



Administration for Children and Families

Office of Child Care

Preschool Development Grant Birth through Five (PDG B-5) Renewal Grant

HHS-2022-ACF-OCC-TP-0180

Application Due Date: 11/07/2022

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**Funding Opportunity Title:**

Preschool Development Grant Birth through Five (PDG B-5) Renewal Grant

**Announcement Type:**

Initial

**Funding Opportunity Number:**

HHS-2022-ACF-OCC-TP-0180

**Primary CFDA Number:**

93.434

**Due Date for Applications:**

11/07/2022

**Executive Summary****Notice:**

- **Applicants are strongly encouraged to read the entire notice of funding opportunity (NOFO) 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 & Funding Page at <https://www.acf.hhs.gov/grants/how-apply-grant>.**

The Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services (HHS) jointly with the U.S. Department of Education (ED) (the Departments) are soliciting applications from all states that have previously received a Preschool Development Grant Birth through Five (PDG B-5) initial grant award but have not previously received and implemented a PDG B-5 Renewal Grant. The PDG B-5 Renewal Grant will fund states to build upon their initial grant activities, while considering the changing needs of children and families created by the COVID 19 Pandemic and investing in strategies that will address those needs, supporting and strengthening the Early Childhood Care and Education (ECCE) workforce, enhancing quality, expanding access to early childhood services for children, particularly those in high-need communities, and creating seamless early learning experiences from birth through third grade.

Recipients of PDG B-5 Renewal Grant funding are encouraged to award subgrants to ECCE programs to expand access to and enhance the quality of existing services or to develop new programs that address the needs of low-income and disadvantaged young children and families. Subgrants must align with and help the state achieve the goals and objectives outlined in the applicant's strategic plan.

Recipients may also use subgrants or contracts to address ECCE system needs identified in the comprehensive B-5 needs assessment. Such activities might include the following:

- improving access to ECCE programs/services for priority populations;
- investing in strategies to recruit and retain a qualified ECCE workforce, such as increasing compensation (salaries/wages and benefits) and strengthening professional development opportunities and career pathways for providers across the mixed delivery system;

- increasing the supply of high-quality programs in underserved communities;
- building or enhancing coordinated intake, screening, eligibility, enrollment, and referral systems and strategies for reaching priority populations with high-quality services, inclusive of Part C and Part B, section 619 of the Individuals with Disabilities Education Act (IDEA);
- improving and expanding use of their state’s integrated data system, including connecting ECCE program and K-12 data;
- enhancing program standards, monitoring, and/or continuous quality improvement activities;
- supporting transitions within early childhood programs and into the early elementary grades, including shared professional development and collaborative efforts to align curricula, program standards, and assessments; and/or
- implementing other essential investments that would lead to more effective, efficient, and coordinated ECCE services that support learning and development of infants, toddlers, and preschool-aged children from birth through the early grades.

**SAM.gov System Alert | Entity Validation Delays:**

Due to high demand, SAM.gov is experiencing a considerable delay in processing entity legal business name and address validation tickets. As needed, please start the process early to avoid interruptions in application submissions. You can find SAM resources related to this process [here](#) -

[https://www.fsd.gov/gsafsd\\_sp?id=kb\\_article\\_view&sysparm\\_article=KB0058422&sys\\_kb\\_id=7bb8810ddb05990060d5425f3961912&spa=1](https://www.fsd.gov/gsafsd_sp?id=kb_article_view&sysparm_article=KB0058422&sys_kb_id=7bb8810ddb05990060d5425f3961912&spa=1).

**Grants.gov Downtime |Grants.gov Going Offline:**

The Grants.gov system is being migrated to the cloud and will be unavailable to users for an extended period to allow for a successful transition. The Grants.gov Production System will be offline during the following period:

Production System will go Offline Friday September 23, 2022 at 12:01 AM ET.

Production System will go Online Thursday September 29, 2022 at 11:59 PM ET.

If you are interested in this funding opportunity, you are strongly encouraged to download it and all associated attachments from Grants.gov as soon as possible so that they will be available to you during this period. For more information on what to expect, please refer to the following URL at <https://grantsgovprod.wordpress.com/2022/08/08/what-to-expect-during-the-grants-gov-cloud-migration-and-extended-downtime-for-september-2022/> for details.

**I. Program Description**

**Statutory Authority**

This grant program is authorized by section 9212 of the Every Student Succeeds Act (ESSA), Public Law 114-95 (December 10, 2015), 42 U.S.C. 9831 note.

**Description**

**Program Purposes**

The initial PDG B-5 grants were designed to facilitate collaboration and coordination among existing programs within the state’s ECCE system. The purposes of the PDG B-5 Renewal Grant remain focused on strengthening the state’s integrated ECCE system to prepare low-income and disadvantaged children to enter kindergarten, and have a seamless and high-quality early

childhood experience from birth through 3<sup>rd</sup> grade, by investing in the early childhood workforce and expanding access to high-quality early care and education programs and supports provided through a comprehensive mixed delivery system. Through this renewal grant, states can pursue objectives that the data, research, or needs assessment has indicated is needed within their own state to help break down barriers and improve access to higher quality early childhood services.

The pandemic has highlighted the importance of the ECCE system and the ways it supports young children's development and family economic security. In the wake of the pandemic, many early childhood programs struggle to operate sustainably and to recruit and retain qualified staff. Families have experienced stress, impacting children's mental health and emotional development. Children, parents, and providers have more acute needs, placing strain on an early childhood system that was strained prior to the pandemic.

The PDG B-5 Renewal Grants will assist states to expand or build upon their initial grant work and address gaps in their early childhood system that were exacerbated by the COVID-19 crisis. This includes efforts for improving workforce conditions, such as compensation initiatives; recruitment and retention efforts to ensure a qualified ECCE workforce; social-emotional resources for children, families, and providers; cross sector professional learning opportunities supporting child development from birth through 3<sup>rd</sup> grade; data-driven decision-making; engaged families; continuity of pathways; and the use of resources to serve additional children in high-quality ECCE settings. The Departments encourage applicants to propose approaches to ensure that the most vulnerable families, including those living in high-poverty and rural communities, have access to ECCE services, such as through the expansion of ECCE programs in underserved communities, and support for the ECCE workforce in those communities.

States will be expected to update their needs assessment and strategic plan, effectively coordinate existing programs, engage parents and providers in programs and policy, improve quality and expand access to mixed delivery programs and services to prepare children to enter kindergarten ready to succeed, improve transitions from early childhood programs to the local educational agency or elementary school, and further support early school success through efforts to coordinate and align instruction from birth through 3<sup>rd</sup> grade.

To achieve this, states must:

- Leverage existing federal, state, local, and non-governmental resources to strengthen coordination and delivery of services across programs, such as by enhancing partnerships among Head Start programs, child care providers, home visiting programs, preschool programs, early intervention services, preschool special education programs, health and public health services, state and local governments, Indian tribes and tribal organizations, private entities (including faith-based organizations and community-based organizations, foundations, and other nonprofits, and schools), and local educational agencies;
- Develop recommendations to improve the equitable participation of children, particularly vulnerable, underserved, or unserved children, including children who are dual/multi-language learners, and children with, or at risk for, developmental delays or disabilities;
- Improve program quality across participating programs by aligning program standards and coordinating professional development activities across the birth through eight years,

while maintaining access and availability of services, including through investments in ECCE workforce compensation and professional development;

- Maximize family and parental choice, and knowledge of and engagement with existing programs in the state's mixed delivery system, easing access to services;
- Invest in and support the early childhood workforce, including developing pathways to licensure, credentialing, and degrees;
- Help ECCE programs to identify and access resources that can support long-term stability;
- Improve school readiness for groups of children who experience the largest achievement gaps, including children of color who live in poverty, children with or at risk for developmental delays or disabilities, dual/multi-language learners, and children who are eligible for or receive social services; and
- Elevate and support efforts to coordinate instructional alignment and developmentally appropriate learning experience from birth through 3<sup>rd</sup> grade.

### **Program Approach**

The program approach should be appropriate for the funding level and timeline of the Renewal Grant. The Departments encourage states to propose a program approach designed to improve services for low-income and disadvantaged children and those living in rural areas, and to consider all available funding streams in the state to maximize the proposed program's impact. The Departments anticipate that these renewal grant applications will reflect changing needs that have come about as a result of the COVID-19 health crisis. Each State will want to consider any COVID-19 implications as it determines how best to build upon and improve its early childhood system, given the current realities within the state. The following overarching priorities and approaches should be considered when designing your program.

- **Support the early childhood workforce through such efforts as:**
  - Compensation initiatives to move early childhood staff, including center-based and family child care providers, directors, and family child care owners, to pay parity based on experience and credentials, including wages and benefits in line with elementary educators;
  - Provision of ongoing practice-based mentoring, coaching, and professional development to address the needs and improve the effectiveness of the PDG B-5 workforce, as the state works on developing its proposed approaches to improving outcomes for children and families;
  - Access to scholarships and other resources, including substitute pools, transportation subsidies, child care, and place-based programs, to help access credentials and degrees;
  - Consideration of how best to support the career development and improve the training and experience of staff (including school-based, center-based, and family child care providers) across the mixed delivery system, including those serving infants and toddlers;
  - Development or expansion of the Child Care Health Consultant workforce and broader workforce development to support the integration of health and safety standards and best practices within ECCE; and

- Provision of health supports, including mental health, for the early childhood workforce.
- **Promote an integrated B-5 ECCE system:** Consider promoting an integrated B-5 ECCE system, which reflects a mix of programs and services across the B-5 ECCE system. In developing the application, the state should involve kindergarten and other systems beyond traditional early childhood programs in order to build or strengthen linkages across system partners, including schools and the health care system, to support family engagement, developmental health and family well-being promotion, screening, referrals, and identifying gaps--particularly in rural areas--and improve health care access for vulnerable families. An integrated approach should also address issues faced by families as they approach the end of their eligibility for various programs and strive to minimize the loss of public assistance benefits, also known as cliff effects.
- **Promote ECCE program sustainability:** Focus on identifying strategies and approaches to support existing ECCE programs' sustainability to maximize the supply of high-quality ECCE programs and services.
- **Expand meaningful community and family engagement and leadership:** Prioritize meaningful engagement of leadership by a variety of ECCE and school partners, including parents, providers, community leaders, and faith-based partners, in all stages of project planning and implementation, and clearly articulate in the state's approach. This engagement should include opportunities for parents and family members, including those from diverse cultural and linguistic backgrounds, to meaningfully participate in shaping the approaches the state is taking.
- **Ensure inclusion of children with, or at risk of, disabilities:** Demonstrate an intentional approach and clear commitment to developing policies, dedicating resources, collecting data, implementing professional development (including training for providers working with infants and toddlers with disabilities), and supporting practices that enable children with, or at risk of, disabilities and their families to access ECCE programs that support their full participation in the least restrictive environment and leverages the extensive experience and knowledge of parents of children with, or at risk of, disabilities about their children's needs.
- **Address suspensions, expulsions, and other exclusionary practices:** Develop and implement policies and supports to eliminate suspensions and expulsions of young children, as well as all inappropriate and ineffective disciplinary practices including corporal punishment, seclusion, and inappropriate use of restraints, especially in demographic groups identified through research studies as being at elevated risk for suspensions and expulsions, and provide resources to early childhood providers and elementary schools to meet the needs of all children, including their social-emotional and behavioral needs.
- **Incorporate trauma-informed approaches:** Incorporate trauma-informed approaches for ECCE programs and providers to buffer the impact of trauma and adverse childhood experiences, thereby increasing each child's chances for success in early childhood, kindergarten, and the early grades.
- **Develop and implement coordinated application, eligibility, and enrollment systems:** In partnership with other programs across the B-5 ECCE system, develop and implement a coordinated outreach and enrollment system that helps families apply for

and receive benefits and services across a range of programs and identify and access high-quality ECCE programs and services that best meet their needs.

- **Alignment with Child Care and Development Fund (CCDF) activities:** Build on and align with CCDF funding, including COVID-19 relief funding investments, to stabilize the child care sector, strengthen the workforce by increasing wages and benefits, increase provider payment rates to cover the cost of quality child care services, improve subsidy payment policies, build the supply of child care for underserved populations, and expand access to child care assistance for more families.
- **Support effective and appropriate transitions:** Ensure that ECCE programs, schools and community providers have policies and processes in place to transition children between and across programs. This includes developmentally appropriate practices, effective kindergarten transitions, and instructional alignment.
- **Build infant-toddler care capacity:** Build capacity to meet the need for high-quality infant/toddler services across the state's mixed delivery system, including center-based care; family child care; home visiting services; and early intervention services as required by the Individuals with Disabilities Education Act (IDEA), Part C.
- **Provide services to underserved children:** Increase access to critical resources for underserved children birth through age 5, including dual or multi-language learners, children experiencing homelessness, children involved with the child welfare system, children in kinship care, children being raised by grandparents, children with special health care needs, children with parents or caregivers working non-traditional hours, children of migrant and seasonal workers, children in immigrant families, children who have experienced trauma, such as those who lost a caregiver during the pandemic, etc., to eliminate inequities in access to and success in a rigorous, culturally and linguistically responsive and engaging curriculum and in access to fully certified, experienced, and effective teachers; and to address policies, practices, and procedures that contribute to significant disproportionality in early childhood programs for dual or multi-language learners based on race or ethnicity.

