

Illinois Early Learning Council Meeting

June 23, 2014

11:00 a.m. - 2:00 p.m.

Roosevelt University

425 S. Wabash Avenue – Room 418

Chicago, IL 60605

Conference Line: 888-494-4032

Access Code: 7198518485

I. Pre-Meeting Introductions (10:50)

Introduce yourself to someone on the Council you do not know.

II. Welcome and Announcements (11:00)

- a. Introductions
- b. Minutes
- c. Announcements

III. Department of Children and Family Services Discussion (11:10)

Break (12:10-12:20)

IV. ExceleRate Illinois Policy Information (12:20)

- a. Professional Development/Credentials
- b. Public Relations Plan
- c. Trainings Status

V. Federal Opportunities Strategy Discussion (12:55)

- a. Early Head Start-Child Care Partnerships
- b. Preschool Expansion Grants

VI. State Government Update (1:30)

VII. Committee Action (1:45)

VIII. Closing and Adjournments (2:00)

Next Meeting is October 20th

Illinois Early Learning Council Meeting

February 24, 2014

11:00 a.m. - 2:00 p.m.

Roosevelt University

425 S. Wabash Avenue – Room 418

Chicago, IL 60605

Conference Line: 888-494-4032

Access Code: 7198518485

Minutes

Chicago: Lori Baas, Karen Berman, Barbara Bowman, George Davis, Andrea Densham, Jana Fleming, Gaylord Gieseke, Phyllis Glink, Daniel Harris, Gloria Harris, Ava Harston, Theresa Hawley, Reyna Hernandez, Teresa Kelly, Janet Maruna, Beth Mascitti-Miller, Mark McHugh, Janice Moenster, Lauri Morrison-Frichtl, Carolyn Newberry Schwartz, Donna Nylander, Sylvia Puente, Claudia Quigg, Barbara Quinn, Elliot Regenstein, Pam Reising Rechner, Vanessa Rich, Michelle Saddler, Jodi Scott, Sara Slaughter, Julie Smith, Luz Maria Solis, Teri Talan, Joan Vitale, Judith Walker-Kendrick, Maria Whelan, Granada Williams, Kay Willmoth, Cass Wolfe, Cindy Zumwalt.

Phone: Jeanna Capito, Linda Saterfield

I. Pre-Meeting Introductions

Toni Potenza, Associate Dean of Roosevelt University's College of Education was introduced by Dean Tomas Phillion.

II. Welcome

Co-chair Julie Smith thanked the members and guests for gathering. She commented on how happy she was about how much national attention early childhood education was having. She let the members know co-chair Harriet Meyer was not able to join them at the meeting due to the passing of a close friend of hers.

She proceeded to thank Roosevelt University for once again hosting the Early Learning Council meeting.

III. Introductions, Minutes, and Announcements

a. Introductions

Every member present and on the phone introduced themselves.

b. Minutes

The minutes from the October 21st, 2013 meeting were approved with no changes.

c. Announcements

Julie Smith talked about the new CCMS system from the Illinois Department of Human Services that was replaced after 30 years. She gave the floor to IDHS Secretary Michelle Saddler who gave an update to the attendees.

DHS has launched the Child Care Management System (CCMS). It is replacing a 30 year old mainframe system. Department of Human Services Secretary Michelle Saddler provided an update on the implementation. She apologized for the rocky implementation and assured the Council that DHS is doing everything possible to ensure that providers receive their payments. When the system was first launched DHS let CCR&Rs know that the transition could affect payments for the first 90 days. 97% of the payments have been processed but now the Department has found payment errors. DHS has been meeting with the contractor Deloit to do everything possible to fix the problems. The Department has authorized blanket overtime and is taking extraordinary measures to ensure a streamline process, this includes taking DHS employees off of the healthcare work and moving them to CCMS. DHS holds daily calls with the CCR&Rs and has weekly calls with the Child Care Advisory Council.

Julie Smith thanked Secretary Saddler for the update and asked the DHS share information with the Council when there is an update. Maria Whelan is impressed with the potential for the system even though it has been a tough launch.

Aside from the new DHS system, Julie Smith also mentioned a few Early Childhood Updates, which were presented in the meeting packet. On the federal level, she commented on how they were expecting the Early Head Start Child Care partnerships application to be released soon and how the OECD staff would be coordinating with DHS and the IL Head Start Association to have conversations and trainings in preparation for the application release. On the state level, she commented on the Governor's bold birth to five initiative which highlights providing mothers with strong pre-natal programs, working towards early childhood access at every stage, and ensuring that families have the support and services they need to prepare their children for success in school.

Smith also commented on the Race to the Top-Early Learning Challenge grants. In the packets there was a dashboard that highlights the work this quarter. Additionally, the Awards for Excellence have been completed and the Request for Applications has been posted on the Illinois Department of Human Services' website.

IV. Retreat Update

Co-chair Smith talked about the success of the two-day retreat the executive committee had in January. She went on to give Theresa Hawley the floor to expand on the outcomes of the retreat.

The meeting packet contained two handouts of slides with the most important take-aways of the retreat. Hawley explained how the ELC's Executive Committee reached a greater understanding of the roles and responsibilities of them as leaders in the council as opposed to the role of the Governor's Office of Early Childhood Development. The OECD now has ten people among its staff working on MIECHV and the Race to the Top-Early Learning Challenge. Theresa expressed that the most important take-away from the retreat was that moving forward, as a system, emphasis and resources will be

placed on providing more intensive and effective services to the most vulnerable children and families. She expressed how this was a conscious decision to focus on depth vs. breadth for services and targeting those services to the most vulnerable children.

The members of the council did a group exercise led by Hawley. They were instructed to take the index card in their folder and write down reflections on how a targeted focus on the hardest to reach with intensive services will impact the children and families that their organizations serve. They then discussed how they or their organizations may need to change in order to achieve those goals.

Break for Lunch (12:00-12:15)

The Council took a short break for lunch.

V. MIECHV Update and Discussion

MIECHV staff from the OECD provided an update on this state-wide project. Lesley Schwartz and Teresa Kelly provided a high-level overview of the project and reported on some of the benchmark data. They explained how they are currently working on gathering evidence on how much impact the home visiting program has had, as well as developing a streamline coordinated intake in each community being served. Kelly explained how they have done something unique this time which is to bring the major funders together and talk about common goals and elements. They are pushing communities to work collaboratively and not as competitors, and to choose the communities that need the most service.

Joanna Su introduced representatives from the City of Rockford who presented on how they are implementing a pilot program for this 'Coordinated Intake' approach with their home visiting program and the great impact it is having on their home visiting system. Finally, representatives from McLean County, who has volunteered to be part of MIECHV, talked about the results they are obtaining from establishing a Coordinated Intake system.

VI. Most At-Risk Children Discussion

Theresa Hawley continued the discussion and explained how this portion of the meeting was targeted at setting the stage for the June ELC meeting. She talked about how up until that point, the ELC has discussed the most at-risk children and how they use low income as a proxy because it is a good indicator for at risk status. However, she stated, the population that has not really been discussed at length are the children in our child welfare system, or children at risk of entering the child welfare system. She opened the floor for members to voice their thoughts and ideas on the subject.

Several members of the council pointed to the issue of children with mental health issues and those with mentally ill parents, as well as homeless children, undocumented children and children exposed to violence. Gaylord Gieseke mentioned how the Mental Health Partnership- Early Childhood Committee had come up with a report with great data on the subject. Theresa Hawley proposed having a tutorial of what exactly the children welfare system looks like in Illinois and finding out who they are, how many children compose the child-welfare system, etc.

VII. Closing and Adjournments

Julie Smith thanked everyone for attending and reminded the members of the next meeting on June 23rd.

DRAFT

10 Things You Can Do to Promote Quality in Early Learning and Development

- 1** Create a link between your organization's website and the ExceleRate Illinois website so that the families you touch can learn more about quality in early learning and development.
- 2** Give ExceleRate Illinois permission to link from our website to yours so that we can help promote your services to parents in Illinois.
- 3** Download or order copies of our flyer for parents and distribute it to the families you work with.
- 4** Download or order copies of our poster and display it in your waiting areas.
- 5** Download or order copies of our buckslip and insert it into your mailings to parents.
- 6** Link to our video introducing concepts of quality for early learning and development and run the video in your waiting areas.
- 7** Share information from ExceleRate Illinois within your organization to help your team understand how quality impacts early learning and development.
- 8** Learn more about the science of brain development and the best ways to stimulate learning for children from infancy through the first five years of life.
- 9** Insert a brief article developed by ExceleRate Illinois about quality in early learning and development in your newsletter to parents.
- 10** Sponsor a community outreach event in collaboration with ExceleRate Illinois to educate parents in your area about quality in early learning and development



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Children for
Success

To explore other ways to work collaboratively with ExceleRate Illinois, please contact Rebecca Livengood at rlivengood@incrra.org



ExceleRate[™]
ILLINOIS

Preparing
Children for
Success

ExceleRate Illinois Partner Agreement

YES, my organization would like to help promote quality early learning and development for infants, toddlers and pre-school age children in Illinois. Please include my organization as a partner for ExceleRate Illinois.

Name _____

Title _____

Organization _____

Address _____

City/State/Zip _____

Phone # _____ Email _____

Please send me information about communications materials my organization can order and use to promote ExceleRate Illinois to the families we work with. I also authorize ExceleRate Illinois to list my organization as a program partner in its promotional materials.

Authorized Signature

Date

Please email this completed form to:

Rebecca Livengood
INCCRRA
rlivengood@inccrra.com

Training Requirements for Licensed Child Care Centers

This is a guide to inform you of training requirements throughout the ExceleRate Illinois Circles of Quality. It includes the trainings that will count currently, but as the system rolls out additional trainings may be created or approved. Please always refer to the ExceleRate Illinois Standard and Evidence Charts for the specific detail.

To find available trainings, visit the statewide online training calendar at www.ilgateways.com.

For a training to meet the ExceleRate™ Illinois requirements it must be Gateways Registry-approved and appear on section 3, 4, or 5 of your Professional Development Record (PDR).

TRAINING TITLE/TOPIC	DOMAIN/ STANDARD	BRONZE	SILVER	GOLD	REQUIRED ATTENDEES	REGISTRY TRAININGS AVAILABLE / EFFECTIVE DATE / FEE
ExceleRate Illinois Orientation		√	√	√	Administrator	<i>ExceleRate Illinois Orientation / December 2013 / Free</i>
Environment Rating Scales -OR- CLASS Training	1A	√	√	√	Administrator 1 teacher per classroom	<i>An Introduction to the Environment Rating Scales / July 2007 / \$10 -OR- CLASS training accepted at Silver and Gold only Strategies for a Successful CLASS Observation / varies</i>
Early Learning Guidelines for Children Birth to Age Three	1B / 1C	√			Administrator 1 teacher per classroom (trained on standards specific to the age group they care for)	<i>Illinois Early Learning Guidelines (IELG) / December 2013 / Free</i>
Early Learning and Development Standards Preschool	1B / 1C	√			Administrator 1 teacher per classroom (trained on standards specific to the age group they care for)	<i>Illinois Early Learning & Development Standards (IELDS) August 2013 / Free</i>
Curriculum	1B / 1C	√	√		Bronze: Administrator 1 teacher per classroom (trained on overview of curricula or a specific curriculum aligned with IELG/ IELDS)	<i>Finding a Curriculum that Works for You / April 2013 / Free</i>
					Silver: 1 teacher per classroom (trained on specific curriculum chosen to implement)	<i>Creative Curriculum for Infants, Toddlers and Twos; Creative Curriculum for Preschool - 5th Edition / January 2004 / \$20</i>
Child Screening	1D	√			Administrator	<i>Introduction to Developmental Screening Tools / March 2014 / \$10 -OR- Early Childhood Developmental Screening (ECDS) / December 2007 / \$15</i>

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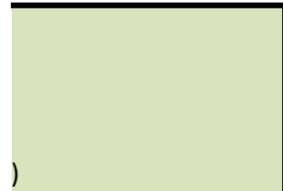
TRAINING TITLE/TOPIC	DOMAIN/ STANDARD	BRONZE	SILVER	GOLD	REQUIRED ATTENDEES	REGISTRY TRAININGS AVAILABLE / EFFECTIVE DATE / FEE
Child Assessment	1E	√	√		Bronze: Administrator	Fundamentals of Child Assessment / April 2014 / \$10
					Silver: Administrator 1 teacher per classroom	Teaching Strategies GOLD™ / varies Teaching Strategies GOLD™ Assessment System / varies To be determined - Additional training on specific assessment tools
Inclusion of Children with Special Needs	1F	√	√	√	Bronze/Silver: Administrator 1 teacher per classroom	Welcoming Each & Every Child (WEEC) / November 2012 / \$15 Special Care / any duration / 2004–2012
					Gold: All classroom staff	
Family & Community Engagement	2A	√			Administrator	Family and Community - Partners in Learning / June 2014 / \$10
Transitions	2B	√			Administrator	An Introduction to Transitions / June 2014 / \$10
Program Administration	3A	√	√	√	Administrator	Getting Ready for the PAS / July 2007 / \$10
Continuous Quality Improvement	3C	√			Administrator	Understanding and Planning for Continuous Quality Improvement / June 2014 / \$10
Culturally & Linguistically Appropriate Practice	3D	√			Administrator 1 teacher per classroom	Basics of Culturally and Linguistically Appropriate Practice / April 2014 / Free
Staff Development	4C	√			Administrator (or staff responsible for professional development planning)	Creating Individual Professional Development Plans / June 2014 / \$10

Zip	City	Neighborhood	Funded EHS Enrollment (FY 2013 IECAM)	Licensed Child Care Centers (FY 2013 IECAM)		Licensed Family Child Care Homes (FY 2013 IECAM)		CCAP. Children receiving assistance by family location (FY 2013 IECAM)		CCAP Children receiving assistance by provider location (FY 2013 IECAM)		CCAP. Centers and homes receiving payment (FY 2013 IECAM)			
				Total Licensed Capacity sessions 6 wks - 1 year old	Total Licensed Capacity sessions 2 years old	Total Reported Capacity sessions 6 wks - 1 year old	Total Reported Capacity sessions 2 years old	# of children 0 & 1 year old	# of children 2 years old	# of children 0 & 1 year old	# of children 2 years old	# of licensed child care centers	# of license-exempt child care centers	# of licensed family child care homes	# of centers and homes
60623	Chicago	N Lawndale, S Lawndale	222	156	177	95	39	340	279	321	272	20	7	60	801
60644	Chicago	Austin	8	112	140	150	85	339	290	333	270	10	2	105	898
60636	Chicago	W Englewood	132	104	112	85	41	243	219	209	200	13	3	66	691
60621	Chicago	Englewood	32	58	76	44	22	228	196	204	160	7	2	36	537
60624	Chicago	W Garfield Park	124	103	82	73	45	275	209	254	209	7	0	65	752
61605	Peoria	N/A	12	96	66	7	4	113	76	103	61	5	3	6	220
61104	Rockford	N/A	0	145	83	19	17	63	69	79	69	3	0	18	144
60653	Chicago	Grand Blvd, Oakland, Bronzeville	40	58	60	32	16	118	118	69	74	7	3	18	294
61101	Rockford	N/A	0	52	32	22	12	111	88	98	75	1	2	38	251
62206	East Saint Louis	N/A	0	40	23	44	31	86	60	87	59	3	0	44	201
62201	East Saint Louis	N/A	84	40	46	2	1	30	42	15	23	3	0	3	56
62207	East Saint Louis	N/A	0	47	36	31	18	64	61	46	36	2	0	18	130
62204	East Saint Louis	N/A	0	14	7	22	12	47	43	45	33	1	1	15	142
62060	Madison	N/A	0	0	0	8	2	20	15	18	15	0	0	8	59
62914	Cairo	N/A	24	0	0	8	7	23	15	23	15	0	0	7	57
62018	Cottage Hills	N/A	0	0	0	0	0	***	***	***	***	0	0	0	13
60958	Pembroke Township	N/A	0	0	0	0	0	***	***	***	***	0	0	0	16
62090	Venice	N/A	34	0	0	8	6	***	***	***	***	0	0	5	27
62202	East Saint Louis	N/A	0	0	0	3	1	***	***	33	40	2	1	3	20
60944	Hopkins Park	N/A	0	20	8	0	0	***	***	***	***	1	0	0	3
61105	Rockford	N/A	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available			
61656	Peoria	N/A	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available			
62071	National Stock Yards	N/A	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available			

Quality Ratings & Accreditation Statuses (Data Provided by INCCRRA 2014)

Race (2012 ACS)

Zip	City	Neighborhood	# of Star Level 1 Programs Serving 0-2 year olds	# of 0-2 year olds Being Served by Star Level 1 Programs	# of Star Level 2 Programs Serving 0-2 year olds	# of 0-2 year olds Being Served by Star Level 2 Programs	# of Star Level 3 Programs Serving 0-2 year olds	# of 0-2 year olds Being Served by Star Level 3 Programs	# of Star Level 4 Programs Serving 0-2 year olds	# of 0-2 year olds Being Served by Star Level 4 Programs	# of NAEYC Accredited Programs Serving 0-2 year olds	# of 0-2 year olds Being Served by NAEYC Accredited Programs	Hispanic or Latino (of any race)	White alone	Black or African American alone
60623	Chicago	N Lawndale, S Lawndale	0	0	0	0	2	164	0	0	0	0	62.8%	2.6%	34.1%
60644	Chicago	Austin	2	49	0	0	0	0	0	0	0	0	3.1%	2.4%	94.0%
60636	Chicago	W Englewood	0	0	2	20	1	63	0	0	0	0	3.1%	1.5%	94.2%
60621	Chicago	Englewood	0	0	1	23	0	0	0	0	1	19	1.0%	0.8%	97.1%
60624	Chicago	W Garfield Park	0	0	2	59	3	104	0	0	1	53	1.9%	1.6%	95.8%
61605	Peoria	N/A	1	54	1	22	1	19	0	0	0	0	5.7%	26.6%	63.6%
61104	Rockford	N/A	0	0	1	40	0	0	0	0	0	0	20.4%	52.3%	16.8%
60653	Chicago	Grand Blvd, Oakland, Bronzeville	0	0	1	8	0	0	0	0	0	0	2.2%	4.0%	92.3%
61101	Rockford	N/A	0	0	1	85	0	0	0	0	0	0	14.9%	42.0%	40.9%
62206	East Saint Louis	N/A	0	0	1	13	0	0	0	0	0	0	3.6%	31.7%	61.6%
62201	East Saint Louis	N/A	0	0	0	0	1	26	0	0	0	0	27.8%	10.5%	58.8%
62207	East Saint Louis	N/A	0	0	0	0	0	0	0	0	0	0	0.6%	0.9%	98.0%
62204	East Saint Louis	N/A	0	0	0	0	0	0	0	0	0	0	1.5%	1.6%	96.2%
62060	Madison	N/A	0	0	0	0	0	0	0	0	0	0	3.4%	36.3%	55.4%
62914	Cairo	N/A	0	0	0	0	0	0	0	0	0	0	1.4%	28.1%	67.1%
62018	Cottage Hills	N/A	0	0	0	0	0	0	0	0	0	0	0.4%	88.8%	8.6%
60958	Pembroke Township	N/A	0	0	0	0	0	0	0	0	0	0	0.5%	8.2%	86.2%
62090	Venice	N/A	0	0	0	0	0	0	0	0	0	0	0.3%	3.5%	94.0%
62202	East Saint Louis	N/A	0	0	0	0	0	0	0	0	0	0	No Data Availab		
60944	Hopkins Park	N/A	0	0	0	0	0	0	0	0	0	0	No Data Availab		
61105	Rockford	N/A	0	0	0	0	0	0	0	0	0	0	No Data Availab		
61656	Peoria	N/A	0	0	0	0	0	0	0	0	0	0	No Data Availab		
62071	National Stock Yards	N/A	0	0	0	0	0	0	0	0	0	0	No Data Availab		



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Zip	City	Neighborhood	Asian alone	Other
60623	Chicago	N Lawndale, S Lawndale	0.2%	0.0%
60644	Chicago	Austin	0.3%	0.1%
60636	Chicago	W Englewood	0.1%	0.1%
60621	Chicago	Englewood	0.0%	0.2%
60624	Chicago	W Garfield Park	0.1%	0.1%
61605	Peoria	N/A	0.1%	0.1%
61104	Rockford	N/A	4.7%	0.3%
60653	Chicago	Grand Blvd, Oakland, Bronzeville	0.6%	0.0%
61101	Rockford	N/A	0.5%	0.1%
62206	East Saint Louis	N/A	0.7%	0.0%
62201	East Saint Louis	N/A	0.4%	0.2%
62207	East Saint Louis	N/A	0.0%	0.0%
62204	East Saint Louis	N/A	0.2%	0.0%
62060	Madison	N/A	0.0%	0.0%
62914	Cairo	N/A	0.5%	0.2%
62018	Cottage Hills	N/A	0.1%	0.0%
60958	Pembroke Township	N/A	0.0%	0.0%
62090	Venice	N/A	0.2%	0.0%
62202	East Saint Louis	N/A	e	
60944	Hopkins Park	N/A	e	
61105	Rockford	N/A	e	
61656	Peoria	N/A	e	
62071	National Stock Yards	N/A	le	

Zip	City	Neighborhood	Estimated Total Population (2012 ACS)	Overall Poverty Level (2012 ACS)	Population Under 3 years old (2012 ACS)	# of Medicaid Recipients 0-2 years old (2012 DHS)	Employment Status (2012 ACS)	% of People Whose Income in the Past 12 Months is Below the Poverty Level (2012 ACS)	All Parents in family in labor force- Own Children under 6 years old	All People- Related children under 5 years old	# of EHS sites (FY 2013 IECAM)	Funded EHS Enrollment (FY 2013 IECAM)
60016	Des Plaines	N/A	60,437	8.4%	2,327	1,317	60%	17%	1	30		
60056	Mount Prospect	N/A	55,153	6.0%	2,021	1,002	62%	9%	0	0		
60073	Round Lake	N/A	59,142	13.7%	3,558	1,802	61%	22%	0	0		
60074	Palatine	N/A	38,843	13.3%	1,859	1,055	65%	24%	0	0		
60085	Waukegan	N/A	71,038	21.0%	3,758	3,250	67%	38%	1	24		
60101	Addison	N/A	39,705	11.7%	1,629	1,271	68%	23%	0	0		
60110	Carpentersville	N/A	38,414	16.1%	2,085	1,529	72%	24%	1	37		
60120	Elgin	N/A	51,046	15.1%	3,166	2,056	58%	20%	1	25		
60123	Elgin	N/A	48,523	13.8%	2,353	1,477	72%	25%	1	80		
60133	Hanover Park	N/A	28,156	12.8%	1,780	1,248	79%	20%	0	0		
60160	Melrose Park	N/A	25,266	14.2%	1,415	1,057	61%	22%	1	8		
60185	West Chicago	N/A	36,063	12.5%	1,837	1,246	65%	27%	0	30		
60402	Berwyn	N/A	63,734	12.9%	3,142	2,012	67%	19%	0	0		
60406	Blue Island	N/A	25,876	24.2%	1,250	1,023	71%	42%	2	49		
60409	Calumet City	N/A	37,164	20.3%	1,043	1,235	70%	33%	0	0		
60411	Chicago Heights	N/A	58,499	27.3%	2,753	2,258	70%	36%	0	0		
60426	Harvey	N/A	28,230	33.1%	1,644	1,378	60%	47%	0	0		
60432	Joliet	N/A	21,925	27.0%	1,439	1,106	50%	41%	0	0		
60435	Joliet	N/A	49,078	11.4%	2,308	1,510	68%	25%	0	0		
60440	Bolingbrook	N/A	53,772	9.4%	2,581	1,450	58%	21%	0	24		
60505	Aurora	N/A	70,324	21.8%	4,103	3,156	51%	33%	0	0		
60506	Aurora	N/A	57,139	16.9%	2,366	1,582	67%	26%	1	28		
60608	Chicago	Pilsen	80,313	28.6%	3,077	2,646	68%	42%	29	217		
60609	Chicago	New City, Bronzeville	63,208	29.1%	3,638	3,208	60%	37%	1	48		
60612	Chicago	Humboldt Park	35,584	32.8%	1,689	1,241	64%	45%	1	50		
60616	Chicago	Armour Square	48,994	23.6%	1,360	1,086	71%	22%	1	66		
60617	Chicago	S. Chicago	84,882	27.1%	3,415	3,255	55%	50%	0	0		
60618	Chicago	Avondale, Irving Park, Logan Square	97,389	13.6%	4,883	2,357	69%	16%	2	16		
60619	Chicago	Burnside	66,254	27.0%	2,320	2,363	80%	46%	0	0		
60620	Chicago	Beverly, Ashburn	74,245	28.9%	2,840	2,349	76%	52%	2	40		
60625	Chicago	Albany Park	78,685	18.7%	3,717	2,159	63%	22%	0	0		
60626	Chicago	Rogers Park	52,007	27.0%	2,155	1,357	57%	28%	1	82		
60628	Chicago	Pullman	74,001	27.0%	2,820	2,544	62%	43%	6	54		

Zip	City	Neighborhood	Estimated Total Population (2012 ACS)	Overall Poverty Level (2012 ACS)	Population Under 3 years old (2012 ACS)	# of Medicaid Recipients 0-2 years old (2012 DHS)	Employment Status (2012 ACS)	% of People Whose Income in the Past 12 Months is Below the Poverty Level (2012 ACS)	# of EHS sites (FY 2013 IECAM)	Funded EHS Enrollment (FY 2013 IECAM)
							All parents in family in labor force- Own Children under 6 years old	All People- Related children under 5 years old		
60629	Chicago	Chicago Lawn, Gage Park, Marquette Park	111,893	24.4%	6,123	5,358	56%	36%	0	0
60630	Chicago	Jefferson Park, Mayfair, Sauganash	56,909	10.9%	2,386	1,171	69%	13%	0	0
60632	Chicago	Archer Heights	90,911	22.8%	5,077	4,541	55%	32%	0	60
60634	Chicago	Belmont Central, Portage Park	73,251	10.8%	2,727	1,920	64%	21%	0	0
60637	Chicago	Woodlawn	47,110	36.0%	1,993	1,893	73%	53%	1	16
60638	Chicago	Garfield Ridge, Midway	54,733	8.1%	2,207	1,086	72%	12%	0	0
60639	Chicago	Belmont-Cragin, N Austin	90,763	23.1%	4,321	4,383	64%	34%	2	20
60640	Chicago	Edgewater	65,198	22.0%	2,199	1,058	62%	25%	4	110
60641	Chicago	Portage Park, Belmont Gardens	71,294	15.5%	2,917	2,332	71%	20%	0	0
60643	Chicago	Beverly, Washington Heights, W Pullman	49,842	13.3%	1,673	1,081	75%	20%	1	20
60645	Chicago	W Rogers Park	45,977	19.1%	2,156	1,687	60%	32%	0	0
60647	Chicago	Logan Square	87,237	22.0%	3,553	2,484	55%	32%	3	55
60649	Chicago	S Shore	44,516	28.9%	1,748	1,838	78%	50%	0	0
60651	Chicago	Austin	63,645	33.3%	3,097	2,929	66%	48%	4	72
60652	Chicago	Ashburn, Wrightwood, Ford City, Scottsdale	42,616	12.4%	1,709	1,187	69%	21%	0	0
60659	Chicago	W Rogers Park	40,153	19.8%	2,028	1,453	54%	26%	0	0
60804	Cicero	N/A	83,924	18.8%	4,931	4,047	52%	28%	1	33
60827	Riverdale	N/A	28,355	29.5%	1,010	1,224	67%	41%	0	0
60901	Kankakee	N/A	37,050	25.3%	1,801	1,211	76%	44%	0	0
61201	Rock Island	N/A	38,943	17.3%	1,456	1,154	84%	31%	0	0
61265	Moline	N/A	44,921	9.7%	1,561	1,112	75%	22%	0	0
61554	Pekin	N/A	43,442	12.0%	1,606	1,040	71%	16%	0	0
61604	Peoria	N/A	31,481	22.4%	1,529	1,068	78%	36%	0	0
61832	Danville	N/A	37,593	27.3%	1,726	1,452	65%	51%	1	48
62040	Granite City	N/A	43,303	17.2%	1,545	1,138	72%	30%	1	78
62526	Decatur	N/A	33,826	18.5%	1,408	1,060	70%	34%	0	0
62702	Springfield	N/A	37,820	20.3%	1,494	1,139	78%	36%	1	48
62703	Springfield	N/A	29,593	28.8%	1,491	1,168	75%	50%	3	48

Zip	City	Neighborhood	Licensed Child Care Centers (FY 2013 IECAM)		Licensed Family Child Care Homes (FY 2013 IECAM)		CCAP. Children receiving assistance by family location (FY 2013 IECAM)		CCAP Children receiving assistance by provider location (FY 2013 IECAM)		CCAP. Centers and homes receiving payment (FY 2013 IECAM)			
			Total Licensed Capacity sessions 6 wks - 1 year old	Total Licensed Capacity sessions 2 years old	Total Reported Capacity sessions 6 wks - 1 year old	Total Reported Capacity sessions 2 years old	# of children 0 & 1 year old	# of children 2 years old	# of children 0 & 1 year old	# of children 2 years old	# of licensed child care centers	# of license-exempt child care centers	# of licensed family child care homes	# of centers and homes
60016	Des Plaines	N/A	128	104	12	10	36	45	30	34	6	1	3	32
60056	Mount Prospect	N/A	217	157	15	9	37	27	16	***	4	3	3	21
60073	Round Lake	N/A	213	134	123	71	136	101	138	96	9	0	59	117
60074	Palatine	N/A	87	55	7	5	42	39	35	29	4	0	0	16
60085	Waukegan	N/A	74	88	238	163	349	243	318	223	14	2	148	373
60101	Addison	N/A	34	28	29	12	56	33	36	27	2	2	7	39
60110	Carpentersville	N/A	30	31	10	8	53	49	26	21	5	0	1	44
60120	Elgin	N/A	116	79	6	1	46	43	33	26	6	2	1	58
60123	Elgin	N/A	234	266	24	13	54	49	55	57	7	0	4	64
60133	Hanover Park	N/A	86	54	24	17	49	39	15	26	4	0	8	46
60160	Melrose Park	N/A	78	74	23	9	61	55	33	42	4	2	8	49
60185	West Chicago	N/A	92	71	10	7	38	31	42	27	5	0	4	25
60402	Berwyn	N/A	156	149	101	57	147	124	166	144	11	4	47	223
60406	Blue Island	N/A	57	75	19	13	72	67	60	52	5	1	14	112
60409	Calumet City	N/A	265	197	37	35	198	164	230	223	25	0	36	268
60411	Chicago Heights	N/A	246	157	49	28	268	201	212	141	14	3	32	410
60426	Harvey	N/A	184	133	76	55	165	148	139	137	14	5	45	312
60432	Joliet	N/A	38	45	3	4	69	79	71	61	5	1	5	150
60435	Joliet	N/A	97	104	30	34	108	88	91	94	8	2	18	190
60440	Bolingbrook	N/A	102	78	73	65	109	76	96	73	7	4	32	112
60505	Aurora	N/A	118	73	24	17	110	106	95	79	3	1	15	114
60506	Aurora	N/A	81	81	35	21	89	63	71	60	6	2	16	101
60608	Chicago	Pilsen	91	91	31	8	147	113	135	144	15	2	15	271
60609	Chicago	New City, Bronzeville	168	198	37	13	200	173	182	162	14	3	20	422
60612	Chicago	Humboldt Park	65	50	31	23	139	110	136	88	5	3	35	421
60616	Chicago	Armour Square	190	159	8	6	74	80	86	84	15	1	9	121
60617	Chicago	S. Chicago	70	265	194	81	356	315	340	281	21	3	147	702
60618	Chicago	Avondale, Irving Park, Logan Square	202	139	98	47	135	122	142	134	19	4	36	160
60619	Chicago	Burnside	157	279	194	110	320	297	407	321	31	9	125	736
60620	Chicago	Beverly, Ashburn	253	271	202	122	388	324	463	375	28	6	145	890
60625	Chicago	Albany Park	118	95	80	36	85	86	86	72	8	2	28	100
60626	Chicago	Rogers Park	49	111	26	10	77	83	72	74	7	0	10	96
60628	Chicago	Pullman	349	361	206	113	390	307	368	289	30	4	120	904

