategic plan
- PIR

Take Action:
- Hire/terminate Head Start director and other lead staff

Provide Legal Oversight:
- Ensure compliance with Federal laws and state, tribal, and local laws

Policy Council
Assumes Responsibility for Head Start Program Direction

Approve and submit to the governing body decisions regarding:
- Activities for parent involvement/engagement
- Program recruitment, selection and enrollment priorities
- Funding applications/amendments
- Budget planning incl. reimbursement and participation in Policy Council activities
- Policy Council bylaws
- Head Start program personnel policies including criteria for employment and dismissal of program staff
- Policy Council election procedures
- Recommendations on delegates/service areas
- Annual, monthly, and periodic reports*

Provide Leadership and Strategic Direction:
- Focus on Self-Assessment
- Develop, plan, and evaluate the Head Start program

Management Staff
Assumes Operating Responsibility for Head Start Day-to-Day Functions

Take action:
- Implement policies
- Develop procedures
- Provide T/TA to governing body and Policy Council
- Supervise staff
- Monitor compliance
- Generate and use annual, monthly, and periodic reports*
- Share reports with Policy Council and governing body*

SUB-SECTION E: GOVERNANCE

- 3. Provide an explanation of the delegated responsibilities of any advisory committees, if applicable, that the Board has established to oversee key responsibilities related to program governance and improvement of the Head Start program. Include a description of the membership of each advisory committee.

- 4. Provide a description of the composition of the Policy Council and Parent Committees. Describe how parents are meaningfully involved in setting direction for the program.

WHAT ARE YOU LOOKING FOR?

- 3. Delegate Agency Governance: You will only need to complete this item if you have a delegate agency. A majority of AIAN programs do not have delegate agencies.
- 4. Policy Council and Parent Committee: You will need your Policy Council and Parent Committee by-laws to answer this item. Be sure to show how you work together, how you are composed, and how you are actively involved in the direction of the program for current children and for children years and years to come.

SUB-SECTION E: GOVERNANCE

- 5. Provide an organizational chart identifying the management team and staffing structure, including:
- a. the executive director,
- b. program director,
- c. managers, and
- d. other key staff.
- Include assigned areas of responsibility and lines of communication and reporting. Identify staffing patterns and supervisory structure to accomplish goals and plans across systems and services.

WHAT ARE YOU LOOKING FOR?

- 5. a., b., c., d. Organizational Chart: You will need to have an up-to-date and accurate organizational chart of your program. You need to show contracted / shared / in-kind services and staff in your organizational chart in order to show how all Head Start systems and services are accomplished.

SUB-SECTION E: GOVERNANCE

- 6. Provide a description of the systems developed to ensure criminal record checks occur prior to hire for all staff working in the Head Start and/or Early Head Start program. Include a description of the procedure followed to ensure staff remain up to date on required health exams and tuberculosis screenings.

WHAT ARE YOU LOOKING FOR?

- 6. Criminal Record Checks: What is the procedure for ensuring the criminal record checks are completed and cleared before the hire of the individual? You should describe the tracking used, who monitors the tracking, who gives the clearance that the individual can be hired, and the communication process between HR and HS. Also, you should describe the tracking and monitoring process of all staff health requirements, including tuberculosis screening. You may need your Health Plan and your HR and/or Criminal Record Check Plan to answer this.

SUB-SECTION E: GOVERNANCE

- 7. Demonstrate how all employees meet staff qualification requirements by identifying the qualifications of and competencies for staff, including Head Start and/or Early Head Start director(s); education and child development staff; health services staff; nutrition services staff; mental health services staff; family and community partnership staff; parent involvement services staff; disability services staff; and fiscal staff.

WHAT ARE YOU LOOKING FOR?

- 7. Qualifications: You will need to have your job descriptions for each position. In conjunction with the job descriptions and the Head Start Act and Head Start Program Performance Standards, you need to describe how the grantee will ensure all Head Start staff meet qualifications and competencies required. You should also describe your Professional Development plan to ensure staff competencies and meeting Head Start Act mandates such as Education Coordinator, Lead Teacher and Teacher Assistant education requirements.