### **Program Activities**

States applying for a Renewal Grant must articulate how they will build upon activities conducted as part of their initial PDG B-5 grant, or activities in the years that followed that grant, including the following:

#### *Activity One: Update Comprehensive Statewide, B-5 Needs Assessment*

Revising, refining and/or enhancing their comprehensive, statewide, B-5 needs assessment ensuring it is updated periodically thereafter, including at least once more during the renewal grant award. The process to update the needs assessment should involve key stakeholders impacted by the system, including families and providers and those from diverse cultural and linguistic backgrounds, in contributing to data collection, interpreting results, continuous improvement, and ensuring these activities are supported by goals in the strategic plan. The needs assessment findings must guide the rest of the proposed project and may include the following:

- exploring additional elements not previously assessed by, or identified as, initial gaps related to the availability and quality of existing programs in the state, and needs



associated with the sustainability of existing programs, particularly in the period of time between when the initial grant ended and when this renewal grant will begin;

- leveraging existing needs assessments from other programs and including additional data to identify emerging or previously unidentified needs, such as those resulting from the COVID-19 public health emergency, as well as programs serving the most vulnerable or underserved populations and children in rural areas;
- assessing needs associated with the early childhood workforce, considering the impact of COVID-19 on the capacity, health, and well-being of the workforce. Data on the wages, benefits, degrees, training, and experience of the early childhood workforce must include a review of the training and recruitment pipeline in partnership with Institutions of Higher Education (IHE) and other providers to determine accessibility for incumbent and future early childhood personnel. In addition, the B-5 needs assessment should seek to clarify and/or provide a snapshot of the current early childhood workforce, including level of degree/credential attainment, average number of years of ECCE experience, average salary for teachers and paraprofessionals by settings, and ages of children served, and demographic makeup of the workforce, as feasible;
- developing and implementing integrated or collaborative state data systems and supporting data sharing to strengthen and enhance information on children and family needs, as well as the needs of the ECCE workforce; and
- assessing the extent to which health and early learning systems are working together in a coordinated manner to engage families early and equitably and meet the needs of children and families.

#### *Activity Two: Update Statewide B-5 Strategic Plan*

Revising, refining, enhancing, and/or implementing a statewide B-5 strategic plan that recommends opportunities for collaboration, coordination, partnership, and quality improvement activities across the state B-5 ECCE system. The strategic plan should be based on the most current needs assessment findings and aimed at strengthening the existing state B-5 ECCE system. Specific areas of focus for updates to the strategic plan may include:

- new opportunities to respond to critical needs/challenges of the workforce by providing additional supports, including improved provider compensation (e.g., wages and benefits), wellness, and professional development.
- plans to expand access to ECCE programs and services for eligible children through a mixed delivery system by expanding or supporting existing programs or establishing new programs in underserved communities.
- plans to make quality improvements to meet the needs of children and families in existing programs (e.g., increase program duration to meet the needs of working families, reduce teacher-child ratios, invest in coaching and curricular supports, etc.).
- recommendations for new partnership opportunities to improve coordination, program quality, and delivery of services.

#### *Activity Three: Maximize Parent and Family Engagement in the B-5 System*

Maximizing parent and family choice and knowledge about the state's mixed delivery system of programs and providers by establishing consistent parent engagement policies and expanding the

state's efforts to support family choice. This can be accomplished by ensuring families are provided information in ways that are accessible to them (e.g., primary language, reading levels, accessible format, digital and hard copy, and through outreach partnerships to all communities) about the variety and locations of ECCE programs and services that are available, as well as promoting and increasing efforts to involve parents and family members in policy decisions and programmatic activities to support children's development and their transitions from ECCE into elementary school, and continued engagement through the early grades to build strong partnerships between parents and teachers to support learning at school and home. Approaches may include:

- ensuring training and leadership opportunities are provided equitably and in culturally and linguistically responsive ways so that family voice and input in the development of the needs assessment, strategic plan and program performance evaluation plan, and family participation in program-level decisions, including program policies and planning, are broadly represented with a variety of perspectives that:
  - include family voice in policy and program decisions affecting the mixed delivery system and meaningfully engage families to improve or develop state policies and practices that drive the ECCE system.
  - provide opportunities for state leaders to learn from parents what they want and need to know, and their preferences for meaningful family engagement in their young children's care and education.
- collaborating with existing programs, sharing information with families about program quality (e.g., through inspection reports, quality rating improvement systems (QRIS), etc.), program type, and locations of early childhood programs and services, including health, mental health, early intervention/early childhood special education, and family support for children from birth into kindergarten entry. This includes:
  - improving the availability and usefulness of information for families about high-quality early childhood programs and programs to ensure family choice and help families access such programs.
  - increasing parents' B-5 knowledge, skills, and resources to promote strong parent-child relationships that are the foundation of healthy child development, focusing on implementing two-generational approaches that focus on family well-being.
  - coordinating partnerships at the state or local level to ensure all parents are informed about and connected to other services needed, such as housing, food, training or employment programs, and income supports.
- promoting nurturing parent-child interactions and family and community protective factors.
- increasing meaningful parent and family engagement in all aspects of their children's care and education, including decision-making and goal setting for their child and planning for transitions into elementary school and into other ECCE programs and services.
  - supporting families—including those with a home language other than English; those representing historically underserved communities; and families from culturally, geographically, and linguistically diverse communities—to engage as leaders.

- ensuring that parents, including those with limited English proficiency, who have concerns about their child’s development or are aware of an existing disability are informed about existing services and programs and connected to resources that include access to high-quality inclusive programs as well as IDEA Part C and Part B services.
- developing application practices that promote family choice and access to high-quality ECCE settings by minimizing paperwork burdens on families, simplifying application processes, promoting stability and continuity of care (such as through 12-month eligibility), and increasing use of contracts for program access.

*Activity Four: Support the B-5 Workforce and Disseminate Best Practices*

Sharing best practices and identifying workforce supports and trainings among ECCE providers to leverage funding and other resources, increase collaboration, coordination, and alignment, and improve transitions that happen across all age spans in early childhood from birth through 3rd grade. The Departments encourage applicants to consider and propose systematic investments to support the ECCE workforce, as well as investments to support ECCE providers at the community and/or program level. Strategies may include:

- improving collaborative, cross-sector professional development for early childhood providers and connections with early grade teachers, including practice-based coaching, mentoring, using data to plan classroom activities, and other needed professional development, as determined by the state and its communities;
- providing interdisciplinary professional development to build shared understanding and connections across ECCE and health and human service providers that serve families with young children, as well as with education providers that will continue to support children and families as they progress into the early grades;
- providing resources and technical assistance to ECCE providers and directors to support program sustainability, reduce administrative burden, and promote shared learning;
- developing initiatives, studies, or analyses to support the recruitment into and retention of individuals into the ECCE workforce, including:
  - increasing compensation for ECCE workers to align with educational and quality standards for teachers and paraprofessionals across early childhood settings to reach pay parity with elementary school educators with similar experience and credentials, and a living wage for all staff;
  - offering hiring or retention payments to recruit new staff or address turnover;
  - sharing information with providers about increased child care subsidy payment rates;
  - expanding access to benefits for the ECCE workforce (e.g., paid leave, health insurance, child care, loan forgiveness, retirement benefits);
- building a statewide early childhood workforce infrastructure that ensure providers are professionally prepared and well supported by strengthening career pathways and professional development opportunities for the ECCE workforce to build a pipeline of effective early educators including those who serve infants and toddlers, maintain the

diversity of the workforce, and provide more equitable access to qualified teachers for children across settings and ages. Strategies include:

- offering scholarships and financial support to address barriers to credential and degree attainment (e.g., tuition, fees, books, transportation, child care, substitutes, credential/licensing fees, etc.).
  - partnering with IHE and other entities to develop articulation agreements, and aligned credentials (including stackable trainings, credit for prior learning and microcredentials) and degree programs.
  - building innovative pathways for non-traditional students and incumbent early educators that consider practical skills and knowledge gained in the field, allow for coursework to be completed on the job site, and Registered Apprenticeship programs or other practice-based learning that lead towards a credential or degree.
  - promoting staff wellness (e.g., policies that guarantee breaks during the work day, providing mentoring, coaching, and mental health consultation for ECCE staff and providers).
- expanding supports for the early childhood workforce to enable sharing of best practices and professional development to successfully implement inclusive and high-quality programming that does not use suspension and expulsion or inappropriate discipline practices, addresses trauma and supports children’s behavioral health needs, and meets the unique needs of underserved populations as they transition from infant and toddler care through preschool and into the early grades (such as children with disabilities, special health care needs, dual language learners, children experiencing homelessness, in foster care, etc.), through:
    - family child care networks, shared services models, or other hub models that provide comprehensive services or referrals;
    - substitute pools or other business supports; and
    - coaching, mentoring, or other practice-based or interdisciplinary professional development that allows for coordination and alignment across sectors.
  - supporting the development of strong early childhood systems to facilitate transitions and referrals across programs, including health care, social services, nutrition programs, home visiting, and other early childhood programs.

#### *Activity Five: Support Program Quality Improvement*

Improving the overall quality of early childhood programs and services in the state, including by investing in compensation initiatives, professional development and other supports for early childhood staff, and enhancing educational opportunities for children. Building upon Activity Four efforts to support the ECCE workforce, Activity Five tasks may focus on further developing the necessary skills to allow that workforce to implement high-quality practices leading to needed program quality improvements. Strategies may include:

- initiatives designed to increase access to high-quality, inclusive care, especially in traditionally underserved communities, and for infants and toddlers and children with disabilities, or at risk of a disability.

- approaches to build the supply of high-quality providers as well as comprehensive services and supports across settings in the early childhood mixed delivery system, such as through the development and/or support of partnerships across programs including Head Start, Early Head Start, child care (including family child care), state preschool and other service hub models, early intervention, early childhood special education and schools to expand access to full-day and full-year high-quality services.
- developing and implementing outreach, enrollment, and evidence-based practices that ensure inclusion of all children, especially children at risk of or with disabilities, special health care needs, developmental or behavioral health needs, or other priority populations, such as children experiencing homelessness.
- developing and implementing equitable and culturally responsive practices for all children, families, and providers, including children who are dual or multi-language learners and their families, dual or multi-lingual providers, and individuals from historically marginalized communities; and ensuring continuity from early childhood settings into the early grades, supporting home language and parent engagement in language instruction
- improving developmental, social-emotional, and other learning opportunities for children B-5 by providing such supports as social emotional and behavioral health specialists.
- enhancing program standards, curriculum, coaching, and assessment of child outcomes across programs, including potential alignment with the Head Start Program Performance Standards and other nationally recognized standards from birth to 3<sup>rd</sup> grade.
- developing statewide continuous quality improvement approaches, such as enhancing and aligning monitoring systems.
- reducing the administrative burden on ECCE providers with a focus on family child care providers, teachers, and program administrators.
- strengthening systems needed for data sharing, analysis, and use; monitoring and quality improvement; accountability, effective governance, communication, and decision-making.
- identifying possible future action steps to update early childhood facilities in response to planned ECCE expansion, including the design, development, finance, and ongoing maintenance of facilities that can support high-quality early childhood programs.

*Activity Six: Subgrants to Enhance Quality and Expand Access to Existing and New Programs*

Recipients under this grant program may opt to transfer a portion of substantive programmatic work to other organizations through subgrant(s). The prime recipient is responsible for oversight of all programmatic, financial, and administrative matters, including reporting, related to the grant. This responsibility includes oversight of these matters as they relate to the subrecipient(s).

In addition, the prime recipient must maintain a substantive role in the project. ACF defines a substantive role as conducting activities and/or providing services funded under the award that are necessary and integral to the completion of the project. Subrecipient monitoring activities alone, as specified in 45 CFR § 75.352, do not constitute a substantive role. Furthermore, ACF does not fund awards where the role of the applicant is primarily to serve as a conduit for passing funds to other organizations unless that arrangement is authorized by statute. See *Section IV.6. Funding Restrictions* for more information.

The Departments encourage states to propose use of PDG B-5 grant funds for comprehensive ECCE services within the state's mixed delivery system, expanding access to, or enhancing the quality of existing programs and/or developing new programs, to meet the unique and unmet needs of children and families in communities across the state. States may subgrant up to 60 percent of grant funds in the first year, and up to 75 percent in years 2 and 3 of the project period to fund comprehensive ECCE services within the state's mixed delivery system. Subgrants can be used to (A) expand access to existing programs, (B) develop new early childhood programs to meet the unique and unmet needs of children and families in communities across the state, or (C) enhance the quality of existing programs. Applicants may select any or all subgrant categories, which are outlined below.

1. **Subgrant Option A:** Subgrants given directly to local programs in targeted communities to expand access to existing programs across the state.
2. **Subgrant Option B:** Subgrants to local programs to develop new ECCE programs in a mixed delivery system to address the needs of children and families that are eligible for, but not served by, early childhood programs.
3. **Subgrant Option C:** Subgrants to local programs to improve the quality of their existing programs.

Subgranting strategies may include:

- funding new ECCE slots through existing or new ECCE programs
- extending the duration of existing programs/slots to support full-day/full-year ECCE programming;
- implementing workforce supports, including increased teacher and staff compensation (wages and benefits), bonuses and/or retention payments, supports for ECCE workforce wellness; and providing opportunities for practice-based professional development and degree/credential attainment;
- other activities that would enhance the quality of early childhood services available to families throughout the state, such as:
  - providing multilingual resources and professional development supports to providers and families to support early learning and development of dual language learners;
  - improving culturally and linguistically responsive and valid screening and assessment processes;
  - deploying early childhood health or mental health specialists;
  - supporting hubs, partnerships, networks, and shared services efforts;
  - supporting and targeting services for children experiencing housing instability; and
  - integrating services and strengthening referral networks with behavioral health and health services.