Zip	City	Neighborhood	Licensed Child Care Centers (FY 2013 IECAM)		Licensed Family Child Care Homes (FY 2013 IECAM)		CCAP. Children receiving assistance by family location (FY 2013 IECAM)		CCAP Children receiving assistance by provider location (FY 2013 IECAM)		CCAP. Centers and homes receiving payment (FY 2013 IECAM)			
			Total Licensed Capacity sessions 6 wks - 1 year old	Total Licensed Capacity sessions 2 years old	Total Reported Capacity sessions 6 wks - 1 year old	Total Reported Capacity sessions 2 years old	# of children 0 & 1 year old	# of children 2 years old	# of children 0 & 1 year old	# of children 2 years old	# of licensed child care centers	# of license-exempt child care centers	# of licensed family child care homes	# of centers and homes
60629	Chicago	Chicago Lawn, Gage Park, Marquette Park	189	228	189	105	367	317	339	305	18	6	144	693
60630	Chicago	Jefferson Park, Mayfair, Sauganash	15	30	24	15	35	35	19	32	4	1	10	47
60632	Chicago	Archer Heights	80	112	90	50	183	177	154	164	8	3	49	271
60634	Chicago	Belmont Central, Portage Park	50	105	65	36	86	87	64	81	14	2	34	118
60637	Chicago	Woodlawn	77	88	78	43	249	266	196	186	11	4	41	546
60638	Chicago	Garfield Ridge, Midway	38	54	21	12	65	47	44	45	4	3	16	88
60639	Chicago	Belmont-Cragin, N Austin	295	308	195	105	318	264	381	295	15	7	107	473
60640	Chicago	Edgewater	45	168	29	14	61	58	51	62	8	1	12	96
60641	Chicago	Portage Park, Belmont Gardens	19	73	81	40	119	99	93	83	10	3	39	161
60643	Chicago	Beverly, Washington Heights, W Pullman	62	172	156	86	157	128	188	191	20	5	94	427
60645	Chicago	W Rogers Park	40	74	39	21	79	90	53	44	7	4	20	102
60647	Chicago	Logan Square	200	178	70	39	134	141	134	143	15	7	33	238
60649	Chicago	S Shore	65	216	88	50	240	238	195	193	16	2	64	448
60651	Chicago	Austin	163	186	171	88	340	318	369	326	19	9	126	860
60652	Chicago	Ashburn, Wrightwood, Ford City, Scottsdale	222	181	87	47	91	107	136	136	16	2	51	184
60659	Chicago	W Rogers Park	21	174	37	17	58	54	67	68	14	1	13	71
60804	Cicero	N/A	138	71	94	56	215	186	176	136	8	3	59	261
60827	Riverdale	N/A	150	120	46	30	212	155	174	131	10	1	50	371
60901	Kankakee	N/A	132	107	38	36	122	87	118	86	8	2	26	246
61201	Rock Island	N/A	199	132	66	43	96	64	106	72	6	1	27	120
61265	Moline	N/A	125	150	76	52	67	49	68	62	7	3	33	92
61554	Pekin	N/A	140	91	36	20	71	46	71	53	7	1	7	47
61604	Peoria	N/A	120	79	33	18	135	94	83	46	3	0	18	170
61832	Danville	N/A	55	47	63	44	139	100	140	107	3	4	43	283
62040	Granite City	N/A	42	67	33	10	74	59	68	57	6	2	10	127
62526	Decatur	N/A	69	58	17	22	115	91	90	85	4	0	10	217
62702	Springfield	N/A	167	254	84	45	120	108	108	85	8	5	31	197
62703	Springfield	N/A	206	142	45	26	170	106	177	135	8	6	22	366

Quality Ratings & Accreditation Statuses (Data Provided by INCCRRA 2014)

Zip	City	Neighborhood	# of Star Level 1 Programs Serving 0-2 year olds	# of 0-2 year olds Being Served by Star Level 1 Programs	# of Star Level 2 Programs Serving 0-2 year olds	# of 0-2 year olds Being Served by Star Level 2 Programs	# of Star Level 3 Programs Serving 0-2 year olds	# of 0-2 year olds Being Served by Star Level 3 Programs	# of Star Level 4 Programs Serving 0-2 year olds	# of 0-2 year olds Being Served by Star Level 4 Programs	# of NAEYC Accredited Programs Serving 0-2 year olds	# of 0-2 year olds Being Served by NAEYC Accredited Programs
60016	Des Plaines	N/A	0	0	2	88	2	91	0	0	0	0
60056	Mount Prospect	N/A	0	0	1	29	1	36	0	0	0	0
60073	Round Lake	N/A	1	24	1	6	3	78	0	0	0	0
60074	Palatine	N/A	0	0	3	96	0	0	0	0	0	0
60085	Waukegan	N/A	0	0	0	0	2	16	0	0	0	0
60101	Addison	N/A	1	41	0	0	0	0	0	0	0	0
60110	Carpentersville	N/A	0	0	2	64	0	0	0	0	0	0
60120	Elgin	N/A	0	0	1	40	1	84	0	0	0	0
60123	Elgin	N/A	0	0	2	96	0	0	0	0	0	0
60133	Hanover Park	N/A	0	0	1	27	0	0	0	0	0	0
60160	Melrose Park	N/A	0	0	0	0	0	0	0	0	0	0
60185	West Chicago	N/A	0	0	0	0	3	36	0	0	0	0
60402	Berwyn	N/A	0	0	1	24	2	63	0	0	0	0
60406	Blue Island	N/A	0	0	0	0	1	41	0	0	0	0
60409	Calumet City	N/A	0	0	2	25	1	52	0	0	0	0
60411	Chicago Heights	N/A	0	0	0	0	1	9	0	0	0	0
60426	Harvey	N/A	0	0	1	48	0	0	0	0	0	0
60432	Joliet	N/A	0	0	0	0	1	17	0	0	0	0
60435	Joliet	N/A	0	0	1	33	1	57	0	0	0	0
60440	Bolingbrook	N/A	0	0	0	0	2	70	0	0	0	0
60505	Aurora	N/A	0	0	1	66	1	33	0	0	0	0
60506	Aurora	N/A	0	0	1	28	0	0	0	0	0	0
60608	Chicago	Pilsen	0	0	0	0	4	148	0	0	0	0
60609	Chicago	New City, Bronzeville	0	0	1	12	5	135	0	0	0	0
60612	Chicago	Humboldt Park	0	0	0	0	2	106	0	0	0	0
60616	Chicago	Armour Square	0	0	0	0	5	154	0	0	0	0
60617	Chicago	S. Chicago	1	10	0	0	0	0	0	0	0	0
60618	Chicago	Avondale, Irving Park, Logan Square	0	0	3	60	4	133	0	0	0	0
60619	Chicago	Burnside	1	14	1	34	2	30	0	0	1	30
60620	Chicago	Beverly, Ashburn	3	69	0	0	3	125	0	0	0	0
60625	Chicago	Albany Park	0	0	1	12	1	27	0	0	1	31
60626	Chicago	Rogers Park	0	0	1	12	2	87	0	0	1	24
60628	Chicago	Pullman	2	50	2	36	2	27	0	0	2	58

Quality Ratings & Accreditation Statuses (Data Provided by INCCRRA 2014)

Zip	City	Neighborhood	# of Star Level 1 Programs Serving 0-2 year olds	# of 0-2 year olds Being Served by Star Level 1 Programs	# of Star Level 2 Programs Serving 0-2 year olds	# of 0-2 year olds Being Served by Star Level 2 Programs	# of Star Level 3 Programs Serving 0-2 year olds	# of 0-2 year olds Being Served by Star Level 3 Programs	# of Star Level 4 Programs Serving 0-2 year olds	# of 0-2 year olds Being Served by Star Level 4 Programs	# of NAEYC Accredited Programs Serving 0-2 year olds	# of 0-2 year olds Being Served by NAEYC Accredited Programs
60629	Chicago	Chicago Lawn, Gage Park, Marquette Park	2	76	0	0	4	64	0	0	0	0
60630	Chicago	Jefferson Park, Mayfair, Sauganash	0	0	0	0	0	0	0	0	0	0
60632	Chicago	Archer Heights	1	47	0	0	1	50	0	0	0	0
60634	Chicago	Belmont Central, Portage Park	1	12	0	0	2	40	0	0	0	0
60637	Chicago	Woodlawn	1	36	0	0	1	16	0	0	0	0
60638	Chicago	Garfield Ridge, Midway	0	0	1	34	1	24	0	0	0	0
60639	Chicago	Belmont-Cragin, N Austin	1	30	1	37	1	16	0	0	1	12
60640	Chicago	Edgewater	0	0	0	0	3	38	1	60	1	12
60641	Chicago	Portage Park, Belmont Gardens	0	0	1	25	0	0	0	0	0	0
60643	Chicago	Beverly, Washington Heights, W Pullman	0	0	0	0	0	0	0	0	0	0
60645	Chicago	W Rogers Park	0	0	0	0	0	0	0	0	2	56
60647	Chicago	Logan Square	0	0	5	174	3	38	1	12	0	0
60649	Chicago	S Shore	0	0	1	32	1	13	0	0	0	0
60651	Chicago	Austin	0	0	1	8	0	0	0	0	0	0
60652	Chicago	Ashburn, Wrightwood, Ford City, Scottsdale	0	0	2	41	1	24	0	0	0	0
60659	Chicago	W Rogers Park	0	0	1	14	0	0	0	0	0	0
60804	Cicero	N/A	0	0	1	19	3	62	0	0	0	0
60827	Riverdale	N/A	0	0	1	12	1	36	0	0	0	0
60901	Kankakee	N/A	0	0	2	33	0	0	0	0	0	0
61201	Rock Island	N/A	1	13	3	87	1	40	0	0	0	0
61265	Moline	N/A	0	0	2	76	1	52	1	60	0	0
61554	Pekin	N/A	0	0	2	34	2	98	0	0	0	0
61604	Peoria	N/A	1	54	0	0	2	88	0	0	0	0
61832	Danville	N/A	0	0	1	26	0	0	0	0	0	0
62040	Granite City	N/A	0	0	0	0	0	0	0	0	0	0
62526	Decatur	N/A	0	0	0	0	0	0	0	0	0	0
62702	Springfield	N/A	0	0	0	0	1	74	0	0	0	0
62703	Springfield	N/A	0	0	0	0	1	30	0	0	0	0

			Race (2012 ACS)				
Zip	City	Neighborhood	Hispanic or Latino (of any race)	White alone	Black or African American alone	Asian alone	Other
60016	Des Plaines	N/A	11.9%	61.7%	2.4%	22.1%	1.3%
60056	Mount Prospect	N/A	16.1%	68.3%	1.7%	11.8%	1.6%
60073	Round Lake	N/A	41.3%	47.1%	4.2%	5.4%	2.4%
60074	Palatine	N/A	28.2%	56.7%	4.1%	9.8%	1.9%
60085	Waukegan	N/A	57.7%	17.4%	17.6%	4.3%	2.4%
60101	Addison	N/A	38.2%	51.1%	3.4%	6.4%	3.0%
60110	Carpentersville	N/A	48.7%	38.1%	7.5%	3.8%	1.9%
60120	Elgin	N/A	59.0%	30.1%	5.4%	4.5%	2.5%
60123	Elgin	N/A	38.0%	48.8%	8.3%	2.3%	2.5%
60133	Hanover Park	N/A	36.4%	37.0%	7.3%	17.7%	2.1%
60160	Melrose Park	N/A	71.1%	21.7%	5.8%	1.1%	2.7%
60185	West Chicago	N/A	43.0%	49.0%	1.9%	4.7%	3.4%
60402	Berwyn	N/A	57.0%	34.5%	5.9%	1.6%	1.8%
60406	Blue Island	N/A	47.4%	20.5%	30.1%	0.2%	3.7%
60409	Calumet City	N/A	16.5%	13.8%	68.5%	0.2%	1.7%
60411	Chicago Heights	N/A	24.1%	25.5%	47.7%	0.3%	1.0%
60426	Harvey	N/A	15.5%	4.8%	77.5%	0.3%	1.5%
60432	Joliet	N/A	52.3%	21.6%	23.2%	1.6%	1.5%
60435	Joliet	N/A	23.8%	57.8%	12.6%	3.0%	1.8%
60440	Bolingbrook	N/A	28.1%	38.8%	22.2%	7.6%	0.9%
60505	Aurora	N/A	73.9%	16.2%	7.0%	1.1%	1.0%
60506	Aurora	N/A	37.2%	47.0%	11.1%	1.7%	2.1%
60608	Chicago	Pilsen	58.6%	15.5%	15.6%	9.0%	1.1%
60609	Chicago	New City, Bronzeville	49.6%	16.7%	28.5%	3.8%	1.8%
60612	Chicago	Humboldt Park	11.3%	19.6%	62.4%	5.1%	2.9%
60616	Chicago	Armour Square	10.4%	23.6%	25.4%	37.3%	3.7%
60617	Chicago	S. Chicago	37.3%	7.5%	53.9%	0.3%	4.0%
60618	Chicago	Avondale, Irving Park, Logan Square	47.3%	43.6%	2.2%	4.7%	2.1%
60619	Chicago	Burnside	0.9%	0.7%	97.1%	0.2%	1.6%
60620	Chicago	Beverly, Ashburn	0.5%	0.6%	97.5%	0.1%	1.6%
60625	Chicago	Albany Park	39.2%	41.3%	4.1%	13.1%	3.3%
60626	Chicago	Rogers Park	23.0%	40.3%	25.6%	7.5%	0.5%
60628	Chicago	Pullman	2.9%	1.9%	93.9%	0.3%	1.1%

Zip	City	Neighborhood	Race (2012 ACS)				
			Hispanic or Latino (of any race)	White alone	Black or African American alone	Asian alone	Other
60629	Chicago	Chicago Lawn, Gage Park, Marquette Park	65.0%	9.3%	24.5%	0.7%	3.9%
60630	Chicago	Jefferson Park, Mayfair, Sauganash	25.7%	61.6%	1.1%	9.6%	4.1%
60632	Chicago	Archer Heights	83.1%	11.0%	1.6%	4.1%	3.2%
60634	Chicago	Belmont Central, Portage Park	34.2%	59.5%	1.3%	3.7%	0.3%
60637	Chicago	Woodlawn	1.8%	15.4%	77.4%	3.9%	1.4%
60638	Chicago	Garfield Ridge, Midway	39.5%	55.2%	3.7%	1.1%	1.1%
60639	Chicago	Belmont-Cragin, N Austin	74.8%	6.9%	16.7%	0.6%	1.7%
60640	Chicago	Edgewater	13.1%	52.3%	18.1%	12.9%	2.2%
60641	Chicago	Portage Park, Belmont Gardens	28.8%	38.2%	2.4%	4.3%	4.0%
60643	Chicago	Beverly, Washington Heights, W Pullman	2.6%	23.1%	72.6%	0.3%	5.6%
60645	Chicago	W Rogers Park	21.4%	45.1%	15.3%	15.7%	1.0%
60647	Chicago	Logan Square	51.9%	37.6%	6.3%	2.7%	1.8%
60649	Chicago	S Shore	1.7%	1.8%	93.8%	0.2%	2.6%
60651	Chicago	Austin	15.9%	3.0%	64.2%	0.3%	2.5%
60652	Chicago	Ashburn, Wrightwood, Ford City, Scottsdale	31.8%	17.1%	50.0%	0.4%	0.4%
60659	Chicago	W Rogers Park	22.7%	39.4%	6.2%	29.4%	0.7%
60804	Cicero	N/A	86.5%	9.6%	3.4%	0.3%	4.9%
60827	Riverdale	N/A	4.7%	3.9%	90.4%	0.0%	2.7%
60901	Kankakee	N/A	14.5%	53.7%	29.5%	0.1%	2.1%
61201	Rock Island	N/A	10.2%	68.3%	16.9%	0.9%	5.3%
61265	Moline	N/A	16.8%	74.0%	4.9%	2.6%	2.2%
61554	Pekin	N/A	2.4%	94.5%	1.8%	0.3%	0.2%
61604	Peoria	N/A	6.0%	63.2%	25.0%	1.8%	0.3%
61832	Danville	N/A	5.4%	64.8%	25.9%	1.1%	0.2%
62040	Granite City	N/A	4.2%	88.0%	4.9%	0.7%	0.2%
62526	Decatur	N/A	2.6%	70.7%	21.4%	1.4%	0.1%
62702	Springfield	N/A	2.1%	75.3%	17.7%	0.8%	0.5%
62703	Springfield	N/A	1.3%	55.8%	38.4%	0.9%	0.5%

Race to the Top- Early Learning Challenge Progress Report

- | | | | |
|-----------------------|---|----------------------------|---|
| • Grants Management |    | • Gateways Registry |    |
| • QRIS Infrastructure |    | • Professional Development |    |
| • Quality Improvement |    | • KIDS |    |
| • Assessments |    | • Data Projects |    |
| • Public Awareness |    | • Multi-State Partnerships |    |
| • Evaluation |    | • Innovation Zones |    |
| • Community Systems |    | | |

Projects are labeled green if more than 90% of the projects' current tasks are on time and no milestones are in danger of being missed; yellow if 10% or more of project's current tasks are late starting and/or 1 or 2 tasks are past due; and red if any project has missed its completion date for 3 or more tasks.

Major Accomplishments:

- All Bronze Circle of Quality trainings have been developed, Train the Trainers have been completed, trainer capacity has been established, and trainings are now available for local offerings statewide. All will be online by fall, and Spanish translations are in progress.
- Completion of all assessments under the old Quality Counts system.
- 300% Increase in first time credential applications.
- Three new Entitled Institutes of Higher Education (aligned to Gateways Credentials).
- Credential development process is proceeding on pace.
- Started accepting ExceleRate applications at the Silver and Gold Circles of Quality.
- 138 trainers are qualified to provide the 4 hour Early Learning Guidelines Training.
- 125 people participated in the joint Community Systems and Innovation Zones Conference.
- All CPS principals have been trained on ExceleRate.

Challenges

- Delays in getting data transfers complete to prepare for ExceleRate public website launch.
- Delay on incentive announcement due to uncertainty regarding the state budget.
- Gateways Registry enhancement projects have been delayed due to need to gather more input from field on what the requirements should be; will lead to better product in the end
- Data system development delays due to delays in the larger Longitudinal Data System.
- Keeping our partners—and programs in the field-- from feeling completely overwhelmed.
- Tension between need to have ExceleRate criteria and processes “solid” for programs to engage with and need to be flexible to react to what we are learning in the field.
- Engaging individuals and groups that are change averse.
- Identifying community systems development experts within our system.

**Illinois Early Learning Council
Data, Research, and Evaluation Committee
Research Agenda Proposal**

Introduction

The Data, Research, and Evaluation (DRE) Committee of the Illinois Early Learning Council (ELC) is charged with supporting the specific data, research, and evaluation needs of the ELC by acting as a resource for existing and current research in the field. Specifically, the DRE Committee collaborates with the other ELC committees to assist with current projects and acts as a resource for existing and current research in the field. The DRE Committee is also charged with providing recommendations that would define and address the larger scope of research and evaluation needs for publicly funded early childhood programs and services throughout the state of Illinois. This proposal is to create an ELC research agenda, curated by the DRE Committee, which would inform research and policy development efforts in the state.

This proposed research agenda seeks to articulate research needs for policy and practice in our state that will inform the early childhood community. It is based on the ten Key Policy Questions developed by the committee in 2011 and additional feedback collected at the committee's May 8 meeting. The agenda proposes the consideration of research in eight key areas of inquiry:

- 1. Program Access;**
- 2. Program Impact;**
- 3. Program Quality;**
- 4. Program Characteristics;**
- 5. Program Funding;**
- 6. Early Care and Education Workforce;**
- 7. Family Supports and Service Alignment; and**
- 8. Cross-System Collaboration.**

The proposed research agenda is envisioned as a comprehensive inventory of research questions from which specific research areas or questions will be prioritized over time. While many of the research questions included in the proposed research agenda are descriptive, it is anticipated that all of these research questions will be pursued with the ultimate goal of determining how they relate to outcomes for children. Different kinds of research methodologies will be needed to address different questions on this list, but many of these research questions will be easier to answer with a unified early childhood data system – and indeed, this list will hopefully help inform the development of that system in the next few years.

The DRE Committee is seeking feedback from the ELC Executive Committee on the proposed research agenda. The committee would like input on whether the creation and ongoing maintenance of a research agenda would add value to the ELC and the early learning community, as well as feedback on specific areas of inquiry to be included. Should the Executive Committee support this work, the DRE Committee plans to collaborate with the other ELC committees to further develop the draft research agenda, which will then be approved by the DRE Committee and brought back to the ELC Executive Committee for consideration.

Our goal is that the research agenda could be posted on the DRE Committee's website, where it could help inform researchers in prioritizing projects. It could also serve as a resource to the government and

philanthropic entities at the state and local levels that support research. If a research agenda is posted on the committee website, where possible it would include links to sources and points of contact to assist researchers in accessing data and other information relevant to particular research questions.

Areas of Inquiry

1. Program Access

Our state should develop a comprehensive picture of who is accessing early care and education programs to inform policy and practice choices aimed at ensuring that high-quality care and education is available to all young children in need.

Recommended research questions:

- What are the demographics of young children and families in the state? What are the demographics of children and their families in early learning programs?
- Do at-risk children have access to programs?
- What happens to at-risk children who do not access programs?
- What is the attendance pattern for each child?
- Which types of programs are located in which geographic areas? What are our major gaps?
- What gaps in services exist for early learning programs? (across age, geographical region, demographic profile, and programs)
- Which children are enrolled in multiple programs?
- What percentage of children in early learning programs are part of the priority populations identified by the Family and Community Engagement Committee?
- What percentage of children in early learning programs live with a relative other than their birth parents?
- What percentage of children have moved within the last six months? How frequently are they moving?
- How do successful programs recruit participants?

2. Program Impact

High-quality early learning programs are proven to narrow the achievement gap and reduce future spending on remedial education services, child welfare and crime. Research shows that at-risk children who attend quality early care and education programs are more likely to graduate high school, attend college, and contribute more to the economy. Our state should better understand whether our programs are having this same impact on the young children they serve.

Recommended research questions:

- What results have been obtained for children on validated instruments measuring cognitive and non-cognitive development?
- What impact do early learning programs have on social-emotional development?
- What indicators are being used to measure children's developmental progress? And what are the trends?
- Do assessment trends over time indicate a closing of the achievement gap?

- How do children enrolled in early learning programs do in K-12? (test scores, attendance, drop-out rates)
- Do children receive special education services in the public school system? Do children from high quality early programs have a reduced need for special education?
- Are children enrolled in early learning programs less likely to end up in the juvenile justice system? In the child welfare system? In the mental health system?
- What are the cost savings associated with early learning programs?
- How many hours a day of service are children receiving? What is the impact of changes in program dosage?
- How do program goals vary by program type and/or funding source? How do program providers accessing multiple streams reconcile those different goals?

3. Program Quality

As Illinois moves forward with quality improvement efforts such as ExceleRate, we should gather data on how these efforts are being implemented and what challenges and barriers exist for programs as they work toward a higher level of quality.

Recommended research questions:

- What metrics are being used to measure program quality?
- Which unit of analysis is most predictive of child outcomes?
- Are an increasing number of programs meeting established quality standards?
- Is the number of accredited programs increasing?
- What is the trend over time regarding the number of programs that are externally evaluated?
- How many programs administer self-assessments?
- What technical assistance is being provided to programs?

4. Program Characteristics

A fuller understanding of the characteristics of early care and education programs is essential to ensuring that programs and services are tailored to serving the youngest and most vulnerable children in the right setting at a sufficient dosage to make a difference.

Recommended research questions:

- What curriculums are used by programs?
- What are the costs associated with each program?
- What are the funding sources for each program?
- What are the qualifications for program staff and providers (see below)?
- In what setting is the program delivered?
- What is the staff to child ratio?
- How are programs engaging parents and caregivers?

5. Program Funding

The availability and stability of funding can have a profound effect on service provision and child outcomes. More information on how funding impacts early childhood providers and the children they serve is critical to creating the policies and infrastructure needed to support a robust and effective early childhood system in our state.

Recommended research questions:

- What are the trends in funding over time?
- What impact does program funding source have on program quality?
- What has been the impact of funding choices that have been made at the federal, state, and local level?
- How are programs combining funds to provide service, and what impact does that have?
- How does the stability of funding influence programs?
- What are the incremental costs of additional program dosage?
- What is the impact of using contracts rather than vouchers on program quality?

6. Early Care and Education Workforce

The early childhood workforce plays an essential role in successful early care and education programs by creating the environment in which children learn and thrive. A comprehensive understanding of this population, including strengths and challenges, is necessary to inform policy decisions and investments that will create and support a skilled and stable early care and education workforce.

Recommended research questions:

- What are the qualifications for program staff and directors?
- What education, preparation, and training have program staff and directors received?
- What credentials do program staff and directors have?
- What are the demographics of program staff and directors, and do they reflect the families they serve?
- What languages do program staff and directors speak?
- Are program staff and directors trained to deal with cultural differences?
- At what rate and for what reason does turnover occur? Which programs experience the most/least turnover?
- What are the characteristics of those staff who persist? Of those who leave the field?
- What salaries and benefits does the program provide staff?
- What technical assistance is provided for workforce development?

7. Family Supports and Service Alignment

The early identification and management of all developmental and health needs of children and families, including social-emotional and mental health needs, is instrumental to achieving good outcomes. More data on the resources and services that are being provided to young children and families outside of early learning programs, as well as a fuller understanding as to how data is being used to align, prioritize and mobilize resources, is fundamental to ensuring that our state's early care and education programs address the needs of the most at-risk children and their families.

Recommended research questions:

- What percentage of birth mothers received prenatal and/or interconception care?
- What percentage of children have medical homes?
- What medical and dental services has the child received?
- Where are services being provided? Are services connected to an early education and care program?
- What developmental screenings has the child received? What were the outcomes?
- Which children have been enrolled in early intervention programs?

- How are needs of children being identified in programs? When needs are identified, what follow-up occurs to ensure those needs are met? Are caregivers being provided with information about what services are available to address needs?
- Have children been referred for medical and social services needs? Did they receive the services? How much time passed between the referral and receipt of services? Which agencies provided the services?
- What are the costs associated with providing additional services?
- How do programs ensure services are provided after making a referral?

8. Cross-System Collaboration

At-risk families often face a variety of challenges and must navigate a complex system to find the supports they need. Many factors are critical to the healthy development of young children beyond early care and education programs, and effective collaboration at the local and state levels is critical to reducing barriers faced by families as they seek to access services. The elements of successful cross-system collaboration may vary from community to community, and research into what works and what does not is vital to shaping successful collaboration efforts.

Recommended research questions:

- Are MOUs effective in creating successful collaborations?
- How do we measure collaboration, and what makes collaborations more or less effective?
- What impacts do successful collaborations have?

**Early Learning Council Executive Committee Meeting
Data, Research, and Evaluation Committee Update
June 2, 2014**

The Data, Research, and Evaluation (DRE) Committee met on May 8, 2014.

1) Research Agenda Proposal

- The committee approved a research agenda proposal at its May 8 meeting. This proposal will be considered by ELC Executive Committee members at the June 2 meeting. Should the Executive Committee support this work, the DRE Committee plans to collaborate with the other ELC committees to further develop the draft research agenda, which will then be approved by the DRE Committee and brought back to the ELC Executive Committee for consideration.

2) Pending Federal and State Legislation

- The Education Sciences Reform Act (ESRA) – which provides state longitudinal data system funding – is due for reauthorization. Elliot Regenstein is leading efforts to send a sign-on letter from state leaders to key Senate members urging them to articulate early childhood data systems as a priority in the bill.
- Two student data privacy bills have been introduced during the state legislative session. The sponsors of the bills are Sen. Delgado and Rep. Drury. Negotiations on the bills are ongoing. This is an important issue that could impact early childhood data and research efforts underway in our state. The committee will continue to monitor this issue moving forward to ensure that early childhood is represented.

3) Updates

- Race to the Top-Early Learning Challenge
 - The RFP for the QRIS validation study has been released. Applications were due in May.
- Unified Early Childhood Data System
 - The data matching work to produce an unduplicated count of children and sites across preschool and child care is proceeding. NIU is the lead and is partnering with DHS and ISBE. They are close to finalizing a data-sharing agreement, and it is anticipated that the data matching work will be completed by the end of the year.
- Longitudinal Data System
 - The primary focus is on governance because the goal is to facilitate data sharing across state agencies. Plans for a central data entity that will manage data exchanges across agencies and receive and respond to data requests are underway. The state is currently determining where this function will be housed.
- Illinois Shared Learning Environment (ISLE)
 - ISLE is being piloted in two districts. The pilot will be scaled up to a maximum of 17 districts next school year.
 - Feedback on whether ISLE applications will be beneficial to early childhood teachers will be gathered over the summer, and a decision on whether to move forward with an early childhood ISLE pilot or re-purpose the funds will be made in the fall.
- REL Midwest Project
 - REL received official approval on a project to analyze how much progress states have made in their efforts to development state early childhood data systems, so this work can now get underway. It is anticipated that the project will be completed by the end of the year. This analysis is intended to help Illinois understand its own progress to date and partner with other states more effectively in system development.

**Next DRE Committee Meeting
TBD**

Home Visiting Task Force Update
Early Learning Council Executive Committee Meeting
June 2nd, 2014

The full Home Visiting Task Force (HVTF) last met on April 23rd and the Executive Committee met on April 9th. The next full HVTF meeting is July 22nd.

Early Childhood Data System

The HVTF is partnering with the Data, Research, and Evaluation Committee of the Early Learning Council to identify a set of key home visiting metrics that should be recommended for inclusion in the State's unified early childhood data system. In preparation for this project, the Task Force created a comprehensive matrix of all metrics that the home visiting agencies collect in Illinois and conducted an analysis of the matrix to determine which metrics are collected by multiple agencies and how those agencies define how and when the metrics are collected.