SUB-SECTION E: GOVERNANCE

- 8. Describe how staff will plan, organize and provide comprehensive services that include:
- a. facilitating effective educator-child relationships that support children's development;
- b. ensuring staff are prepared for and supported in implementing evidence-based instructional practices that are individualized based on the ongoing assessment of each child to support positive child outcomes;
- c. ensuring staff successfully partner with families in supporting children's development; and
- d. supporting staff, through regular provision of feedback, supervision, coaching and other mechanisms.

WHAT ARE YOU LOOKING FOR?

- 8. a. – d. Comprehensive Service Delivery:
  - a. You will need to demonstrate how staff are capable of enriching children's learning experiences through staff-child interactions, modeling staff-staff interactions and providing positive experiences and child-child interactions throughout the program day.
  - b. Demonstrate how staff individualize for children through on-going assessment and instructional strategies.
  - c. Describe how staff partner with parents to have parents be primary educators and be involved in the education of their child, including any activities that are provided for parents after Head Start hours.
  - d. You need to describe the on-going monitoring process in which quality of staff interaction and instruction are assessed on an on-going basis. (Who is doing this, how often, and what are you looking for? Is there a tool or form used?)

SUB-SECTION E: GOVERNANCE

- 9. Describe the management systems in each of the following areas:
- a. program planning;
- b. internal and external communication;
- c. record-keeping and reporting;
- d. ongoing program and fiscal monitoring; and
- e. annual self-assessment, including a summary of the process used to conduct the self-assessment, the results of the most recent self-assessment conducted within the last year, and the improvement plan addressing any issues, including action steps, person(s) responsible, and timeframe for corrective action.

WHAT ARE YOU LOOKING FOR?

- 9. a. – e. Management Systems: For each management system, the applicant needs to describe who is responsible, how the system is monitored, and how data generated by each is shared and analyzed for improvements and for strengths. You may need to use the following to answer this question:
  - On-going Monitoring Plan
  - Service Delivery Plans
  - Self-Assessment Plan / Summary of Results / Action Plans
  - Your program calendar
  - A list of the various ways your program communicates
  - How and when records are kept and information is reported
  - Community Assessment Outcomes
  - Program Plans and Objectives

SUB-SECTION E: GOVERNANCE

- **10. Upload, in the application Documents folder in HSES for "Training & Technical Assistance Plan," a comprehensive Training and Technical Assistance plan that addresses mandatory training and priorities identified from ongoing monitoring and the annual self-assessment. Describe planned training for staff, parents, volunteers, governing body members and Policy Council members.**

WHAT ARE YOU LOOKING FOR?

- **10. Training and Technical Assistance: The applicant will need to create a plan that meets the needs of your staff from yearly required trainings to individualized or content specific trainings. You should incorporate how your individualized professional development plans and your Self-Assessment intersect with the training and technical assistance plan. You may use the following documents to answer this:**
    - **Self-Assessment**
    - **Training Plan (previous)**
    - **Professional Development Plan**
    - **By-laws**
    - **PFCE**
    - **Parent Committee / Policy Council minutes discussing training priorities**
    - **Governing body minutes discussing training priorities**
    - **On-going Monitoring Plan**
    - **School Readiness Plan**
    - **Training Plan for volunteers, substitutes, and / or new staff**

SECTION II.

Budget and Budget Justification Narrative

SAMPLE BUDGET TIMELINE

- **4+ months before budget is due:** Prepare, Collect and Aggregate and Analyze Fiscal Data – what do we need to do based upon last year's data to improve services for children and families, keeping in mind school readiness goals. Prepare and review cost analysis for previous fiscal year, including transportation costs as appropriate. Be sure to include management / content team(s) in the budget process.
- **4 months before the budget is due:** Use and Share Budget Data - Start Draft Budget Creation, including non-federal share and T/TA, and staff input. Share finance data with the Grantee and the Policy Council.
- **3 months before budget is due:** Policy Council Discussion
- **2 months before budget is due:** Revision of budget as necessary, approval of final budget by the Policy Council
- **1 month before budget is due:** Grantee Approval and revision as necessary
- **Before budget due date:** Send GABI to Regional Office for approval (This date is three months prior to the Head Start new fiscal year)
- **After budget due date:** Receipt of Notice of Award, on-going monitoring of fiscal spending and oversight, modifications to budget as regulations allow and as needed by the program to meet goals and objectives. (*See On-going Monitoring*)