Applicants must prioritize services funded through this activity to improve areas in which there are state-identified needs that would improve services for low-income and disadvantaged children, including those living in rural areas. States should ensure that subgrant opportunities are available to a diverse range of groups, including diversity of race, ethnicity, or national

origin, disability status, etc. A state may also identify opportunities for children experiencing homelessness and build capacity for high-quality, infant-toddler services across the state's mixed delivery system, including approaches that increase access to health care, mental health services, and dental care.

### **Bonus Options**

#### **Coordinated Application, Eligibility, Enrollment for Families**

States have the option to develop a pilot or expand existing efforts related to coordinated application/enrollment or centralized eligibility, waitlist, and enrollment systems development, that includes consultation with parents, in order to make determinations that streamline enrollment for families who may be eligible for multiple programs and supports. These programs support child health and development, early learning, and family economic stability, leading to more efficient use of dollars across programs. Programs to consider aligning include Head Start; Early Head Start; home visiting; Healthy Start; Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); Supplemental Nutrition Assistance Program (SNAP); Child Care subsidies; pre-kindergarten (pre-k); Temporary Assistance for Needy Families (TANF); Medicaid; and others. Additional possible strategies include:

- Providing one point of access and/or aligned eligibility for services in coordination with all other early learning programs in the state's ECCE mixed delivery system and support services within the state in order to minimize burden on families and maximize access to needed supports.
- Align eligibility requirements and redetermination of eligibility timelines across programs (i.e., if family is participating in Medicaid, proof of income eligibility can be considered verified for other programs; align redetermination for eligible for child care subsidy with SNAP, Medicaid, etc., to minimize administrative burden for families).
- Coordinate enrollment in the state's early childhood care and education mixed delivery system.
- Provide unique state identifiers to all children, including those enrolled in Early Head Start and Head Start, to enable seamless referrals and transitions as children move through early childhood systems, or if unique identifiers are not going to be used, address why not and what will take their place.
- Develop data sharing agreements across state agencies, between state agencies and local Head Start programs, and between health care and other childhood programs and services, to support seamless transitions, referrals, and follow-up in the interest of a unified statewide early childhood system.

*See Section IV.2. The Project Description, Approach and Section V.1. Criteria for more information on application requirements and evaluation criteria related to this bonus option.*

#### **Improving Workforce Compensation**

States also have the option to develop a pilot or expand existing efforts to improve the compensation of the early childhood workforce. Examples include:

- Design and implement wage scales/ladders linked to competencies, credentials, and degrees that include increased compensation.

- Invest in increased compensation and/or strategies leading to increased compensation for the ECCE workforce across the ECCE mixed delivery system such that all staff can meet basic needs based on local cost of living and community context.
- Establish apprenticeship programs that provide financial and other supports (i.e., wages, tuition, fees, child care, transportation, substitutes) to remove barriers to completion in credentialing programs and lead to increased compensation upon completion.
- Design and implement collaborations that support new workforce to attain credentials and degrees with a focus on increasing the number of multilingual teachers. Such collaborations could involve local adult education programs, technical/career high schools, community colleges, and 4-year higher education institutions.

*See Section IV.2. The Project Description, Approach and Section V.1. Criteria for more information on application requirements and evaluation criteria related to this bonus option.*

### **Increasing Access to Inclusive Settings**

Develop a pilot or expand on existing efforts to increase the number of inclusive early childhood settings and decrease the number of segregated preschool special education programs. Examples include:

- Providing mental health consultation, trauma-informed care training and coaching, and any related financial supports for providers to ensure children with behavioral issues are successful in typical settings.
- Providing training and coaching and related financial supports (e.g., additional classroom staff to support lower ratios, paid staff time to support individualized education program/individualized family service plan (IEP/IFSP) development and related meetings, minor facility/playground adaptations and equipment purchases) to ensure programs are accessible and have the necessary adaptive equipment to support children with disabilities.
- Providing training to instructional leaders and administrators on the resources, staffing models, and services for children with disabilities and their families to support inclusive programming, including how best to layer funding.
- Providing incentives to redesign or restructure existing preschool programs and service delivery models so that classrooms are not segregated or composed of a majority of children with disabilities.
- Developing incentives to strengthen collaboration between lead agencies, Local Education Agencies (LEAs) and community-based ECCE programs to provide early intervention early childhood education services in inclusive public and private early childhood programs (e.g., Head Start, child care, and private pre-k).

*See Section IV.2. The Project Description, Approach and Section V.1. Criteria for more information on application requirements and evaluation criteria related to this bonus option.*

### **Program Requirements**

Recipients are required to allocate 5 to 7 percent of the total amount of their grant award during each of the three renewal grant years to refine and implement their program performance evaluation plan. These funds should be used for such necessary activities as developing or enhancing a data system to collect, house, and use data on the populations served, and to



monitor the implementation of services, the cost of providing services, and coordination across service partners.

1. Funds made available for the purpose of implementing the PDG B-5 renewal grant activities must be used to supplement, and not supplant, existing federal funding investments in the state.
2. As a condition of acceptance of an award under this NOFO, all recipients are required to participate fully in sponsored evaluations by the Departments and adhere to all evaluation protocols established by the Departments to be carried out by its designee contractors.
3. Recipients are required to budget for travel costs to send at least four individuals to Washington, DC to attend a 3-day PDG B-5 recipient meeting in each of the three years.

### **Post-Award State Reporting Requirements**

The Office of Child Care (OCC) has obtained approval from the Office of Management and Budget (OMB) for information collection under the Paperwork Reduction Act (PRA) from PDG B-5 recipients as part of post-award reporting: OMB Control No: 09970-0490; Expiration Date: 01/31/2023.

After grant award and annually thereafter, OCC expects to collect information from states about the programs in their PDG B-5 mixed delivery system, including information about the following:

- administrative governance structure;
- definitions of key terms, such as vulnerable or underserved;
- funding levels and sources;
- children and families served by all mixed delivery system programs;
- coordination and collaboration across mixed delivery system programs;
- engagement with external partners to support mixed delivery system coordination and collaboration;
- coordinated eligibility or application processes across mixed delivery system programs;
- activities to maximize family and parental choice, support transitions, and improve mixed delivery system program quality;
- integrated data systems, data governance, and data capacities (e.g., to produce unduplicated counts of children and families served across the mixed delivery system);
- ongoing program performance evaluation findings; and
- progress toward overall PDG B-5 goals and objectives.

This annual information collection is intended to complement information provided in the Quarterly Performance Progress Reports and Financial Reports. See *Section VI.3. Reporting* for more information.

In addition, recipients will be expected to submit a final report no later than 6 months after the end of the grant period. This report shall include, but is not limited to, the following:

- A. How, and the extent to which, the grant funds were used for activities to achieve the PDG B-5 goals and objectives described in the state's application, and must include

any additional activities for which the funds were used in order to meet the purposes of the initial and renewal grant requirements;

- B. How, and the extent to which, the grant funds were used for activities that aligned with the state's needs assessment and were outlined in the state's strategic plan or program performance evaluation plan;
- C. Key findings from the state's program performance evaluation;
- D. Improvements in data systems and capacities over the grant period;
- E. Any new partnerships established among Head Start programs, Early Head Start programs, child care providers, home visiting programs, preschool programs, early intervention, early childhood special education, WIC, SNAP, state and local governments, Indian tribes and tribal organizations, and/or private entities, including faith and community-based entities; and how these partnerships improved coordination and delivery of services;
- F. How, and the extent to which existing federal, state and community partnerships improved coordination, collaboration, and service delivery among programs and funding sources;
- G. If applicable, the degree to which the state used information from the report, required under section 13 of the Child Care and Development Block Grant (CCDBG) Act of 2014, to inform activities identified in the state's application, and how this information was useful in coordinating and collaborating among programs and funding sources;
- H. The extent to which activities funded by the initial grant and the renewal grant led to the blending, braiding, or layering of other public and private funding and to improve services to children;
- I. A description of the activities conducted using subgrant funds, including, where appropriate, measurable areas of program improvement and better use of existing resources;
- J. Information on best practices from the use of subgrant funds, including how the state was better able to serve the most vulnerable, underserved, and rural populations;
- K. How information about available existing ECCE programs for children from birth to kindergarten entry was disseminated to parents and families, and how involvement by parents and families was improved; and
- L. Other state-determined and voluntarily provided information to share best practices or innovative strategies relating to ECCE programs and the coordination of such programs.

**Note:** Consistent with the Paperwork Reduction Act (PRA) of 1995, (44 U.S.C. 3501-3521), under this NOFO, OCC will not conduct or sponsor, and a person is not required to respond to, a collection of information covered by such Act, unless it displays a currently valid Office of Management and Budget (OMB) control number.

### **Early Childhood Workforce Technical Assistance Peer Learning Initiative and Community of Practice**

In order to address workforce recruitment and retention by exploring possible solutions to systemic barriers, the Departments are offering the opportunity for PDG B-5 Renewal Grant recipients to join an Early Childhood Workforce Technical Assistance Peer Learning Initiative and Community of Practice. If interested in participating in this workforce-related peer learning community of practice, you are encouraged to allocate some portion of your PDG B-5 funds for one or more FTEs to support this ongoing work. Opting to participate or not to participate in this

community of practice will not affect eligibility, application scoring, or the selection process, as this item will not be reviewed or scored by the peer reviewers.

The peer learning initiative will provide technical assistance (TA) to a peer group of PDG B-5 Renewal Grant recipients, as well as to individual states in support of the development and implementation of a compensation or workforce development initiative. Focus areas/issues for the group will be determined collaboratively by group participants with support from the TA provider, and may include:

- designing and implementing a monthly salary supplement as well as a tiered supplement scale related to experience and credentials.
- tying increased child care subsidy reimbursement to compensation (salaries, paid time off, retirement fund).
- expanding or newly implementing scholarship and wage supplement programs, including providing tailored supports (advising and mentoring, job-embedded coaching, technology access and skills support, transportation, child care, credential application fee waivers, and scholarships) to ensure persistence and degree or credential attainment.
- exploring ways to create benefit pools (insurance, retirement, etc.) for early care and education providers, teachers, and staff.
- developing and implementing a cross sector local community collaborative to increase the workforce capacity with a focus on multilingual teachers, staff with experience working with children with disabilities, place-based learning opportunities, ensuring job placement, and adequate compensation.
- creating a prior learning and competency-based review process yielding credit toward a credential or degree for incumbent teachers as well as incoming teachers with less education and experience.
- providing credit towards a credential or degree for participation in coaching and other job embedded professional learning, such as Registered Apprenticeships.
- providing micro-credential opportunities for those entering the field with a non-related degree or to provide focus on teacher leadership, including instructional coaching, using data to inform and plan team meetings, and leading virtual communities of practice.
- providing professional development counseling, guidance, and support services to early childhood providers to help them identify and implement a plan to earn a degree or credential.
- providing credit bearing online and e-Learning courses in multiple languages and free of charge.
- establishing compensation standards related to employee/staff benefits, including vacation time, health insurance, etc.

### **Definitions**

The following definitions apply for the purpose of the PDG B-5 Renewal Grants.

**Child with a disability.** -- This term means --

(A) a child with a disability, as defined in section 602(3) of the IDEA; and

(B) an infant or toddler with a disability, as defined in section 632(5) of such Act.

**Dual/multi Language Learners (DLLs).** -- This term refers to children who are learning two (or more) languages at the same time, or who are learning a second language while continuing to develop their first language. Children who are DLLs come from homes where a Language Other Than English (LOTE) is spoken. For some, both English and a LOTE may be spoken at home. Children who are DLLs are a very diverse group by many measures and have varying levels of proficiency in their home language and in English. In the context of this statement, the term "Dual Language Learners" may encompass or overlap substantially with other terms frequently used, such as Limited English Proficient (LEP), bilingual, English Language learner (ELL), English Learner (EL), and children who speak a LOTE. The broader DLL population also includes children from many different backgrounds, including children who speak heritage languages, such as children from American Indian/Alaska Native (AI/AN) or Native Hawaiian communities.

**Early Childhood Care and Education (ECCE) programs.** -- This term has been updated to incorporate and reflect the definition of the term "early childhood education program," which is defined in section 103 of the Higher Education Act of 1965 (20 U.S.C. 1003) as (A) a Head Start program or an Early Head Start program carried out under the Head Start Act (42 U.S.C. 9831 et seq.), including a migrant or seasonal Head Start program, an AI/AN Head Start program, or a Head Start program or an Early Head Start program that also receives State funding; (B) a State licensed or regulated child care program; or (C) a program that—(i) serves children from birth through age six that addresses the children’s cognitive (including language, early literacy, and early mathematics), social, emotional, and physical development; and (ii) is—(I) a State pre-kindergarten program; (II) a program authorized under section 619 or part C of the IDEA; or (III) a program operated by a local educational agency.

**Early childhood homelessness.** -- PDG B-5 follows the definition of homeless children established in section 725 of the McKinney-Vento Education Assistance Act. The term homeless children and youths means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and includes—(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C)); (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965).

**Elementary school.** -- The term "elementary school," as defined by section 8101 of the ESEA of 1965 (20 U.S.C. 7801), means a nonprofit institutional day or residential school, including a public elementary charter school that provides elementary education, as determined under State law.