Home Visiting Mapping

Using a spreadsheet of all of the home visiting programs in Illinois, the MIECHV team in the Governor's Office of Early Childhood Development worked with the Illinois Early Childhood Asset Map (IECAM) to develop a map showing need (based on children under 5 living under 100% of the Federal Poverty Level) versus access (the number and location of home visiting programs) by county. The next step is to conduct additional analyses to determine whether there are any discrepancies that we should be aware of at the community level.

Home Visiting/DCFS Partnership

A small group of HVTF members is convening to discuss how to create a partnership between home visitors and DCFS case workers for families in intact services and foster care. The theory behind this approach is that the families currently being served through DCFS would greatly benefit from also being enrolled in a home visiting program, and that case workers and home visitors would benefit from working together to help a family mitigate the trauma they have experienced. There is currently at least one place in the state – in Macon County – that is doing this and they are finding it successful and beneficial to the families.

Sustainability Workgroup

The Sustainability Workgroup continues to pursue supplemental funding to expand access to evidence-based home visiting programs through Medicaid. We are currently in discussions with the State to develop a two-pronged strategy (managed care and fee-for-service) to add home visiting to the continuum of services provided under Medicaid, through both a waiver and state plan amendment.

Home visiting is included in the list of services outlined in the State's 1115 Medicaid waiver application, which is expected to be submitted soon. The State is convening workgroups to discuss implementation of the services outlined in the waiver, and the staffer of the Sustainability Workgroup will participate in the workgroup that covers home visiting.

As part of this work and per a request from HFS Director Julie Hamos, we are developing a certification for home visitors to bill Medicaid that we would ultimately propose to Director Hamos to be part of a Medicaid State Plan Amendment. Because Ohio – which funds home visiting partially through Medicaid Targeted Case Management – has a similar population of

home visitors to Illinois and has developed a certification system approved by CMS to allow them to bill Medicaid for home visiting, we are using their model as a basis for our own.

Per the recommendation of Director Hamos, we are setting up meetings with each of the Accountable Care Entities (ACEs) that will be providing comprehensive health services for the Medicaid population of pregnant women, children, and their families in the mandatory managed care areas of the state. The purpose of these meetings is to make the case to the ACEs that they should contract with local home visiting programs to provide those services to eligible families in order to meet their outcomes for HFS.

We also continue to monitor additional opportunities for sustainable funding for home visiting programs in Illinois, and will continue to update the Home Visiting Task Force and Early Learning Council on our progress. Our next meeting is July 9th.

Health Connections Workgroup

The Health Connections Work Group has finalized its recommendations to the state for improving coordination between home visiting and maternal child health systems and presented them to the HVTF Executive Committee in April, at which time it was decided that the Work Group would bring them back to the Committee at the July meeting. The Work Group will ultimately present the recommendations to the Early Learning Council for approval and then submit them to the Governor's Office of Early Childhood Development. After the recommendations have been approved, the Work Group will have completed its tasks as outlined in the HVTF Work Plan and will merge with the Systems Integration and Alignment Committee's Health Subcommittee. This process was approved at the April 9, 2013 HVTF Executive Committee meeting.

**Illinois Early Learning Council Executive Committee Report
Program Standards and Quality Committee
May 2014**

Program Standards and Quality Committee

The Program Standards and Quality (PSQ) Committee cross-sector membership includes leadership of key state advising bodies, identified agency/entity representatives, and self-nominated colleagues. The PSQ Committee is building on aligning work underway at various agencies and through advising bodies in order to streamline and avoid duplication of work. A conscious effort is being made to maximize collaborations and partnerships. The PSQ Committee met on May 12, 2014 at the James R. Thompson Center in Chicago with a call-in option available.

Program Standards & Quality Committee Reports

- **Higher Education Learning and Professional Development (HELP)** – Cathy Main, Co-Chair
 - Grantees from the Early Childhood Preparation Program Innovation grants reported on their first quarter progress; two grantees were identified to share further details during the upcoming HELP meeting on May 22.
 - An Early Childhood Illinois Articulation Panel has been convened. Co-chairs are Johnna Darragh-Ernst from Heartland Community College and Ty Giles from Governor’s State University. The Panel has identified an early childhood course to begin discussing in relation to articulation.
 - The Higher Ed Faculty Survey results are being reviewed and will be used to inform recommendations on professional development supports for Illinois faculty.
- **Workforce Compensation** – Valerie Krajec and Joni Scritchlow, Co-Chairs
 - The committee’s initial meeting was held via Webinar on April 15. The ad hoc group will meet approximately 12 – 18 months to complete assigned work.
 - Due to Illinois’s interest in workforce compensation, the National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center) has selected Illinois to be part of the pilot for the Professional Development System Cost Analysis Tool Pilot. Anne Wharff (IDHS) is the lead contact.
- **Family Child Care ExceleRate Ad Hoc** – Gail Nelson on behalf of Kate Ritter, OECD
 - Two statewide Forums and two intensive follow-up meetings for family child care providers to support integration into ExceleRate Illinois were held. Draft recommendations are in development.
- **Birth to Age Three** – Jeanna Capito, Chair
 - Meeting to be scheduled.
- **Quality Rating and Improvement System: ExceleRate Illinois** – Gail Nelson, OECD
 - The ExceleRate website (www.excelebrateillinois.com) has a compilation of resources organized by standards. Educational resources, articles on quality and links to tools to support providers are included.

Federal and State Landscape Reports

- **New Early Head Start and Child Care Partnership Funding** – Lauri Morrison Frichtl
 - See Attachment #1. Grant applications to be released (anticipated May 20, 2014) and will be due August 24, 2014. Total funding allocated: \$500,000,000.
- **Governor’s Office of Early Childhood Development** – Kim Collins
 - Technical assistance will be provided for the Early Head Start Child Care Partnership grants.
 - Preschool Development Grant: Illinois can apply for supplemental preschool funding for four year olds.
 - Race to the Top: RFA Awards of Excellence applications are being reviewed

- **Advocacy/Illinois Action for Children** – Christine Robinson
 - The current 5% tax rate extension is due to expire in January of 2015. This has significant implications for the state budget, including potential cuts to child care, Pre-K, early intervention and home visiting.
 - Resources are available in English and Spanish providing information about how to support a Supplemental Appropriation for Child Care. (Attachment #2).
- **Chicago Public Schools (CPS)** – Chris Rosean
 - First round of allocations for school based Preschool for All, Head Start and child parent center programs for next year are complete; a second round of applications opens late May/June.
 - CPS has adapted the Danielson Framework so that it is applicable to preschool classrooms. This preschool addendum is available for teachers and principals through CPS.
- **Illinois Interagency Council on Early Intervention** – Amy Tarr
 - Data analysis phase for the State Systemic Improvement Plan is underway. Goals are to identify innovation zones and zip codes with low participation rates; identify family characteristics which are linked to dropping out of Early Intervention; and determine the extent of impact Early Intervention has on successful preschool readiness.
- **Illinois Department of Children and Family Services Licensing Advisory Committee** – Carol Morris
 - An ad hoc work group is being formed to review proposals for immunizations for day care providers, center staff and home providers.
 - Rules Amendments: Rule 407 is in final stages (related to obesity, nutrition, radon, and the Illinois Director Credentials amendment). Rules 406 and 408 are currently in policy review.
- **Illinois State Board of Education** – Cynthia Zumwalt
 - A proposed change in the bi-lingual rules is moving to the ISBE Board for approval. The proposal will extend the date by which teachers must have the ESL or bi-lingual endorsement/certificate. Next Steps: if approved, the proposed rules then move out for public comment.
 - FY15 budget concerns were noted.
- **Illinois Department of Human Services Child Care Advisory Council** – Linda Saterfield
 - Child Care Management System rollout in January was the first phase of development. An RFP will be issued for the second phase of development which will include provider and parent portals. A third future phase will include on-line billing.
 - The open Illinois Head Start Collaboration Director position will be based in Chicago; this position will be posted soon.
 - The Child Care Advisory Council meeting will be July 9th in Naperville. Draft rule changes at the federal level for CCDBG are in process/may need to be incorporated into policies.
- **Development Advisory Council** – Cass Wolfe
 - The Gateways to Opportunity School-Age and Youth Development (SA/YD) Credential pilots will begin June of 2014.
 - Gateways Credentials are in development for Technical Assistance, Family Child Care, and Family Specialist.
 - The Gateways to Opportunity Higher Education Annual Forum had over 100 faculty in attendance on April 3 – 4, 2014

**System Integration and Alignment Committee (SIAC)
Updates for Early Learning Council Executive Committee – June 2, 2014**

The Systems Integration and Alignment Committee met on May 30, 2014. The Committee continues to oversee and share the deeper work being conducted in the Subcommittees and ensures that the overall objectives of the Committee are moving forward. The Committee will look to the ELC for guidance on determining future work priorities.

Health Subcommittee

- The Health Subcommittee will begin to meet quarterly while a Final Product Ad Hoc Work Group meets monthly to synthesize the health matrices into a set of written recommendations for addressing service gaps and improving coordination across the early childhood system in order to better support children's health.
- The Hearing and Vision Ad Hoc Work Group is developing recommendations to IDPH on system changes that will ultimately improve access to screening trainings for early childhood professionals and access to hearing and vision screenings for children ages 0-5.
- The Health Subcommittee submitted revised recommendations to the ELC Ad Hoc Committee on primary and secondary child health quality indicators for inclusion in the IL Early Childhood Dashboard.
- Work groups for Oral Health and Obesity Prevention convene on a regular basis to work on action steps under each of their respective work objectives under the Health Subcommittee work plan.

Community Systems Development (CSD) Subcommittee

- The CSD Subcommittee continues to advise statewide community systems development initiatives, including MIECHV and the RTTT-ELC's Consortium for Community Systems Development and its statewide strategic planning process.
- The CSD Subcommittee is researching how various early childhood-related governmental entities engage with community systems and what requirements (if any) related to community systems development they have for their grantees.
- The CSD Subcommittee met to discuss the Community Systems benchmark on the ELC dashboard. Subcommittee members will be recommending new Community Systems indicators to the ELC Ad Hoc Committee. The Subcommittee will also identify and/or adapt a tool for measuring these indicators.

Special Education Subcommittee

- The Special Education Subcommittee has completed the Governor's Award of Excellence for the Inclusion of Children with Special Needs and developed an inventory of trainings and professional development opportunities on inclusion that are aligned with the Award of Excellence. The Subcommittee also developed guidance on the general resources that are necessary for a successful implementation of this Award of Excellence.
- The Subcommittee will work to develop an MOU template that can be used between early childhood care and education programs, LEAs and CFCs. In addition, the Subcommittee will produce a list of ways in which children can access screenings when programs are not conducting them.

Braiding Blending and Sustainable Funding (BBSF) Subcommittee

- The BBSF Round Table report was distributed in March to all participants, facilitators, SIAC & BBSF members, other ELC Committee Co-Chairs, and various other entities. The final report will highlight current barriers to effective braiding and blending, provides recommendations on funding structures that support quality early childhood programming and encourages community collaboration. The Subcommittee will also be identifying areas in the report to be prioritized for next steps that will be addressed within SIAC and other advisory tables.

PRESCHOOL DEVELOPMENT GRANTS PROGRAM

**EXPANSION GRANTS
EXECUTIVE SUMMARY**



**U.S. Department of Education
U.S. Department of Health and Human Services
Washington, D.C.
May 2014**

Public Comment Sought for New Preschool Development Grants Competition

Posted May 5, 2014

Thank you for your interest in the [Preschool Development Grants competition](#), which will be jointly administered by the U.S. Departments of Education and Health and Human Services (ED, HHS, or Departments). The Consolidated Appropriations Act, 2014 (Appropriations Act) provides \$250 million for a new competition to support efforts to build, develop, and expand voluntary, high-quality preschool programs. Competition requirements, priorities, and selection criteria will be developed consistent with the language in the Appropriations Act and accompanying report language, which can be found [here](#).

The Preschool Development Grants competition will prepare more States to become ready to participate in the proposed [Preschool for All](#) program in the Department of Education's FY2015 budget request. Recent and longstanding research indicates that children who attend high-quality preschool programs achieve significant, positive short- and long-term outcomes, and the return on investment that results from attending high-quality preschool programs is overwhelmingly clear.¹ There is tremendous unmet need for high-quality early learning programs.² Only 40 percent of eligible children have access to Head Start.³ Less than one-third of all four-year-olds are enrolled in State-funded preschool programs.⁴

States and communities are looking for ways to expand access to high-quality early learning opportunities. Last year, 30 governors from both parties increased funding for

¹ U.S. Department of Health and Human Services, Office of Human Services Policy, Office of the Assistant Secretary for Planning and Evaluation, *The Short- and Long-Term Impacts of Large Public Early Care and Education Programs* (Washington, DC: U.S. Department of Health and Human Services, 2014), available at: http://aspe.hhs.gov/hsp/14/longtermimpact/rb_longtermimpact.cfm

² Barnett, W. S., et al. (2012). *The State of Preschool: 2012 State Preschool Yearbook*. The National Institute for Early Education Research, Rutgers University. Available at: <http://nieer.org/sites/nieer/files/yearbook2012.pdf>

³ Source: U.S. Department of Health & Human Services estimations based on 2011 Census data and the 2013 Office of Head Start Program Information Report.

⁴ Barnett, W. S., et al. (2012). *The State of Preschool: 2012 State Preschool Yearbook*. The National Institute for Early Education Research, Rutgers University. Available at: <http://nieer.org/sites/nieer/files/yearbook2012.pdf>

preschool in their State budgets.⁵ Preschool Development Grants can help States and communities meet their goals and the needs of families and children.

All States, the District of Columbia, and Puerto Rico will be eligible to apply, if they wish, for one of two proposed types of discretionary grants: **Development Grants** and **Expansion Grants**. States with small or no State-funded preschool programs will be eligible to apply for Development Grants. States that have more robust State-funded preschool programs *or* that have been awarded a Race to the Top – Early Learning Challenge grant will be eligible to apply for Expansion Grants. We intend for high-quality preschool programs to be located in regionally diverse communities or consortia of communities in cities, towns, counties, neighborhood, districts, rural or tribal areas, with a high level of need or distress as determined by the State. Preschool programs funded under either category of the Preschool Development Grants will need to meet the competition's criteria for high-quality preschool programs. Other preschool programs within the State will not be required to meet these criteria.

In order to run a rigorous competition and obligate funds to grantees before the December 31, 2014, statutory deadline, we will waive rulemaking for this new program, pursuant to authority in section 1232(d)(1) of the General Education Provisions Act. However, we are interested in your input on major elements of the program, and already have received [over five hundred comments on our Web site](#) pertaining to the new competition.

We have considered these ideas, suggestions, and comments in developing the *draft* requirements, priorities, selection criteria, and definitions in the executive summary for each of the **Development Grants** competition and the **Expansion Grants** competition, which are now posted for review and comment by the public. In commenting on these documents, we encourage potential applicants to identify potential barriers and challenges that may impede implementation of an ambitious and achievable, high-quality State plan.

These documents will be posted for public input until 5:00 PM EDT on Wednesday, May 16, 2014, at which time the input section will be closed and we will begin considering

⁵ Workman, E. et. al., State Pre-K Funding 2013-14 Fiscal Year, January 2014. Education Commission of the States.

comments received as we develop final requirements, priorities, selection criteria, and definitions. We will also be holding a webinar to review the executive summaries. Further information will be posted on the [Preschool Development Grant Web page](#). We will publish these requirements, priorities, selection criteria, and definitions in a notice inviting applications in the Federal Register later this summer.

This is a moderated site; all comments will be reviewed before they are posted. We reserve the right not to post comments that are unrelated to the Preschool Development Grants competition, are inconsistent with ED's Web site policies, are advertisements or endorsements, or are otherwise inappropriate. Please do not include links to advertisements or endorsements, as we will delete them before we post your comments. Additionally, to protect your privacy and the privacy of others, please do not include personally identifiable information such as Social Security numbers, addresses, phone numbers, or email addresses in the body of your comments as the comments will be publicly available for others to review. For more information, please be sure to read the "comments policy." We intend to post all responsive submissions on a timely basis.

Please understand that posts must be related to the Preschool Development Grants Program, and should be as specific as possible. If you include a link to additional information in your post, we urge you to ensure that the linked information is accessible to all individuals, including individuals with disabilities. Each post must be limited to 1,000 words. All opinions, ideas, suggestions, and comments are considered informal input and may or may not be reflected in the final Preschool Development Grants competition requirements, priorities, selection criteria, or definitions, established in the final Preschool Development Grants notice inviting applications. ED and HHS will not respond to any posts.

Again, thank you for your interest in this opportunity to support early learning. We look forward to hearing from you.

Note to reader: Defined terms are used throughout this document and are identified using initial capitalization. Definitions are provided later in the document.

[Department of Education's linking policy](#)

[Department of Education's disclaimer of endorsement](#)

Click the links below for [Development Grants Executive Summary](#) or [Expansion Grants Executive Summary](#) and download and read the executive summary. On the chosen Executive Summary page, click "Add a New Comment" at the bottom of the screen and add your comment. Please note that the Application Requirements, Program Requirements, and Definitions are the same for both Executive Summaries. In these and additional areas where the language is the same, you do not need to make your comments in each Executive Summary (Development Grants and Expansion Grants). Please indicate in your comments the area in which you are addressing.

Development Grants Executive Summary

A Development Grant is to support a State with a small or no State-Funded Preschool Program to—

- Develop or enhance preschool program infrastructure and capacity to deliver High-Quality Preschool Programs; and
- Implement and sustain High-Quality Preschool Programs to reach and serve additional Eligible Children in one or more High-Need Communities.

Expansion Grants Executive Summary

An Expansion Grant is to support a State with a State-Funded Preschool Program **OR** that has received a Race to the Top – Early Learning Challenge grant to—

- Implement and sustain High-Quality Preschool Programs to reach and serve additional Eligible Children in two or more High-Need Communities; and
- Enhance preschool program infrastructure and make quality improvements to deliver High-Quality Preschool Programs.

EXPANSION GRANTS EXECUTIVE SUMMARY

Purpose

The purpose of an Expansion grant is to support a State with a State-Funded Preschool Program⁶ OR that has received a Race to the Top – Early Learning Challenge grant to—

- (a) Implement and sustain High-Quality Preschool Programs to reach and serve additional Eligible Children in two or more High-Need Communities; and
- (b) Enhance preschool program infrastructure and make quality improvements to deliver High-Quality Preschool Programs.

Eligibility Requirements

A State must meet the following requirements to be eligible to compete for funding under this program:

- (a) The State must—
 - (1) Serve 10% or more of Eligible Children in a State-Funded Preschool Program;⁷ OR
 - (2) Have received an award under a Race to the Top – Early Learning Challenge competition.

Therefore, only the States of Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Nebraska, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, and Wisconsin are eligible to apply for Expansion Grants.

⁶ Defined terms are capitalized throughout this document. See the “Definitions” section of the document.

⁷ Based on current data from: Barnett, W. S., et al. (2012). The State of Preschool: 2012 State Preschool Yearbook. The National Institute for Early Education Research, Rutgers University. Available at: <http://nieer.org/sites/nieer/files/yearbook2012.pdf>. (Note: We may update which States are eligible for Expansion Grants if more current data are available by the time the notice inviting applications is published.)

- (b) The Lead Agency must have executed with each Subgrantee a preliminary Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Subgrantee's level of participation in the grant. At a minimum, the preliminary MOU or other binding agreement must include:
- (1) An assurance that Subgrantees that are Local Educational Agencies (LEAs) will form strong partnerships with other Early Learning Providers, and Subgrantees that are Early Learning Providers will form strong partnerships with LEAs, in particular to ensure successful transitions for children from preschool to kindergarten;
 - (2) An assurance that Subgrantees will use grant funds to implement High-Quality Preschool Programs, consistent with the definition;
 - (3) The scopes of work referenced in paragraph (e) of the Application Requirements section; and
 - (4) The information addressed in selection criterion (D)(4).

Award Information

Amount of Funds Available: Approximately \$160 million for the first year of awards made in 2014.

Budget Requirements: To support States in planning their budgets, the U.S. Department of Education and the U.S. Department of Health and Human Services (ED, HHS, or Departments) have developed the following annual budget caps for each State eligible for an Expansion grant. We will not consider for funding an application from a State that proposes a budget in any year that exceeds the applicable cap set for that State. The Departments developed the following categories by ranking every State eligible for an Expansion grant according to its relative share of Eligible Children who could be served by Expansion grants and then identifying the natural breaks in the rank order. Then, based on population, budget caps were developed for each category.

Category 1 – up to \$35M – California

Category 2 – up to \$30M – Texas

Category 3 – up to \$25M – Florida, New York

Category 4 – up to \$20M – Illinois, Ohio, Georgia, North Carolina, Pennsylvania, Michigan

Category 5 – up to \$17.5M – Tennessee, Washington, South Carolina, Virginia, New Jersey

Category 6– up to \$15M – Wisconsin, Louisiana, Kentucky, Colorado, Maryland, Minnesota, Oklahoma, Arkansas, Oregon, Massachusetts, Kansas

Category 7– up to \$12.5M – Iowa, New Mexico, Connecticut, Nebraska, West Virginia, Maine

Category 8 – up to \$10M – Rhode Island, Delaware, District of Columbia, Vermont

Project Period: Up to 48 months.

Budget Periods and Continuation Grants: Grants awarded under this competition may be for a project period of up to four years. Depending on the availability of funds, the Departments will make continuation awards for years two, three, and four of the project period in accordance with section 75.253 of the Education Department General Administrative Regulations (EDGAR) (34 CFR 75.253). However, to ensure that continuation funds will be used only for high-quality and effective projects, in determining whether or not to award continuation grants for years two, three, and four, the Departments will also consider if the grantee is achieving the intended outcomes of the grant and shows evidence of the following critical goals and activities:

- (a) Demonstration of progress in the expansion or establishment of High-Quality Preschool Programs in the designated High-Need Community or Communities to be served by the Subgrantees;
- (b) Demonstration that the State is holding each of its Subgrantees accountable for fully adhering to all the program quality components that are part of the definition of a High-Quality Preschool Program;
- (c) Demonstration of coordination of Federal and State funds and programs to support a coherent approach to effective High-Quality Preschool Programs;
- (d) Demonstration that the State has provided high-quality technical assistance to the Subgrantees and is implementing a rigorous monitoring process to ensure the delivery of High-Quality Preschool Programs;
- (e) Demonstration that the State collects, analyzes, and uses high-quality and timely data, especially on Subgrantee program quality, school readiness of Eligible Children in High-Quality Preschool Programs, and student progress through third grade; and
- (f) Demonstration of improvement on the program performance measures, to the extent such data is available.

Application Requirements

Each application must meet the following application requirements:

- (a) The State's application must be signed by the Governor or an authorized representative; an authorized representative from the Lead Agency; and an authorized representative from each Subgrantee.
- (b) The application must include a Letter of Support from an operational State Advisory Council on Early Childhood Education and Care that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837(b)) and as described in paragraph (k) of the Program Requirements. This letter must describe the State Advisory Council on Early Childhood Education and Care's level of support and, if applicable, participation in the grant.
- (c) The State must complete the budget spreadsheets that are provided in the application package and submit the completed spreadsheet as part of its application. These spreadsheets should be included on the CD or DVD that the State submits as its application.
- (d) The State must include a budget that details how it will use Federal grant funds awarded under this competition, and funds from other Federal, State, private, and local sources to achieve—
 - (1) The goals outlined in its ambitious and achievable plan; and
 - (2) Its ambitious and achievable targets for increasing the number and percentage of Eligible Children who are enrolled in High-Quality Preschool Programs under this grant.
- (e) The State must submit preliminary scopes of work for the State and each Subgrantee as part of the executed MOU or other binding agreement. Each preliminary scope of work must describe the portions of the State's ambitious and achievable plans that the Subgrantees are agreeing to implement. If a State is awarded a grant, the State will have up to 90 days to submit final scopes of work for the State and each Subgrantee.
- (f) The State must provide, for each selection criterion or priority in this notice that solicits an ambitious and achievable plan, a description of the following elements, at a minimum—
 - (1) The key goals;
 - (2) The key activities to be undertaken; the rationale for the activities; and, if applicable, where in the State the activities will be initially implemented, and where and how they will be scaled up over time;

- (3) A realistic timeline, including key milestones, for implementing each key activity;
- (4) The party or parties responsible for implementing each activity and other key personnel assigned to each activity;
- (5) Appropriate financial resources to support successful implementation of the ambitious and achievable plan;
- (6) The information requested as supporting evidence, if any, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the ambitious and achievable plan;
- (7) The information requested in the performance measures, where applicable; and
- (8) How the State will address the needs of Eligible Children, including those who may be in need of additional supports, such as children who have disabilities or developmental delays; who are English learners; who reside on “Indian lands” as that term is defined by section 8013(7) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6301 et seq.) (ESEA); who are migrant, homeless, or in foster care; who reside in rural areas; who are from military families; and other children as identified by the State, if applicable.

Priorities

Absolute Priorities

A State must address the absolute priorities in its application in order to receive an award. For FY 2014 and any subsequent year in which the Departments make awards from any list of unfunded applicants resulting from this competition, the Departments will consider only applications that, consistent with 34 CFR 75.105 (c)(3), meet Absolute Priority 1 and one of Absolute Priority 2 or Absolute Priority 3 described below. An applicant must address Absolute Priority 1 and identify which one of Absolute Priorities 2 or 3 applies to the State.

States do not write directly to Absolute Priority 1; instead, reviewers determine if the priority is met after evaluating a State’s response to all of the Selection Criteria. We consider for funding only applications that meet Absolute Priority 1. A State meets Absolute Priority 1 if a majority of reviewers determines that the State has met the absolute priority.

Each of Absolute Priorities 2 and 3 constitutes its own funding category. To ensure that a variety of States benefit from the Preschool Development Grant program and that States that have received Race to the Top – Early Learning Challenge awards are not unfairly advantaged in this competition, the Secretaries will separately consider applications from Absolute Priorities 2 and 3. They intend to award grants under each

category for which applications of sufficient quality are submitted. Full applications will be peer reviewed and scored; scores will be rank ordered within each category. These absolute priorities are:

Priority 1: Absolute Priority – Increasing Access to High-Quality Preschool Programs in High-Need Communities

To meet this priority, the State's application must demonstrate how it will increase access to High-Quality Preschool Programs for Eligible Children by having an ambitious and achievable plan to—

- (1) Subgrant at least 90% of its Federal grant award to a Subgrantee or Subgrantees to implement and sustain High-Quality Preschool Programs to reach and serve additional Eligible Children in two or more High-Need Communities; and
- (2) Use no more than 10% of its Federal grant award for preschool program infrastructure and quality improvements such as those for activities described in selection criteria (C)(1).

Priority 2: Absolute Priority – Race to the Top – Early Learning Challenge States

To meet this priority, an applicant must have received an award under a Race to the Top – Early Learning Challenge competition.

These States are California, Colorado, Delaware, Georgia, Illinois, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, New Jersey, New Mexico, North Carolina, Ohio, Pennsylvania, Rhode Island, Oregon, Vermont, Washington, and Wisconsin.

Priority 3: Absolute Priority – Non-Race to the Top – Early Learning Challenge States

To meet this priority, the State must not have received an award under a Race to the Top – Early Learning Challenge competition.

These States are Arkansas, Connecticut, District of Columbia, Florida, Iowa, Kansas, Louisiana, Maine, Nebraska, New York, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Competitive Preference Priorities

Competitive preference priorities can earn the applicant extra or “competitive preference” points.

Priority 4: Competitive Preference Priority – Contributing Matching Funds

The State meets this priority based on the extent to which it submits an ambitious and achievable plan showing how the State will contribute non-Federal matching funds for its ambitious and achievable plan during the life of the grant. Matching funds may be comprised of State, local, and philanthropic funds and include increased State funding appropriated beginning in fiscal year 2014. An applicant that matches 50% or more of

its projected four-year total award amount will receive the maximum amount of points, and an applicant that matches less than 50% of its projected four-year total award amount will receive points based on a sliding scale.

Priority 5: Competitive Preference Priority – Supporting a Continuum of Early Learning and Development

To receive a competitive preference under this priority, the State must demonstrate how it will integrate High-Quality Preschool Programs within a broader continuum of high-quality care and education supports for the Eligible Children participating in the State’s ambitious and achievable plan from birth through third grade, including full-day kindergarten. In particular, the State must address how it will implement a seamless progression of supports and interventions for, at a minimum, a defined cohort of Eligible Children within each High-Need Community served by the Subgrantees. The State must describe how it will foster partnerships and leverage resources from existing community agencies that provide early childhood services—including early intervention, Early Head Start and Head Start, home visiting, child care, and preschool programs. The State must also describe how it will ensure smooth transitions for children and families, particularly the transition from infant and toddler services to preschool services, including the transition of services under Part C of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.) to services under section 619 of Part B of IDEA.

Priority 6: Competitive Priority – Addressing the Needs of Children in Promise Zones

To receive a competitive preference under this priority, applicants must propose projects that are designed to serve and coordinate with a federally designated Promise Zone. (For additional information on Promise Zones, see www.whitehouse.gov/the-press-office/2014/01/08/fact-sheet-president-obama-s-promise-zones-initiative.)

Selection Criteria

States must address in their application all of the selection criteria.

A. Executive Summary

The extent to which the State includes an ambitious and achievable plan for expanding access to High-Quality Preschool Programs that clearly articulates how the plans proposed under each criterion in this section, when taken together, will effectively—

- (1) Build on the State’s progress to date as demonstrated in selection criterion (B);
- (2) Provide new, expanded, or enhanced High-Quality Preschool Programs for Eligible Children through a subgrant or subgrants to serve two or more High-Need Communities;

- (3) Address the structural elements specified in the definition of High-Quality Preschool Programs;
- (4) Set expectations for the school readiness of Eligible Children upon kindergarten entry;
- (5) Be supported by a broad group of stakeholders, including Early Learning Intermediary Organizations, and, if applicable, State and local early learning councils;
- (6) Set goals for the number and percentage of Eligible Children that will be served during each year of the grant; and
- (7) Allocate funds between—
 - (a) Activities to build or enhance State-Funded Preschool Program infrastructure (using no more than 10% of its grant funds), including but not limited to monitoring and evaluation and other quality enhancing activities that enable the delivery of High-Quality Preschool Programs to children; and
 - (b) Subgrants to Early Learning Providers to implement High-Quality Preschool Programs to reach and serve additional Eligible Children (using at least 90% of its grant funds for subgrants) in targeted High-Need Communities.

B. Commitment to State-Funded Preschool Programs

The extent to which the State has demonstrated commitment to and investment in State-Funded Preschool Programs for Eligible Children, as evidenced by—

- (1) State Early Learning and Development Standards;
- (2) The State's financial investment and number of children, including Eligible Children, served in State-Funded Preschool Programs over the last four years, including the amount of these investments in relation to the size of the State's population of Eligible Children during this time period;
- (3) Pending and enacted legislation, policies, and/or practices, which demonstrate the State's current and future commitment to increasing access to High-Quality Preschool Programs for Eligible Children;

- (4) The quality of existing State-Funded Preschool Programs, as evidenced by policies and program data that demonstrate the State's commitment to the components of a High-Quality Preschool Program, complying with Program Standards, and providing support for program monitoring and improvement, which may be accomplished through the use of a Tiered Quality Rating and Improvement System (TQRIS); and
- (5) The State's coordination of preschool programs and services, in partnership with its Early Learning Advisory Council, with other State and Federal resources that may be used to serve preschool-aged children, including, if applicable, programs and services supported by Title I of the ESEA, Part C and Part B, Section 619 of IDEA, the Head Start Act (42 U.S.C. 9831 et seq.), and the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.).