SAMPLE BUDGET TIMELINE WORKSHEET

Your Grant Timeline   Example Grant Timeline

Grant Year Start (Month): _____   Grant Year Start (Month): December 1

Three Months Prior (Grant submission date): _____   Three Months Prior: September 1

The table below should be filled out to plan your beget process cycle according to your program and Head Start Budget year. When filling out the table, you will start at the bottom and working towards the top. After you complete the table, you will follow it from the top down in preparing your grant and every subsequent submission.

Your Budgeting Timeline	Example Budgeting Timeline
Budget Data Collection:	Budget Data Collection: March (year round data)
Budget Creation:	Budget Creation: April thru June
PC Budget Training and Discussion:	Policy Council Training and Discussion: By June 1
Policy Council Approval:	Policy Council Approval: By July 1
Grantee Approval:	Grantee Approval: By August 1
Grant Submission Date:	Grant Submission Date: September 1
Grant Year Starting:	Grant Year Starting: December 1

BUDGET AND BUDGET JUSTIFICATION NARRATIVE

- *Requirements for All Applications*
- **A comprehensive budget that aligns with the proposed program approach and identifies allowable, reasonable, and allocable costs must be submitted for each year of the five year project period. First, go to the HSES tab for "Financials," then "Grant Applications," then within this current application, complete the following tabs:**
- **Budget**
- **Other Funding**
- ***SF-424A**
- **SF-424**

BUDGET AND BUDGET JUSTIFICATION NARRATIVE

- *Additional Notes:*
- * The SF-424A, Budget Information Non-Construction Programs, must provide the distribution of funds **by object class categories in separate columns** for Head Start Program Operations, Head Start Training and Technical Assistance, Early Head Start Program Operations and Early Head Start Training and Technical Assistance for the grant and for each delegate agency.
- Also note that if applicable, you will include separate proposed budgets for Head Start and Early Head Start and each delegate agency. Then, in item II of your **Application and Budget Justification Narrative** document, justify the budget by addressing the following items:

BUDGET AND BUDGET JUSTIFICATION NARRATIVE

- 1. Provide a detailed budget narrative and justification that identifies the amount of funds and a description of the intended use of program operations and training and technical assistance funds by object class category for Head Start and/or Early Head Start. Include any one- time costs, for any proposed conversion requests, if applicable.
- NOTE:
    Do not use these words / phrases in your budget narrative:
    - Etc.
    - Like
    - For example
    - And more

SAMPLE BUDGET JUSTIFICATION

			BASE FUNDING	T&TA
Salaries				
	Position:			
		Head Start Director	$ 50,000.00	
		Teachers (No.)	$ 275,000.00	
		Teacher Assistants (No.)	$ 185,000.00	
		Education Coordinator	$ 45,000.00	
		Transportation (No. of staff)	$ 95,000.00	
		Total Salaries	**$ 650,000.00**	
Fringe Benefits				
		Health Ins.	$ 50,000.00	
		Workman's Comp	$ 9,000.00	
		Unemployment Insurance	$ 5,400.00	
		Disability	$ 6,523.00	
		FICA	$ 2,569.00	
		Total Fringe	**$ 73,492.00**	

Travel	
Medication Administration Training of Trainers	
New York, New York	
Registration	$ 250.00
Airfare	$ 425.00
Hotel 250.00 X 4 nights	$ 1,000.00
Per Diem 5 days X 50.00	$ 250.00
	$ 1,925.00
NIHSDA Conference	
Registration	$ 650.00
Airfare	$ 725.00
Hotel 126.00 X 5 nights	$ 630.00
Per Diem 6 days X 50.00	$ 300.00
	$ 2,305.00
Local Training — BER Seminars	
150 X 3 staff	$ 450.00
State Conference	
100 X 5 staff	$ 500.00
Success-By-6 Training (5 teachers at 50.00 ea.)	$ 250.00
CPR and First Aid for Staff	$ 355.00
Bus Driver and Bus Monitor Training (All staff)	$ 1,258.00
	$ 2,813.00