**Evidence-based.** -- The term "evidence-based", defined within section 9212(b)(4) of the Every

Student Succeeds Act (ESSA), Public Law 114-95 (Dec. 10, 2015), 42 U.S.C. 9831 note, means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on— (I) strong evidence from at least 1 well-designed and well-implemented experimental study; (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

**Existing program.**--The term “existing program,” as defined by section 9212(b)(4) of the ESSA, Public Law 114-95 (Dec. 10, 2015), 42 U.S.C. 9831 note means a Federal, State, local, or privately funded early childhood care and education program that:-

(A) was operating in the State on the day before the date of enactment of this Act; or

(B) began operating in the State at any time on or after the date of enactment of this Act through funds that were not provided by a grant under this section.

**Family and community protective factors.** -- This term refers to conditions or attributes of individuals, families, communities, or the larger society that reduce or eliminate risk and promote healthy development and well-being of children and families. These factors ensure that infants, toddlers, and young children are functioning well across all settings, including home, early care and education, and their communities.

**Family engagement.** -- This term is intended to identify a collaborative and strengths-based process through which early childhood professionals, families, and children build positive and goal-oriented relationships. It is a shared responsibility of families and staff that requires mutual respect for the roles and strengths each has to offer. Family engagement focuses on culturally and linguistically responsive relationship-building with key family members in a child’s life. These people include pregnant women and expectant families, mothers, fathers, grandparents, and other adult caregivers. It requires making a commitment to create and sustain an ongoing partnership that supports family well-being. It honors and supports the parent-child relationships that are central to a child’s healthy development, school readiness, and well-being. Family engagement also seeks ongoing opportunities to obtain parent perspective by involving parents and other family members in conversations, assessment, planning, and implementation in all areas impacting families.

**IDEA Part C and Part B.** -- The IDEA is a law that makes available a free, appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. Infants and toddlers, birth through age 2, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth, ages 3 through 21, receive special education and related services under IDEA Part B.

**Local educational agency.** -- The term “local educational agency,” as defined by section 8101 of the ESEA of 1965 (20 U.S.C 7801), means (A) a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public

elementary schools or secondary schools; (B) Administrative Control and Direction.— The term includes any other public institution or agency having administrative control and direction of a public elementary school or secondary school; (C) Bureau of Indian Education Schools.— The term includes an elementary school or secondary school funded by the Bureau of Indian Education but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to the school in another provision of law and the school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under this Act with the smallest student population, except that the school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Education; (D) Educational Service Agencies.— The term includes educational service agencies and consortia of those agencies; (E) State Educational Agency.— The term includes the State educational agency in a State in which the State educational agency is the sole educational agency for all public schools.

**Mixed delivery system.** -- The term “mixed delivery system,” as defined by section 9212(b)(5) of ESSA (42 U.S.C. 9831 note), means a system of ECCE services that are delivered through a combination of programs, providers, and settings, such as Head Start, licensed family and center-based child care programs, public schools, and other community-based organizations, that is supported by a combination of public and private funds.

**Rural Area.** -- The term "rural area" denotes a geographic area that indicates either a completely rural county or a county with a very small urban population (less than 2500), as identified within the 2013 Rural-Urban Continuum Code listing, <https://www.ers.usda.gov/data-products/rural-urban-continuum-codes/>, issued by the U.S. Department of Agriculture. The relevant code for these rural areas is 8 or 9.

**State.** -- The term “state” means each of the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the U.S. Virgin Islands.

**State Advisory Council on Early Childhood Education and Care.** – The term "State Advisory Council on Early Childhood Education and Care" or "State Advisory Council" is the council designated or established by the governor of a state pursuant to section 642 B(b)(1)(A) of the Head Start Act (42 U.S.C. 9837B(b)(1)(A)), which serves as the State Advisory Council for children from birth through school entry. The overall responsibility of the State Advisory Council is to lead the development or enhancement of a high-quality system of ECCE that ensures statewide coordination, alignment, and collaboration among the wide range of early childhood programs and services in the state, including child care, Head Start, IDEA preschool and infants and families programs, and pre-kindergarten programs and services.

**State B-5 Early Childhood Care and Education System.** -- The term “State B-5 Early Childhood Care and Education System” refers to core ECCE programs, including the CCDF and state child care, which may include center-based, family child care, and informal care providers; Early Head Start and Head Start programs, including State Head Start Collaboration Offices; the Maternal, Infant, and Early Childhood Home Visiting Program, and other state or locally funded home visiting services; Part C and section 619 of Part B of IDEA; state preschool programs; and

programs funded by Title I of the ESEA. In addition, it also includes a wide range of ECCE services that strengthen, engage, and stabilize families and their infants and young children, including supports that target health and wellness, such as Medicaid; the Children's Health Insurance Program; Title V Maternal and Child Health Programs; Healthy Start; Child and Adult Care Food Program (CACFP); and WIC, and the infrastructure components that support these programs and services. When such a system functions well, core ECCE programs are integrated with the services that strengthen, engage, and stabilize families in support of the well-being of infants and young children.

**State entity.** -- The term "state entity" for this PDG B-5 grant refers to the state agency that will have responsibility for execution and administration of the grant based on designation by the state's governor.

**Trauma informed care approach.** -- The term "trauma informed care" refers to an approach in the human service field that assumes that an individual is more likely than not to have a history of trauma, recognizes the presence of trauma symptoms, and acknowledges the role trauma may play in an individual's life, including service staff. The trauma informed approach is guided by four assumptions: realization about trauma and how it can affect people and groups, recognizing the signs of trauma, having a system that can respond to trauma, and resisting re-traumatization. There are a number of practices that are critical to advancing a trauma-informed approach, including screening for trauma, training staff in trauma-specific treatment approaches, and engaging both individuals and partner organizations within the treatment process.

**Tribal organizations.** -- The term "tribal organizations" shall mean both "tribal organizations" and "urban Indian organizations," as defined by section 4 of the Indian Health Care Improvement Act (25 U.S.C. 1603).

- "Indian tribe" means any Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or group, or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688), which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.
- "Tribal organization" means the recognized governing body of any Indian tribe or any legally established organization of Indians that is controlled by one or more such bodies or by a board of directors elected or selected by one or more such bodies (or elected by the Indian population to be served by such organization) and that includes the maximum participation of Indians in all phases of its activities.
- "Urban Indian organization" means a nonprofit corporate body situated in an urban center, governed by an urban Indians controlled board of directors, and providing for the maximum participation of all interested Indian groups and individuals. This nonprofit corporate body is capable of legally cooperating with other public and private entities for the provision of health care and referral services.

### **Pre-Application Webinar**

The ACF Office of Child Care and Office of Early Childhood Development and ED's Office of Early Learning will conduct a PDG B-5 Renewal Grant pre-application webinar/teleconference on Monday, September 19, 2022 from 1:30-3:00 pm, EST. The goal of this

webinar/teleconference is to walk interested parties through the NOFO to point out the different sections and what is contained in each.

To register in advance for this webinar, go

to <https://sri.zoomgov.com/meeting/register/vJIsce2tqT4oG6b8rrCxqVQ9IHY6HKMkxSI>

After registering, you will receive a confirmation email containing information about joining this meeting. You may also access webinar registration information on the ECD website at <https://www.acf.hhs.gov/ecd/early-learning/preschool-development-grants>. Please contact Richard Gonzales at [richard.gonzales@acf.hhs.gov](mailto:richard.gonzales@acf.hhs.gov) should you run into any difficulties.

Joining and participating in the webinar/teleconference is voluntary. Only the information provided in this NOFO will be presented. No question and answer portion will be conducted during the session. **Participants will remain anonymous.** Please note that opting not to participate in the webinar/teleconference will not affect eligibility, application scoring, or the selection process. Applicants unable to attend can access the recording and transcript at the ACF/ECD website referenced in the previous paragraph after the webinar/teleconference has concluded.

#### **COVID-19 RESPONSE**

If, during the project period, OCC and/or grant recipients are required to adjust program and/or grant requirements due to COVID-19 or other emergencies, OCC will exercise maximum flexibilities as needed. Requirements may be conducted virtually or timelines modified, in consultation with OCC.

## **II. Federal Award Information**

### **Funding Instrument Type:**

G (Grant)

### **Estimated Total Funding:**

\$230,000,000

### **Expected Number of Awards:**

24

### **Award Ceiling:**

\$16,000,000

Per Budget Period

### **Award Floor:**

\$500,000

Per Budget Period

### **Average Projected Award Amount:**

\$9,000,000

Per Budget Period

### **Anticipated Project Start Date:**

12/31/2022

### **Length of Project Periods:**



36-month project period with three 12-month budget periods

### **Additional Information on Project Periods and Explanation of 'Other'**

#### **Additional Information on Awards:**

**Awards made under this funding opportunity are subject to the availability of federal funds.**

Applications requesting an award amount that exceeds the *Award Ceiling* per budget period, or per project period, as stated in this section, will be disqualified from competitive review and funding under this funding opportunity. This disqualification applies only to the *Award Ceiling* listed for the first 12-month budget period for projects with multiple budget periods. If the project and budget period are the same, the disqualification applies to the *Award Ceiling* listed for the project period. Please see *Section III.3. Other, Application Disqualification Factors*.

**Note:** For those programs that require matching or cost sharing, recipients 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 recipient's failure to provide the required matching amount may result in the disallowance of federal funds.** For more information on these requirements, see *Section III.2. Cost Sharing or Matching*.

The 22 states, the District of Columbia, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands are broken out into 6 funding bands, based on the relative share of children birth through 5 living under 200 percent of poverty within the state or territory, as determined from the American Community Survey 2020 5-Year Estimates - <https://api.census.gov/data/2020/acs/acs5>.

The maximum funding amount available to each state and territory, if awarded, is as follows:

- Band 1: up to \$16M per year for 3 years – Ohio, Pennsylvania, Texas
- Band 2: up to \$14M per year for 3 years – Arizona, Indiana
- Band 3: up to \$12M per year for 3 years – Arkansas, Kentucky, Massachusetts, Mississippi, Oklahoma, Utah
- Band 4: up to \$10M per year for 3 years – Idaho, Iowa, Nevada, New Mexico
- Band 5: up to \$8M per year for 3 years – Alaska, Delaware, District of Columbia, Hawaii, Maine, Montana, North Dakota, Vermont
- Band 6: up to \$6M per year for 3 years – Commonwealth of the Northern Mariana Islands, United States

In considering the amount to request on your application, first determine your capacity to complete the activities listed in *Section I. Program Description, Program Activities*.

While a state may not request an amount greater than the Award Ceiling, OCC strongly suggests that states use the amount identified in their assigned funding band. States also have the option to request less funding based on need or ability to provide a match.

The Departments encourage states to take a close look at their financial needs for implementation, based on their needs assessment results, strategic plan, program performance evaluation plan, and ability to implement in the allotted time.

The federal amount awarded for the first year will be the same amount awarded for the next two years (based on the availability of funds). A separate budget breakdown for each year must be submitted for federal review and approval approximately 3 months prior to the start of each budget period.

Funds for future years will be awarded on the basis of submission and approval of each year's non-competing continuation applications. Awards are subject to the satisfactory progress by the prime recipient; a determination that continued funding would be in the best interest of the federal government; and the availability of federal funds. The Grants Project Team (Grant Management Specialist, Federal Project Officer, and Technical Assistance Provider) will use the recipient's quarterly performance progress and financial reports and other project documentation including the Annual Performance Progress Report (APPR) to determine, in accordance with the requirements in the NOFO and statute, if satisfactory progress is being made. The Grants Project Team's review of reports and other documentation will be used to assess progress in the following areas: 1) accomplishing the project goals, objectives, and activities; 2) completing proposed activities; and 3) documenting allowable expenses that support project goals, objectives, and the approved budget.

### **III. Eligibility Information**

#### **III.1. Eligible Applicants**

The following 25 states or territories are eligible to apply for funding under this funding opportunity: Alaska, Arkansas, Arizona, Commonwealth of Northern Mariana Islands, Delaware, District of Columbia, Hawaii, Indiana, Idaho, Iowa, Kentucky, Maine, Massachusetts, Mississippi, Montana, Nevada, New Mexico, North Dakota, Ohio, Oklahoma, Pennsylvania, Texas, U.S. Virgin Islands, Utah, and Vermont.

The applicant must submit a letter on the Governor's letterhead, designating the state entity that will have responsibility for execution and administration of this grant. The required letter must include a description of why the state entity chosen is best suited to manage the grant, thereby leading to the improvement of an ECCE mixed delivery system serving children from birth through age 5.

For this Renewal Grant, any state entity that is not also a state agency must be replaced by a state agency as the recipient of the federal funds. If desired by the Governor, the state agency may then subgrant with the existing state entity that previously served as the recipient of the funds for the PDG B-5 Initial Grant, or may subgrant with a different entity.

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

#### **III.2. Cost Sharing or Matching**

Cost Sharing / Matching Requirement:

Yes

Recipients are required to meet a non-federal share of the project cost, in accordance with section 9212(g)(4) of the Every Student Succeeds Act (42 U.S.C. § 9831 note).

**For all federal awards**, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the recipient’s cost sharing or matching when such contributions meet all criteria listed in 45 CFR § 75.306.