C. Ensuring Quality in Preschool Programs

The extent to which the State has an ambitious and achievable plan to ensure program quality, including a description of how the State will—

- (1) Use up to 10% of the funds received under this grant for program infrastructure and quality improvements at the State level to build on program quality described in selection criterion (B)(4), such as—
 - (a) Enhancing or expanding Early Learning and Development Standards;
 - (b) Implementing Program Standards consistent with a High-Quality Preschool Program;
 - (c) Conducting a needs assessment to determine available program resources;
 - (d) Establishing or upgrading preschool teacher education and licensure requirements;
 - (e) Improving teacher training programs;
 - (f) Improving professional development programs and practices;
 - (g) Linking preschool and elementary and secondary school data;
 - (h) Monitoring and evaluating preschool programs such as through the use of a TQRIS;
 - (i) Implementing a Comprehensive Early Learning Assessment System; and
 - (j) Other activities that would enable the delivery of High-Quality Preschool Programs to Eligible Children; and
- (2) Implement a system for monitoring the Subgrantees that are receiving funds under this grant to ensure they are implementing High-Quality Preschool Programs and complying with Program Standards, which may be accomplished through the use of a TQRIS, including the extent to which the State—

- (a) Has the capacity to measure preschool quality and provide performance feedback to drive continuous program improvement;
- (b) Is using a Statewide Longitudinal Data System that is able to track student progress from preschool through third grade; and
- (c) Clearly specifies the measureable outcomes, including school readiness, to be achieved by the program.

D. Collaborating with Subgrantees

The extent to which the State articulates an ambitious and achievable plan for expanding High-Quality Preschool Programs through the clearly identified and committed Subgrantees, including a description of how—

- (1) The State selected each identified Subgrantee and the High-Need Community or Communities that will be served by the Subgrantee, including a description of each, their geographic diversity, including rural and tribal areas, if any, and how the State will subgrant at least 90% of its Federal grant award to the Subgrantees to implement and sustain High-Quality Preschool Programs to reach and serve additional Eligible Children in two or more High-Need Communities;
- (2) The Subgrantees will integrate, to the extent practicable, High-Quality Preschool Programs for Eligible Children within economically diverse, inclusive settings, including those that serve children from families with incomes above 200% of the Federal poverty line;⁸
- (3) The Subgrantees will deliver High-Quality Preschool Programs to Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on “Indian lands” as that term is defined by section 8013(7) of the ESEA; who are migrant, homeless, or in foster care; who reside in rural or tribal areas; who are from military families; and other children as identified by the State;

⁸ Note that under the provisions of the Consolidated Appropriations Act, 2014, Expansion grant funds may only be used to serve Eligible Children.

- (4) The State will ensure that the Subgrantees are committed to the effective implementation of High-Quality Preschool Programs, as evidenced through a preliminary MOU or other binding agreement between the State and each Subgrantee, that outlines:
- (a) The roles and responsibilities of the State and Subgrantee in implementing the project plan;
 - (b) How Subgrantees that are LEAs will form strong partnerships with Early Learning Providers, and how Subgrantees that are Early Learning Providers will form strong partnerships with LEAs, in particular to ensure successful transitions for children from preschool to kindergarten;
 - (c) The amount of resources that will be provided by the State and the Subgrantee, if applicable, for implementation of the program;
 - (d) How the Subgrantee will minimize local administrative costs;
 - (e) How High-Quality Preschool Programs will be implemented, including the organizational capacity and existing infrastructure of the Subgrantee to provide High-Quality Preschool Programs, either directly or indirectly through an Early Learning Provider or Providers, and coordinate the delivery of High-Quality Preschool Programs;
 - (f) The number and percentage of Eligible Children that will be served during each year of the grant;
 - (g) How the State and Subgrantee will monitor the Early Learning Providers to ensure they are delivering High-Quality Preschool Programs;
 - (h) The method and process for making different types of decisions (e.g., policy, operational);
 - (i) How the State and Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant program with existing services for preschool-aged children including, if applicable, programs and services supported through Title I of the ESEA, Part C and Part B, Section 619 of IDEA, the Head Start Act, and Child Care and Development Block Grant; and
- (5) The State, in coordination with the Subgrantees, plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute.

E. Strong Partnerships between Subgrantees and LEAs or other Early Learning Providers

The extent to which the State has an ambitious and achievable plan to ensure strong partnerships between Subgrantees and LEAs or other Early Learning Providers, as appropriate, including a description of how the State will ensure that each Subgrantee—

- (1) Partners with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children with successful transitions from preschool into kindergarten; and
- (2) Coordinates and collaborates with LEAs or other Early Learning Providers, as appropriate, in:
 - (a) Providing opportunities for early educators to participate in professional development on early learning and kindergarten standards, assessments, and curricula;
 - (b) Providing family engagement, support, nutrition, and other comprehensive services;
 - (c) Supporting full inclusion of children with disabilities;
 - (d) Ensuring that High-Quality Preschool Programs have sufficient facilities to meet the needs of Eligible Children;
 - (e) Developing and implementing a systematic procedure for sharing data and other records, transferred with parental consent and consistent with Federal and State law; and
 - (f) Utilizing community-based learning resources, such as libraries, arts and arts education programs, and family literacy programs.

F. Alignment within a Birth through Third Grade Continuum

The extent to which the State has an ambitious and achievable plan to align High-Quality Preschool Programs supported under this grant with programs that serve children from birth through age five and in kindergarten through third grade.

- (1) For birth through age five programs, these activities include—
 - (a) Coordinating with other early education and care programs supported through Federal, State, and local resources to build a strong continuum of learning for children from birth through age five; and
 - (b) Ensuring that the provision of High-Quality Preschool Programs will not lead to a diminution of other services for programs serving children from birth through age 5; and

- (2) For kindergarten through third grade, these activities include—
- (a) Ensuring that Eligible Children are well-prepared for kindergarten;
 - (b) Sustaining the educational and developmental gains of Eligible Children upon kindergarten entry from High-Quality Preschool Programs throughout the early elementary school years; and
 - (c) Taking steps, or building upon the steps it has taken, to align, at a minimum—
 - (i) Child learning standards and expectations;
 - (ii) Teacher preparation, credentials, and workforce competencies;
 - (iii) Comprehensive Early Learning Assessment Systems; and
 - (iv) Data systems.

G. Budget and Sustainability

The extent to which the budget narrative and budget tables demonstrate that the State will—

- (1) Coordinate the uses of existing funds that support early learning and development from Federal sources, such as Title I of the ESEA, Section 619, Part B and Part C, of IDEA, the Head Start Act, and the Child Care and Development Block Grant Act of 1990, and State, private, local, foundation or other private funding sources for activities and services that help expand High-Quality Preschool Programs;
- (2) Use the funds from this grant and any matching contributions to expand High-Quality Preschool Programs, including using projected costs (e.g., per child costs, where appropriate) that are reasonable and sufficient to ensure High-Quality Preschool Programs; and using the fund to serve the number of children described in its ambitious and achievable plan each year; and
- (3) Sustain the High-Quality Preschool Programs provided by this grant after the grant period ends to ensure that the number and percentage of Eligible Children with access to High-Quality Preschool Programs in the State will be maintained or expanded.

Program Requirements

A State and Subgrantees, as appropriate, that receive funds under this grant must meet the following requirements:

- (a) The State must continue to participate in (i) the programs authorized by Section 619, Part B, and Part C of IDEA, (ii) the Child Care and Development Fund (CCDF) program (pursuant to the Child Care and Development Block Grant Act

(42 U.S.C. 9858 et seq.) and Section 418 of the Social Security Act (42 U.S.C. 618), and (iii) the Maternal, Infant, and Early Childhood Home Visiting program (Section 511 of Title V of the Social Security Act, as amended by Section 2951 of the Affordable Care Act of 2010 (P.L. 111-148)) for the duration of this grant.

- (b) The State must participate in grantee technical assistance activities facilitated by ED or HHS, individually or in collaboration with other State grantees, to share effective program practices and solutions and collaboratively solve problems, and must set aside \$50,000 annually from its grant funds for this purpose.
- (c) The State must participate in any evaluation of the State's High-Quality Preschool Program, including participating with a consortium of States in a cross-State evaluation, if funded by ED or HHS.
- (d) The State must comply with the requirements of all applicable Federal, State, and local privacy laws, including the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g), the Health Insurance Portability Accountability Act (Pub. L. 104-191), and IDEA, and their applicable regulations.
- (e) The State and its Subgrantees must ensure that the grant project is implemented in accordance with all applicable Federal, State, and local laws.
- (f) The State must provide researchers with access, consistent with the requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State-Funded Preschool Programs.
- (g) Unless otherwise protected by Federal or State laws or a specific written agreement as proprietary information, the State must make any work (e.g., materials, tools, processes, systems) developed under its grant freely available to the public. Any Web sites developed under this grant must meet government or industry-recognized standards for accessibility.
- (h) The State must have a State Longitudinal Data System that links early childhood data with the State's K-12 data system.
- (i) The State must submit final scopes of work for the State and each Subgrantee within 90 days of the grant award notification date. These final scopes of work must contain detailed work plans that are consistent with the corresponding preliminary scopes of work and with the State's grant application, and must include the State's and each Subgrantee's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures for

the portions of the State's proposed plans that the Subgrantee is agreeing to implement.

- (j) Funds made available under this grant must be used to supplement, not supplant, any Federal, State, or local funds (e.g., IDEA, Title I, Head Start, CCDF, and any State match) that, in the absence of the funds awarded under this grant, would be available for improving the quality of State-Funded Preschool Programs and increasing access to High-Quality Preschool Programs.
- (k) The State Advisory Council on Early Childhood Education and Care must include the State's CCDF administrator, State agency coordinators from both Part B, section 619, and Part C of IDEA, and State agency representatives responsible for health and mental health.
- (l) The State must ensure that the percentage of children with disabilities served in the High-Quality Preschool Programs reflects, at a minimum, the percentage of 4-year-old children served statewide through Part B, Section 619 of IDEA, as a percentage of the population.

Definitions

Comprehensive Services means services that include, at a minimum—

- (a) Screenings for vision, dental, health (including mental health), and development, as well as referrals and assistance obtaining services, when appropriate;
- (b) Family engagement opportunities (taking into account home language), such as parent conferences (including parent input about their child's development) and support services, such as parent education;
- (c) Nutrition services, including nutritious meals and snack options aligned with requirements set by the most recent Child and Adult Care Food Program guidelines promulgated by the Department of Agriculture, as well as regular, age-appropriate, nutrition education for children and their families;
- (d) Services coordinated with LEAs and early intervention service providers and other entities providing services under section 619 and part C of IDEA;
- (e) Physical activity services aligned with evidence-based guidelines, such as those recommended by the Institute of Medicine, and which take into account and accommodate children with disabilities; and
- (f) Additional support services, as appropriate, determined by the State, as appropriate; and
- (g) On-site coordination, to the maximum extent feasible.

Comprehensive Early Learning Assessment System means a coordinated and comprehensive system of multiple assessments, each of which is valid and reliable for

its specified purpose and for the population with which it will be used, that organizes information about the process and context of young children's learning and development in order to help teachers make informed instructional and programmatic decisions and that conforms with the recommendations of the National Research Council report on early childhood assessments⁹ by including, at a minimum:

- (a) Screening Measures;
- (b) Formative Assessments;
- (c) Measures of Environmental Quality;
- (d) Measures of the Quality of Adult-Child Interactions; and
- (e) A Kindergarten Entry Assessment.

Early Learning and Development Standards means a set of expectations, guidelines, or developmental milestones that—

- (a) Describes what all children from birth to kindergarten entry should know and be able to do and their disposition toward learning;
- (b) Is appropriate for each age group (e.g., infants, toddlers, and preschoolers); for English learners; and for children with disabilities or developmental delays;
- (c) Covers all Essential Domains of School Readiness; and
- (d) Is universally designed and developmentally, culturally, and linguistically appropriate.

Early Learning Intermediary Organization means a national, statewide, regional, or community-based organization that represents one or more networks of early learning and development programs in the State and that has influence or authority over them. Such Early Learning Intermediary Organizations include, but are not limited to, Child Care Resource and Referral Agencies; State Head Start Associations; Family Child Care Associations; State affiliates of the National Association for the Education of Young Children; State affiliates of the Council for Exceptional Children's Division of Early Childhood; statewide or regional union affiliates that represent Early Childhood Educators; affiliates of the National Migrant and Seasonal Head Start Association; the National Tribal, American Indian, and Alaskan Native Head Start Association; and the National Indian Child Care Association.

⁹ National Research Council. (2008). Early Childhood Assessment: Why, What, and How. Committee on Developmental Outcomes and Assessments for Young Children, C.E. Snow and S.B. Van Hemel, Editors. Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. www.nap.edu/catalog.php?record_id=12446.

Early Learning Provider means an entity that carries out an early childhood education program, including an LEA, charter school, educational service agency, Head Start program, licensed child care provider, municipality or other local government agency, tribes and Indian organizations, institution of higher education, and other eligible providers as defined by the State, or a consortium thereof.

Eligible Children means four-year-old children from families whose income is at or below 200 percent of the Federal poverty line.

Essential Data Elements means the critical child, program, and workforce data elements of a coordinated early learning data system, including—

- (a) A unique statewide child identifier or another highly accurate, proven method to link data on that child, including Kindergarten Entry Assessment data, to and from the Statewide Longitudinal Data System and the coordinated early learning data system (if applicable);
- (b) A unique statewide early childhood educator identifier;
- (c) A unique program site identifier;
- (d) Child and family demographic information;
- (e) early childhood educator demographic information, including data on educational attainment and State credential or licenses held, as well as professional development information;
- (f) Program-level data on the program's structure, quality, child suspension and expulsion rates, staff retention, staff compensation, work environment, and all applicable data reported as part of the State's Tiered Quality Rating and Improvement System; and
- (g) Child-level program participation and attendance data.

Essential Domains of School Readiness means the domains of language and literacy development, cognition and general knowledge (including early mathematics and early scientific development), approaches toward learning, physical well-being and motor development (including adaptive skills), and social and emotional development.

Formative Assessment (also known as a classroom-based or ongoing assessment) means assessment questions, tools, and processes—

- (a) That are—
 - (1) Specifically designed to monitor children's progress in meeting the Early Learning and Development Standards;
 - (2) Valid and reliable for their intended purposes and their target populations; and
 - (3) Linked directly to the curriculum; and
- (b) The results of which are used to guide and improve instructional practices.

Full-day means a day that is—

- (a) Equivalent to a full school day at the public elementary schools in the State; and
- (b) Not fewer than 5 hours a day.

High-Need Community means a geographically defined area, such as a city, town, county, neighborhood, district, rural or tribal areas, or consortium thereof, with a high-level of need or distress as determined by the State.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized (e.g., Head Start Program Performance Standards¹⁰ or National Institute for Early Education Research¹¹) as important for ensuring program quality, including at a minimum:

- (a) High staff qualifications, including a teacher with a bachelor degree in early childhood education or a bachelor degree in any field with a State-approved alternate pathway which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A staff-child ratio of no more than 1:10;
- (d) A class size of no more than 20;
- (e) A full-day program;
- (f) Full inclusion of children with disabilities
- (g) Developmentally appropriate, evidence-based curricula and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities
- (i) Instructional staff salaries comparable to kindergarten through grade twelve teaching staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) Onsite or accessible comprehensive services for children; and
- (l) Evidence-based health and safety standards.

¹⁰ <http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements/45-cfr-chapter-xiii>

¹¹ Barnett, W. S., et al. (2012). The State of Preschool: 2012 State Preschool Yearbook. The National Institute for Early Education Research, Rutgers University. Available at: <http://nieer.org/sites/nieer/files/yearbook2012.pdf>.

Kindergarten Entry Assessment means an assessment that—

- (a) Is administered to children during the first few months of their admission into kindergarten;
- (b) Covers all Essential Domains of School Readiness;
- (c) Is used in conformance with the recommendations of the National Research Council reports on early childhood; and
- (d) Is valid and reliable for its intended purposes and for the target populations and aligned to the Early Learning and Development Standards.

Results of the assessment should be used to inform efforts to close the school-readiness gap at kindergarten entry, to inform instruction in the early elementary school grades, and to inform parents about their children’s status and involve them in decisions about their children’s education. This assessment must not be used to prevent children’s entry into kindergarten or as a single measure for high-stakes decisions.

Lead Agency means the State-level agency designated by the Governor for the administration of the Preschool Development grant; this agency is the fiscal agent for the grant.

Local Educational Agency (LEA) has the meaning given the term in section 9101 of the ESEA.

Measures of Environmental Quality means valid and reliable indicators of the overall quality of the early learning environment.

Measures of the Quality of Adult-Child Interactions means the measures obtained through valid and reliable processes for observing how teachers and caregivers interact with children, where such processes are designed to promote child learning and to identify strengths of and areas for improvement for early learning professionals.

Program Standards means the standards that serve as the basis for a TQRIS and define differentiated levels of quality for Early Learning and Development Programs.

Program Standards are expressed, at a minimum, by the extent to which—

- (a) Early Learning and Development Standards are implemented through evidence-based activities, interventions, or curricula that are appropriate for each age group of infants, toddlers, and preschoolers;
- (b) Comprehensive Early Learning Assessment Systems are used routinely and appropriately to improve instruction and enhance program quality by providing robust and coherent evidence of—
 - (1) Children’s learning and development outcomes; and
 - (2) Program performance;

- (c) A qualified workforce improves young children’s health, social, emotional, and educational outcomes;
- (d) Culturally and linguistically responsive strategies are successfully used to engage families, help them build protective factors, and strengthen their capacity to support their children’s development and learning. These strategies may include, but are not limited to, parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports, adult and family literacy programs, parent involvement in decision making, and parent leadership development;
- (e) Health promotion practices include health and safety requirements; developmental, behavioral, and sensory screening, referral, and follow up; and the promotion of physical activity, healthy eating habits, oral health and behavioral health, and health literacy among parents; and
- (f) Effective data practices include gathering Essential Data Elements and entering them into the State’s Statewide Longitudinal Data System or other early learning data system, using these data to guide instruction and program improvement, and making this information readily available to families.

Screening Measures means age and developmentally appropriate, valid, and reliable instruments that are used to identify children who may need follow-up services to address developmental, learning, or health needs in, at a minimum, the areas of physical health, behavioral health, oral health, child development, vision, and hearing.

State means any of the 50 States, the District of Columbia, and Puerto Rico.

State-Funded Preschool Program means a State-based, publicly funded preschool program that provides services to four-year-old children, including a State-funded Head Start program.

Statewide Longitudinal Data System means the State’s longitudinal education data system that collects and maintains detailed, high-quality, student- and staff-level data that are linked across entities and that over time provide a complete academic and performance history for each student. The Statewide Longitudinal Data System is typically housed within the State educational agency but includes or can be connected to early childhood, postsecondary, and labor data.

Subgrantee means an Early Learning Provider serving a High-Need Community or Communities that is receiving a subgrant from the State and is participating in the State’s ambitious and achievable plan.

Tiered Quality Rating and Improvement System (TQRIS) means the system through which the State uses a set of progressively higher Program Standards to evaluate the quality of an Early Learning and Development Program and to support program improvement. A Tiered Quality Rating and Improvement System consists of four components:

- (a) Tiered Program Standards with multiple rating categories that clearly and meaningfully differentiate program quality levels;
- (b) Monitoring to evaluate program quality based on the Program Standards;
- (c) Supports to help programs meet progressively higher standards (e.g., through training, technical assistance, financial support); and
- (d) Program quality ratings that are publicly available and include a process for validating the system.



Administration for Children and Families

Office of Head Start

Early Head Start Expansion and EHS-Child Care Partnership Grants

HHS-2015-ACF-OHS-HP-0814

Application Due Date: 08/20/2014

Early Head Start Expansion and EHS-Child Care Partnership Grants

HHS-2015-ACF-OHS-HP-0814

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**Department of Health & Human Services
Administration for Children and Families**

Program Office: Office of Head Start
Funding Opportunity Title: Early Head Start Expansion and EHS-Child Care Partnership Grants
Announcement Type: Initial
Funding Opportunity Number: HHS-2015-ACF-OHS-HP-0814
Primary CFDA Number: 93.600
Due Date for Applications: **08/20/2014**

Executive Summary

Notices:

- **In Fiscal Year (FY) 2013 ACF implemented a new application upload requirement. Each applicant applying electronically via <http://www.grants.gov> is required to upload only two electronic files, excluding Standard Forms and OMB-approved forms. No more than two files will be accepted for the review and additional files will be removed. Standard Forms and OMB-approved forms will not be considered additional files. Please see *Section IV.2. Content and Form of Application Submission* for detailed information on this requirement.**
- **Applicants are strongly encouraged to read the entire funding opportunity announcement (FOA) carefully and observe the application formatting requirements listed in *Section IV.2. Content and Form of Application Submission*. For more information on applying for grants, please visit "How to Apply for a Grant" on the ACF Grants Page at <http://www.acf.hhs.gov/grants/how-to-apply-for-grants>.**

The Administration for Children and Families (ACF) announces the availability of approximately \$500 million to be competitively awarded for the purpose of expanding access to high-quality, comprehensive services for low-income infants and toddlers and their families. This funding opportunity is being made available under the Consolidated Appropriations Act, 2014 (Pub.L. 113-76), Division H, Title II. ACF solicits applications from public entities, including states, or private non-profit organizations, including community-based or faith-based organizations, or for-profit agencies that meet eligibility for applying as stated in section 645A of the Head Start Act.

ACF, within the Department of Health and Human Services (HHS), will consider applications for Early Head Start-Child Care (EHS-CC) Partnerships, Non-Partnership Early Head Start (EHS) Expansion, or applications that include a combination of both.

New entities or existing EHS grantees can apply to use funding to partner with local child care providers to provide comprehensive, high-quality services to eligible infants and toddlers through EHS-CC Partnerships. These Partnerships will enhance and support early learning settings to provide full-day, full-year comprehensive services that meet the needs of low-income working families; enhance access to high-quality, full-time child care; support the development of infants and toddlers through strong relationship-based experiences; and prepare them for the transition into preschool.

Through EHS-CC Partnerships, new or existing Early Head Start grantees will partner with local child care centers and/or family child care programs and will be required to leverage current investments through the Child Care and Development Fund (CCDF) or other sources to improve the quality of

infant-toddler child care. All infants and toddlers in a Partnership site will benefit from facilities and homes that are licensed and meet Early Head Start facility safety requirements. Children in classrooms with EHS-CC Partnership enrolled children will benefit from low ratios and class size, qualification of their teachers including their ongoing supervision and coaching, curriculum, and broad-scale parent engagement activities. While only enrolled EHS-CC Partnership children will be eligible for direct family specific benefits such as home visits, health tracking and promotion, and family partnership agreements, programs must operationalize services to ensure there is no segregation or stigmatization of EHS-CC Partnership children due to the additional requirements or services.

New entities or existing Head Start and EHS grantees can also apply to expand the number of center based slots in traditional Early Head Start programs through expansion (Non-Partnership Early Head Start Expansion). Non-Partnership EHS Expansion grantees will provide early, continuous, intensive and comprehensive child development and family support services that will enhance the physical, social, emotional, and intellectual development of participating children; support parents' efforts to fulfill their parental roles; and help parents move toward self-sufficiency. Given the need for continuity of care for very young age children, the Office of Head Start (OHS) expects that applicants will propose serving children in a full-day, full-year model with a minimum of 48 weeks

Only high-quality applications will be funded and priority will be given to applicants proposing to create EHS-CC Partnerships. Funds awarded through this funding opportunity announcement (FOA) must not supplant existing subsidies or other funding. In awarding these funds, ACF will prioritize organizations that seek to develop a unified birth-to-school-entry continuum through alignment of federal, state, and locally funded early care and education programs.

Through this FOA, applicants have the choice of applying in one of three ways: 1) EHS-CC Partnerships, 2) Non-Partnership Early Head Start Expansion or 3) a mix of both EHS-CC Partnerships and Expansion. However, applicant entities **may submit only one application** per service area, regardless of how they choose to apply. ACF will review only one application for a service area from any applicant. For more information, please see *Section IV.2. Content and Form of Application Submission*.

I. Program Description

Statutory Authority

This funding is authorized by the Consolidated Appropriation Act, 2014 (Pub.L. 113-76), Division H, Title II. The Head Start program is authorized by the Head Start Act, 42 U.S.C. § 9831 et seq. Of the \$650,000,000 for awards, \$500,000,000 is available under the Consolidated Appropriation Act, 2014, Pub. L. 113-76. The remaining funds are anticipated to be available under fiscal year (FY) 2015 appropriations.

Description

The following brief overview of Early Head Start and CCDF will assist applicants as they respond to this FOA. Additional resources are referenced in *Section VIII. Other Information* in this FOA.

Overview of Early Head Start (EHS)

Early Head Start was established by the 1994 reauthorization of the Head Start Act as a program for low-income families with infants and toddlers and pregnant women. The program is administered by ACF's Office of Head Start (OHS). In creating Early Head Start, Congress acted upon evidence from research and practice indicating that the time from conception to age 3 is critical for human development and, for infants and toddlers to develop optimally, they must have healthy beginnings and the continuity of responsive and caring relationships.

Early Head Start programs provide family-centered, full-day, full-year services designed to promote the

development of the youngest children; to engage parents in their roles as primary caregivers and teachers of their children; and to help parents move toward self-sufficiency. Early Head Start promotes the school readiness of low-income children:

- In relationship-based learning environments that support children’s growth in language, literacy, mathematics, science, social and emotional functioning, physical development and well-being, and approaches to learning; and
- Through the provision of health, educational, nutritional, social, and family support services.

Research demonstrates that Early Head Start programs that fully implement Head Start regulations improve school-readiness outcomes for children [www.acf.hhs.gov/programs/opre/research/project/early-head-start-research-and-evaluation-project-ehsre-1996-2010]. Grantees must meet federal Head Start regulations and applicable state and local child care regulations. All interested applicants can access the Head Start Program Performance Standards and the Head Start Act as reauthorized in December 2007 via the following link: www.acf.hhs.gov/programs/ohs/policy.

Since 1965, Head Start has served more than 30 million children and their families. The 1994 reauthorization of the Head Start Act established Early Head Start. In FY 2012, Head Start served 956,497 children and families, including more than 113,000 in Early Head Start programs. There are approximately 1,600 Head Start grantees, including 950 grantees providing Early Head Start. At this time, Early Head Start programs only serve 3-4 percent of income- and age-eligible infants and toddlers.

Overview of the Child Care and Development Fund (CCDF)

CCDF is the primary federal program devoted to providing families with child care subsidies and supporting states, territories, and tribes in improving the quality of child care programs. CCDF is administered by ACF's Office of Child Care (OCC), which provides funding, oversight, and technical assistance to states, territories, and tribes that administer the program. CCDF provides child care assistance to 1.5 million children monthly, approximately 400,000 of whom are infants and toddlers. Annual federal CCDF funding is approximately \$5.2 billion. State funding and Temporary Assistance for Needy Families (TANF) transfers add several billion dollars more. A minimum of 4 percent of CCDF funds must be used to improve the quality of child care and other additional services to parents, such as resource and referral counseling regarding the selection of child care providers. Annual appropriations include funding for targeted purposes: approximately \$296 million for quality expansion activities, of which almost \$109 million is to improve the quality of care for infants and toddlers; and \$19 million to improve school-age care and Child Care Resource and Referral Services. CCDF is authorized under the Child Care and Development Block Grant Act (CCDBG), which was enacted under the Omnibus Budget Reconciliation Act of 1990. The Personal Responsibility and Work Opportunity Act of 1996 amended and reauthorized the CCDBG.

OCC’s mission is to provide more children in low-income families with access to high-quality child care. To achieve that goal, states, territories, and tribes establish CCDF programs that include:

- Subsidized child care services for eligible families through certificates (vouchers) or grants and contracts with providers. Parents may select a child care provider that satisfies any applicable state and local requirements, including basic health and safety requirements.
- Activities to Improve Child Care Quality – CCDF Lead Agencies provide training, grants, and loans to providers, improved monitoring, compensation projects, and other innovative programs.
- Program Coordination – CCDF allows states to serve families through a single, integrated child care subsidy program under the rules of the CCDBG. States coordinate CCDF with Head Start, pre-K, and other early childhood programs.

CCDF grantees (i.e., states, territories, and tribes) have flexibility in many areas that can help support partnerships. For example, CCDF grantees set income eligibility rules that can be aligned with Early Head Start and set policy on how often to re-determine a family’s subsidy eligibility. Most families who receive child care assistance through CCDF are required to pay a co-payment, which CCDF grantees can waive

for families below poverty, such as families eligible for Early Head Start. While the majority of CCDF services are funded through certificates/vouchers linked to individual eligible children, CCDF grantees also have the option of awarding grants and contracts to provide a stable source of funding for child care programs. Grants and contracts are effective in building a new supply in areas where there are gaps, and can contain accountability mechanisms to promote higher quality services. Regardless of the funding mechanism (whether vouchers, grants, or contracts), child care subsidies used in combination with the EHS-CC Partnership funding provided under this FOA will allow the EHS-CC Partnership grantees to improve the quality of environments and services for a greater number of low-income children.

Child care is provided through a broad array of public, private, for-profit, and not-for-profit programs and providers. In the United States, there are approximately 107,000 licensed child care centers and approximately 135,000 licensed family child care homes. Due to the variety of programs, states have worked on establishing continuous improvement systems in child care. For example, many states are making systemic investments, such as developing quality rating and improvement systems (QRIS) and professional development systems to improve child care quality, that can be leveraged through the partnership grants. In FY 2012, over 60,000 child care centers and family child care home providers were participating in QRIS. Over half of the states and territories have created professional development pathways that include specializations for staff working with infants and toddlers, and over half of them have infant and toddler specialists or infant-toddler specialist networks.