Supplies			
	Office Supplies (Paper, pens, folders)	$	4,000.00
	Classroom books (List books or types of books)	$	2,500.00
	Classroom Supplies (paint, paper, crayons, art material)	$	8,000.00
	Medical Supplies (First Aid Kits, Nurse Office)	$	1,500.00
	Disabilities (List Materials)	$	980.00
	Policy Council, Parent Committee, meetings, center based family events. These are not covered under CACFP		
	Parent Activity (List activities)	$	4,000.00
	Fatherhood events, literacy events, open houses, orientation, transition activities, parent trainings, end of year events for children and families.		
		$	20,980.00
Other	Gas		
	800 a month X 10 months for 3 buses - site A	$	24,000.00
	400 a month X 10 months for 2 buses - site B	$	8,000.00
	Dues and Subscriptions	$	2,600.00
	Printing (Add detail)	$	900.00
	System Software (Add what software)	$	1,250.00
	Medical Services (Add what services)	$	550.00
	Food for Program (Add detail as for what)	$	5,000.00
	License and Fees (NAEYC, NIHSDA)	$	950.00
		$	43,250.00
		$ 787,722.00	$ 7,043.00

BUDGET AND BUDGET JUSTIFICATION NARRATIVE

- 2. Demonstrate the proposed budget supports all direct costs and indirect costs, if appropriate
- 3. Demonstrate funds are budgeted to provide all required comprehensive Head Start and/or Early Head Start services to eligible children and families in a cost- effective manner as indicated in item I, Program Design and Approach to Service Delivery.
- WHAT ARE YOU LOOKING FOR?
  - Be sure you can show how your funds support operations and the implementation of your goals.

BUDGET AND BUDGET JUSTIFICATION NARRATIVE

- 4. If applicable, provide a detailed budget narrative for the planned use of any cost-of-living adjustment (COLA) increases included in the projected funding level for the budget period. Describe the plans to increase the hourly rate of pay for staff and the pay scale subject to the provisions of items 653 and 640(j) of the Head Start Act. Specify the other planned uses of the funds to offset higher operating costs. Demonstrate the COLA increase was provided to all delegate agencies or provide a justification if the full percentage is not provided to delegate agencies.

BUDGET AND BUDGET JUSTIFICATION NARRATIVE

- 5. Describe the organization's financial and property management system and internal controls in place to maintain effective control of and accountability for grant funds, property and other assets.
- WHAT ARE YOU LOOKING FOR?
  - For this, you will need to refer to your Grantee's Finance manual and Procurement policies

BUDGET AND BUDGET JUSTIFICATION NARRATIVE

- 6. Identify each source of non-federal share match, including the estimated amount per source and the valuation methodology. Demonstrate that the amounts and sources that will contribute to the required non-federal share match of the total project cost are allowable sources. Provide a detailed justification that conforms with the criteria under item 640(b)(1)-(5) of the Head Start Act if the application proposes a waiver of any portion of the non-federal share match requirement.
- WHAT ARE YOU LOOKING FOR?
  - A list and amounts of all other funding / non-federal share sources that you use to operate your HS / EHS program - this could also include Tribal funds. Be sure you demonstrate 20% match requirement.

BUDGET AND BUDGET JUSTIFICATION NARRATIVE

- 7. Demonstrate the ability to meet the 15 percent limitation on funding and administrative (F&A) costs. Provide a detailed justification that meets the conditions of 45 C.F.R. 1301.32(g) if the applicant proposes a waiver of the limitation on development and administrative costs.