**For awards that require matching by statute**, recipients 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 amount required by the statutory match. **A recipient’s failure to provide the statutorily required matching amount may result in the disallowance of federal funds. Recipients will be required to report these funds in the Federal Financial Reports.**

**For awards that do not require matching or cost sharing by statute**, where “cost sharing” refers to any situation in which the recipient voluntarily shares in the costs of a project other than as statutorily required matching, recipients 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. These include situations in which contributions are voluntarily proposed by a recipient or subrecipient and are accepted by ACF. Non-federal cost sharing will be included in the approved project budget so that the recipient will be held accountable for proposed non-federal cost sharing funds as shown in the Notice of Award (NoA). **A recipient’s failure to provide voluntary cost sharing of non-federal resources that have been accepted by ACF as part of the approved project costs and that have been shown as part of the approved project budget in the NoA, may result in the disallowance of federal funds. Recipients will be required to report these funds in the Federal Financial Reports.**

Recipients must provide funds from non-federal sources (which may be provided in cash or in kind) to carry out the activities supported by the grant in an amount equal to not less than 30 percent of the amount of the grant (the ACF federal share). For example, in order to meet the match requirements, a project requesting \$15,000,000 in ACF (federal) funds must provide a non-federal share of the approved federal grant amount of at least \$4,500,000.

To meet the match requirement, states can use non-federal sources that are not being claimed as matching sources for another federal award.

States must meet their match requirement by the end of each 12-month budget period.

#### **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 funding opportunity.

### **III.3. Other**

#### **Application Disqualification Factors**

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

opportunity.

### **Award Ceiling Disqualification**

Applications that request an award amount that exceeds the *Award Ceiling* per budget period or per project period ("per project period" refers only to fully funded awards), as stated in *Section II. Federal Award Information*, will be disqualified from competitive review and funding under this funding opportunity. This disqualification applies only to the *Award Ceiling* listed for the first 12-month budget period for projects with multiple budget periods. If the project and budget period are the same, the disqualification applies to the *Award Ceiling* listed for the project period.

### **Required Electronic Application Submission**

ACF requires electronic submission of applications at 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 funding under this funding opportunity.**

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 "[ACF Policy for Requesting an Exemption from Electronic Application Submission.](#)"

### **Missing the Application Deadline (Late Applications)**

**The deadline for electronic application submission is 11:59 pm ET on the due date listed in the Overview and in Section IV.4. Submission Dates and Times.** Electronic applications submitted to Grants.gov after 11:59 pm ET on the due date, as indicated by a dated and time-stamped email from Grants.gov, will be disqualified from competitive review and funding under this funding opportunity. That is, applications submitted to Grants.gov, on or after 12:00 am ET on the day after the due date will be disqualified from competitive review and funding under this funding opportunity.

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

Each time an application is submitted via 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 pm ET on the due date listed in the Overview and in Section IV.4. Submission Dates and Times.** Paper applications received

after 4:30 pm ET on the due date will be disqualified from competitive review and funding under this funding opportunity. **Paper applications received from applicants that have not received approval of an exemption from required electronic submission will be disqualified from competitive review and funding under this funding opportunity.**

#### **PDG B-5 Application Disqualification Factor**

The applicant must submit a letter on the Governor's letterhead, designating the state entity that will have responsibility for execution and administration of this grant. The required letter must include a description of why the state entity chosen is best suited to manage the grant, thereby leading to the improvement of an ECCE mixed delivery system serving children from birth through age 5.

An applicant that fails to provide this documentation will be disqualified from competitive review and funding under this funding opportunity.

Please see *Section III.1. Eligible Applicants* for more information on eligibility requirements.

#### **Notification of Application Disqualification**

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 NOFO.

### **IV. Application and Submission Information**

#### **IV.1. Address to Request Application Package**

Richard  
Gonzales  
U.S. Department of Health and Human Services  
Administration for Children and Families  
Office of Early Childhood Development  
330 C Street, SW.  
Suite 4012E  
Washington  
DC  
20201  
(202) 401-5138  
richard.gonzales@acf.hhs.gov

#### **Application Packages**

##### **Electronic Application Submission:**

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

##### **Applications in Paper Format:**

For applicants that have received an exemption to submit applications in paper format, Standard Forms (SFs), assurances, and certifications are available in the "Select Grant Opportunity Package" available in the NOFO's Grants.gov Synopsis under the Package tab at Grants.gov. 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 Grants.gov.

**Federal Relay Service:**

Hearing-impaired and speech-impaired callers may contact the Federal Relay Service (FedRelay) for assistance at [www.gsa.gov/fedrelay](http://www.gsa.gov/fedrelay).

**IV.2. Content and Form of Application Submission**

**FORMATTING APPLICATION SUBMISSIONS**

**Each applicant applying electronically via Grants.gov is required to upload only two electronic files, excluding SFs and Office of Management and Budget (OMB)-approved forms. No more than two files will be accepted for the review, and additional files will be removed. SFs and OMB-approved forms will not be considered additional files.**

***FOR ALL APPLICATIONS:***

**Authorized Organization 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.

**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.

**Accepted Font Style**

Applications must be in Times New Roman (TNR), 12-point font, except for footnotes, which may be TNR 10-point font. Pages that contain blurred text, or text that is too small to read comfortably, will be removed.

**English Language**

Applications must be submitted in the English language and must be in the terms of United States (U.S.) dollars. If applications are submitted using another currency, ACF will convert the foreign currency to U.S. currency using the date of receipt of the application to determine the rate of exchange.

### **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.** An application that exceeds the cited page limitation for double-spaced pages in the Project Description file or the Appendices file will have extra pages removed, and those 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 table of contents, the one-page Project Summary, 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 NOFO Formatting, Font, and Page Limitation Requirements**

Applications that fail to adhere to ACF's NOFO 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 and will not be made available to reviewers.

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 NOFO 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).

### **Corrections/Updates to Submitted Applications**

When applicants make revisions to a previously submitted application, ACF will accept only the last on-time application for pre-review under the Application Disqualification Factors. The Application Disqualification Factors determine the application's acceptance for competitive review. See *Section III.3. Other, Application Disqualification Factors* and *Section IV.2. Application Submission Options*.

### **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 SFs 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 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 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. Pages with blurred text will be removed from the application.

### **PAGE LIMITATIONS AND CONTENT FOR ALL SUBMISSION FORMATS:**

The application should be submitted in two files with the total submission limited to 75 pages for all the components in the two files. Pages exceeding 75 will be removed from the application and will not be reviewed.

File 1 (Project Description) must include the following:

- Table of Contents-suggested 1 page
- Project Summary-limited to 1 page
- Project Description-suggested between 65-70 pages
  - Expected Outcomes
  - Approach
  - Bonus Areas, if chosen
  - Project Timeline and Milestones
  - Organizational Capacity/Monitoring
  - Program Performance Evaluation Plan
  - Logic Model
  - Plan for Oversight of Federal Award Funds and Activities
  - Protection of Sensitive and/or Confidential Information
  - Project Sustainability Plan
  - Dissemination Plan
  - Third-Party Agreements
  - The Project Budget and Budget Justification



File 2 (Appendices)—suggested between 3-8 pages (taking into account the number of pages used in the previous file so as not to exceed 75 pages combined); must include the following:

- Letter on official letterhead, signed by the Governor or an authorized representative
- Organizational Chart(s) of State Entity and Partnering Entities

### **ELECTRONIC APPLICATION SUBMISSION INSTRUCTIONS**

Applicants are required to submit their applications electronically unless they have 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 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.

### **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 earlier 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 Acrobat Reader software 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.

Applicants must ensure that the version of Adobe Acrobat Reader they are using is compatible with Grants.gov. To verify Adobe software compatibility please go to Grants.gov and click on “Applicants” at the top bar menu and select “Adobe Software Compatibility”, which is listed under "Applicant Resources." The Adobe verification process allows applicants to test their version of the software by opening a test Workspace PDF form. Grants.gov also includes

guidance on how to download a supported version of Adobe, as well as troubleshooting instructions for use, if an applicant is unable to open the test form.

The Adobe Software Compatibility page located on Grants.gov also provides guidance for applicants on filling out a Workspace PDF form. In addition, it addresses local network and/or computer security settings and the impact this has on use of Adobe software.

### **Required SFs and OMB-approved Forms**

SFs and OMB-approved forms 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 SFs, OMB-approved forms, and required assurances and certifications.

### **Naming Application Submission Files**

**Carefully observe the file naming conventions required by Grants.gov. Limit file names to 50 characters (characters and spaces).** Please also see <https://www.grants.gov/web/grants/applicants/submitting-utf-8-special-characters.html>.

### **Use only file formats supported by ACF**

Applicants must 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 PDFs 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)
- 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. For more information on the exemption, see "*ACF Policy for Requesting an*

Exemption from Required Electronic Application Submission" at [www.acf.hhs.gov/grants/howto#chapter-6](http://www.acf.hhs.gov/grants/howto#chapter-6).

**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 NOFO, or multiple applications under separate NOFOs, each application submission must be packaged separately. The package(s) must be clearly labeled with the NOFO title and Funding Opportunity Number.

Applicants using paper format should download the application forms package associated with the NOFO's Synopsis on Grants.gov under the Package tab.

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. All pages in the application submission must be sequentially numbered.**

**Addresses for Submission of Paper Applications**

See *Section IV.7. Other Submission Requirements* for addresses for paper format application submissions.

**Required Forms, Assurances, and Certifications**

**Applicants seeking an award under this funding opportunity must submit the listed SFs, assurances, and certifications with the application.** All required SFs, assurances, and certifications are available in the Application Package posted for this NOFO at Grants.gov.

Forms/Assurances/Certifications	Submission Requirement	Notes/Description
Maintenance of Effort (MOE) Certification	Applicants self-certify their maintenance of effort. The MOE should be on the applicant organization's letterhead. Submission is required for all applicants under this NOFO. See <i>Section IV.2. Formatting Application Submissions</i> for instructions on its placement in the	Required for all applications.

Forms/Assurances/Certifications	Submission Requirement	Notes/Description
	application submission.	
SF-424 - Application for Federal Assistance	Submission is required for all applicants by the application due date.	Required for all applications.
Unique Entity Identifier (UEI) and System for Award Management (SAM) registration.	Required of all applicants. Applicants must have a UEI and maintain an active SAM registration throughout the application and project award period. Obtain a UEI and SAM registration at: <a href="http://www.sam.gov">http://www.sam.gov</a> .	See <i>Section IV.3. Unique Entity Identifier (UEI) and System for Award Management (SAM)</i> for more information.
SF-424 Key Contact Form	Submission is required for all applicants by the application due date.	Required for all applications.
Certification Regarding Lobbying (Grants.gov Lobbying Form)	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.	Submission of the certification is required for all applicants.
SF-424A - Budget Information - Non- Construction Programs and SF-424B -	Submission is required for all applicants when	Required for all applications when applying for a non-construction project.

<b>Forms/Assurances/Certifications</b>	<b>Submission Requirement</b>	<b>Notes/Description</b>
Assurances - Non- Construction Programs	<p>applying for a non-construction project. SFs must be used. Forms must be submitted by the application due date.</p> <p>By signing and submitting the SF-424B, applicants are making the appropriate certification of their compliance with all Federal statutes relating to nondiscrimination.</p>	
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 must cite their primary location and up to 29 additional performance sites.
SF-LLL - Disclosure of Lobbying Activities	If submission of this form is applicable, it is due at the time of application. If it is not available at the time of application, it may also be submitted prior to the award of a grant.	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.

Additional Required Assurances and Certifications

## **Mandatory Grant Disclosure**

All applicants and recipients are required to submit, in writing, to the awarding agency and to the HHS Office of the Inspector General (OIG), all information related to violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award. (Mandatory Disclosures, 45 CFR § 75.113)

Disclosures must be sent in writing to:

The Administration for Children and Families, U.S. Department of Health and Human Services, Office of Grants Management, ATTN: Grants Management Specialist, 330 C Street, SW., Switzer Building, Corridor 3200, Washington, DC 20201

### **And to:**

U.S. Department of Health and Human Services, Office of Inspector General, ATTN: Mandatory Grant Disclosures, Intake Coordinator, 330 Independence Avenue, SW., Cohen Building, Room 5527, Washington, DC 20201

**Fax:** (202) 205-0604 (Include “Mandatory Grant Disclosures” in subject line) or

**Email:** [grantdisclosures@oig.hhs.gov](mailto:grantdisclosures@oig.hhs.gov)

## **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 applications are submitted electronically, ACF will omit the same specific salary rate information from copies made for use during the review process.

## **The Project Description**

### **The Project Description Overview**

#### **General Expectations and Instructions**

The Project Description provides the information by which an application is evaluated and ranked in competition with other applications for financial assistance. It must address all activities for which federal funds are being requested and all application requirements as stated in this section. The Project Description must explain how the project will meet the purpose of the NOFO, as described in *Section I. Program Description*. As a reminder, reviewers will be evaluating this section in accordance with *Section V.1. Criteria*.

The Project Description must be clear, concise, and complete. ACF is particularly interested in Project Descriptions that convey strategies for achieving intended performance. Project Descriptions are evaluated on the basis of substance and measurable outcomes, not length.

Cross-referencing should be used rather than repetition. Supporting documents designated as required must be included in the Appendix of the application.

#### **Table of Contents**

List the contents of the application including corresponding page numbers. The table of contents may be single spaced.

## **Project Summary**

Provide a summary of the application project description. It must be clear, accurate, concise, and without cross-references to other parts of the application. The summary 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 Project Summary:

- Project Title
- Applicant Name
- Address
- Contact Phone Numbers (Voice, Fax, Cell)
- Email Address
- Website Address, if applicable

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

## **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 funding opportunity.

The applicant must submit a letter on the Governor's letterhead, designating the state entity that will have responsibility for execution and administration of this grant. The required letter must include a description of why the state entity chosen is best suited to manage the grant, thereby leading to the improvement of an ECCE mixed delivery system serving children from birth through age 5.