Definitions

Applicants should use the following definitions:

- **The Birth-to-Five Continuum** of high-quality early care and education is a series of investments that will provide high-quality preschool for all children, grow the supply of effective early learning opportunities for young children, and extend and expand evidence-based voluntary home visiting. Applicants can learn more about the Birth-to-Five Continuum at <http://www.acf.hhs.gov/programs/occ/presidents-early-learning-initiative-early-care-education>
- **Child care regulations** are any applicable local, state, territory, or tribal regulations or requirements, including child care licensing and regulatory rules, as well as any applicable CCDF requirements. Applicants can learn more about child care licensing rules at <http://nrckids.org/index.cfm/resources/state-licensing-and-regulation-information/> and more about CCDF at <http://www.acf.hhs.gov/programs/occ>.
- **Entity (Agency)** is the entity that will submit the grant application that, if selected for award, will be the primary recipient of the grant. Information on eligible applicants is available in *Section III.1. Eligible Applicants*.
- **Family child care** is care and education provided to children in a private home or other family-like setting. Head Start family child care means Head Start and Early Head Start comprehensive services provided to a small group of children through their enrollment in family child care.
- **Head Start regulations** are the Head Start Program Performance Standards (http://www.access.gpo.gov/nara/cfr/waisidx_07/45cfrv4_07.html#1301) and all relevant requirements in the Head Start Act.
- **Start-up/Implementation Period** is the time when programs begin serving children and incrementally ramp up to full compliance with Head Start and child care regulations. This includes:
 - Creating an organizational structure to support provision of comprehensive services to children and families;
 - Hiring qualified staff and developing professional development plans for each staff member;
 - Recruiting and enrolling children;
 - Developing management, fiscal, and facilities plans; and
 - Developing service plans that include a schedule for screening and ongoing assessment, and the selection and implementation of an evidenced-based curriculum.

- **Partner sites** are the local child care center(s) and/or family child care provider(s) that partner with new or existing Early Head Start grantees to provide high-quality comprehensive services to low-income children and their families.
- **Policy Council** is a formal structure of shared governance through which parents can participate in policy making or in other decisions about the program.

Program Overview

All grantees funded through this FOA must provide high-quality, comprehensive, and continuous early care and education for infants and toddlers in centers and/or family child care homes. Funding under these grants may not be used to provide services using the Early Head Start home-based program option as defined in 45 CFR § 1306.3(j). Applicants will base their proposals on community, county, or state-based strategic planning and a community assessment that includes the identification of needs, the quality of existing child care providers, and existing resources that can be leveraged to provide high-quality comprehensive services. Applicants are expected to identify the needs and existing resources that can be leveraged to support all partner sites in providing these services, such as training and technical assistance. Based on the strategic plan and community assessment, applicants will propose an approach that responds to the needs of families in the community, including the need for increased access to full-time, stable, high-quality, comprehensive child development services for working families. Having high-quality infant and toddler care is particularly important, and often is lacking, in areas with high concentrations of poverty. Therefore ACF is targeting zip codes with very high concentrations of poverty and federally designated Promise Zones in this announcement. Please see <https://www.onecpd.info/promise-zones> for more information.

All grantees are required to leverage existing local resources and collaborate with community organizations to ensure that a comprehensive array of health, mental health, nutrition, and social services is provided to infants, toddlers, and their families.

All applicants must consider the Birth-to-Five Continuum of care and education in developing their proposals. Grantees are expected to leverage resources from existing community agencies that provide early learning services – including early intervention, home visiting, and preschool programs – and will support children from birth through kindergarten entry. Applicants must consider how they will ensure smooth and seamless transitions for children and families, particularly as toddlers transition to preschool services. Grantees are required to plan for transitions for children out of Early Head Start, including assisting families with subsidized preschool options for children after their program ends through agreements with publicly funded Head Start, pre-kindergarten, and child care programs. Grantees should also work with home visiting programs to ensure that children can transition into their programs after receiving home visiting services.

Grantees must serve a sufficient number of infants and toddlers and their families, so that the funding level is adequate to support the full array of staffing and infrastructure for successful implementation. Although ACF is not setting a minimum number of participant slots for which applicants must apply, ACF recommends applicants propose no less than 72 slots, which can be allocated across multiple child care center and/or family child care home partner sites. ACF recognizes that applicants in rural communities, or organizations with existing infrastructure to support the necessary services, may propose fewer than 72 slots.

As a condition of acceptance of an award under this FOA, all grantees are required to participate fully in ACF-sponsored evaluations and adhere to all evaluation protocols established by ACF to be carried out by its designee contractors.

Program Background and Purpose

All applicants, including both the grantees and any child care partners, funded through this FOA will be required to provide continuous and comprehensive child development and family support services that will enhance the physical, social, emotional, and intellectual development of participating children;

support parents' efforts to fulfill their parental roles; and help parents move toward self-sufficiency. All EHS-CC Partnership grantees and any child care partners will be required to implement all Head Start Program Performance Standards for the children funded through this FOA and will be given 18 months to ensure they can meet the full set of standards.

While the full array of services shall be provided, EHS-CC Partnership applicants will propose an approach that identifies which services are to be provided by the grantee, the partner sites, or through referrals to community agencies. Given the importance of continuity of care for infants and toddlers, grantees are expected to ensure smooth and seamless delivery models for families accessing services. EHS-CC Partnership applicants are required to propose that their partner sites will provide full-day, full-year services. Project budgets should reflect federal funds, projections for child care subsidies and any other funds that currently support children in the child care or family child care sites. Project budgets for the EHS-CC Partnership applications must also reflect child care subsidies for no less than 25 percent of the proposed number of slots. Grantees must ensure that children whose families experience job loss or the loss of child care subsidies will continue to be served. ACF expects these grantees to direct a significant portion of funding to their child care partners.

ACF is responsible for ensuring that entities awarded a grant through this FOA, and where relevant their Partner sites or delegate agencies, meet applicable Head Start and local child care licensing and other regulations for all the children or sites funded by this grant. These include requirements established by the Head Start Program Performance Standards, relevant provisions of the Head Start Act and applicable state, tribal, and/or local child care requirements. ACF acknowledges that meeting applicable requirements will require a commitment by both the grantee and the partners to fulfill their agreed upon roles and responsibilities and adequate funding and support. Beginning after 18 months of operation, ACF will assess whether the partnerships have met the following requirements for all of the children being served under this grant:

- **Eligibility, recruitment, selection, enrollment, and attendance**, ensuring the most vulnerable children are served;
- **Comprehensive early childhood education and development services** that promote the physical, social, emotional, cognitive, and language development of young children and families during the early years through:
 - **Early Head Start group sizes and teacher-caregiver to child ratios**;
 - **Qualified and trained staff** to ensure warm and continuous relationships between caregivers, children, and families that are crucial to learning and development for infants and toddlers;
 - **Parent involvement** in their children's learning and development;
 - **Provision of learning opportunities** for infants and toddlers to grow and develop in warm, nurturing, and inclusive environments;
 - **Culturally and linguistically responsive** services that support continuity of care between the home environment of the child and the program;
 - **Health and safety** of enrolled children;
 - **Health promotion** by providing comprehensive health, mental health, and oral health services for children, and helping families to identify and access a medical home to ensure ongoing care;
 - **Nutrition**, including participation in the Child and Adult Food Care Program (CACFP) and arrangements for nursing mothers who choose to breast feed in center-based programs and family child care homes;
 - **Inclusion of at-risk children with disabilities** by ensuring:
 - Services meet the needs of children with disabilities and their families, including the establishment and implementation of procedures to identify such children and plans to coordinate with programs providing services as described in section 645A(b)(11) of the Head Start Act;

- Children with documented behavioral problems receive appropriate screening and referral;
- An inclusive, supportive environment where children with disabilities can be served in the same settings as typically developing children; and
- That 10 percent of the children enrolled have a disability, unless granted a waiver by OHS.

- **Family partnerships** providing services to parents that:

- Support their role as parents;
- Promote positive parent-child interactions, including the participation of fathers; and
- Enable families to move toward self-sufficiency.

- **Community partnerships** by ensuring formal linkages and coordination with community agencies located in the area or state that provide services within the Birth-to-Five Continuum of care and education, to ensure that children receive continuous, coordinated services from birth to school entry. Coordination should include such providers as early intervention services, other agencies providing services to infants and toddlers, including the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program and other home visiting programs, local Head Start programs, state pre-kindergarten, and other local providers of early childhood education;

- **Administrative and financial management**, including:

- Ensuring a well-functioning governing body to share responsibility for oversight of the delivery of high-quality services;
- Ensuring financial management systems are in place that meet requirements set forth in 45 CFR § 74.21 and 92.20.
- Ensuring family involvement in the program through opportunities to participate in the Policy Council or committees at the grantee level;
- Ensuring that the level of services provided to families responds to their specific needs and circumstances;
- Recruiting, training, and supervising high-quality staff;
- Providing professional development plans for each staff member to ensure that each staff person attains and maintains qualifications for his/her position and meets all Head Start requirements for staff working with infants and toddlers (Head Start Act § 645A(h)(2));
- Implementing a systematic procedure for transitioning children, such as:
 - Ensuring continuity of services and smooth transitions when the needs of families change, to ensure that children served through the EHS-CC Partnership receive ongoing services through fluctuations of family status;
 - Supporting transition planning with families to ensure each pregnant woman and child experiences smooth transitions into Early Head Start and child care services; and from Early Head Start and child care services to Head Start or other preschool programs.
- Implementing appropriate financial management systems so that expenditures are attributable to specific activities under the grant award.

- **Transportation** by working with families to address their transportation needs and helping them find transportation.

- **Facilities** – grantees must ensure centers and family child care homes meet health and safety requirements and are licensed for infants and toddlers.

EHS-CC Partner Roles and Responsibilities

It is expected that through the EHS-CC Partnership, grantees and their partner sites will be able to deliver higher quality and comprehensive services to all enrolled children to the extent possible through blending the federal funds for the eligible Early Head Start children and the child care subsidies and/or other funds.

The exact role for each partner will vary at the local level, depending on existing and proposed services through Early Head Start and child care for each partnership. The EHS-CC Partnership grantee and partnering child care provider(s) must establish clearly defined roles and responsibilities articulated through a contract or other formal agreement. Defining joint roles and responsibilities, and those that are separate and distinct to the grantee and to the partners, is vital in ensuring accountability for meeting all requirements of the grant.

All grantees must ensure that every child receives all of the required services set forth in the Head Start Program Performance Standards, whether that is done directly by the grantee or through support or financial assistance to the child care partner. Partner sites are responsible for providing all of the direct education and health and safety requirements. Grantees will ensure that all other comprehensive services will be provided directly by the grantee, by the partners, or through community referrals. Funding provided through this grant will support the implementation of these requirements. Roles and responsibilities of child care partners and the EHS-CC Partnership grantee are summarized in, but not limited to, the list below.

Partner Level

- Ensuring adult-child ratios and group sizes meet Early Head Start standards or state, territory, or tribal requirements – whichever requirements are more stringent;
- Implementing an evidence-based curriculum that is developmentally appropriate for infants and toddlers;
- Conducting ongoing assessment of children to individualize the instruction and learning for each child;
- Providing health and nutrition services, including all developmental, sensory, and behavioral screening and assistance with provision of follow up services; and
- Engaging parents in the full range of child development and family support services.

Grantee Level

- Ensuring the provision of all comprehensive services, including health, mental health, oral health, nutrition, education, and parent engagement services for all enrolled EHS-CC Partnership children;
- Ensuring that all administrative and financial management requirements are met;
- Ensuring all EHS-CC Partnership teachers meet minimum staff qualifications;
- Providing professional development, coaching, and supervision for all teachers with emphasis on continuity of care and relational learning that supports children and their families and fosters school readiness;
- Employing at least 1 full-time family worker per every 40 enrolled children and families;
- Ensuring a minimum of two annual home visits for each enrolled child;
- Supporting the inclusion and delivery of services to children with disabilities (at least 10 percent of funded enrollment);
- Ensuring the physical environment and facilities meet all Head Start Program Performance Standards, including requirements for square footage, health and safety, appropriate crib and sleep spacing and arrangements, and facilities;
- Ensuring compliance with all applicable regulations, including state and/or local child care licensing;
- Ensuring children retain services regardless of their subsidy status; and
- Engaging parents in program decision making through involvement on the Policy Council.

EHS-CC Partnership grantees are expected to build upon the existing services provided by the partners as well as other available community resources.

Start-Up and Implementation Period for All Grantees

Newly awarded grantees will be expected to begin providing services soon after receiving an award. Grantees must meet basic requirements, such as ratios and health and safety requirements, immediately. Beginning after 18 months of operation, ACF will assess whether partnerships have met the full set of

Head Start Program Performance Standards. Early Head Start agencies awarded funds for an EHS-CC Partnership shall not be subject to the requirements of the system for designation renewal as defined by section 641 of the Head Start Act for activities funded under this award until 18 months after the date of the award.

ACF recognizes that the development and implementation of a start-up plan is critical to the success of these efforts. Also critical is the development of the timeline for pre-operational activities, including orientation, training, and health and safety checks to ensure children have the necessary equipment and materials. Planning for the provision of Early Head Start services requires a thoughtful process in both design and implementation. Planning must incorporate the strengths and resources the child care and family child care partners bring to the partnership as well as the contributions of other community organizations. Planning for program implementation should begin with this application and continue at the time of funding. The implementation planning period must lead to full implementation of services as quickly as possible and include such areas as:

- Partnership contracts or agreements that include information such as sites of services, roles of agency partners, and selection of partnership child care sites;
- Plans to provide high-quality comprehensive services (health, mental health, family support services, and nutrition);
- Plans to implement and facilitate a coordinated system of care that will assist in meeting the needs of the children and families, including a partnership with the local Part C (of the Individuals with Disabilities Education Act) intervention agency that coordinates services for infants and toddlers with disabilities;
- Plans to support the professional development of staff over time and the development of strategies to ensure that wages of EHS-CC Partnership caregivers are on par with similarly qualified Early Head Start teachers;
- Plans to provide both Early Head Start and child care staff with training as required by Head Start Program Performance Standards, state/territory or tribal and local child care licensing, and other regulations;
- Plans to ensure high-quality group care environments; and
- Plans to lessen barriers to access like transportation.

Activities completed during the planning process require a thorough review and understanding of relevant Head Start Program Performance Standards and all relevant requirements in the Head Start Act. All newly funded Early Head Start grantees will have a variety of resources available to support their planning and implementation efforts, including the resources listed in *Section VIII. Other Information* of this FOA.

Applicants may request start-up funds; however, the approval of start-up funding is not guaranteed.

Grantees must, unless a waiver is granted, contribute 20 percent of the total cost of operations from non-federal funds. More information on non-federal share is available under cost sharing and matching, *Section III.2. Cost Sharing or Matching*. No more than 15 percent of total costs may be for program administration (see 45 CFR § 1301.32 for a discussion of administrative costs). An HHS official may grant a waiver of the 15 percent limitation on development and administrative costs and approve a higher percentage for a specific period of time not to exceed 12 months. Federal CCDF funds cannot be used as matching funds.

Eligible Program Participants

Early Head Start provides services for low-income children from birth to 36 months. All grantees can serve children in center-based settings from birth to 36 months. Additionally, EHS-CC Partnership grantees can serve children in family child care settings from birth to 48 months. All participating families must either be below the poverty line or receiving public assistance to be income-eligible or categorically eligible for Early Head Start. In addition, homeless children and children in foster care are categorically eligible for Early Head Start. Head Start regulations, however, permit up to 10 percent of enrolled children

to be from families that do not meet these criteria. (NOTE: Please see section 645(a) of the Head Start Act for a complete discussion of Head Start eligibility. It is not expected, however, given the relatively low Early Head Start participation rates, that the provisions of section 645(a)(1)(B) regarding serving up to 35 percent of a program's enrollment from families with incomes between 100 to 130 percent of poverty would apply for this FOA).

Head Start also requires that a minimum of 10 percent of total enrollment be children with disabilities unless a waiver of that requirement is granted.

Child care subsidy eligibility requirements under CCDF are established by states, territories, and tribes and vary within a broad set of parameters established by federal rules. Each CCDF Lead Agency sets income eligibility limits up to 85 percent of State Median Income, families must be working or participating in education/training, and children must be under age 13. Not all children identified as Early Head Start eligible and served through the EHS-CC Partnerships are required to have a child care subsidy funded by CCDF or another source (e.g., Temporary Assistance to Needy Families, Social Services Block Grant, or private funding). However, at all times the EHS-CC Partnership grantee must ensure that at least 25 percent of the total numbers of slots being filled by the Early Head Start eligible children in the partnership sites are also funded with a child care subsidy. In CCDF, over 60 percent of infants and toddlers served are in families living below poverty and therefore also eligible for Early Head Start. Also, because of the relatively underserved proportion of subsidy-eligible children under age 3 in high-quality early learning programs, applicants are encouraged to target areas with high concentrations of subsidy-receiving and subsidy-eligible (e.g., children on subsidy waiting lists) children and their families.

Other Resources

Applicants can refer to <http://eclkc.ohs.acf.hhs.gov/hslc/hs/grants/ehs-ccp> for additional information. Interested applicants should refer to *Section VIII. Other Information* of this FOA for resources that will assist in developing their proposals. Interested applicants may also contact the OHS Operations Center at (866) 796-1591 or TTY: 711 if they have questions related to requirements in this FOA.

II. Award Information

Funding Instrument Type:	Grant
Estimated Total Funding:	\$650,000,000
Expected Number of Awards:	300
Award Ceiling:	\$54,933,590 Per Budget Period
Award Floor:	\$750,000 Per Budget Period
Average Projected Award Amount:	\$1,500,000 Per Budget Period

Length of Project Periods:

Other

The project period will be up to 59 months with an initial budget period of up to 11 months and four subsequent 12-month budget periods.

Additional Information on Awards

Awards made under this announcement are subject to the availability of federal funds. Of the \$650,000,000 for awards, \$500,000,000 is available under the Consolidated Appropriations Act, 2014, Pub. L. 113-76. The remaining funds are anticipated to be available under Fiscal Year 2015 appropriations.

Applicants must submit an annual (12-month) budget. The funding amount listed on Line 18a (Federal) of the SF-424, Application for Federal Assistance, must reflect a full 12 months of funding. The federal funding amounts reflected on the SF-424 and in the applicant's budget submission must match.

Applications requesting an annual award amount that exceeds the Award Ceiling as listed in this section will be disqualified from competitive review and from funding under this announcement. This disqualification applies to the Award Ceiling for a 12-month period, as reflected on the applicant's SF-424, Application for Federal Assistance, Line 18a (Federal). Please see *Section III.3. Other, Application Disqualification Factors*.

The applicant's 12-month budget request should include both base and training and technical assistance (T/TA) funding. Base funding is for use in program operations, staff, materials, equipment, facilities, etc. In addition to base funding, applicants should request an additional 2.5 percent of the base funding for training and technical assistance (T/TA) funding. T/TA funding is used for the purposes of improving program quality and helping prepare children to succeed in school and is described in Section 648 of the Head Start Act. Therefore, the total federal funds requested in the applicant's budget and on the applicant's SF-424, Application for Federal Assistance, Line 18a (Federal) should include the sum of the applicant's proposed base and T/TA funding. Please see *Appendix, State Allocations* for more information.

Note: Grantees will be held accountable for projected commitments of non-federal resources in their application budgets and budget justifications by budget period or by project period for fully funded awards, even if the projected commitment exceeds the required amount of match or cost share. **A grantee's failure to provide the required matching amount may result in the disallowance of federal funds.**

State Allocations

Funding is available within each state based on the number of young children in poverty. The state allocations are listed in the *Appendix* of this FOA. Applicants are encouraged to use the state allocation funding levels as a guide in determining their proposed project funding. Applications that request funding that is higher than the state allocation for the state(s) in which they propose services will not be disqualified; however, applications that exceed the Award Ceiling listed in this section will be disqualified from competitive review and from funding under this announcement. Applications may be funded in whole or in part. Successful applicants may be funded at an amount lower than that requested.

Only high-quality applications will be funded and the priority will be for applicants proposing EHS-CC Partnerships. Consistent with this priority, ACF will prioritize applications that propose to provide at least 50 percent of slots through EHS-CC Partnerships. ACF may also reallocate funds between states as needed in order to achieve this objective.

Start-up Costs

In the following, funding provided for the operation of the program is referred to as "base operating funds" or "base funding"; funding provided for training and technical assistance is referred to as "T/TA." Start-up costs may be requested by an applicant in addition to the base operating and T/TA grant funds. If requested, applicants must provide a separate budget for start-up costs, in addition to a 12-month budget for the base funding awarded, within the page limitations stated for the Budget and Budget Justification in *Section IV.2. Content and Form of Application Submission*. Examples of start-up activities are facility renovations, purchase of classroom supplies, building purchase, licensing, background checks, etc.

Approval of start-up costs is **not** guaranteed; they are negotiated at the time of award and are based on reasonableness, necessity, and the availability of funds. The incurrence of start-up costs in anticipation of an award is done at the applicant's own risk and imposes no obligation on ACF either to make an award or to increase the amount of the approved budget if an award is made for less than the amount anticipated and is inadequate to cover the start-up costs incurred. It is possible that ACF may honor start-up costs by reducing the base amount of the award to include these costs.

Estimates for start-up costs must be separately identified on the SF-424, Application for Federal Assistance, and in the Budget and Budget Justification section of the application. The start-up funding amount must **not** be included in the funding amount listed on Line 18a (Federal) of the SF-424. The funding amount listed in Line 18a of the SF-424 must represent only the total annual federal funding the applicant is requesting for base and T/TA funding. Start-up costs, if requested, should be included only on the Other Estimated Funding line (Line 18e) and clearly labeled as "Start-up Costs" in a separate line item on the SF-424A, Budget Information - Non-Construction Programs. Additionally, if applicants are requesting start-up costs, these costs must be easily identified as a separate budget in the Budget and Budget Justification section of the application.

Inclusion of start-up costs in the application submission is not subject to the "Award Ceiling Disqualification" that is explained in *Section II. Award Information* and in *Section III.3. Other, Disqualification Factors*. However, if an applicant does not segregate start-up costs from the base funding award request (SF-424, line 18a, Federal), the "Award Ceiling Disqualification" will apply.

Note: Costs incurred for grant application preparation are not considered an approved use of start-up costs and may not be included in the project budget or budget justification.

Please see *Section IV.5 Funding Restrictions* for limitations on the use of federal funds awarded under this announcement.

III. Eligibility Information

III.1. Eligible Applicants

Eligible applicants are any public entities, including states, or non-profit or for-profit private entities, including community-based and faith-based organizations, pursuant to section 645A(d) of the Head Start, 42 U.S.C. § 9840a(d).

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

Faith-based and community organizations that meet the eligibility requirements are eligible to receive awards under this funding opportunity announcement. Faith-based organizations are encouraged to review the ACF Policy on Grants to Faith-Based Organizations at: <http://www.acf.hhs.gov/acf-policy-on-grants-to-faith-based-organizations>.

See "Legal Status of Applicant Entity" in *Section IV.2* for documentation required to support eligibility.

III.2. Cost Sharing or Matching

Cost Sharing / Matching Requirement: Yes

Grantees are required to meet a non-federal share of the project cost, in accordance with **Section 640(b) of the Head Start Act, 42 U.S.C. § 9835(b)**.

Grantees must provide at least **20** percent of the total approved cost of the project. The total approved cost of the project is the sum of the ACF (federal) share and the non-federal share. The non-federal share may be met by cash or in-kind contributions, although applicants are encouraged to meet their match requirements through cash contributions. For example, in order to meet the match requirements, a project requesting **\$54,933,590.00** in ACF (federal) funds must provide a non-federal share of the approved total

project cost of at least **\$13,733,398.00** , which is **20** percent of total approved project cost of **\$68,666,988.00** .

Note: Grantees will be held accountable for projected commitments of non-federal resources in their application budgets and budget justifications, even when the projected non-federal commitment exceeds the required amount of matching or cost share. A grantee's failure to provide the required matching amount will result in the disallowance of federal funds. However, lack of supporting documentation at the time of application submission will not exclude the application from competitive review.

Waiver of Non-Federal Share Requirement

To receive a waiver or a reduction in the required non-federal share, the applicant must provide ACF with written documentation of need. This request must identify which of the five waiver criteria found at Section 640(b)(1-5) of the Head Start Act it believes to be relevant. It may be submitted with the grant proposal document or during the budget negotiation period. Approval of the waiver request cannot be assumed by the applicant without written notice from ACF. Waiver requests will not result in a deduction of points in the evaluation of the application. In light of the current economic climate, ACF will be receptive to reasonable arguments based on the grounds recognized in the statute for such waivers.

Matching Waiver Pursuant to 48 U.S.C. § 1469a(d)

Matching requirements (including in-kind contributions) of less than \$200,000 (up to \$199,999) are waived under grants made to the governments of American Samoa, Guam, the U.S. Virgin Islands, and the Commonwealth of the Northern Mariana Islands (other than those consolidated under other provisions of 48 U.S.C. 1469) pursuant to 48 U.S.C. 1469a(d). This waiver applies whether the matching required under the grant equals or exceeds \$200,000.

Non-federal resources will be evaluated under criteria found in *Section V.1.* of this announcement.

III.3. Other

DUNS Number and System for Award Management Eligibility Requirements (SAM.gov)

All applicants must have a DUNS Number ([http:// fedgov. dnb.com /webform](http://fedgov.dnb.com/webform)) and an active registration with the Central Contractor Registry (CCR) on the System for Award Management (SAM.gov, www.sam.gov).

Obtaining a DUNS Number may take 1 to 2 days.

All applicants are required to maintain an active SAM registration until the application process is complete. If a grant should be made, registration in the CCR at SAM must be active throughout the life of the award. **Finalize a new, or renew an existing, registration at least two weeks before the application deadline.** This action should allow you time to resolve any issues that may arise. Failure to comply with these requirements may result in your inability to submit your application or receive an award. Maintain documentation (with dates) of your efforts to register or renew at least two weeks before the deadline. See the SAM Quick Guide for Grantees at: [https:// www.sam.gov /sam / transcript/SAM_Quick_Guide_Grants_Registrations -v1.6. pdf](https://www.sam.gov/sam/transcript/SAM_Quick_Guide_Grants_Registrations-v1.6.pdf).

HHS requires all entities that plan to apply for, and ultimately receive, federal grant funds from any HHS Agency, or receive subawards directly from recipients of those grant funds to:

- Be registered in the SAM prior to submitting an application or plan;
- Maintain an active SAM registration with current information at all times during which it has an

- active award or an application or plan under consideration by an OPDIV; and
- Provide its active DUNS number in each application or plan it submits to the OPDIV.

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

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

Application Disqualification Factors

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

Award Ceiling Disqualification

Applications that request an annual award amount that exceeds the *Award Ceiling* per budget period as stated in *Section II. Award Information* will be disqualified from competitive review and from funding under this announcement. This disqualification applies to the *Award Ceiling* listed for a 12-month period, as reflected on the applicant's SF-424, Application for Federal Assistance, Line 18a (Federal).

Required Electronic Application Submission

ACF requires electronic submission of applications at www.Grants.gov. **Paper applications received from applicants that have not been approved for an exemption from required electronic submission will be disqualified from competitive review and from funding under this announcement.** Applicants that do not have an Internet connection or sufficient computing capacity to upload large documents to the Internet may contact ACF for an exemption that will allow the applicant to submit applications in paper format. Information and the requirements for requesting an exemption from required electronic application submission are found in "Request an Exemption from Electronic Application Submission" in *Section IV.2. Content and Form of Application Submission*.

Application Deadlines

The deadline for electronic application submission is 11:59 p.m., ET, on the due date listed in the Overview and in Section IV.3. Submission Dates and Times. Electronic applications submitted to www.Grants.gov after 11:59 p.m., ET, on the due date, as indicated by a dated and time-stamped email from www.Grants.gov, will be disqualified from competitive review and from funding under this announcement. That is, applications submitted to www.Grants.gov, on or after 12:00 a.m., ET, on the day after the due date will be disqualified from competitive review and from funding under this announcement.

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

Each time an application is submitted via www.Grants.gov, the submission will generate a new date and time-stamp email notification. Only those applications with on-time date and time stamps that result in a validated application, which is transmitted to ACF, will be acknowledged. **The deadline for receipt of paper applications is 4:30 p.m., ET, on the due date listed in the Overview and in Section IV.3. Submission Dates and Times.** Paper applications received after 4:30 p.m., ET, on the due date will be disqualified from competitive review and from funding under this announcement. **Paper applications received from applicants that have not received approval of an exemption from required electronic submission will be disqualified from competitive review and from funding under this**

Notification of Application Disqualification

Applications that are disqualified under these criteria are considered to be “non-responsive” and are excluded from the competitive review process. Applicants will be notified of a disqualification determination by email or by USPS postal mail within 30 federal business days from the closing date of this funding opportunity announcement.

IV. Application and Submission Information

IV.1. Address to Request Application Package

Office of Head Start
OHS Operations Center
8405 Colesville Road, Suite 600
Silver Spring, MD 20910
Phone: (866) 796-1591

Electronic Application Submission:

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

Applications in Paper Format:

For applicants that have received an exemption to submit applications in paper format, Standard Forms, assurances, and certifications are available at the ACF Funding Opportunities Forms webpage at <http://www.acf.hhs.gov/grants-forms> and on the Grants.gov Forms page under "424 Family." See *Section IV.2. Request an Exemption from Required Electronic Application Submission* if applicants do not have an Internet connection or sufficient computing capacity to upload large documents (files) to www.Grants.gov.

Standard Forms that are compliant with Section 508 of the Rehabilitation Act (29 U.S.C. § 794d):

Available at the Grants.gov Forms Repository website at <http://www.grants.gov/web/grants/forms/sf-424-family.html>.

Federal Relay Service:

Hearing-impaired and speech-impaired callers may contact the Federal Relay Service for assistance at 1-800-877-8339 (TTY - Text Telephone or ASCII - American Standard Code For Information Interchange).

Section IV.2. Content and Form of Application Submission

FORMATTING ACF APPLICATIONS

In FY 2013 ACF implemented a new application upload requirement. Each applicant applying electronically via www.grants.gov is required to upload only two electronic files, excluding Standard Forms and OMB-approved forms. No more than two files will be accepted for the review, and additional files will be removed. Standard Forms and OMB-approved forms will not be considered additional files.

FOR ALL APPLICATIONS:

Authorized Organizational Representative (AOR)

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

grant is awarded.

AOR authorization is part of the registration process at www.Grants.gov, where the AOR will create a short profile and obtain a username and password from the Grants.gov Credential Provider. AORs will only be authorized for the DUNS number registered in the System for Awards Management (SAM).

Point of Contact

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

Application Checklist

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

Details concerning acknowledgment of received applications are available in *Section IV.3. Submission Dates and Times* of this announcement.

Accepted Font Style

Applications must be in Times New Roman (TNR), 12-point font, except for footnotes, which may be TNR 10-point font.

Page Limitations

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

All applications must be double-spaced and in Times New Roman, 12-point font. An application that exceeds the cited page limitation for double-spaced pages in the Project Description file or the Appendices file will have the last extra pages removed and the removed pages will not be reviewed.

Application Elements Exempted from Double-Spacing Requirements

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

Adherence to FOA Formatting, Font, and Page Limitation Requirements

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

In instances where formatting and font requirements are not adhered to, ACF uses a formula to determine the actual number of pages to be removed. The formula counts the number of characters an applicant uses when following the instructions and using 12-point TNR and compares the resulting number with that of the submitted application. For example, an applicant using TNR, 11-point font, with 1-inch margins all around, and single-spacing, would have an additional 26 lines, or 1500 characters, which is equal to 4/5 of an additional page. Extra pages resulting from this formula will be removed and will not be reviewed.

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

For applicants that submit paper applications, double-sided pages will be counted as two pages. When the

maximum allowed number of pages is reached, excess pages will be removed and will not be made available to reviewers.

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

Copies Required

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

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

Signatures

Applicants submitting electronic applications must follow the registration and application submission instructions provided at www.Grants.gov.