- REMINDER: Administrative Cap:
  - Costs do not exceed 15% of total project costs
  - 15% limitation is calculated on the federal and non-federal share and includes
    - That means admin salaries + administrative costs + NFS (such as Grantee Board meetings) cannot be over 15%
  - 15% limitation is based on final expenditures

BUDGET AND BUDGET JUSTIFICATION NARRATIVE

- 8. Discuss the source and amount of cash, donated goods and services, and other resources proposed such as United Way, State and/or local grant funds, etc. to support allowable non-federal match to the project, in addition to the federal funds requested.
- **WHAT ARE YOU LOOKING FOR?**
  - A list of sources and amounts of non-federal share sources that you use to operate your HS / EHS program - this could also include Tribal funds, grants, anticipated donated goods, and donated services.

BUDGET AND BUDGET JUSTIFICATION NARRATIVE

- 9. Submit a cost allocation plan for any proposed costs to be shared between or among programs, including shared staff. Indirect cost must be included in the cost allocation plan unless the applicant has a negotiated indirect cost rate agreement or has adopted use of the 10% de minimis rate.
- **WHAT ARE YOU LOOKING FOR?**
  - A plan that shows how costs will be allocated between programs (such as childcare and Head Start housed in the same facility)
  - A plan to show salaries are charged accordingly to different cost centers, such as using Personal Activity Reports (PAR's)

BUDGET AND BUDGET JUSTIFICATION NARRATIVE

- 10. If applicable, in the application Documents folder in HSES for "Indirect Cost Rate Agreement," upload a copy of the current or proposed negotiated indirect cost agreement between the agency and/or delegate agencies and the respective cognizant Federal agency. If using the 10% de minimis indirect cost rate, upload a copy of the policy or other written record indicating date upon which the rate was adopted.
- **WHAT ARE YOU LOOKING FOR?**
  - A copy of the Grantee's approved indirect cost agreement, if applicable. If your Grantee is not charging indirect costs to the Head Start grant and simply state 'Not Applicable" for this one.

BUDGET AND BUDGET JUSTIFICATION NARRATIVE

- 11. Special Situation: Reduction. If applicable, describe the planned use of the funds to support requests for enrollment reductions and proposed budget savings, if any.

- 12. Special Situation: Conversion. If applicable, identify the amount of funds that will be re-allocated by object class category to convert from either part day to full-working day services or from Head Start to Early Head Start services. Explain the changes in each object class category.

- **NOTE: For additional help with EHS conversion, see the *Early Head Start Organizational Readiness & Implementation Guidebook*, which can be found on the ECLKC.**

BUDGET AND BUDGET JUSTIFICATION NARRATIVE

- 13. Provide a detailed explanation and supporting documents for any proposed use of Head Start grant funds for the initial or ongoing purchase, construction and major renovation of facilities. Identify all proposed sources of funding for facilities activities. Submission of form SF-429 and relevant Attachments and compliance with application requirements in 45 C.F.R. Part 1309 will be required. No Head Start grant funds may be used toward the payment of acquisition, construction or major renovation of a facility without the express written approval of the Administration for Children and Families.

BUDGET AND BUDGET JUSTIFICATION NARRATIVE

- 14. Provide explanation of the method of procurement to be used for any proposed equipment purchases over $5,000.

- WHAT ARE YOU LOOKING FOR?
  - You will need to your Grantee Procurement Policies and describe the procedures that are in place for purchases over $5,000.00.

WHAT ABOUT MY OLD GRANT?

- You will have 90 days from the end of your grant year to close out the grant and submit all documentation including the final 425.
- All obligations must be liquidated within this 90 day period.
- You must submit a SF-429 for all equipment purchased by the Head Start grant. This equipment will be moved under the inventory of the new five year grant.

POST AWARD REQUIREMENTS

GRANTEE NOTICE OF AWARD

The following requirements will be conditions for all five year grants on the Notice of Award (NoA). Each grantee will complete the activities outlined below and, where required, submit the results to your Regional Office within the identified timeframes. Regional Office staff will discuss and validate these conditions/certifications during annual site visits.