## **Expected Outcomes**

Identify the outcomes to be achieved from the project. Outcomes should relate to the overall program as described in *Section I. Program Description*. If research is part of the proposed work, outcomes must include hypothesized results and implications of the proposed research.

## **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.

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

## **Activity One: Update Comprehensive Statewide B-5 Needs Assessment**

Building upon the initial year's work and state efforts after the initial year to develop or update a statewide needs assessment, and/or taking into account a possible state decision to develop a new needs assessment due to the impact of COVID:

1. Describe the status of the state's current, comprehensive, statewide B-5 needs assessment and provide a brief, high-level summary of what has been done and learned to date, particularly in the period of time between when your initial grant ended and when this renewal grant will begin.

2. Describe the state's plan to update/develop a new statewide needs assessment in alignment with the requirements outlined in *Section I. Program Description, Activity One*, considering the impact of the COVID-19 pandemic and other changing needs in your state. In particular, discuss how needs and opportunities will be assessed across the following areas:
  - the current quality and availability of ECCE, including availability and access for infants and toddlers and for all children in underserved communities, high-poverty communities, and rural areas.
  - barriers to the funding and provision of high-quality ECCE services through a mixed delivery system, including, as available, existing and emerging needs associated with the sustainability of ECCE programs, considering the impact of COVID-19 on the capacity and financial sustainability of ECCE programs, and any opportunities for more efficient use of resources.
  - to the extent practicable, the distinct number of children B-5 being served in existing programs, the distinct number of children B-5 awaiting service in such programs by age, including infants and toddlers, and the capacity of existing programs, noting any significant gaps in data about the quality and availability of programming supports for children B-5.
  - engaging families in order to maximize parent choice and increase meaningful family engagement across the mixed delivery system.
  - needs related to trauma experienced by young children and the early childhood workforce, including needed investments in social emotional and mental health supports for children and providers.
3. Describe the state's approach to assessing existing and emerging needs of the ECCE workforce, including:
  - impacts to the workforce as a result of the COVID-9 pandemic.
  - the status of the current workforce, including level of degree/credential attainment, average number of years of ECCE experience, average salary or wages by age of children served and setting, and benefits, specifically highlighting needs related to compensation of the workforce;
  - gaps in pathways for providers and staff to move toward licensure and for ECCE workers to attain a credential or degree, including apprenticeships, scholarships, articulation agreements, or other supports and partnerships with IHEs.
4. Describe how the state will meaningfully engage B-5 early childhood state systems partners in planning for and conducting the needs assessment, including families, providers, and those who have been traditionally marginalized, such as those who have limited English proficiency or disabilities. Refer to the definition of B-5 early childhood care and education state system as set forth in *Section I. Program Description, Definitions*, for examples of key systems partners to include.

### **Activity Two: Update Comprehensive Statewide B-5 Strategic Plan**

Building upon the initial year's work and state efforts after the initial year to develop a comprehensive statewide B-5 strategic plan, and reflecting on findings from your needs assessment:



1. Provide a high-level update on PDG B-5 grant activities that were identified in the state's initial strategic plan-what was learned from each of the key activities and the implications of that learning for future planning. Include key milestones accomplished, challenges identified that prevented milestones from being achieved, and strategies taken to address these challenges moving the state closer to milestone achievement.
2. Describe how the state will update and improve its strategic plan as set forth in *Section I. Program Description, Activity Two*, building on prior work and addressing both emerging and ongoing issues identified in the comprehensive statewide B-5 needs assessment, particularly in the period of time between when your initial grant ended and when this renewal grant will begin. Address the impact of the pandemic on determining what the state is now doing differently and what the state proposes to do differently. Include timelines and key milestones, which should align with what is provided in the workplan timeline.
3. Describe how the state will improve workforce conditions and meaningful family engagement, how it will develop or revise measurable indicators to assess progress, how it has included aligned comprehensive support services, and how it intends to provide equitable access to high-quality, inclusive early childhood programs.
4. Describe how the state will meaningfully engage B-5 early childhood care and education state systems partners in developing and implementing the strategic plan, including families, providers, and those who have been traditionally marginalized, such as those who have limited English proficiency or disabilities.

**Activity Three: Maximize Parent and Family Engagement in the B-5 System**

Building upon the initial year's work and state efforts after the initial year maximizing parent and family choice, and expanding parent knowledge about the state's mixed delivery system, including accessing needed resources and supports and based on anticipated findings from the comprehensive, statewide B-5 needs assessment and strategic plan updates:

1. Provide a clear description of how the state will address the required activities outlined in *Section I. Program Description, Activity Three*.
2. Describe the state's approach to ensuring that families and caregivers are engaged in ways that are accessible to them with engagement opportunities provided equitably and in culturally and linguistically responsive ways.
3. Describe how the state will collaborate with partners across the B-5 ECCE mixed delivery system, including parents and caregivers, to plan and implement Activity Three.

**Activity Four: Support the B-5 Workforce and Disseminate Best Practices**

Building upon the initial year's work and state efforts after the initial year, and based on findings from the state's comprehensive, statewide B-5 needs assessment and strategic plan, describe the state's approach to supporting the B-5 workforce and sharing best practices among ECCE providers consistent with the items set forth in *Section I. Program Description, Activity Four*, and any additional strategies the state will prioritize under this activity.

1. Describe the extent to which the state intends to address increasing wages or salaries, offering hiring or retention payments to recruit new staff or address turnover, sharing information with providers about increased child care subsidy payment rates, expanding access to benefits for the ECCE workforce (e.g., paid leave, health insurance, child care,

loan forgiveness, retirement benefits) and addressing other workforce needs identified through the state's needs assessment.

2. Describe the state's efforts to strengthen career pathways and interdisciplinary professional development opportunities for the ECCE workforce to build a pipeline of effective early educators, including those who serve infants and toddlers.
3. Describe how proposed efforts both create systemic supports for the B-5 workforce and support ECCE providers at the community or program level.

#### **Activity Five: Support Program Quality Improvement**

Building upon the initial year's work and state efforts after the initial year, and based on findings from the state's comprehensive, statewide B-5 needs assessment and strategic plan:

1. Describe how the state will improve the overall quality of early childhood programs and services in the state as set forth in *Section I. Program Description, Activity Five*. Strategies proposed under Activity Four may be closely aligned with Activity Five strategies.
2. Describe the state's approach to build on/add to, but not duplicate, other statewide quality improvement activities, such as those funded by CCDBG and other public and private ECCE funding.

#### **Activity Six: Subgrants to Enhance Quality and Expand Access to Existing and New Programs and/or Systems Enhancement**

States that choose to subgrant must prioritize services funded through this activity to improve areas in which there are state-identified needs that would improve services for low-income and disadvantaged children, with particular attention to those living in rural areas. A state may also identify opportunities to support the stability of existing programs, as well as to support children experiencing homelessness and build capacity for high-quality, infant-toddler services across the state's mixed delivery system, including approaches that increase access to health care, mental health services, and dental care.

If the applicant chooses to award subgrants, **the applicant may select any or all of the subgrant options A, B, and/or C**, which are described in *Section I. Program Description, Activity Six*.

1. Subgrant Option A: If the state chooses to subgrant for services, it must describe how it will align such activities with the elements set forth in *Section I, Program Description, Activity Six*. Please include:
  - the total amount and percent of the state's Renewal Grant award (based on the award ceiling amount) that the state plans to sub-grant for the first year of the project period with projections for years 2 and 3.
    - Year 1—must be no more than 60 percent of your total award
    - Year 2—must be no more than 75 percent of your total award
    - Year 3—must be no more than 75 percent of your total award
  - a description of the approach, along with:
    - the anticipated timeline for award of subgrants and implementation of proposed activities;

- the total number of subawards, and a listing of which communities and populations the state plans to target services funded through subgrants, based on the findings from your needs assessment.
2. Subgrant Option B: If the state plans to award subgrants to expand access to existing or new ECCE programs, the state must provide:
    - a description of the scope of these new services, including how many slots you intend serving through subgrants;
    - a description of how the state will ensure funded programs/slots are high quality based on the state’s early learning program standards and how the state will monitor programs for compliance.
  3. Subgrant Option C: If the state plans to award subgrants to support quality improvement activities, the state must provide:
    - a description of the expected scope of those activities (i.e., how many programs communities, children, workers, etc. will benefit from proposed quality improvement activities).
  4. Regardless of whether the state chooses one or more of the options available in Activity Six, the state must describe
    - the extent to which the programs and services are targeted to improve outcomes for low-income and disadvantaged children, especially those living in rural areas;
    - any potential obstacles or anticipated barriers associated with each option chosen.

**Bonus Points (one or more options may be selected)**

**1. Coordinated Application, Eligibility, Enrollment for Families**

States have the option to develop a pilot or expand existing efforts related to coordinated application/enrollment or centralized eligibility, waitlist, and enrollment systems development, that includes consultation with parents, in order to make determinations that streamline enrollment for families who may be eligible for multiple programs and supports, and address why unique identifiers are or are not going to be used, and, if not, what will take their place, as set forth in *Section I. Program Description, Bonus Options*.

**2. Improving Workforce Compensation**

States also have the option to develop a pilot or expand existing efforts to improve the compensation of the early childhood workforce, as set forth in *Section I. Program Description, Bonus Options*.

**3. Increasing Access to Inclusive Settings**

Develop a pilot or expand on existing efforts to increase the number of inclusive early childhood settings in the mixed delivery system, and decrease the number of segregated preschool special education programs, as set forth in *Section I. Program Description, Bonus Options*.

**Monitoring, Data Use, Evaluation, and Continuous Quality Improvement:**

The state must provide a description of how this award will build on progress from previous PDG B-5 activities, including:

- How the state is spending funds differently and/or how the state plans to do so because of what was learned since the initial grant year.

- How funding has been aligned and what greater efficiencies, if any, have been or are beginning to be realized, and/or are targeted for future realization.
- What additional funding streams the state is seeking, planning to pursue, integrating, or aligning to create greater efficiencies and more unified and holistic program delivery.

The state must describe:

1. State tools and methods to promote accountability across the state's early childhood care and education mixed delivery system.
2. Areas of fragmentation and/or overlap in the state's early childhood care and education mixed delivery system and its related support services, and how the state is presently addressing, or plans to address, these areas with increased sustainability and alignment.
3. The degree to which the state's current early childhood data systems are in place and can link across early childhood programs, including specific data elements from child care subsidies; IDEA Part B, section 619; IDEA Part C; Home Visiting; State Pre-K; Head Start and Early Head Start; Public Primary Education K-3 (Title I, Title II and Title III); other programs such as TANF, WIC, Medicaid, SNAP, Healthy Start, etc.; and the state's capability or intent to link information across health and early learning programs, with plans to create or enhance the system (or systems) to improve accuracy, timeliness, and completeness of information that can be used to inform policy or practice.
4. How and to what degree the state's child care subsidy system interacts with state funded pre-k, home visiting, Head Start, Early Head Start, TANF, Medicaid, WIC, SNAP, IDEA Part C and Part B, etc. Describe what steps the state has taken/will be taking to simplify access to public benefit programs. Identify the barriers to that coordination or similar coordination between other parties.

**Early Childhood Workforce Technical Assistance and Peer Learning Initiative and Community of Practice Participation (Note: response is optional and will not affect application acceptance or award (if selected) and will not be scored or evaluated as part of the peer review.)**

Clearly indicate if the state is or is not interested in participating in the workforce technical assistance and peer learning initiative. Include in the budget section the desired amount of your PDG B-5 funds for one or more FTEs or related activities to support this ongoing work. (Note: A decision to participate or not participate is non-binding and can be changed at a later date.)

**Project Timeline and Milestones**

Provide quantitative monthly or quarterly projections (for the entire project period) of the accomplishments to be achieved for each function or activity, in such terms as the number of people to be served and the number of activities accomplished. Data may be organized and presented as project tasks and subtasks with their corresponding timelines during the project period. When accomplishments cannot be quantified by activity or function, list them in chronological order to show the schedule of accomplishments and their target dates.

**Organizational Capacity**

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

- Organizational charts.

- Evidence that the applicant organization, and any partnering organizations, have relevant experience and expertise with administration, development, implementation, management, and evaluation of programs similar to that offered under this funding opportunity.
- Evidence that each participating organization, including partners, contractors and/or subrecipients, possess the organizational capability to fulfill their role(s) and function(s) effectively.

### **Organization Capacity, Meaningful Governance, and Stakeholder Engagement**

1. Describe the state's governance structure and how the structure has changed since the initial grant application, if at all.
2. Provide a map showing the state's decision-making path (how decisions are made and by whom) and who serves in an advisory capacity.
3. Provide a chart that clearly identifies and differentiates which stakeholders have been involved and will be involved in the assessment, planning, and implementation of all activities, including names of individuals, the office or organization, and/or role they represent or will represent.
4. Describe how the State Early Childhood Advisory Council contributes to policy and programmatic decision making.
5. Describe existing or future efforts to incorporate family and provider voice in policy decisions, such as developing a family policy advisory group as part of the State Early Childhood Advisory Council or designing policy implementation feedback loops with a focus on high needs/priority communities that include families and providers

If known at the time of application submission, the applicant must disclose their intent to enter into subaward arrangements in their application. For each proposed subaward, the applicant must include a description of the work to be performed by the subrecipient(s).

### **Plan for Oversight of Federal Award Funds and Activities**

Recipients are required to ensure proper oversight in accordance with 45 CFR Part 75 Subpart D.