The original of a paper format application must include original signatures of the authorized representatives.

Accepted Application Format

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

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

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

ELECTRONIC APPLICATION SUBMISSION INSTRUCTIONS

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

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

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

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

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

Adherence to the Two-File Requirement

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

Please do not attach additional documents to the SF-424 at Question 14 and/or after Question 15. Instead of providing a separate response to Question 14, all applicants are required to submit the SF for Project/Performance Site Location(s) (SF-P/PSL). In the SF-P/PSL, applicants may cite their

primary location and up to 29 additional performance sites. Documents submitted as attachments to the SF-424 will be removed from the application and will not be reviewed.

Application Upload Requirements

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

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

However, ACF understands that all applicants may not have access to this software. Grants.gov offers a listing of several free PDF conversion programs. These programs can be found on Grants.gov by clicking on "Applicants" at the top menu bar and selecting "Applicant Resources" from the drop-down list. Go to the "Technical Support & Self-Help" section and click on "Grants.gov Compatible Software." A link to "PDF Conversion Software" is available in the left-hand menu box. Free PDF software, available on this page, will allow users to convert and merge their PDF documents. As an example, ACF is providing written instructions for downloading and using one type of free software listed at Grants.gov at the following link: [https:// www.acf.hhs.gov/ sites/ default/ files/ assets/ pdf995 instructions for video.pdf](https://www.acf.hhs.gov/sites/default/files/assets/pdf995_instructions_for_video.pdf). ACF does not endorse any of the software listed on Grants.gov, and applicants are not required to use a specific type of PDF conversion software to submit an application.

For any systems issues experienced with Grants.gov or with SAM.gov, please refer to ACF's "Policy for Applicants Experiencing Federal Systems Issues" document for complete guidance at [http:// www.acf.hhs.gov/grants](http://www.acf.hhs.gov/grants) under "Grants Related Information."

Required Standard Forms (SFs) and OMB-approved Forms

Standard Forms (SFs) and OMB-approved forms, such as the SF-424 application and budget forms and the SF-P/PSL (Project/Performance Site Location), are uploaded separately at Grants.gov. These forms are submitted separately from the Project Description and Appendices files. See *Section IV.2. Required Forms, Assurances, and Certifications* for the listing of required Standard Forms, OMB-approved forms, and required assurances and certifications.

Naming Application Submission Files

Observe the file naming conventions required by www.Grants.gov. Applicants should name their application files so that the content is easily identified by ACF.

Use only file formats supported by ACF

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

ACF supports the following file formats:

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

Do Not Encrypt or Password-Protect the Electronic Application Files

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

FORMATTING FOR PAPER APPLICATION SUBMISSIONS:

The following requirements are only applicable to applications submitted in paper format. Applicants must receive an exemption from ACF in order for a paper format application to be accepted for review. See *Section IV.2. Request an Exemption from Required Electronic Application Submission* later in this section under *Application Submission Options* for more information.

Format Requirements for Paper Applications

All copies of mailed or hand-delivered paper applications must be submitted in a single package. If an applicant is submitting multiple applications under a single FOA, or multiple applications under separate FOAs, each application submission must be packaged separately. The package(s) must be clearly labeled for the specific FOA it addresses by FOA title and by Funding Opportunity Number (FON).

Because each application will be duplicated, do not use or include separate covers, binders, clips, tabs, plastic inserts, maps, brochures, or any other items that cannot be processed easily on a photocopy machine with an automatic feed. Do not bind, clip, staple, or fasten in any way separate sections of the application. Applicants are advised that the copies of the application submitted, not the original, will be reproduced by the federal government for review. **All application materials must be one-sided for duplication purposes.**

Addresses for Submission of Paper Applications

See *Section IV.6. Other Submission Requirements* for addresses for paper format application submissions.

PAGE LIMITATIONS AND CONTENT FOR ALL SUBMISSION FORMATS:

Application Submission Limitation

Through this funding opportunity announcement, applicants have the choice of applying in one of three ways: 1) EHS-CC Partnerships, 2) Non-Partnership Early Head Start Expansion, or a mix of EHS-CC Partnerships and Expansion. However, applicant entities **may submit only one application** per service area, regardless of how they choose to apply. ACF will review only one application for a service area from any applicant. For example, service area may refer to zip code, city, county, or state.

If an entity submits more than one application for a service area, **ACF will accept only its last on-time application submission for the service area.** All earlier application submissions from the entity for the same service area will be disqualified from competitive review and funding under this announcement. Applications must be submitted before the application due date and time listed in *Section IV.3. Submission Dates and Times*. All late applications that are submitted after the due date listed in the *Overview* and in *Section IV.3. Submission Dates and Times* will also be disqualified from competitive review and funding under this announcement.

Applications are limited to a total of 75 pages, which may be distributed across two files. The combined number of pages in both files must not exceed 75 pages. ACF will remove all

pages over the 75-page limit from the end of the second file and exclude those pages from competitive review.

File One

Components must be in the following order within the electronic file. This file should be uploaded to the "Project Narrative File(s)" section of the Application Package. The file name must include "ApplicationNarrative."

- **Project Summary/Abstract** - limited to one single spaced page
- **Project Description** - double-spaced, except the Table of Contents, which may be single-spaced.
 - Community Need and Objectives
 - Project Design and Approach
 - Organizational Infrastructure and Management Systems
 - Staffing
 - EHS-CC Partnership Priority
 - Bonus Points
- **Budget and Budget Justification** - single-spaced

File Two (Appendices)

Appendices may include letters of support, organizational charts, and other supporting documents. This file should be uploaded to the "Other Attachment File(s)" section of the Application Package and must include "Appendices" in the file name.

Formatting for Appendices

If the font size of pages in the appendices is not readable, all unreadable pages will be removed from the application and will not be reviewed. For example, pages that contain blurred text or text that is too small to read comfortably will be removed. In addition, applicants are prohibited from submitting two or more pages per page in reduced size onto one page. If an application contains two or more reduced-sized pages on a single sheet, the page(s) will be removed from the review.

Required Forms, Assurances, and Certifications

Applicants seeking grant or cooperative agreement awards under this announcement must submit the listed Standard Forms (SFs), assurances, and certifications with the application. All required Standard Forms, assurances, and certifications will be available in the application kit posted for this funding opportunity at www.grants.gov.

Other versions of required Standard Forms, assurances, and certifications are available at ACF Funding Opportunities Forms at <https://www.acf.hhs.gov/grants-forms> and at Grants.gov <http://www.grants.gov/web/grants/forms.html> by using the link to "SF-424 Family," unless specified otherwise.

Forms / Assurances / Certifications	Submission Requirement	Notes / Description
SF-Project/Performance Site Location(s) (SF-P/PSL)	Submission is required for all applicants by the application due date.	Required for all applications. In the SF-P/PSL, applicants may cite their primary location and up to 29 additional performance sites. As a Standard Form (SF), this form is not included in the application's page limitation.

<p>Certification Regarding Lobbying (Grants.gov Lobbying Form)</p>	<p>Submission required of all applicants with the application package. If it is not submitted with the application package, it must be submitted prior to the award of a grant.</p>	<p>Submission of the certification is required for all applicants.</p>
<p>SF-LLL - Disclosure of Lobbying Activities</p>	<p>If submission of this form is applicable, it is due at the time of application. If it not available at the time of application, it may also be submitted prior to the award of a grant.</p>	<p>If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the applicant shall complete and submit the SF-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.</p>
<p>Certification of Filing and Payment of Federal Taxes</p>	<p>Submission of a certification is required prior to award for grantees receiving more than \$5,000,000 in Federal funding for the first budget year of a multi-year project; or for grantees receiving more than \$5,000,000 in Federal funding for a one-year (12 months) project period; or for grantees receiving more than \$5,000,000 in Federal funding for a multiyear project to be fully funded.</p>	<p>Applicants are advised of the following requirement contained in Section 518 of the “Departments of Labor, Health and Human Services and Education, and Related Agencies Appropriations Act, 2014,” (Pub.L. 113-76, Division H).</p> <p>This requirement remains in effect: Sec. 518.</p> <p>None of the funds appropriated or otherwise made available by this Act may be used to enter into a contract in an amount greater than \$5,000,000 or to award a grant in excess of such amount unless the prospective contractor or grantee certifies in writing to the agency awarding the contract or grant that, to the best of its knowledge and belief, the contractor or grantee has filed all Federal tax returns required during the three years preceding the certification, has not been convicted of a criminal offense under the Internal Revenue Code of 1986, and has not, more than 90 days prior to certification, been notified of any unpaid Federal tax assessment for</p>

		<p>which the liability remains unsatisfied, unless the assessment is the subject of an installment agreement or offer in compromise that has been approved by the Internal Revenue Service and is not in default, or the assessment is the subject of a non-frivolous administrative or judicial proceeding.</p> <p>Accordingly, if applicants request more than \$5 million in Federal funds for the first budget year of a multiyear project to be funded in FY 2014, or as a multiyear project to be fully funded in FY 2014, the applicant will be required to submit a certification complying with the requirements, prior to receiving an award.</p>
<p>DUNS Number (Universal Identifier) and Systems for Award Management (SAM) registration.</p>	<p>A DUNS number is required of all applicants.</p> <p>To obtain a DUNS number, go to http://fedgov.dnb.com/webform.</p> <p>Active registration at the Systems Award Management (SAM) website must be maintained throughout the application and project award period.</p> <p>SAM registration is available at http://www.sam.gov.</p>	<p>A DUNS number and SAM registration are eligibility requirements for all applicants.</p> <p>See <i>Section III.3. Other</i> for information on obtaining DUNS number at http://fedgov.dnb.com/webform and registration at SAM.gov at http://www.sam.gov.</p>
<p>SF-424A Budget Information - Non-Construction Programs / SF-424B Assurances - Non-Construction Programs and SF-424C - Budget Information Construction Programs / SF-424D - Assurances Construction Programs</p>	<p>Submission is required for all applicants when applying for non-construction and construction activities under the proposed project. Standard Forms must be used. Standard Forms must be submitted by the application due date.</p>	<p>Required for all applications when applying for non-construction and/or construction activities under the proposed project. Please see special instructions in the <i>Checklist</i> in <i>Section VIII. Other Information</i> in this announcement.</p> <ul style="list-style-type: none"> • Projects that include non-construction and construction activities must submit the SF-424A, B, C, and D, along with the SF-424 and SF-P/PSL. <p>By signing and submitting the SF-424B</p>

		and/or SF-424D, applicants are making the appropriate certification of their compliance with all Federal statutes relating to nondiscrimination.
SF-424 - Application for Federal Assistance	Submission is required for all applicants by the application due date.	Required for all applications.

SF-424 - Application for Federal Assistance

Line 15 - Descriptive Title of Applicant's Project: **Applicants MUST clearly state** whether they are proposing to provide services through an "EHS-CC Partnership", "Non-Partnership Expansion", or a mix of "EHS-CC Partnership and Expansion" as well as the state(s) in which they are proposing to provide services. For example, "EHS-CC Partnership - North Carolina" or "Non-Partnership Expansion - Illinois."

Line 18a - Federal: Includes the combined base and training and technical assistance (T/TA) funding requested by the applicant.

Line 18e - Other: Includes start-up funding amount, if requested.

Non-Federal Reviewers

Since ACF will be using non-federal reviewers in the review process, applicants have the option of omitting from the application copies (not the original) specific salary rates or amounts for individuals specified in the application budget as well as Social Security Numbers, if otherwise required for individuals. The copies may include summary salary information. If applicants are submitting their application electronically, ACF will omit the same specific salary rate information from copies made for use during the review and selection process.

The Project Description

Part I: The Project Description Overview

Purpose

The project description provides the majority of information by which an application is evaluated and ranked in competition with other applications for available assistance. It should address the activity for which federal funds are being requested, and should be consistent with the goals and objectives of the program as described in *Section I. Program Description*. Supporting documents should be included where they can present information clearly and succinctly. When appropriate, applicants should cite the evaluation criteria that are relevant to specific components of their project description. Awarding offices use this and other information in making their funding recommendations. It is important, therefore, that this information be included in the application in a manner that is clear and complete.

General Expectations and Instructions

Applicants should develop project descriptions that focus on outcomes and convey strategies for achieving intended performance. Project descriptions are evaluated on the basis of substance and measurable outcomes, not length. Extensive exhibits are not required. Cross-referencing should be used rather than repetition. Supporting information concerning activities that will not be directly funded by the grant or information that does not directly pertain to an integral part of the grant-funded activity should be placed in an appendix.

Part II: General Instructions for Preparing a Full Project Description

Introduction

Applicants must prepare the project description statement in accordance with the following instructions while being aware of the specified evaluation criteria in *Section V.1. Criteria*. The text options give a broad overview of what the project description should include while the evaluation criteria identify the measures that will be used to evaluate applications.

Table of Contents

List the contents of the application including corresponding page numbers. The table of contents must be single spaced and will be counted against the total page limitations.

Project Summary/Abstract

Provide a summary of the application's project description. The summary must be clear, accurate, concise, and without reference to other parts of the application. The abstract must include a brief description of the proposed grant project including the needs to be addressed, the proposed services, and the population group(s) to be served.

Please place the following at the top of the abstract:

- Project Title
- Applicant Name
- Address
- Contact Phone Numbers (Voice, Fax)
- E-Mail Address
- Web Site Address, if applicable

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

Approach

Outline a plan of action that describes the scope and detail of how the proposed project will be accomplished. Applicants must account for all functions or activities identified in the application. Describe any design or technological innovations, reductions in cost or time, or extraordinary social and/or community involvement in the project. Provide a list of organizations, cooperating entities, consultants, or other key individuals that will work on the project, along with a short description of the nature of their effort or contribution.

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

Applicants must address all of the following requirements in their application. The requirements that are only relevant to applicants proposing either EHS-CC Partnerships or Non-Partnership Expansion are clearly identified. Applicants proposing a mix of EHS-CC Partnerships and Expansion must address all of the requirements in their application.

1. Community Need and Objectives

1.1. The applicant must describe how it will maximize community impact by directing resources to the area(s) of greatest need. The applicant must clearly a) describe the precise geographic location and boundaries of the area to be served by the proposed project; b) define the area(s) of greatest need, using information from its state, county, or community assessment; c) estimate the number of infants and toddlers who are Early Head Start eligible; and d) estimate the number of infants and toddlers who are

receiving child care subsidy by geographic location.

- **Non-Partnership Expansion applicants** must justify why an EHS-CC Partnership is not an option for the best option for the community they are proposing to serve.

1.2. Applicants that propose services in areas of high poverty identified by the zip codes listed in the *Appendix* of this FOA will receive **5 points** under the Criteria listed in *Section V.1* of this FOA.

1.3. The applicant must identify existing child care services in the geographic area to be served by the proposed project. Applicants must also describe the level of quality of those child care providers and the extent to which meeting Early Head Start quality standards will require significant improvements in their partners' current level of quality.

1.4. The applicant must describe whether it will: a) improve the services provided to infants and toddlers currently being served; b) expand the number of infants and toddlers it proposes to serve through this funding; or c) do both a and b.

1.5. The applicant must justify its program option (center-based and/or family child care) as the most appropriate to meet the needs of the community. The applicant must specify how it will meet the requirement for full-day, full-year services (48 weeks), including the planned number of hours per day, days per week, and weeks per year of program operations.

1.6. EHS-CC Partnership applicants must describe how they will leverage funds from other sources to maximize the impact of its proposed project. Specifically, **EHS-CC Partnership applicants** must describe a plan to ensure that at all times at least 25 percent of the total number of Early Head Start eligible children served in the EHS-CC Partnership will also have child care subsidies. This requirement is not applicable for applicants proposing only Non-Partnership Expansion.

1.7. The applicant must submit an enrollment plan that expressly states: a) the projected dates it will begin delivering services to children with this grant funding, and b) when it will reach full enrollment.

1.8. The applicant must describe its recruitment and selection criteria to ensure it enrolls the children most in need in the community. The applicant must describe how the program will ensure that not less than 10 percent of the total number of infants and toddlers enrolled will be children with disabilities.

2. Project Design and Approach

2.1. The applicant must describe its methods of service delivery and justify its plan to meet the needs for comprehensive child development services for the highest need infants, toddlers, and their families and must include supporting data from its community assessment. This plan must include education, health, nutrition, social, and family support services, and other service needs, including the special populations the applicant proposes to serve. The applicant must describe its procedures to identify children with disabilities and its plan to coordinate with programs providing services as described in section 645A(b)(11) of the Head Start Act.

2.2. The applicant must propose appropriate ratios and group sizes for care and must present evidence of appropriate staffing. Additionally, the applicant must describe how it will meet or exceed all federal, state/tribal, and local early care and education regulations and ensure that all of its facilities will be licensed.

2.3. The applicant must describe its plan to use curricula and teaching practices that promote progress toward infant and toddler school readiness goals and are:

- based on scientifically valid research,
- developmentally appropriate for infants and toddlers, and
- aligned to infant and toddler State Early Learning Guidelines, if appropriate.

2.4. The applicant must describe the process for involvement of other service providers, public or private

entities, and other agencies in the community in meeting these needs for comprehensive services to maximize access and minimize duplication.

2.5. The applicant must also include formal linkages with home visiting programs, local Head Start, and state pre-kindergarten preschool programs to provide for a continuity of services through the age of mandatory school attendance for children and families enrolled in Early Head Start and child care. The applicant must describe its systematic procedure for transitioning children and parents, including established channels of communication and the process for how the program will support transitions for enrolled infants and toddlers to Head Start or other community-based preschool programs.

2.6. The applicant must describe formal linkages with providers of early intervention services for infants and toddlers with disabilities under the Individuals with Disabilities Education Act (IDEA); with the state interagency coordinating council, as established in part C of IDEA; and with the agency responsible for administering section 106 of the Child Abuse Prevention and Treatment Act.

2.7. The applicant must describe a system of screening, referral, and follow-up to ensure that appropriate developmental, sensory, and behavioral services are provided for every enrolled child.

2.8. The applicant must describe its plan for family engagement (including mothers, fathers, grandparents, kinship caregivers, and non-English speaking parents, as appropriate). The applicant must also discuss how activities will be designed to encourage parents to participate in program decision-making and leadership.

2.9 EHS-CC Partnership applicants must discuss how partnerships have been, or will be, developed, maintained, and utilized to support the EHS-CC Partnership project goals. If the applicant has not identified all partner sites, then it must provide a detailed plan, timeline, and criteria for identifying partners.

3. Organizational Infrastructure and Management Systems

3.1. The applicant must describe its proposed organizational structure, including the assignment of key management functions and content area expertise, as well as the organization's supervisory structure to ensure full implementation of comprehensive child development and family support services. This includes the proposed roles and responsibilities of the applicant entity, the partners and/or delegate agencies.

3.2. The applicant must provide evidence of the capacity of its senior executive managers and governing board to: (1) exercise effective oversight of program operations and accountability for federal funds; (2) include the Policy Council in the planning and decision-making process; (3) ensure representation of the diverse community served; (4) set and monitor overall agency priorities and operational systems; and (5) conduct community assessment, annual self-assessments, ongoing monitoring, and outcome-based evaluations.

3.3. The applicant must propose a plan to meet applicable program governance requirements established in Section 642(c) of the Head Start Act, including proportionate parent representation from child care partners on policy councils, if applicable.

3.4. The applicant must include documentation of its experience providing high-quality early childhood services for infants and toddlers and its ability to effectively and efficiently administer a project of the size, complexity, and scope of the proposed program.

3.5. The applicant must describe its plan to maintain strong fiscal controls and cost effective fiscal management across all sites.

4. Staffing

4.1. The applicant must provide evidence that after 18 months of operation, all teachers funded by this grant will have an Infant Toddler or Family Child Care Child Development Associate (CDA) credential, or state certificate that is comparable to those CDAs, and will have been trained (or have equivalent course work) in early childhood development with an infant and toddler focus.

4.2. The applicant must describe how the program will recruit, train, and supervise or contract with high-quality staff to ensure the retention of staff and to create the kind of responsive and continuous relationships between caregivers and children that are crucial to learning and development for infants and toddlers.

4.3. The applicant must describe an ongoing strategy for professional development, evidence-based coaching/mentoring, and supervision that supports reflective practice oriented to improving skills, knowledge, and effectiveness.

- **EHS-CC Partnership applicants** must ensure their plan addresses all EHS-CC Partnership staff, including family child care providers.

4.4. The applicant must propose family service worker caseloads (not to exceed 1 family worker to 40 families) that reflect best practices and are tied to high-quality service delivery and that reflect, where applicable, state requirements that are more stringent than the Head Start Program Performance Standards.

5. EHS-CC Partnership Priority

5.1 ACF will prioritize applicants proposing EHS-CC Partnerships. Entities applying to operate 100 percent of their program through EHS-CC Partnerships will be awarded **10 priority points** under the Criteria listed in *Section V.1* of this FOA.

6. Bonus Points

6.1. Applicants that propose to serve children that reside within a federally designated Promise Zone, and that serves a substantial share of children within that Zone, will receive 3 points under the Criteria listed in *Section V.1.* of this FOA.

6.2. Applicants that propose a plan to ensure that at all times greater than 40 percent of the total number of Early Head Start eligible children served by this grant will also have child care subsidies will receive 3 points under the Criteria listed in *Section V.1.* of this FOA.

Legal Status of Applicant Entity

Applicants must provide the following documentation:

Non-profit organizations applying for funding are required to submit proof of their non-profit status. Proof of non-profit status is any one of the following:

- A reference to the applicant organization's listing in the IRS's most recent list of tax-exempt organizations described in the IRS Code.
- A copy of a currently valid IRS tax-exemption certificate.
- A statement from a state taxing body, state attorney general, or other appropriate state official certifying that the applicant organization has non-profit status and that none of the net earnings accrue to any private shareholders or individuals.
- A certified copy of the organization's certificate of incorporation or similar document that clearly establishes non-profit status.

- Any of the items in the subparagraphs immediately above for a state or national parent organization and a statement signed by the parent organization that the applicant organization is a local non-profit affiliate.

When applying electronically, it is strongly suggested that the applicant attach proof of non-profit status with the electronic application.

Additional Eligibility Documentation

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

Applicants that are current Head Start or Early Head Start grantees must provide proof of policy council approval of the application required by section 642(c)(2)(D)(iii) of the Head Start Act and 45 CFR § 1304.50(d)(1)(i).

Organizational Capacity

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

- Organizational charts;

Third-Party Agreements

Third-party agreements include Memoranda of Understanding (MOU) and Letters of Commitment. General letters of support are **not** considered to be third-party agreements. Third-party agreements must clearly describe the project activities and support to which the third party is committing. Third-party agreements must be signed by the person in the third-party organization with the authority to make such commitments on behalf of their organization.

Provide written and signed agreements between grantees and subgrantees, or subcontractors, or other cooperating entities. These agreements must detail the scope of work to be performed, work schedules, remuneration, and other terms and conditions that structure or define the relationship.

Letters Of Support

Provide statements from community, public, and commercial leaders that support the project proposed for funding. All submissions must be included in the application package.

The Project Budget and Budget Justification

All applicants are required to submit a project budget and budget justification with their application. The project budget is entered on the Budget Information Standard Form, either SF-424A or SF-424C, according to the directions provided with the SFs. The budget justification consists of a budget narrative and a line-item budget detail that includes detailed calculations for "object class categories" identified on the Budget Information Standard Form.

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

Project budget Standard Forms (424A and/or 424C) will not count toward page limitations; however, the budget and budget justification are limited to 15 single-spaced pages total with fonts of no less than Times New Roman 12-points.

Special Note: Section 653 of the Head Start Act provides that “[n]otwithstanding any other provision of law, no Federal funds may be used to pay any part of the compensation of an individual employed by a Head Start agency, if such compensation, including non-Federal funds, exceeds an amount equal to the rate payable for level II of the Executive Schedule under section 5313 of title 5, United States Code.” The Executive Level II salary of the Federal Executive Pay scale, set in January 2014, is \$181,500 (<http://www.opm.gov/policy-data-oversight/pay-leave/salaries-wages/2014/executive-senior-level/>).

The statute also defines the term “compensation” as:

“(A) includes salary, bonuses, periodic payments, severance pay, the value of any vacation time, the value of a compensatory or paid leave benefit not excluded by subparagraph (B), and the fair market value of any employee perquisite or benefit not excluded by subparagraph (B); and

(B) excludes any Head Start agency expenditure for a health, medical, life insurance, disability, retirement, or any other employee welfare or pension benefit.”

Additional information on the “Statutory Requirement regarding compensation of Head Start staff” is available in the Program Instruction: [ACF-PI-HS-08-03](#).

Provide a budget using the 424A and/or 424C, as applicable, for each year of the proposed project. Provide a budget justification, which includes a budget narrative and a line-item detail, for the first year of the proposed project. The budget narrative should describe how the categorical costs are derived. Discuss the necessity, reasonableness, and allocation of the proposed costs.

7. Budget and Budget Justification

Applicants must submit an annual (12-month) budget. The federal funding amounts reflected in the applicant’s budget and on the SF-424, Application for Federal Assistance, Line 18a (Federal), must match.

The applicant’s 12-month budget request should include both base and T/TA funding. Base funding is for use in program operations, staff, materials, equipment, facilities, etc. In addition to base funding, applicants should request an additional 2.5 percent of the base funding for T/TA funding. T/TA funding is used for the purposes of improving program quality and helping prepare children to succeed in school and is described in Section 648 of the Head Start Act. Therefore, the total federal funds requested in the applicant’s budget and on the SF-424, Application for Federal Assistance, Line 18a (Federal), should include the sum of the applicant’s proposed base and T/TA funding.

ACF recognizes that EHS-CC Partnership grantees will need to retain some portion of the federal funds to ensure adequate oversight of the progress partners are making towards implementation and over time sustaining high-quality, comprehensive education services.

7.1. Applicants must demonstrate that funds are budgeted to provide all required comprehensive Early Head Start services to eligible children and families in a cost-effective manner.

- **EHS-CC Partnership applicants'** budgets must clearly indicate that a significant portion of funding will be directed to its child care partners to ensure high-quality early learning experiences and must describe how they use the funding to make quality improvements in their partner(s).

7.2. The applicant must discuss in the Budget Justification how they will use a combination of federal funds as well as resources from other early childhood programs or funding streams, including state, local, and private sector funding for child care, pre-kindergarten, and special education services.

7.3. **EHS-CC Partnership applicants** must describe their plan to ensure that children whose families lose child care subsidy eligibility will continue to be served.

7.4. The applicant must describe the planning steps to be taken to ensure that all necessary resources

beyond the requested grant funds are available to implement the project. The applicant must demonstrate that it will contribute the required non-federal share/match of the total project cost using allowable sources, as well as any additional leveraged resources (for example, in-kind staff hours, materials, facilities, etc.). The applicant must identify each source of non-federal share match, including the estimated amount per source and the valuation methodology. Applicants requesting a waiver must demonstrate that they meet the requirements in 45 CFR § 1301.21 for a waiver.

7.5. If the applicant is proposing start-up costs, it must submit a separate start-up budget. Start-up costs must be justified, reasonable, and applicable for the applicant's proposed program. Start-up costs may include costs associated with: 1) ensuring that proposed facilities comply with state and local requirements and are adequately equipped, 2) purchasing classroom equipment and supplies, 3) conducting staff background checks, and/or 4) providing orientation and training for staff. If the applicant is not requesting start-up costs, this requirement is not applicable.

General

Use the following guidelines for preparing the budget and budget justification. When a match or cost share is required, both federal and non-federal resources must be detailed and justified in the budget and budget narrative justification. "Federal resources" refers only to the ACF grant funds for which the applicant is applying. "Non-federal resources" are all other non-ACF federal and non-federal resources. It is suggested that budget amounts and computations be presented in a columnar format: first column, object class categories; second column, federal budget; next column(s), non-federal budget(s); and last column, total budget. The budget justification should be in a narrative form.

Personnel

Description: Costs of employee salaries and wages.

Justification: Identify the project director or principal investigator, if known at the time of application. For each staff person provide: the title; time commitment to the project in months; time commitment to the project as a percentage or full-time equivalent; annual salary; grant salary; wage rates; etc. Do not include the costs of consultants, personnel costs of delegate agencies, or of specific project(s) and/or businesses to be financed by the applicant. Contractors and consultants should not be placed under this category.

Fringe Benefits

Description: Costs of employee fringe benefits unless treated as part of an approved indirect cost rate.

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

Travel

Description: Costs of out-of-state or overnight project-related travel by employees of the applicant organization. Do not include in-state travel or consultant travel.

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

Equipment

Description: "Equipment" means an article of nonexpendable, tangible personal property having a useful life of more than one year per unit and an acquisition cost that equals or exceeds the lesser of: (a) the capitalization level established by the organization for the financial statement purposes, or (b) \$5,000. (Note: Acquisition cost means the net invoice unit price of an item of equipment, including the cost of any modifications, attachments, accessories, or auxiliary apparatus necessary to make it usable for the purpose for which it is acquired. Ancillary charges, such as taxes, duty, protective in-transit insurance, freight, and installation, shall be included in or excluded from acquisition cost in accordance with the applicant organization's regular written accounting practices.)

Justification: For each type of equipment requested applicants must provide a description of the equipment; the cost per unit; the number of units; the total cost; and a plan for use of the equipment in the project; as well as a plan for the use, and/or disposal of, the equipment after the project ends. An applicant organization that uses its own definition for equipment should provide a copy of its policy, or section of its policy, that includes the equipment definition.

Supplies

Description: Costs of all tangible personal property other than that included under the Equipment category. This includes office and other consumable supplies with a per-unit cost of less than \$5,000.

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

Contractual

Description: Costs of all contracts for services and goods except for those that belong under other categories such as equipment, supplies, construction, etc. Include third-party evaluation contracts, if applicable, and contracts with secondary recipient organizations (with budget detail), including delegate agencies and specific project(s) and/or businesses to be financed by the applicant. This area is not for individual consultants.

Justification: Demonstrate that all procurement transactions will be conducted in a manner to provide, to the maximum extent practical, open, and free competition. Recipients and subrecipients, other than states that are required to use 45 CFR Part 92 procedures, must justify any anticipated procurement action that is expected to be awarded without competition and exceeds the simplified acquisition threshold fixed by 41 U.S.C. § 134, as amended by 2 CFR Part 200.88, and currently set at \$150,000. Recipients may be required to make pre-award review and procurement documents, such as requests for proposals or invitations for bids, independent cost estimates, etc., available to ACF.

Note: Whenever the applicant intends to delegate part of the project to another agency, the applicant must provide a detailed budget and budget narrative for each contractor/sub-contractor, by agency title, along with the same supporting information referred to in these instructions. If the applicant plans to select the contractors/sub-contractors post-award and a detailed budget is not available at the time of application, the applicant must provide information on the nature of the work to be delegated, the estimated costs, and the process for selecting the delegate agency.

Construction

Description: Costs of construction by applicant or contractor.

Justification: Provide a detailed budget and narrative in accordance with the instructions for other object class categories. Identify which construction activities/costs will be contractual and those that the applicant will assume.