- School Readiness
- Audit Webinar
- Governance
- Health and Safety

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SCHOOL READINESS

- Grantee must participate in individual School Readiness Progress meetings with the OHS Regional Office
  - Formalizes our ongoing effort
  - Continues to underscore significance and priority

- 45 CFR 1307.3(b)

  Grantee responsibilities around establishing school readiness goals and taking steps to achieve them

  Throughout the five year project period, OHS will be assessing the grantees' analysis of your progress toward the goals you have set, and whether grantees are making responsive program improvements based on that analysis

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AUDIT WEBINAR

- Grantee must participate in an OHS-sponsored single audit webinar within six months of the start of the project period.

  - Initial airing of webinar scheduled on July 30 and August 1, 2013
  - Will then be archived on ECLKC for ongoing access
  - Initial airing includes presentation and live Q&A
  - Content includes: compliance requirements and common findings, tips for navigating the audit process, tips for avoiding common audit pitfalls
  - Intended audience: grantee agency governing body members and executive staff, Program and Fiscal Specialists

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GOVERNANCE AND LEADERSHIP CAPACITY SCREENER

- The grantee governing body must conduct a governance and leadership capacity screening within 60 calendar days of the start of the project period.
- The governing body must certify that the governance and leadership capacity screening was conducted and a training plan was developed. The certification must be submitted to OHS in the Head Start Enterprise System (HSES) within 75 calendar days of the start of the project period.

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WHAT IT LOOKS LIKE:

U.S. Department of Health & Human Services ⚕ Administration for Children & Families

🏛 OFFICE OF HEAD START

Governance, Leadership, and Oversight Capacity Screener

Introduction

Organizations that accept federal funds to operate a Head Start and/or Early Head Start program must have strong governance systems in place to safeguard federal dollars and provide oversight and direction to the Head Start program.

This screener organizes the Head Start requirements to help organizations to identify where they need to make changes and build capacity to fulfill their Head Start governance responsibilities.

Suggestions for Use

1. Print a copy of this screener.
2. Have your organization's governing body or Tribal Council chair, Policy Council chair, executive director, and Head Start program director work together to review the table beginning on page 3 and to identify (with a check mark or "X") the following items:
   - Required Head Start governance practices that your organization currently has in place
   - Required Head Start governance practices that your organization will implement within the first three months of funding
   - Required Head Start governance practices that your organization needs help understanding and implementing
3. At the top of page 10, list the governance practices and regulations that your organization needs assistance in understanding and implementing.

ENGAGING GOVERNING BODY & POLICY COUNCIL

- Governance screener addresses both governing body and Policy Council requirements and joint activities

- Intended to emphasize importance and value of involvement and knowledge of both groups

- It is crucial the governing body and Policy Council work together, in consultation

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HEALTH AND SAFETY

- Each grantee must complete a screening of the health and safety environment of each center and/or family child care home where services are provided within 45 calendar days of the start of the program/school year, or within 45 calendar days of the start of the five year project period when the five year project period begins during the program/school year.

- The grantee governing body must submit to OHS the signed certification of compliance with all applicable health and safety requirements within 75 calendar days of the start of the program or school year, or within 75 calendar days of the start of the five year project period when the five year project period begins during the program or school year. The form must be submitted to OHS in HSES immediately thereafter.

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WHAT IT LOOKS LIKE:

U.S. Department of Health & Human Services & Administration for Children & Families

OFFICE OF HEAD START

HEALTH AND SAFETY SCREENER

Introduction

Organizations that serve young children have an obligation to assure that children in their care are in healthy and safe environments.

This health and safety screener will help organizations to identify where they need to make changes and build capacity in order to ensure children are healthy and safe while in their care.

Suggestions for Use

1. Complete a health and safety screening for each site where children receive services
2. Mark each item in the screening form "yes" or "no". Provide descriptions for items marked "no".
3. Determine issues, priorities, and staff responsible for actions and improvements within each site and across the program.

HEAD START HEALTH AND SAFETY SCREENER

- The Health and Safety Screening focuses attention on the most immediate indicators of potential threats to children's health and safety.

Hey, where are the child safety restraint systems?

- The agency's director(s) and governing bodies should ensure that all health and safety requirements are met in the agency.

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THE END!

IT'S A NEW DAY

Now start *your* New Day!

The Five-Year Project Period