These regulations set forth the following standards for effective oversight:

- Financial and Program Management
- Property (if applicable by program legislation)
- Procurement
- Performance and Financial Monitoring and Reporting
- Subrecipient Monitoring and Management
- Record Retention and Access
- Remedies for Noncompliance

Describe the framework (e.g., governance, policies and procedures, risk management, systems) in place to ensure proper oversight of federal funds and activities in accordance with 45 CFR Part 75 Subpart D. The description must include: system(s) for record-keeping and financial management; procedures to identify and mitigate risks and issues (e.g., audit findings, continuous program performance assessment findings, program monitoring); and those key staff

that will be responsible for maintaining oversight of program activities staff, and, if applicable, partner(s) and/or subrecipient(s).

### **Program Performance Evaluation Plan**

Applicants must describe a plan for the program performance evaluation that will contribute to continuous quality improvement. The program performance evaluation must monitor ongoing activities and the progress towards the goals and objectives of the project. Include descriptions of the inputs (e.g., organizational profile, collaborative partners, key staff, budget, and other resources), key activities, and expected outcomes of the funded activities. The plan must explain how the inputs, activities, and outcomes will be measured; how the resulting information will be used to inform improvement of funded activities; and any processes that support the overall data quality of the performance outcomes.

Applicants must describe the organizational systems and processes that will effectively track performance outcomes, including a description of how the organization will collect and manage data (e.g., assign skilled staff, data management software, data integrity, etc.) in a way that allows for accurate and timely reporting of performance outcomes. Applicants must describe any potential obstacles for implementing the program performance evaluation and how those obstacles will be addressed. Applicants must include a timeline for how information from the quality improvement evaluation will be reviewed and applied to the ongoing project.

In addition to aligning with the state's logic model, the program performance evaluation plan (PPEP) should align with the state's comprehensive, statewide, B-5 needs assessment. It should address how the state anticipates it will monitor and assess progress of their own goals and objectives, as outlined in their comprehensive statewide B-5 strategic plan, and use the findings to support continuous quality improvement.

The PPEP should include a description of existing program data that could be used in the process and/or outcome evaluations of the system to deliver ECCE services and other early childhood services. It should also include new data the state presently anticipates will need to be collected to complete their program performance evaluation.

If collection of new data is deemed necessary, the state is required to describe in their program performance evaluation approach how they have already developed, or anticipate developing, a data system to support the collection of key data elements, in accordance with the evaluation approach.

Applicants are required to describe their PPEP that shall ultimately:

- Identify, refine, and finalize, based on findings from the needs assessment, the target population or geographic areas identified in the strategic plan that will benefit most from implementation of ECCE and coordinated services;
- Identify measurable short- and long-term child, family, and program/service implementation outcomes linked with proposed strategic plan activities;
- Identify and finalize indicators and metrics necessary to examine proposed process, cost, and program implementation reporting;
- Identify existing data systems and data elements aligned with proposed metrics and gaps in data needs to be able to address proposed process and implementation reporting;

- Identify new data sources to complement program and service data to address proposed implementation reporting and plan for the development of a new data system, if needed;
- Identify an appropriate methodological approach that includes a strategy for data collection, sampling, measurement, and analysis;
- Work with technical assistance providers to finalize implementation reporting plans; and
- Identify how implementation reporting findings will be used to inform continuous learning and improvement efforts.

### **Logic Model**

Applicants must submit a logic model for designing and managing their projects. A logic model is a diagram that presents the conceptual framework for a proposed project and explains the links among program elements. Logic models must target the identified objectives and goals of the grant program. While there are many versions of logic models, for the purposes of this funding opportunity, the logic model may include connections between the following items:

- Inputs (e.g., additional resources, organizational profile, collaborative partner(s), key staff, budget);
- Target population (e.g., the individuals to be served, identified needs);
- Activities, Mechanisms, Processes (e.g., evidence-based practices, best practices, approach, key intervention and evaluation components, continuous quality improvement efforts);
- Outputs (i.e., the immediate and direct results of program activities);
- Outcomes (i.e., the expected short and long-term results the project is designed to achieve, typically described as changes in people or systems), and
- Goals of the project (e.g., overarching objectives, reasons for proposing the project).

### **Project Sustainability Plan**

Applicants must propose a plan for project sustainability after the period of federal funding ends. Recipients are expected to sustain key elements of their grant projects, e.g., strategies or services and interventions, which have been effective in improving practices and outcomes.

Describe the approach to project sustainability that will be most effective and feasible. Provide a description of key individuals and/or organizations whose support will be required. Address the types of alternative support that will be required to maintain the program. If the proposed project involves key project partners, describe how their cooperation and/or collaboration will be maintained after the end of federal funding.

### **Protection of Sensitive and/or Confidential Information**

Provide a description of how protected personally identifiable information and other information that is considered sensitive, consistent with applicable federal, state, local and tribal laws regarding privacy and obligations of confidentiality, will be collected and safeguarded. The applicant must provide the methods and/or systems that will be used to ensure that confidential

and/or sensitive information is properly handled and if applicable, address the process for subrecipient(s) and/or contractors. Also, provide a plan for the disposition of such information at the end of the project period.

### **Dissemination Plan**

Applicants must propose a plan to disseminate reports, products, and/or grant project outputs so that project information is provided to key target audiences. Dissemination plans must include:

- Dissemination goals and objectives;
- Strategies to identify and engage with target audiences;
- Allocation of sufficient staff time and budget for dissemination purposes;
- A preliminary plan to evaluate the extent to which target audiences have received project information and have used it as intended, and
- The timeline for dissemination.

### **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 SF, either SF- 424A or SF-424C. Applicants are encouraged to review the form instructions in addition to the guidance in this section. 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. Applicants must indicate the method they are selecting for their indirect cost rate. See Indirect Charges for further information.

Project budget calculations must include estimation methods, quantities, unit costs, and other similar quantitative detail sufficient for the calculation to be duplicated. If cost sharing or matching 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.

**Special Note:** *The Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act, 2022 and Consolidated Appropriations Act, 2022, (Division H, Title II, Sec. 202), limits the salary amount that may be awarded and charged to ACF grants and cooperative agreements. Award funds issued under this funding opportunity may not be used to pay the salary of an individual at a rate in excess of Executive Level II. For the Executive Level II salary, please see "Executive & Senior Level Employee Pay Tables" under <https://www.opm.gov/policy-data-oversight/pay-leave/salaries-wages/>. The salary limitation reflects an individual's base salary exclusive of fringe benefits, indirect costs and any income that an individual may be permitted to earn outside of the duties of the applicant organization. This salary limitation also applies to subawards and subcontracts under an ACF grant or cooperative agreement.*

Provide a budget for the initial budget period only (typically the first 12 months of the project) using the SF-424A and/or SF-424C, as applicable. Provide a budget justification, which includes a budget narrative and a line-item detail, for only the first budget period 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.

The applicant is required to specify the amount projected to be spent on Activities One through Six plus any bonus activities for a 1-year period.

The applicant must indicate between 5-7 percent of the total amount of their grant needed to conduct the program performance evaluation plan, which includes implementation reporting and data system planning activities during this first year period, along with a description of how these funds will be used.

The applicant must indicate the amount of funds that will be used to support any state-related technical assistance activities.

In addition, the applicant must include travel costs for at least four individuals to attend a 3-day meeting in Washington, DC.

Applicants who wish to participate in the voluntary Early Childhood Workforce Technical Assistance and Peer Learning Initiative and Community of Practice should indicate the amount of funding they intend to budget to support participation in this initiative. (This is not scored by the peer reviewers but allows the state and the Departments to be aware of the amount of funding set aside by the state for this purpose.)

If a state receives more than \$35 million in federal funding, it must submit an indirect cost rate proposal to its cognizant agency for approval. See *Indirect Charges* later in this section.

The applicant must identify the method for charging indirect costs, if applicable.

Finally, the applicant must provide a clear description of how the state will address the *Section III.2. Cost Sharing or Matching* requirement, including:

- Describing and submitting appropriate evidence of a credible plan for obtaining and using non-federal matching funds, cash, or in-kind services to support PDG B-5 implementation, identifying the source(s) of its cost match; and
- Indicating that the required match of at least 30 percent will be met by the end of each year of the PDG B-5 Renewal Grant.

## **General**

Use the following guidelines for preparing the project budget and budget justification. The budget justification includes a budget narrative and a line-item detail. Applications should only include allowable costs in accordance with 45 CFR Part 75 Subpart E.

## **Personnel**

**Description:** Costs of employee salaries and wages. See 45 CFR § 75.430 for more information on allowable personnel costs. Do not include the personnel costs of consultants, contractors and subrecipients under this category.

**Justification:** For each position, provide: the name of the individual (if known), their 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. Identify the project director or principal investigator, if known at the time of application.

### **Fringe Benefits**

**Description:** Costs of employee fringe benefits are allowances and services provided by employers to their employees in addition to regular salaries and wages. For more information on Fringe Benefits please refer to 45 CFR § 75.431. Do not include the fringe benefits of consultants, contractors, and subrecipients.

Typically, fringe benefit amounts are determined by applying a calculated rate for a particular class of employee (full-time or part-time) to the salary and wages requested. Fringe rates are often specified in the approved indirect cost rate agreement. Fringe benefits may be treated as a direct cost or indirect cost in accordance with the applicant's accounting practices. Only fringe benefits as a direct cost should be entered under this category.

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

### **Travel**

**Description:** Costs of project-related travel (i.e., transportation, lodging, subsistence) by employees of the applicant organization who are in travel status on official business. Travel by non-employees such as consultants, contractors or subrecipients should be included under the Contractual line item. Local travel for employees in non-travel status should be listed on the Other line. Travel costs should be developed in accordance with the applicant's travel policies and 45 CFR § 75.474.

**Justification:** For each trip show: the total number of travelers; 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/recipient orientations should be detailed in the budget justification.

### **Equipment**

**Description:** "Equipment" means an article of nonexpendable, tangible personal property (including information technology systems) having a useful life of more than one year and a per unit 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 organization's regular written accounting practices.) See 45 CFR §75.439 for more information.

**Justification:** For each type of equipment requested provide: a description of the equipment; the cost per unit; the number of units; the total cost; and a plan for use on the project; as well as use and/or disposition of the equipment after the project ends.

## Supplies

**Description:** Costs of all tangible personal property, other than included under the Equipment category. This includes office and other consumable supplies with a per-unit cost of less than \$5,000. See 45 CFR § 75.453 for more information.

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

## Contractual

**Description:** Cost of all contracts and subawards except for those that belong under other categories such as equipment, supplies, construction, etc. Include third-party evaluation contracts, if applicable, and contract or subawards with secondary recipient organizations (with budget detail), including delegate agencies and specific project(s) and/or businesses to be financed by the applicant. Costs related to individual consultants should be listed on the Other line. Recipients are required to use 45 CFR §§ 75.326-.340 procurement procedures, and subawards are subject to the requirements at 45 CFR §§ 75.351-.353.

**Justification:** Demonstrate that all procurement transactions will be conducted in a manner to provide, to the maximum extent practical, open, and free competition. Applicants must justify any anticipated procurement action that is expected to be awarded without competition and exceeds the simplified acquisition threshold stated in 48 CFR § 2.101(b). 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.

Indicate whether the proposed agreement qualifies as a subaward or contract in accordance with 45 CFR § 75.351. Provide the name of the contractor/subrecipient (if known), a description of anticipated services, a justification for why they are necessary, a breakdown of estimated costs, and an explanation of the selection process. In addition, for subawards, the applicant must provide a detailed budget and budget narrative for each subaward, by entity name, along with the same justifications referred to in these budget and budget justification instructions.

## 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 (non-personnel), professional service costs (including audit charges), space and equipment rentals, printing and publications, computer use, training costs (such as tuition and stipends), staff development costs, and administrative costs. Please note costs must be allowable per 45 CFR Part 75 Subpart E.

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

## Indirect Charges

**Description:** Total amount of indirect costs. This category has one of two methods that an applicant can select. An applicant may only select one.

1. The applicant currently has an indirect cost rate approved by HHS or another cognizant federal agency.

**Justification:** An applicant must enclose a copy of the current approved rate agreement. 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. Choosing to charge a lower rate will not be considered during the objective review or award selection process.

2. Per 45 CFR § 75.414(f) Indirect (F&A) costs, "any non-Federal entity [i.e., applicant] that has never received a negotiated indirect cost rate, ... may elect to charge a *de minimis* rate of 10% of modified total direct costs (MTDC) which may be used indefinitely. As described in Section 75.403, costs must be consistently charged as either indirect or direct costs, but may not be double charged or inconsistently charged as both. If chosen, this methodology once elected must be used consistently for all Federal awards until such time as the non-Federal entity chooses to negotiate for a rate, which the non-Federal entity may apply to do at any time."

**Justification:** This method only applies to applicants that have never received an approved negotiated indirect cost rate from HHS or another cognizant federal agency. Applicants awaiting approval of their indirect cost proposal may request the 10 percent *de minimis* rate. When the applicant chooses this method, costs included in the indirect cost pool must not be charged as direct costs to the grant.

## 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. This line should be used to indicate required and/or voluntary committed cost sharing or matching, if applicable.

**For all federal awards**, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the recipient's cost sharing or matching when such contributions meet all of the criteria listed in 45 CFR § 75.306.