Other

Description: Enter the total of all other costs. Such costs, where applicable and appropriate, may include but are not limited to: consultant costs, local travel; insurance; food (when allowable); medical and dental costs (noncontractual); professional services costs (including audit charges); space and equipment rentals; printing and publication; computer use; training costs, such as tuition and stipends; staff development costs; and administrative costs.

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

Indirect Charges

Description: Total amount of indirect costs. This category should be used only when the applicant currently has an indirect cost rate approved by the Department of Health and Human Services (HHS) or another cognizant federal agency.

Justification: An applicant that will charge indirect costs to the grant must enclose a copy of the current rate agreement. If the applicant organization is in the process of initially developing or renegotiating a rate, upon notification that an award will be made, it should immediately develop a tentative indirect cost rate proposal based on its most recently completed fiscal year, in accordance with the cognizant agency's guidelines for establishing indirect cost rates, and submit it to the cognizant agency. Applicants awaiting approval of their indirect cost proposals may also request indirect costs. When an indirect cost rate is requested, those costs included in the indirect cost pool should not be charged as direct costs to the grant. Also, if the applicant is requesting a rate that is less than what is allowed under the program, the authorized representative of the applicant organization must submit a signed acknowledgement that the applicant is accepting a lower rate than allowed.

Program Income

Description: The estimated amount of income, if any, expected to be generated from this project. Program income includes, but is not limited to, income from fees for services performed, the use or rental of real or personal property acquired under federally-funded projects, the sale of commodities or items fabricated under an award, license fees and royalties on patents and copyrights, and interest on loans made with award funds.

Justification: Describe the nature, source, and anticipated use of program income in the budget or refer to the pages in the application that contain this information.

Commitment of Non-Federal Resources

Description: Amounts of non-federal resources that will be used to support the project as identified in Block 18 of the SF-424. The match calculation applies to the total project cost (including match) and not just to the federal share.

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

Note: Applicants are required to fully identify and document in their applications the specific costs or contributions they propose in order to meet a matching or cost-sharing requirement. Applicants are also required to provide documentation in their applications on the sources of funding or contribution(s) and, for in-kind contributions, a justification of how the stated valuation was determined.

Paperwork Reduction Disclaimer

As required by the Paperwork Reduction Act of 1995, 44 U.S.C. §§ 3501-3521, the public reporting burden for the Project Description and Budget/Budget Justification is estimated to average 60 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection information. The Project Description information collection is approved under OMB control number 0970-0139, which expires 10/31/2015. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

Application Submission Options

Electronic Submission via www.Grants.gov

- Additional guidance on the submission of electronic applications can be found at <http://www.grants.gov/web/grants/applicants/organization-registration.html>.
- If applicants encounter any technical difficulties in using www.Grants.gov, contact the Grants.gov Contact Center at: 1-800-518-4726, or by email at support@grants.gov, to report the problem and obtain assistance. Hours of Operation: 24 hours a day, 7 days a week. The Grants.gov Contact Center is closed on federal holidays.
- Applicants should always retain Grants.gov Contact Center service ticket number(s) as they may be needed for future reference.
- **Contact with the Grants.gov Contact Center prior to the listed application due date and time does not ensure acceptance of an application. If difficulties are encountered, the Grants Management Officer listed in *Section VII. Agency Contacts* will determine whether the submission issues are due to Grants.gov system errors or user error.**

Application Validation at www.Grants.gov

After an application has been successfully submitted to www.Grants.gov, it still must pass a series of validation checks. After an application is submitted, Grants.gov generates a submission receipt via email and also sets the application status to "Received." This receipt verifies that the application has been successfully delivered to the Grants.gov system.

Next, Grants.gov verifies the submission is valid by ensuring it does not contain viruses, the opportunity is still open, and the applicant login and applicant DUNS number match. If the submission is valid, Grants.gov generates a submission validation receipt via email and sets the application status to "Validated."

If the application is not validated, the application status is set to "Rejected." The system sends a rejection email notification to the applicant and the applicant must re-submit the application package. See "What to Expect After Submitting" at www.Grants.gov for more information.

Each time an application is submitted, or resubmitted, via www.Grants.gov, the application will receive a new date and time stamp. Only those applications with on-time date and time stamps that result in a validated application, which are transmitted to ACF, will be acknowledged.

Applicants will be provided with an acknowledgement from Grants.gov that the submitted application package has passed, or failed, a series of checks and validations. Applications that are submitted on time that fail the validation check will not be transmitted to ACF and will not be acknowledged.

NOTE: The Grants.gov validation check can affect whether the application is accepted for review. If an application fails the Grants.gov validation check and is not resubmitted by 11:59 p.m., ET, on the due date, it will not be transmitted to ACF and will be excluded from the review.

Similarly, if an applicant resubmits their application to Grants.gov by 11:59 p.m., ET, on the due date, and the resubmitted application does not pass the validation check, it will not be transmitted to ACF and will

be excluded from the review.

Systems Issues

For any systems issues experienced with Grants.gov or with SAM.gov, please refer to ACF's "Policy for Applicants Experiencing Federal Systems Issues" document for complete guidance at <http://www.acf.hhs.gov/grants> under "Grants Related Information."

Request an Exemption from Required Electronic Application Submission

ACF recognizes that some applicants may have limited or no Internet access, and/or limited computer capacity, which may prohibit them from uploading large files at www.Grants.gov. To accommodate such applicants, ACF offers an exemption from required electronic submission. The exemption will allow applicants to submit hard copy, paper applications by hand-delivery, applicant courier, overnight/express mail couriers, or by other representatives of the applicant.

To receive an exemption from required electronic application submission, applicants must submit a written request to ACF that must state that the applicant qualifies for the exemption for one of the two following reasons:

- Lack of Internet access or Internet connection, or
- Limited computer capacity that prevents the uploading of large documents (files) at www.Grants.gov.

Applicants may request and receive the exemption from required electronic application submission by either:

- Submitting an email request to electronicappexemption@acf.hhs.gov, or
- Sending a written request to the Office of Grants Management Contact listed in *Section VII. Agency Contacts* in this announcement.

Requests for exemption from required electronic application submission will be acknowledged with an approval or disapproval.

Requests that do not state one of the two listed reasons will not be approved.

An exemption is applicable to all applications submitted by the applicant organization during the Federal Fiscal Year (FFY) in which it is received. Applicants need only request an exemption once in a FFY. Applicants must request a new exemption from required electronic submission for any succeeding FFY.

Please Note: electronicappexemption@acf.hhs.gov **may only be used to request an exemption from required electronic submission.** All other inquiries must be directed to the appropriate Agency Contact listed in *Section VII.* of this announcement. Queries or requests submitted to this email address for any reason other than a request for an exemption from electronic application submission will not be acknowledged or answered.

All exemption requests must include the following information:

- Funding Opportunity Announcement Title,
- Funding Opportunity Number (FON),
- The listed Catalog of Federal Domestic Assistance (CFDA) number,
- Name of Applicant Organization and DUNS Number,
- AOR name and contact information,
- Name and contact information of person to be contacted on matters involving the application (i.e., the Point of Contact), and
- The reason for which the applicant is requesting an exemption from electronic application submission. The request for exemption must state one of the following two reasons: 1) lack of Internet access or Internet connection; or 2) lack of computer capacity that prevents uploading large

documents (files) to the Internet.

Exemption requests must be received by ACF no later than two weeks before the application due date, that is, 14 calendar days prior to the application due date listed in the *Overview* and in *Section IV.3. Submission Dates and Times*. If the fourteenth calendar day falls on a weekend or federal holiday, the due date for receipt of an exemption request will move to the next federal business day that follows the weekend or federal holiday.

Applicants may refer to *Section VIII. Other Information* for a checklist of application requirements that may be used in developing and organizing application materials. Details concerning acknowledgment of received applications are available in *Section IV.3. Submission Dates and Times* of this announcement.

Paper Format Application Submission

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

Applicants with exemptions that submit their applications in paper format, by mail or delivery, must submit one original and two copies of the complete application with all attachments. The original and each of the two copies must include all required forms, certifications, assurances, and appendices, be signed by the AOR, and be unbound. The original copy of the application must have original signature(s). See *Section IV.6.* of this announcement for address information for paper format application submissions.

Applicants may refer to *Section VIII. Other Information* for a checklist of application requirements that may be used in developing and organizing application materials. Details concerning acknowledgment of received applications are available in *Section IV.3. Submission Dates and Times* in this announcement.

IV.3. Submission Dates and Times

Due Date for Applications: **08/20/2014**

Explanation of Due Dates

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

Electronic Applications

The deadline for submission of electronic applications via www.Grants.gov is 11:59 p.m., ET, on the due date. Electronic applications submitted at 12:00 a.m., ET, on the day after the due date will be considered late and will be disqualified from competitive review and from funding under this announcement.

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

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

Instructions for electronic submission via www.Grants.gov are available at: http://www.grants.gov/applicants/apply_for_grants.jsp.

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

Mailed Paper Format Applications

The deadline for mailed paper applications is 4:30 p.m., ET, on the due date. Mailed paper applications received after the due date and deadline time will be considered late and will be disqualified from competitive review and from funding under this announcement.

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

Hand-Delivered Paper Format Applications

Applications that are hand-delivered by applicants, applicant couriers, by overnight/express mail couriers, or other representatives of the applicant must be received on, or before, the due date listed in the *Overview* and in this section. These applications must be delivered between the hours of 8:00 a.m. and 4:30 p.m., ET, Monday through Friday (excluding federal holidays). Applications should be delivered to the address provided in *Section IV.6. Other Submission Requirements*.

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

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

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

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

Extensions and/or Waiving Due Date and Receipt Time Requirements

ACF may extend an application due date and receipt time when circumstances make it impossible for applicants to submit their applications on time. These events include natural disasters (floods, hurricanes, tornados, etc.), or when there are widespread disruptions of electrical service, or mail service, or in other rare cases. The determination to extend or waive due date and/or receipt time requirements rests with the Grants Management Officer listed as the Office of Grants Management Contact in *Section VII. Agency Contacts*.

Acknowledgement from www.Grants.gov

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

Applicants will be provided with an acknowledgement from www.Grants.gov that the submitted application package has passed, or failed, a series of checks and validations. Applications that are submitted on time that fail the validation check will not be transmitted to ACF and will not be acknowledged.

See "What to Expect After Submitting" at www.Grants.gov for more information.

Acknowledgement from ACF of an electronic application's submission:

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

Acknowledgement from ACF of receipt of a paper format application

ACF will provide acknowledgement of receipt of hard copy application packages submitted via mail or courier services.

IV.4. Intergovernmental Review of Federal Programs

This program is covered under Executive Order (E.O.) 12372, "Intergovernmental Review of Federal Programs," and 45 CFR Part 100, "Intergovernmental Review of Department of Health and Human Services Programs and Activities." Under the Executive Order, States may design their own processes for reviewing and commenting on proposed Federal assistance under covered programs.

Applicants should go to the following URL for the official list of the jurisdictions that have elected to participate in E.O. 12372 http://www.whitehouse.gov/omb/grants_spoc/.

Applicants from participating jurisdictions should contact their SPOC, as soon as possible, to alert them of their prospective applications and to receive instructions on their jurisdiction's procedures. Applicants must submit all required application materials to the SPOC and indicate the date of submission on the Standard Form (SF) 424 at item 19.

Under 45 CFR 100.8(a)(2), a SPOC has 60 days from the application due date to comment on proposed new awards.

SPOC comments may be submitted directly to ACF to: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Grants Management, Division of Discretionary Grants, 370 L'Enfant Promenade SW., 6th Floor East, Washington, DC 20447.

Entities that meet the eligibility requirements of this announcement are still eligible to apply for a grant even if a State, Territory or Commonwealth, etc., does not have a SPOC or has chosen not to participate in the process. Applicants from non-participating jurisdictions need take no action with regard to E.O. 12372. Applications from Federally-recognized Indian Tribal governments are not subject to E.O. 12372.

IV.5. Funding Restrictions

Costs of organized fund raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar expenses incurred solely to raise capital or obtain contributions, are considered unallowable costs under grants or cooperative agreements awarded under this funding opportunity announcement.

Note: Costs incurred for grant application preparation are not considered allowable costs under an award and may not be included in the project budget or budget justification.

No more than 15 percent of total costs may be used for program administration. An HHS official may grant a waiver of the 15 percent limitation on allowable development and administration costs for an Early Head Start program approving a higher percentage for a specific period of time not to exceed 12 months (45 CFR § 1301.32).

IV.6. Other Submission Requirements

Submit paper applications to one of the following addresses. Also see *Section IV.2. Request an Exemption from Required Electronic Application Submission*.

Submission By Mail

Office of Head Start

OHS Operations Center
8405 Colesville Road
Suite 600
Silver Spring, MD 20910

Hand Delivery

Office of Head Start
OHS Operations Center
8405 Colesville Road
Suite 600
Silver Spring, MD 20910

Electronic Submission

See *Section IV.2* for application requirements and for guidance when submitting applications electronically via <http://www.Grants.gov>.

For all submissions, see *Section IV.3*. Submission Dates and Times.

V. Application Review Information

V.1. Criteria

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

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

1. Community Need and Objectives

Maximum Points: 25

1.1. Does the applicant clearly describe the geographic location where services will be provided and demonstrate that it will direct resources to meet the greatest need in that area to maximize community impact? Does the applicant include the estimated number of Early Head Start eligible children and children who are receiving child care subsidy by geographic location?

- If the applicant is proposing only Non-Partnership Expansion, does the applicant present a reasonable justification for why an EHS-CC Partnership is not an option for the area where they are proposing services?

1.2. Does the applicant propose services in a high-poverty zip code identified in the *Appendix* of this FOA? If so, the applicant will automatically receive **5 points**.

1.3. Does the applicant identify existing child care services in the geographic area to be served by the proposed project, and describe their current level of quality? Does the applicant demonstrate that meeting Early Head Start quality standards will require significant improvements in their partners' current level of quality?

1.4. Does the applicant demonstrate that it will not supplant existing funding, including subsidies, or services with this funding?

1.5. Does the applicant propose center-based and/or family child care services? Does the applicant provide a reasonable justification for its program option(s) as most appropriate to meet the needs of the target population? Does the applicant propose full-day services for at least 48 weeks per year?

1.6. Does the EHS-CC Partnership applicant describe a reasonable plan to ensure that 25 percent or more of its Early Head Start eligible children will have subsidies at all times? This criterion is not applicable for applicants proposing only Non-Partnership Expansion.

1.7. Does the applicant state it will begin serving children soon after award? Does the applicant include dates it will begin delivering services to children and when it will reach full enrollment?

1.8. Does the applicant provide a recruitment and selection plan that ensures children most in need receive services, including not less than 10 percent who are children with disabilities?

2. Project Design and Approach

Maximum Points: 30

2.1. Does the applicant propose a clear and reasonable plan to meet the needs for comprehensive child development services for the highest-need infants and toddlers, including early intervention services for infants and toddlers with disabilities, based on its community assessment?

2.2. Does the applicant provide evidence that their proposed ratios and group sizes for care will meet relevant regulations and licensing requirements?

2.3. Does the applicant provide a feasible plan to ensure the use of a research-based, developmentally appropriate curriculum and quality teaching practices in all settings where children will be served with this funding?

2.4. Does the applicant propose to partner with other providers in meeting the needs for comprehensive services to prevent the duplication of services?

2.5. Does the applicant document a plan to develop a unified birth-to-school-entry continuum of care and education through linkages with Head Start and other preschool programs?

2.6. Does the applicant propose a plan to partner with other providers to ensure that children with disabilities receive all appropriate services in accordance with federal and state laws?

2.7. Does the applicant ensure that all children enrolled in the program will be screened and receive necessary referrals and follow-ups for developmental, sensory, and behavioral services?

2.8. Does the applicant clearly explain how it will involve parents in the program and engage parents based on their unique needs?

2.9. If proposing EHS-CC Partnership services, has the applicant identified its partner sites or provided a thorough plan for recruiting and sustaining center-based and/or family child care partners in order to begin services soon after receiving an award?

3. Organizational Infrastructure and Management Systems

Maximum Points: 10

3.1. Does the applicant’s proposed organizational and staffing structure support the provision of all comprehensive services across the entire program, including clearly defined roles and responsibilities of the grantee and the child care partner sites, and delegate agencies if applicable?

3.2. Does the applicant provide evidence that the senior management team and governing board have the capacity to provide effective oversight and accountability for the program, including establishing systems of ongoing monitoring and self-assessment and involving the Policy Council in planning and decision-making?

3.3. Does the applicant describe the composition and expertise of the governing board that meets the requirements of the Head Start Act? Does the applicant describe a plan for supporting family involvement in governance through participation on the Policy Council?

3.4. Does the applicant provide evidence of its experience and ability to successfully administer the proposed program in a high-quality way, including the capacity for management of a multi-site operation, if applicable?

3.5. Does the applicant demonstrate it will have strong fiscal controls and cost effective fiscal management across all sites, including their partner sites?

4. Staffing

Maximum Points: 10

4.1. Does the applicant demonstrate that all teaching staff will meet the qualification requirements within 18 months of receiving the grant?

4.2. Does the applicant demonstrate that it will be able to recruit and train a sufficient number of well-qualified staff to support the proposed program design?

4.3. Does the applicant plan to use a variety of professional development approaches to address specific staff needs?

4.4. Does the EHS-CC Partnership applicant describe a plan that addresses all staff, including family child care providers?

4.5. Are the proposed family service worker caseloads reasonable based on the number of families of enrolled children?

5. EHS-CC Partnership Priority

Maximum Points: 10

Only EHS-CC Partnership applicants are eligible for the points in this section of criteria.

5.1. Does the applicant propose to provide 100 percent of its services through an EHS-CC Partnership? If so, it will automatically receive **10 priority points**.

6. Bonus Points

Maximum Points: 6

6.1. Does the applicant propose to serve substantial numbers of children residing in a federally designated Promise Zone? If so, the applicant will automatically receive **3 points**.

6.2. Does the applicant propose a realistic plan to ensure that at all times greater than 40 percent of the Early Head Start eligible children served by this grant will have child care subsidies? If so, the applicant will automatically receive **3 points**.

7. Project Budget and Budget Justification

Maximum Points: 15

7.1. Does the budget clearly align with the proposed service delivery model? Is the budget cost effective and reasonable for what is proposed? Are staff positions included to cover all comprehensive services and to meet the proposed ratios and group sizes? Are all programmatic and contract costs explained? Does the applicant include the cost of diapers and formula in their budget? If the applicant is proposing EHS-CC Partnership services, does the applicant clearly demonstrate that a significant portion of funding will be directed to its child care partners to ensure high-quality early learning experiences?

7.2. Has the applicant discussed how it will use a combination of federal EHS-CC Partnership funds as well as resources from other early childhood programs or funding streams, including state, local, and private sector funding for child care, pre-kindergarten, and special education services? This criterion is not applicable for applicants proposing only Non-Partnership Expansion.

7.3. Does the applicant's budget demonstrate that it can ensure that children with child care subsidies will continue to be served if their subsidies are lost?

7.4. Does the applicant demonstrate that it will be able to meet the 20 percent required non-federal share match using allowable sources and explain its valuation of non-cash sources? Applicants that request and meet the criteria for a matching requirement waiver will not be penalized under this criterion.

7.5. Does the applicant justify the need for start-up costs and demonstrate that the amounts requested are reasonable? Are the proposed start-up costs necessary for the applicant to comply with requirements and be adequately equipped? This criterion is not applicable if the applicant is not requesting start-up funds.

V.2. Review and Selection Process

No grant award will be made under this announcement on the basis of an incomplete application. No grant award will be made to an applicant or sub-recipient that does not have a DUNS number (www.dbn.com) and an active registration at SAM (www.sam.gov). See *Section III.3. Other*.

Initial ACF Screening

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

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

Objective Review and Results

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

Results of the competitive objective review are taken into consideration by ACF in the selection of projects for funding; however, objective review scores and rankings are not binding. Scores and rankings are only one element used in the award decision-making process.

ACF may elect not to fund applicants with management or financial problems that would indicate an inability to successfully complete the proposed project. Applications may be funded in whole or in part. Successful applicants may be funded at an amount lower than that requested. ACF reserves the right to

consider preferences to fund organizations serving emerging, unserved, or under-served populations, including those populations located in pockets of poverty. ACF will also consider the geographic distribution of federal funds in its award decisions.

Additional Federal Review and Funding Priorities

ACF's priority is to fund applications that propose to use this funding to partner with local child care providers and provide comprehensive services to eligible infants and toddlers through EHS-CC Partnerships. Priority will be given to applications that propose to provide at least 50 percent of its slots through an EHS-CC Partnership.

ACF will also prioritize applicants that propose to serve children in zip codes with high or concentrated poverty. Further, ACF will prioritize applicants proposing to serve substantial numbers of children residing in a federally designated Promise Zone.

An additional priority for funding is applicants that propose to create a seamless continuum of care and education for children from birth to age 5. ACF also reserves the right to prioritize EHS-CC Partnership applications that demonstrate an ability to serve more than 25 percent of children with a child care subsidy while maintaining financial stability and providing a high level of continuity of care for children.

ACF will prioritize applicants that can show evidence of broad-scale impact through changes in state policies, including licensing that supports higher quality infant and toddler care or reduces the likelihood of families losing subsidies when family conditions change by partnering with businesses, foundations, or non-profits to leverage funds; or by partnering with higher education to produce a highly qualified infant and toddler workforce community-wide or statewide.

Through this FOA, funds are allocated by each state based on each state's relative share of young children whose families' incomes are below the poverty line. ACF retains administrative flexibility to reallocate between states as appropriate when making awards using the state allocation to ensure each grantee meets a high standard of quality and to align with funding priorities.

Please note that if the applicant is a current or former Head Start or Early Head Start grantee, ACF will retrieve, review, and consider the grantee's last two OHS triennial monitoring reports. In addition, OHS will retrieve, review, and consider any monitoring reports issued in the 5 years preceding the posting of this FOA. ACF will also retrieve, review, and consider state licensing documentation on the applicant. These reports and documents may be considered in making final funding determinations.

ACF reserves the right to deny funding to any applicant that is presently designated as "high risk," probationary, or not in good standing, or has been debarred or defunded by any federal agency. ACF reserves the right not to fund applicants with unacceptably high federal Head Start per-child costs when other highly ranked applications are available. Additionally, ACF may decide not to fund projects that would require unreasonably high start-up costs for facilities or equipment, or that propose such a low number of children that the project may require unreasonably high ongoing funding levels relative to the number of additional children and families proposed to be served.

Please refer to *Section IV.2.* of this announcement for information on non-federal reviewers in the review process.

Approved but Unfunded Applications

Applications recommended for approval that were not funded under the competition because of the lack of available funds may be held over by ACF and reconsidered in a subsequent review cycle if a future competition under the program area is planned. These applications will be held over for a period of up to one year and will be re-competed for funding with all other competing applications in the next available review cycle. For those applications that have been deemed as approved but unfunded, notice will be

given of such determination by postal mail.

V.3. Anticipated Announcement and Award Dates

Announcement of awards and the disposition of applications will be provided to applicants at a later date.

VI. Award Administration Information

VI.1. Award Notices

Successful applicants will be notified through the issuance of a Notice of Award (NOA) that sets forth the amount of funds granted, the terms and conditions of the grant, the effective date of the grant, the budget period for which initial support will be given, the non-federal share to be provided (if applicable), and the total project period for which support is contemplated. The NOA will be signed by the Grants Officer and transmitted via postal mail or email. Following the finalization of funding decisions, organizations whose applications will not be funded will be notified by letter signed by the cognizant Program Office head. Any other correspondence that announces to a Principal Investigator, or a Project Director, that an application was selected is not an authorization to begin performance.

Project costs that are incurred prior to the receipt of the NOA are at the recipient's risk and may be reimbursed only to the extent that they are considered allowable as approved pre-award costs. Information on allowable pre-award costs and the time period under which they may be incurred is available in *Section IV.5. Funding Restrictions*.

VI.2. Administrative and National Policy Requirements

Awards issued under this announcement are subject to the uniform administrative requirements and cost principles of 45 CFR Part 74 (Awards And Subawards To Institutions Of Higher Education, Hospitals, Other Nonprofit Organizations, And Commercial Organizations) or 45 CFR Part 92 (Grants And Cooperative Agreements To State, Local, And Tribal Governments). The Code of Federal Regulations (CFR) is available at <http://www.gpo.gov>.

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

Prohibition Against Profit

Grantees are subject to the limitations set forth in 45 CFR Part 74, Subpart E-Special Provisions for Awards to Commercial Organizations (45 CFR § 74.81_Prohibition against profit), which states that, "...no HHS funds may be paid as profit to any recipient even if the recipient is a commercial organization. Profit is any amount in excess of allowable direct and indirect costs."

Equal Treatment for Faith-Based Organizations

Grantees are also subject to the requirements of 45 CFR § 87.1(c), Equal Treatment for Faith-Based Organizations, which says, "Organizations that receive direct financial assistance from the [Health and Human Services] Department under any Department program may not engage in inherently religious activities such as worship, religious instruction, or proselytization, as part of the programs or services funded with direct financial assistance from the Department." Therefore, organizations must take steps to completely separate the presentation of any program with religious content from the presentation of the Federally funded program by time or location *in such a way that it is clear that the two programs are*

separate and distinct. If separating the two programs by time but presenting them in the same location, one program must *completely* end before the other program begins.

A faith-based organization receiving HHS funds retains its independence from federal, state, and local governments, and may continue to carry out its mission, including the definition, practice, and expression of its religious beliefs. For example, a faith-based organization may use space in its facilities to provide secular programs or services funded with federal funds without removing religious art, icons, scriptures, or other religious symbols. In addition, a faith-based organization that receives federal funds retains its authority over its internal governance, and it may retain religious terms in its organization's name, select its board members on a religious basis, and include religious references in its organization's mission statements and other governing documents in accordance with all program requirements, statutes, and other applicable requirements governing the conduct of HHS-funded activities.

Regulations pertaining to the Equal Treatment for Faith-Based Organizations, which includes the prohibition against federal funding of inherently religious activities, "Understanding the Regulations Related to the Faith-Based and Neighborhood Partnerships Initiative" are available at <http://www.hhs.gov/partnerships/about/regulations/>. Additional information, resources, and tools for faith-based organizations is available through The Center for Faith-based and Neighborhood Partnerships website at <http://www.hhs.gov/partnerships/index.html> and at the <https://www.acf.hhs.gov/programs/ocs/resource/capacity-building-toolkits-for-faith-based-and-community-organizations>.

Award Term and Condition under the Trafficking Victims Protection Act of 2000

Awards issued under this announcement are subject to the requirements of Section 106 (g) of the Trafficking Victims Protection Act of 2000, as amended (22 U.S.C. § 7104). For the full text of the award term, go to <http://www.acf.hhs.gov/grants/award-term-and-condition-for-trafficking-in-persons>. If you are unable to access this link, please contact the Grants Management Contact identified in *Section VII. Agency Contacts* of this announcement to obtain a copy of the term. **Requirements for Drug-Free Workplace** The Drug-Free Workplace Act of 1988 (41 U.S.C. §§ 8101-8106) requires that all organizations receiving grants from any federal agency agree to maintain a drug-free workplace. By signing the application, the Authorizing Official agrees that the grantee will provide a drug-free workplace and will comply with the requirement to notify ACF if an employee is convicted of violating a criminal drug statute. Failure to comply with these requirements may be cause for debarment. Government-wide requirements for Drug-Free Workplace for Financial Assistance are found in 2 CFR Part 182; HHS implementing regulations are set forth in 2 CFR § 382.400. All recipients of ACF grant funds must comply with the requirements in Subpart B - Requirements for Recipients Other Than Individuals, 2 CFR § 382.225. The rule is available at <http://www.gpo.gov/fdsys/pkg/CFR-2001-title45-vol1/content-detail.html>.

Debarment and Suspension

HHS regulations published in 2 CFR Part 376 implement the governmentwide debarment and suspension system guidance (2 CFR Part 180) for HHS' non-procurement programs and activities. "Non-procurement transactions" include, among other things, grants, cooperative agreements, scholarships, fellowships, and loans. ACF implements the HHS Debarment and Suspension regulations as a term and condition of award. Grantees may decide the method and frequency by which this determination is made and may check the Excluded Parties List System (EPLS) located at <https://www.sam.gov/>, although checking the EPLS is not required. More information is available at <https://www.acf.hhs.gov/grants-forms>.

Pro-Children Act

The Pro-Children Act of 2001, 20 U.S.C. §§ 7181 through 7184, imposes restrictions on smoking in

facilities where federally funded children's services are provided. HHS grants are subject to these requirements only if they meet the Act's specified coverage. The Act specifies that smoking is prohibited in any indoor facility (owned, leased, or contracted for) used for the routine or regular provision of kindergarten, elementary, or secondary education or library services to children under the age of 18. In addition, smoking is prohibited in any indoor facility or portion of a facility (owned, leased, or contracted for) used for the routine or regular provision of federally funded health care, day care, or early childhood development, including Head Start services to children under the age of 18. The statutory prohibition also applies if such facilities are constructed, operated, or maintained with federal funds. The statute does not apply to children's services provided in private residences, facilities funded solely by Medicare or Medicaid funds, portions of facilities used for inpatient drug or alcohol treatment, or facilities where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1,000 per violation and/or the imposition of an administrative compliance order on the responsible entity.

HHS Grants Policy Statement

The HHS Grants Policy Statement (HHS GPS) is the Department of Health and Human Services' single policy guide for discretionary grants and cooperative agreements. ACF grant awards are subject to the requirements of the HHS GPS, which covers basic grants processes, standard terms and conditions, and points of contact, as well as important agency-specific requirements. Appendices to the HHS GPS include a glossary of terms and a list of standard abbreviations for ease of reference. The general terms and conditions in the HHS GPS will apply as indicated unless there are statutory, regulatory, or award-specific requirements to the contrary that are specified in the Notice of Award (NOA). The HHS GPS is available at <https://www.acf.hhs.gov/v/grants/discretionary-competitive-grants>.

Federal Recognition of Same-Sex Spouses/Marriage

Recipients must adopt, review, and revise, as needed, any policies and procedures concerning Early Head Start child eligibility requirements that apply the regulatory definition of “family,” to reflect inclusion of same-sex spouses and marriages. The definition of “family” in the Head Start regulations includes all persons living in the same household who are supported by the income of the parent(s) or guardian(s) of the child enrolling or participating in the Head Start program and who are “related to the parent(s) or guardian(s) by blood, marriage, or adoption.” 45 CFR 1305.2(e). The term “family” as used to determine the eligibility of a child to participate in an Early Head Start program shall include a same-sex spouse. HHS recognizes marriages between individuals of the same sex who are lawfully married under the law of a state, territory, or foreign jurisdiction, as long as it would be recognized by at least one state, regardless of the state in which the couple resides.

Freedom of Information Act (FOIA)

Applications funded by federal grant programs are subject to disclosure under the Freedom of Information Act (FOIA), 5 U.S.C. § 552. Such applications are frequently requested under the FOIA, consistent with the FOIA's requirement to proactively disclose frequently requested materials at 5 U.S.C. § 552(a)(2)(D). Each released application will receive appropriate redaction of specific information to protect personal privacy and competitively sensitive commercial information. Information on filing a FOIA request is available at <http://www.acf.hhs.gov/submit-a-foia-request>.

Other Administrative and National Policy Requirements

The regulations relevant to Early Head Start (known as the Head Start Program Performance Standards) are:

- 45 CFR Part 1301, Head Start Grant Administration
- 45 CFR Part 1302, Policies and Procedures for Selection, Initial Funding and Refunding of Head Start Grantees, and for Selection of Replacement Grantees
- 45 CFR Part 1303, Appeal Procedures for Head Start Grantees and Current or Prospective Delegate Agencies
- 45 CFR Part 1304, Program Performance Standards for the Operation of Head Start Programs by Grantee and Delegate Agencies
- 45 CFR Part 1305, Eligibility, Recruitment, Selection, Enrollment and Attendance in Head Start
- 45 CFR Part 1306, Head Start Staffing Requirements and Program Options
- 45 CFR Part 1307, Policies and Procedures for Designation Renewal of Head Start and Early Head Start Grantees
- 45 CFR Part 1308, Head Start Program Performance Standards on Services for Children with Disabilities
- 45 CFR Part 1309, Head Start Facilities Purchase, Major Renovation and Construction
- 45 CFR Part 1310, Head Start Transportation
- And all applicable grant regulations

Copies of the current applicable Head Start regulations are available at the websites identified at the end of this announcement. In addition, copies of the Office of Management and Budget (OMB) Circulars that are used to determine whether expenditures by Head Start and Early Head Start grantees are allowable can be found at: http://www.whitehouse.gov/omb/grants/grants_circulars.html.

VI.3. Reporting

Grantees under this funding opportunity announcement will be required to submit performance progress and financial reports periodically throughout the project period. The frequency of required reporting is listed later in this section. Final reports may be submitted in hard copy to the Grants Management Office Contact listed in *Section VII. Agency Contacts* of this announcement. Instructions on submission of reports electronically will be provided with award documents.

Performance Progress Reports (PPR)

Notice of Award documents will inform grantees of the appropriate performance progress report form or format to use. Grantees should consult their Notice of Award documents to determine the appropriate performance progress report format required under their award. Performance progress reports are due 30 days after the end of the reporting period.

Final program performance reports are due 90 days after the close of the project period. For awards that implement the use of the SF-PPR, that form may be found under "Reporting" at <https://www.acf.hhs.gov/grants-forms>

Federal Financial Reports (FFR)

As of February 1, 2011, HHS began the transition from use of the SF-269, Financial Status Report (Short Form or Long Form) to the use of the SF-425 Federal Financial Report for expenditure reporting. SF-269s will no longer be accepted for expenditure reports due after that date. If an SF-269 is submitted, the ACF will return it and require the recipient to complete the SF-425.

The transition strategy is allowing individual HHS Operating Divisions to select--from a limited number of options--the approach that best fits their programs and business process. This transition does not affect

completion or submission of the cash reporting to the HHS Division of Payment Management's Payment Management System (PMS). The primary features of this transition for recipients are that OPDIVs that previously required electronic submission of the SF-269 will receive the SF-425 expenditure reports electronically and, until further notice, OPDIVs that have been receiving expenditure reports in hard copy will continue to do so.

All expenditure reports will be due on one of the standard due dates by which cash reporting is required to be submitted to PMS or at the end of a calendar quarter as determined by the Operating Division. As a result, a recipient that receives awards from more than one OPDIV may be subject to more than one approach, but will not be required to change its current means of submission or be subjected to more than eight standard due dates.

Beginning with budget periods which end from January 1 - March 31, 2011, and for all budget periods thereafter, all affected ACF grantees will be required to submit an SF-425 report as frequently as is required in the terms and conditions of their award using due dates for reports to PMS.

For budget periods ending in the months of:	The FFR (SF-425) is due to ACF on:
January 01 through March 31	April 30
April 01 through June 30	July 30
July 01 through September 30	October 30
October 01 through December 31	January 30

Fillable versions of the SF-425 form in Adobe PDF and MS-Excel formats, along with instructions, are available at http://www.whitehouse.gov/omb/grants_forms and at <https://www.acf.hhs.gov/grants-forms>. Further instructions will be provided, as necessary, with award terms and conditions that will address specific reporting periods and due dates on an award-by-award basis.

For planning purposes, ACF reporting periods for awards made under this announcement are as follows:

Program Progress Reports: Semi-Annually

Financial Reports: Semi-Annually

Federal Financial Accountability and Transparency Act (FFATA) Subaward and Executive Compensation

Awards issued as a result of this funding opportunity may be subject to the Transparency Act subaward and executive compensation reporting requirements of 2 CFR Part 170. See ACF's Award Term for Federal Financial Accountability and Transparency Act (FFATA) Subaward and Executive Compensation Reporting Requirement implementing this requirement and additional award applicability information at <https://www.acf.hhs.gov/grants/discretionary-competitive-grants>.

Tangible Property Report (SF-428)

As of April 1, 2012, the Administration for Children and Families began requiring the use of the Tangible Personal Property Form (SF-428) .

The **SF-428** is a standard form used by awarding agencies to collect information related to tangible personal property (equipment and supplies) when required by a federal financial assistance award. The form consists of the cover sheet, SF-428, and three attachments to be used as required: Annual Report; Final (Award Closeout) Report and a Disposition Request/Report. A Supplemental Sheet, SF-428S, may be used to provide detailed individual item information.

The form is available under "Reporting" at <http://www.acf.hhs.gov/grants-forms> and at <http://>

www.whitehouse.gov/omb/grants_forms.

Real Property Status Report (SF-429)

Beginning with budget periods ending September 30, 2012, and for all budget periods thereafter, all ACF grantees are required to submit the SF-429 report(s) as frequently as required in the terms and conditions of their award(s).

The **SF-429** is a standard report used by recipients of federal financial assistance to report real property status (Attachment A) or to request agency instructions on real property (Attachments B, C) that has been/will be provided as Government Furnished Property (GFP) or acquired (i.e., purchased or constructed) in whole or in part under a federal financial assistance award (i.e., grant, cooperative agreement, etc.). This includes real property that was improved using federal funds and real property that was donated to a federal project in the form of a match or cost share donation. This report is used for awards that establish a federal Interest on real property.

The form is available under "Reporting" at <http://www.acf.hhs.gov/grants-forms> and at http://www.whitehouse.gov/omb/grants_forms.

VII. Agency Contacts

Program Office Contact

Shawna Pinckney
Administration for Children and Families
Office of Head Start
Portals Building
1250 Maryland Ave, SW
Washington, DC 20024
Phone: (866) 796-1591
Email: OHS@headstartgrants.org

Office of Grants Management Contact

Administration for Children and Families
370 L'Enfant Promenade, SW
Aerospace Building - 6th Floor East
Washington, DC 20447
Email: ACFOGMREGE-grants@acf.hhs.gov

Federal Relay Service:

Hearing-impaired and speech-impaired callers may contact the Federal Relay Service for assistance at 1-800-877-8339 (TTY - Text Telephone or ASCII - American Standard Code For Information Interchange).

VIII. Other Information

Reference Websites

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

HHS Grants Forecast <http://www.acf.hhs.gov/hhsgrantsforecast/index.cfm>.

Administration for Children and Families (ACF) [http:// www.acf.hhs.gov/](http://www.acf.hhs.gov/).

ACF Grants Homepage [https:// www.acf.hhs.gov/ grants](https://www.acf.hhs.gov/grants).

ACF Funding Opportunities <http://www.acf.hhs.gov/grants/open/foa/>.

ACF "How to Apply for a Grant" <https://www.acf.hhs.gov/grants/how-to-apply-for-grants>.

Catalog of Federal Domestic Assistance (CFDA) [https:// www.cfda.gov/](https://www.cfda.gov/).

For submission of a paper format application, all required Standard Forms (SF), assurances, and certifications are available on the ACF Grants-Forms page at <https://www.acf.hhs.gov/grants-forms>.

Standard grant forms are available at the [Grants.gov](http://www.grants.gov/web/grants/forms.html) Forms Repository webpage at [http:// www.grants.gov/web/ grants/ forms.html](http://www.grants.gov/web/grants/forms.html). See "SF- 424 Family."

For information regarding accessibility issues, visit the Grants.gov Accessibility Compliance Page at <http://www07.grants.gov/web/grants/support/technical-support/accessibility-compliance.html>.

Code of Federal Regulations (CFR) <http://www.gpo.gov/fdsys/>. See link under "Featured Collections."

The *Federal Register* <http://www.gpo.gov/fdsys/>. See link under "Featured Collections."

United States Code (U.S.C.) <http://www.gpo.gov/fdsys/>. See link under "Featured Collections."

Head Start Information on the Internet

The Head Start Act as amended by The Improving Head Start for School Readiness Act of 2007, (Pub.L. 110-134) [http://www.acf.hhs.gov/ programs/ohs](http://www.acf.hhs.gov/programs/ohs).

Head Start Program Performance Standards (45 CFR Parts 1301-1311) http://www.access.gpo.gov/nara/cfr/waisidx_07/45cfrv4_07.html#1301.

Early Head Start National Resource Center <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/center>.

Early Childhood Learning and Knowledge Center <http://eclkc.ohs.acf.hhs.gov/hslc>

Special Quest resources <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Orientation/specialquest-training-library/specialquest-multimedia-training-library.html>

Center for Social Emotional Foundations for Early Learning www.vanderbilt.edu/csefel

Early Head Start Expansion and EHS-CC Partnerships Applicant Support Website

ACF strongly encourages entities interested in applying for this funding opportunity to visit <http://eclkc.ohs.acf.hhs.gov/hslc/hs/grants/ehs-ccp> for additional information on designing their proposed program. This interactive website offers a robust collection of resources intended to support organizations in gaining a deeper understanding of the Early Head Start and CCDF programs, the funding opportunity announcement, application requirements, and helpful tips for applying via Grants.gov. All interested applicants are reminded to frequently refer back to this funding opportunity announcement when preparing their application.

Prospective applicants will also have the opportunity to send questions to ACF by email through the website listed above. A summary of the questions and ACF responses will be posted for public view on the applicant support website as soon as they become available.

Interested applicants may also contact the OHS Operations Center at (866) 796-1591 or TTY: 711 if they have additional questions.

Application Checklist

Applicants may use the checklist below as a guide when preparing your application package.

What to Submit	Where Found	When to Submit
SF-424 - Application for Federal Assistance	<p>Referenced in <i>Section IV.2. Required Forms, Assurances, and Certifications.</i></p> <p>For electronic application submission, these forms are available on the FOA's Grants.gov "Download Opportunity Instructions and Application" page under "Download Application Package" in the section entitled, "Mandatory."</p> <p>Also available at http://www.acf.hhs.gov/grants-forms and at http://www.grants.gov/web/grants/forms.html by using the link to "SF-424 Family."</p>	<p>Submission is due by the application due date found in the <i>Overview</i> and in <i>Section IV.3. Submission Dates and Times.</i></p> <p>Do not attach required application elements or additional pages to the SF-424 at Questions 14 or 15! See Section IV.2. Formatting ACF Applications.</p>
SF-Project/Performance Site Location(s) (SF-P/PSL)	<p>Referenced in <i>Section IV.2. Required Forms, Assurances, and Certifications.</i></p> <p>For electronic application submission, these forms are available on the FOA's Grants.gov "Download Opportunity Instructions and Application" page</p>	<p>Submission is due by the application due date found in the <i>Overview</i> and in <i>Section IV.3. Submission Dates and Times.</i></p>

	<p>under "Download Application Package" in the section entitled, "Mandatory."</p> <p>Also available at http://www.acf.hhs.gov/grants-forms and at http://www.grants.gov/web/grants/forms.html</p> <p>by using the link to "SF-424 Family."</p>	
<p>SF-424A Budget Information - Non-Construction Programs / SF-424B Assurances - Non-Construction Programs</p> <p>and</p> <p>SF-424C - Budget Information Construction Programs / SF-424D - Assurances Construction Programs</p>	<p>Referenced in <i>Section IV.2. Required Forms, Assurances, and Certifications.</i></p> <p>For electronic application submission, these forms are available on the FOA's Grants.gov "Download Opportunity Instructions and Application" page under "Download Application Package" in the section entitled, "Mandatory."</p> <p>Available at http://www.acf.hhs.gov/grants-forms and at http://www.grants.gov/web/grants/forms.html by using the link to "SF-424 Family."</p> <p>These forms are required for applications under this FOA:</p> <ul style="list-style-type: none"> • Projects that include non-construction and construction activities must submit the SF-424A, B, C, and D, along with the SF-424 and SF-P/PSL. 	<p>Submission is due by the application due date found in the <i>Overview</i> and in <i>Section IV.3. Submission Dates and Times.</i></p>
<p>Certification Regarding Lobbying (Grants.gov Lobbying Form)</p>	<p>Referenced in <i>Section IV.2. Required Forms, Assurances, and Certifications.</i></p> <p>For electronic application submission, these forms are available on the FOA's Grants.gov page under the "Application Package" tab</p>	<p>Submission is due with the application package. If it is not submitted with the application package, it must be submitted prior to the award of a grant.</p>

	<p>in the section entitled, "Mandatory."</p> <p>Available at http:// www.acf.hhs.gov/grants- forms and at http://www. grants.gov/ web/ grants/ forms. html by using the link to "SF-424 Family."</p>	
<p>Certification of Filing and Payment of Federal Taxes</p>	<p>Referenced in <i>Section IV.2. Forms, Assurances, and Certifications</i> of the announcement.</p> <p>The Certification may be found at http:// www.acf.hhs.gov/ grants -forms.</p>	<p>If applicable to the applicant, it must be submitted prior to the award of a grant.</p>
<p>SF-LLL - Disclosure of Lobbying Activities</p>	<p>"Disclosure Form to Report Lobbying" is referenced in <i>Section IV.2. Required Forms, Assurances, and Certifications</i>.</p> <p>For electronic application submission, this form is available on the FOA's Grants.gov "Download Opportunity Instructions and Application" page under "Download Application Package" in the section entitled, "Optional."</p> <p>The form is also available at http://www. acf.hhs.gov /grants-forms and at http://www.grants.gov/ web / grants/ forms.html by using the link to "SF-424 Family."</p> <p>If applicable, submission of this form is required if any funds have been paid, or will be paid, to any person for influencing, or attempting to influence, an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection</p>	<p>If submission of this form is applicable, it is due at the time of application. If it not available at the time of application, it may also be submitted prior to the award of a grant.</p>

	with this commitment providing for the United States to insure or guarantee a loan.	
DUNS Number (Universal Identifier) and Systems for Award Management (SAM) registration.	Referenced in <i>Section III.3. Other</i> in the announcement. To obtain a DUNS number, go to http://fedgov.dnb.com/webform . To register at SAM, go to http://www.sam.gov .	A DUNS number and registration at SAM.gov are required for all applicants. Active registration at SAM must be maintained throughout the application and project award period.
Executive Order 12372, "Intergovernmental Review of Federal Programs," and 45 CFR Part 100, "Intergovernmental Review of Department of Health and Human Services Programs and Activities"	Applicants should go to the following URL for the official list of the jurisdictions that have elected to participate in E.O. 12372 http://www.whitehouse.gov/omb/grants_spoc/ as indicated in <i>Section IV.4. Intergovernmental Review</i> of this announcement. The Executive Order and CFR require that applicants submit all required application materials to their State Single Point of Contact (SPOC) and indicate the date of submission on the SF-424 at item 19.	Submission of application materials is due to SPOC by the application due date listed in the <i>Overview</i> and in <i>Section IV.3. Submission Dates and Times</i> .
Project Summary/Abstract	Referenced in <i>Section IV.2. The Project Description</i> . The Project Summary/Abstract is limited to one single-spaced page.	Submission is due by the application due date found in the <i>Overview</i> and in <i>Section IV.3. Submission Dates and Times</i> .
Table of Contents	Referenced in <i>Section IV.2. The Project Description</i> .	Submit with the application by the due date found in the <i>Overview</i> and in <i>Section IV.3. Submission Dates and Times</i> .

The Project Description	Referenced in <i>Section IV.2. The Project Description</i> .	Submission is due by the application due date found in the <i>Overview</i> and in <i>Section IV.3. Submission Dates and Times</i> .
The Project Budget and Budget Justification	Referenced in <i>Section IV.2. The Project Budget and Budget Justification</i> of the announcement.	Submission is required in addition to submission of SF-424A or SF-424C. It must be submitted with the application package by the due date in the <i>Overview</i> and in <i>Section IV.3. Submission Dates and Times</i> .
Commitment of Non-Federal Resources	Referenced in <i>Section IV.2. The Project Budget and Budget Justification</i> .	Submission is due by the application due date found in the <i>Overview</i> and <i>Section IV.3. Submission Dates and Times</i> .
Third-Party Agreements (also, MOUs and Consortia Agreements)	Referenced in <i>Section IV.2. Project Description</i> .	If available, submission is due by the application due date found in the <i>Overview</i> and in <i>Section IV.3</i> . If not available at the time of application submission, due by the time of award.
Letters of Support	Referenced in <i>Section IV.2. The Project Description</i> .	Submission is due by the application due date listed in the <i>Overview</i> and in <i>Section IV.3. Submission Dates and Times</i> .
Proof of Non-Profit Status	Referenced in <i>Section IV.2. The Project Description, Legal Status of Applicant Entity</i> .	Proof of non-profit status should be submitted with the application package by the due date listed in the <i>Overview</i> and <i>Section IV.3. Submission Dates and Times</i> . If it is not available at the time of application submission, it must be submitted prior to

		the award of a grant.
Proof of existing Policy Council approval of application (required of current Head Start and Early Head Start grantees)	Referenced in <i>Section IV.2. Project Description, Additional Eligibility Documentation.</i>	Submission is due by the application due date found in the <i>Overview</i> and in <i>Section IV.3. Submission Dates and Times.</i>

Appendix

STATE ALLOCATIONS

Funding is available within each state based on the number of young children in poverty. Applicants are encouraged to use the state allocation funding levels as a guide in determining their proposed funding. Applications that request funding that is higher than the state allocation for the state(s) in which they propose services will not be disqualified; however, applications that exceed the Award Ceiling listed in *Section II. Award Information* will be disqualified from competitive review and from funding under this announcement. Applications may be funded in whole or in part. Successful applicants may be funded at an amount lower than that requested.

The funding amounts listed for each state in this section represent **base funding**. Base funding is for use in program operations, staff, materials, equipment, facilities, etc. In addition to base funding, applicants should request an additional 2.5 percent of the base funding for **training and technical assistance (T/TA) funding**. T/TA funding is used for the purposes of improving program quality and helping prepare children to succeed in school and is described in Section 648 of the Head Start Act.

For example, an applicant in Alaska might request \$907,920 in base funding and \$22,698 in T/TA funding (which is 2.5 percent of \$907,920) for a combined total of \$930,618 in federal funds requested. The applicant would list \$930,618 on Line 18a of its SF-424, Application for Federal Assistance, and break out its requested base and T/TA funding on the SF-424A and in the budget and budget justification.

Please see *Section II. Award Information*, *Section III.3 Other, Application Disqualification Factors*, and *Section V.2. Review and Selection Process* for more information about the state allocations.

Alabama \$8,065,892
Alaska \$907,920
Arizona \$11,032,974
Arkansas \$5,089,074
California \$53,593,746
Colorado \$5,720,222
Connecticut \$2,811,302
Delaware \$1,019,830
District of Columbia \$907,920
Florida \$25,534,789
Georgia \$17,529,449
Hawaii \$1,336,600
Idaho \$2,349,854
Illinois \$15,933,899
Indiana \$9,696,971
Iowa \$3,252,508
Kansas \$3,791,333
Kentucky \$7,106,102

Louisiana \$7,920,104
Maine \$1,482,217
Maryland \$4,931,842
Massachusetts \$5,297,122
Michigan \$13,908,330
Minnesota \$5,013,063
Mississippi \$6,602,549
Missouri \$8,439,457
Montana \$1,165,106
Nebraska \$2,296,647
Nevada \$4,194,277
New Hampshire \$991,646
New Jersey \$8,237,899
New Mexico \$4,098,708
New York \$24,972,392
North Carolina \$15,537,531
North Dakota \$907,920
Ohio \$16,572,563
Oklahoma \$6,171,848
Oregon \$5,368,436
Pennsylvania \$13,868,018
Puerto Rico \$11,075,762
Rhode Island \$1,132,481
South Carolina \$7,931,378
South Dakota \$1,096,952
Tennessee \$9,715,504
Texas \$46,799,118
Utah \$3,598,999
Vermont \$907,920
Virginia \$7,414,160
Washington \$7,725,721
West Virginia \$2,486,418
Wisconsin \$6,282,107
Wyoming \$907,920
Territories \$955,000

HIGH POVERTY ZIP CODES

Applicants that propose services in areas of high poverty identified by the zip codes listed below will receive 5 points under the Criteria listed in *Section V.I* of this FOA.

Alabama

35204, 35207, 35212, 35218, 35232, 35234, 35285, 35442, 35443, 35464, 35543, 35677, 35973, 35981, 36040, 36101, 36102, 36103, 36104, 36108, 36119, 36123, 36130, 36131, 36133, 36134, 36142, 36177, 36401, 36429, 36432, 36601, 36603, 36605, 36610, 36625, 36628, 36675, 36703, 36726, 36767, 36786, 36925

Alaska

99563, 99604

Arizona

85005, 85006, 85007, 85009, 85015, 85017, 85019, 85031, 85033, 85034, 85035, 85040, 85061, 85063, 85065, 85066, 85074, 85075, 85079, 85121, 85147, 85301, 85311, 85530, 85542, 85550, 85621, 85628, 85634, 85639, 85662, 85706, 85911, 85923, 85941, 86020, 86021, 86031, 86033, 86034, 86043, 86053, 86504, 86505, 86507, 86510, 86511, 86512, 86514, 86520, 86538, 86547, 86556

Arkansas

71640, 72114, 72115, 72214, 72312, 72331, 72342, 72348, 72352, 72360, 72369, 72390, 72904

California

90003, 90011, 90013, 90017, 90037, 90055, 90057, 90058, 90059, 90074, 90081, 90082, 90084, 90088, 90813, 90844, 92113, 92170, 92254, 92257, 92274, 92275, 92283, 92401, 92410, 92411, 92418, 92423, 93201, 93203, 93204, 93219, 93223, 93234, 93247, 93249, 93250, 93256, 93258, 93261, 93266, 93267, 93270, 93305, 93307, 93385, 93387, 93390, 93501, 93502, 93615, 93620, 93622, 93640, 93646, 93647, 93660, 93661, 93668, 93701, 93702, 93703, 93706, 93707, 93708, 93709, 93712, 93714, 93715, 93716, 93717, 93718, 93721, 93724, 93725, 93737, 93745, 93760, 93761, 93764, 93771, 93772, 93773, 93774, 93775, 93776, 93777, 93778, 93779, 93786, 95202, 95205, 95319, 95351, 95374, 95422, 95424, 95458, 95824

Colorado

80010, 80216

Connecticut

06101, 06104, 06106, 06115, 06120, 06123, 06126, 06127, 06133, 06134, 06140, 06141, 06143, 06144, 06145, 06146, 06147, 06152, 06183, 06519, 06608, 06701, 06702, 06720, 06722, 06723, 06725, 06726

District of Columbia

20032, 20340, 20374, 20511

Florida

32112, 32206, 32209, 32324, 32767, 32805, 32855, 33030, 33034, 33054, 33090, 33111, 33127, 33128, 33130, 33135, 33136, 33142, 33150, 33151, 33188, 33231, 33242, 33299, 33430, 33476, 33493, 33605, 33853, 33916, 33973, 33994, 34142, 34143, 34475, 34947, 34948, 34950, 34954, 34956, 34979

Georgia

30021, 30079, 30297, 30298, 30304, 30310, 30314, 30315, 30330, 30354, 30368, 30371, 30380, 30388, 30396, 30398, 30450, 30477, 30501, 30757, 30901, 30999, 31041, 31055, 31063, 31078, 31141, 31201, 31202, 31206, 31208, 31294, 31297, 31415, 31421, 31542, 31549, 31642, 31701, 31703, 31706, 31775, 31901, 31903, 31993, 31995, 31999, 39846, 39851, 39870

Hawaii

96737, 96771

Illinois

60621, 60623, 60624, 60636, 60644, 60653, 60944, 60958, 61101, 61104, 61105, 61605, 61656, 62018, 62060, 62071, 62090, 62201, 62202, 62204, 62206, 62207, 62914

Indiana

46014, 46016, 46018, 46201, 46206, 46207, 46209, 46218, 46225, 46283, 46285, 46312, 46320, 46325, 46402, 46404, 46406, 46407, 46409, 46601, 46613, 46624, 46626, 46699, 46803, 46806, 47305, 47801, 47807

Iowa

52401, 52407, 52499

Kansas

66019, 66101, 66105, 66117, 66119, 66607, 67214

Kentucky

40201, 40202, 40203, 40210, 40211, 40215, 40251, 40257, 40259, 40270, 40282, 40283, 40289, 40293, 40294, 40295, 40296, 40297, 40298, 40312, 40313, 40371, 40374, 40486, 40759, 40828, 40906, 40915, 40935, 40965, 40983, 41171, 41262, 41301, 41311, 41314, 41333, 41347, 41351, 41364, 41368, 41386, 41553, 41647, 42410, 42464, 42635, 42784

Louisiana

70112, 70113, 70117, 70129, 70145, 70150, 70151, 70152, 70153, 70156, 70157, 70159, 70160, 70161, 70162, 70166, 70170, 70172, 70177, 70189, 70195, 70353, 70441, 70464, 70721, 70753, 70805, 70807, 70837, 71068, 71101, 71109, 71120, 71149, 71150, 71151, 71153, 71156, 71161, 71162, 71163, 71164, 71165, 71166, 71202, 71222, 71254, 71282, 71284, 71334, 71357

Maine

04668

Maryland

21205, 21223, 21287

Massachusetts

01101, 01103, 01105, 01107, 01115, 01144, 01151, 01152, 01608, 01613, 01614, 01840, 01842, 02746

Michigan

48123, 48126, 48141, 48201, 48203, 48204, 48205, 48206, 48207, 48208, 48209, 48210, 48211, 48212, 48213, 48214, 48215, 48216, 48217, 48218, 48222, 48228, 48234, 48238, 48244, 48266, 48272, 48288, 48342, 48343, 48504, 48505, 48531, 48550, 48555, 48601, 48663, 48756, 49022, 49023, 49232, 49288, 49450, 49785, 49788

Minnesota

55130, 55164, 55165, 55166, 55172, 55175, 55404, 55411, 55454, 55473, 56670

Mississippi

38609, 38614, 38619, 38621, 38631, 38643, 38645, 38669, 38703, 38737, 38739, 38748, 38754, 38756, 38761, 38769, 38771, 38773, 38774, 38776, 38778, 38782, 38925, 38930, 38935, 38941, 38954, 38959, 38963, 39038, 39060, 39063, 39069, 39072, 39079, 39081, 39095, 39107, 39146, 39150, 39159, 39160, 39169, 39173, 39194, 39203, 39204, 39207, 39210, 39213, 39283, 39284, 39298, 39341, 39347, 39360, 39366, 39501, 39502, 39638, 39701, 39753

Missouri

63106, 63107, 63113, 63120, 63133, 63160, 63630, 63851, 63876, 64106, 64109, 64121, 64123, 64124, 64125, 64126, 64127, 64132, 64147, 64180, 64187, 64188, 64197, 64198, 65617

Montana

59043, 59050, 59255, 59417, 59521, 59919

Nebraska

68039, 68110, 68111, 68119

Nevada

89030, 89101, 89105, 89106, 89125, 89127, 89136, 89140, 89155, 89157, 89158, 89162, 89163, 89173

New Jersey

07102, 07103, 07114, 07175, 07188, 07191, 07192, 07193, 07195, 07199, 07501, 07509, 07510, 07522, 08101, 08102, 08103, 08104, 08609

New Mexico

87013, 87026, 87045, 87049, 87052, 87062, 87305, 87311, 87313, 87319, 87323, 87326, 87327, 87328, 87365, 87375, 87937, 88047, 88048, 88063, 88072, 88081, 88340

New York

10035, 10451, 10452, 10453, 10454, 10455, 10456, 10457, 10458, 10459, 10460, 10474, 11206, 12201, 12207, 12223, 12232, 12233, 12235, 12236, 12239, 12240, 12242, 12243, 12244, 12256, 12307, 12733, 13201, 13202, 13204, 13218, 13221, 13235, 13252, 13261, 13665, 14201, 14204, 14207, 14211, 14212, 14213, 14233, 14263, 14273, 14602, 14605, 14608, 14611, 14621, 14650, 14651, 14653, 14898

North Carolina

27101, 27102, 27108, 27111, 27113, 27114, 27115, 27116, 27120, 27150, 27152, 27155, 27198, 27199, 27260, 27536, 27601, 27621, 27626, 27634, 27676, 27697, 27698, 27867, 27869, 27874, 27888, 27890, 27897, 28076, 28206, 28301, 28309, 28340, 28343, 28360, 28362, 28364, 28377, 28386, 28396, 28441, 28444, 28508, 28578

North Dakota

58316, 58329, 58335, 58370, 58538, 58757

Ohio

43203, 43205, 43211, 43222, 43251, 43279, 43340, 43601, 43603, 43604, 43605, 43608, 43620, 43652, 43659, 43660, 43666, 43667, 43681, 43682, 43697, 43973, 44052, 44102, 44103, 44104, 44105, 44108, 44110, 44112, 44113, 44115, 44127, 44191, 44193, 44197, 44198, 44302, 44306, 44307, 44311, 44315, 44396, 44501, 44502, 44507, 44510, 44703, 44704, 44707, 44799, 44866, 45204, 45205, 45214, 45223, 45225, 45229, 45232, 45250, 45262, 45271, 45274, 45275, 45402, 45403, 45404, 45408, 45412, 45417, 45422, 45423, 45427, 45657, 45681, 45804

Oklahoma

73108, 73111, 73117, 73126, 73129, 73148, 74106, 74110, 74126, 74150, 74156, 74339, 74523

Pennsylvania

15110, 15219, 15281, 15282, 15289, 15763, 15901, 15907, 16256, 16503, 16507, 16530, 16550, 17104, 17401, 17415, 18101, 18102, 18617, 19101, 19121, 19122, 19132, 19133, 19134, 19139, 19140, 19160, 19601, 19602

South Carolina

29042, 29059, 29405, 29468, 29510, 29536, 29563, 29611, 29622, 29624, 29810, 29816, 29827, 29846

South Dakota

57339, 57356, 57548, 57555, 57566, 57570, 57572, 57579, 57625, 57642, 57714, 57752, 57764, 57770, 57772

Tennessee

37208, 37210, 37374, 37401, 37402, 37406, 37407, 37410, 37450, 37756, 37915, 37997, 38080, 38101, 38105, 38106, 38107, 38108, 38113, 38114, 38126, 38127, 38136, 38167, 38357

Washington

98850, 98938, 98951, 98952

West Virginia

24931, 25441, 25446, 25506, 25517, 25544, 25567, 25686, 25692

Wisconsin

53204, 53205, 53206, 53208, 53212, 53233, 54670