**For awards that require matching or cost sharing by statute**, recipients will be held accountable for projected commitments of non-federal resources (at or above the statutory requirement) in their application budgets and budget justifications by budget period, or by project period for fully funded awards. **A recipient's failure to provide the statutorily required matching or cost sharing amount (and any voluntary committed amount in excess) may result in the disallowance of federal funds. Recipients will be required to report these funds in the Federal Financial Reports.**

**For awards that do not require matching or cost sharing by statute**, recipients are not expected to provide cost sharing or matching. However, recipients are allowed to voluntarily propose a commitment of non-federal resources. If an applicant decides to voluntarily contribute non-federal resources towards project costs and the costs are accepted by ACF, the non-federal resources will be included in the approved project budget. The applicant will be held accountable for all proposed non-federal resources as shown in the Notice of Award (NoA). **A recipient's failure to meet the voluntary amount of non-federal resources that was accepted by ACF as part of the approved project costs and that was identified in the approved budget in the NoA, may result in the disallowance of federal funds. Recipients will be required to report these funds in the Federal Financial Reports.**

**Justification:** If an applicant is relying on cost share or match from a third-party, then a firm commitment of these resources (letter(s) or other documentation) is required to be submitted with the application. Detailed budget information must be provided for every funding source identified in Item 18. "Estimated Funding (\$)" on the SF-424.

Applicants are required to fully identify and document in their applications the specific costs or contributions they propose in order to meet a matching requirement. Applicants are also required to provide documentation in their applications on the sources of funding or contribution(s). In-kind contributions must be accompanied by a justification of how the stated valuation was determined. Matching or cost sharing must be documented by budget period (or by project period for fully funded awards).

Applications that lack the required supporting documentation will not be disqualified from competitive review; however, it may impact an application's scoring under the evaluation criteria in *Section V.1. Criteria* of this funding opportunity.

#### **Paperwork Reduction Act Disclaimer**

As required by the Paperwork Reduction Act, 44 U.S.C. 3501-3521, the public reporting burden for the Project Description is estimated to average 60 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. The Project Description information collection is approved under OMB control number 0970-0139, which expires 03/31/2025. 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 Grants.gov**

This section provides the application submission and receipt instructions for ACF program applications. Please read the following instructions carefully and completely.

#### **Electronic Delivery**

ACF is participating in the Grants.gov initiative to provide the grant community with a single site to find and apply for funding opportunities. ACF applicants are required to submit their applications online through Grants.gov.

#### **How to Register and Apply through Grants.gov**

Read the following instructions about registering to apply for ACF funds. Applicants should read the registration instructions carefully and prepare the information requested before beginning the registration process. Reviewing and assembling the required information before beginning the registration process will alleviate last-minute searches for required information.

Organizations must have an active System for Award (SAM) registration which provides a Unique Entity Identifier (UEI), and Grants.gov account to apply for grants.

Creating a Grants.gov account can be completed online in minutes, but SAM registration may take several weeks. Therefore, an organization's registration should be done in sufficient time to ensure it does not impact the entities ability to meet required application submission deadlines.

Organization applicants can find complete instructions

here: <https://www.grants.gov/web/grants/applicants/organization-registration.html>

**Register with SAM:** All organizations (entities) applying online through Grants.gov must register with SAM. Failure to register with SAM will prevent your organization from applying through Grants.gov. SAM registration must be renewed annually. For detailed instructions for registering with SAM, refer

to: <https://www.grants.gov/web/grants/applicants/organization-registration.html>

**Create a Grants.gov Account:** The next step in the registration process is to create an account with Grants.gov. Follow the on-screen instructions provided on the registration page.

**Add a Profile to a Grants.gov Account:** A profile in Grants.gov corresponds to a single applicant organization the user represents (i.e., an applicant). If you work for or consult with multiple organizations, you can have a profile for each organization under one Grants.gov account. In such cases, you may log in to one Grants.gov account to access all your grant profiles. To add an organizational profile to your Grants.gov account, enter the UEI for the organization in the UEI field. For detailed instructions about creating a profile on Grants.gov, refer to: <https://www.grants.gov/web/grants/applicants/registration/add-profile.html>

**EBiz POC Authorized Profile Roles:** After you register with Grants.gov and create an Organization Applicant Profile, the applicant's request for Grants.gov roles and access is sent to the EBiz POC. The EBiz POC is then expected to log in to Grants.gov and authorize the appropriate roles, which may include the AOR role, thereby giving you permission to complete and submit applications on behalf of the organization. You will be able to submit your application online any time after you have been assigned the AOR role. For detailed instructions about creating a profile on Grants.gov, refer

to: <https://www.grants.gov/web/grants/applicants/registration/authorize-roles.html>

**Track Role Status:** To track your role request, refer to:

<https://www.grants.gov/web/grants/applicants/registration/track-role-status.html>

When applications are submitted through Grants.gov, the name of the organization's AOR that submitted the application is inserted into the signature line of the application, serving as the electronic signature. The EBiz POC must authorize individuals who are able to make legally binding commitments on behalf of the organization as a user with the AOR role; this step is often missed and is crucial for valid and timely submissions.

## How to Submit an Application to ACF via Grants.gov

Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different webforms within an application. For each NOFO, you can create individual instances of a workspace.

For an overview of applying on Grants.gov using Workspaces, refer to: <https://www.grants.gov/web/grants/applicants/workspace-overview.html>

**Create a Workspace:** Creating a workspace allows you to complete an application online and route it through your organization for review before submitting.

**Complete a Workspace:** Add participants to the workspace to work on the application together, complete all the required forms online or by downloading PDF versions, and check for errors before submission. The Workspace progress bar will display the state of your application process as you apply. As you apply using Workspace, you may click the blue question mark icon near the upper-right corner of each page to access context-sensitive help.

**Adobe Reader:** If you decide not to apply by filling out webforms you can download individual PDF forms in Workspace. The individual PDF forms can be downloaded and saved to your local device storage, network drive(s), or external drive(s), then accessed through Adobe Reader.

**NOTE:** Visit the Adobe Software Compatibility page on Grants.gov to download the appropriate version of the software at:  
<https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>

**Mandatory Fields in Forms:** In the forms, you will note fields marked with an asterisk and a different background color. These fields are mandatory fields that must be completed to successfully submit your application.

**Complete SF-424 Fields First:** These forms are designed to fill in common required fields across other forms, such as the applicant name, address, and SAM UEI. Once it is completed, the information will transfer to the other forms.

**Submit a Workspace:** An application may be submitted through Workspace by clicking the Sign and Submit button on the Manage Workspace page, under the Forms tab. Grants.gov recommends submitting your application **at least 24-48 hours prior to the close date** to provide you with time to correct any potential technical issues that may disrupt the application submission.

**Track a Workspace:** After successfully submitting a Workspace application, a Grants.gov Tracking Number (GRANTXXXXXXXX) is automatically assigned to the application. The number will be listed on the Confirmation page that is generated after submission. Using the tracking number, access the Track My Application page under the Applicants tab or the Details tab in the submitted workspace.

For additional training resources, including video tutorials, refer to:  
<https://www.grants.gov/web/grants/applicants/applicant-training.html>

Grants.gov provides applicants 24/7 support via the toll-free number 1-800-518-4726 and email at [support@grants.gov](mailto:support@grants.gov). For questions related to the specific funding opportunity, contact the number listed in the application package of the grant you are applying for.

If you are experiencing difficulties with your submission, it is best to call the Grants.gov Support Center and get a ticket number. The Support Center ticket number will assist ACF with tracking and understanding background information on the issue.

### **Timely Receipt Requirements and Proof of Timely Submission**

All applications must be received by 11:59 pm ET on the due date established for each program. Proof of timely submission is automatically recorded by Grants.gov. An electronic date/time stamp is generated within the system when the application is successfully received by Grants.gov. The applicant AOR will receive an acknowledgment of receipt and a tracking number (GRANTXXXXXXXX) from Grants.gov with the successful transmission of their application. Applicant AORs will also receive the official date/stamp and Grants.gov Tracking number in an email serving as proof of their timely submission.

When ACF successfully retrieves the application from Grants.gov, and acknowledges the download of submission, Grants.gov will provide an electronic acknowledgment of receipt of the application to the email address of the applicant with the AOR role. Again, proof of timely submission shall be the official date and time that Grants.gov receives your application.

Applications received by Grants.gov after the established due date for the program will be considered late and will not be considered for funding by ACF.

Applicants with slow internet connections should be aware that transmission can take some time before Grants.gov receives your application. Therefore, applicants should allow enough time to prepare and submit the application before the package closing date.

Grants.gov will provide either an error or a successfully received submission message in the form of an email sent to the applicant with the AOR role.

### **Issues with Federal Systems**

For any systems issues experienced with Grants.gov or SAM.gov, please refer to ACF's "[Policy for Applicants Experiencing Federal Systems Issues](#)" document for complete guidance.

### **Request an Exemption from Required Electronic Application Submission**

To request an exemption from required electronic submission, please refer to ACF's "[Policy for Requesting an Exemption from Required Electronic Application Submission](#)" document for complete guidance.

### **Paper Format Application Submission**

**An exemption is 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.7. Other Submission Requirements* of this funding opportunity for address information for paper format application submissions. Applications submitted in paper format must be received by 4:30 pm ET on the due date.

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.4. Submission Dates and Times* in this funding opportunity.

### **IV.3. Unique Entity Identifier (UEI) and System for Award Management (SAM)**

All applicants must have a UEI and an active registration with SAM (<https://www.sam.gov>) prior to applying to a funding opportunity.

All applicants are required to maintain an active SAM registration until the application process is complete. If a grant is awarded, the SAM registration must be active throughout the life of the award. Your SAM registration must be renewed every 365 days to keep it active.

**Plan ahead. Allow at least 10 business days after you submit your registration for it to become active in SAM and at least an additional 24 hours before that registration information is available in other government systems, i.e., Grants.gov.**

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 through Grants.gov or prevent the award of a grant. Applicants should maintain documentation (with dates) of their efforts to request a UEI, register for, or renew a registration, at SAM.

Please see the “Help” tab at <https://sam.gov/content/help> for more information and assistance with this process.

HHS requires all entities that plan to apply for, and ultimately receive, federal grant funds from any HHS Agency to:

- Be registered in 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;
- Provide its UEI in each application or plan it submits to the OPDIV; and
- Ensure any proposed subrecipient(s) have obtained and provided to the recipient their UEI(s) prior to making any subawards (**Note:** Subrecipients are not required to complete full SAM registration.).

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.

### **IV.4. Submission Dates and Times**

09/14/2022

#### **Due Dates for Applications**

Due Date for Applications 11/07/2022

11/07/2022

### **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. Other, Application Disqualification Factors*.

### **Electronic Applications**

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

Applicants are required to submit their applications electronically via 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 Grants.gov are available at:

[www.grants.gov/web/grants/applicants/apply-for-grants.html](http://www.grants.gov/web/grants/applicants/apply-for-grants.html).

Applications submitted to 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 receipt of mailed, paper applications is 4:30 pm 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 funding under this funding opportunity.

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**

Hand-delivered applications 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 am ET and 4:30 pm ET Monday through Friday (excluding federal holidays).

Applications should be delivered to the address provided in *Section IV.7. 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 funding under this funding opportunity.

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 Grants.gov are considered late when they are dated and time-stamped after the deadline of 11:59 pm ET on the due date.
- Paper format applications received by mail or hand-delivery after 4:30 pm 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.

**Emergency Extensions**

ACF may extend an application due date when circumstances make it impossible for an applicant to submit their applications on time. Only events such as documented natural disasters (floods, hurricanes, tornados, etc.), or a verifiable widespread disruption of electrical service, or mail service, will be considered. The determination to extend or waive the due date, and/or receipt time, requirements in an emergency situation rests with the Grants Management Officer listed as the Office of Grants Management Contact in *Section VII. HHS Awarding Agency Contact(s)*.

**Acknowledgement of Received Application**

**Acknowledgement from Grants.gov**

Applicants will receive an initial email upon submission of their application to 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 the 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 also receive an email acknowledging that the received application is in the **Grants.gov validation process**, after which a third email is sent with the information that the submitted application package has passed, or failed, the 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 by ACF.

**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 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.5. Intergovernmental Review**

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 <https://www.whitehouse.gov/wp-content/uploads/2020/04/SPOC-4-13-20.pdf>.

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 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 at: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Grants Management, 330 C St. SW, 3rd Floor, Washington, DC 20201.

Entities that meet the eligibility requirements of this funding opportunity 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.6. Funding Restrictions**

Costs of organized fund raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar expenses incurred to raise capital or obtain contributions are unallowable. Fund raising costs for the purposes of meeting the Federal program objectives are allowable with prior written approval from the Federal awarding agency. (45 CFR § 75.442)

Proposal costs are the costs of preparing bids, proposals, or applications on potential Federal and non-Federal awards or projects, including the development of data necessary to support the non-Federal entity's bids or proposals. Proposal costs of the current accounting period of both successful and unsuccessful bids and proposals normally should be treated as indirect (F&A) costs and allocated currently to all activities of the non-Federal entity. No proposal costs of past accounting periods will be allocable to the current period. (45 CFR § 75.460)

Pre-award costs are not allowable.

Construction is not an allowable activity or expenditure under this award.

Purchase of real property is not an allowable activity or expenditure under this award.

ACF does not fund awards where the role of the applicant is primarily to serve as a conduit of funds to other organizations, unless that arrangement is authorized by statute. In the absence of such statutory authority, each prime recipient's primary role must be to ensure the delivery of the

statutorily authorized services, whether provided directly or through collaborative involvement with their subrecipient(s).

A state may not use more than 60 percent of the grant award for subgrants in the first year or more than 75 percent of the funds for the second and third year.

States must use 5 to 7 percent of the total amount of their grant award during each of the 3 years of the grant to refine and implement their program performance evaluation plan.

#### **IV.7. Other Submission Requirements**

Submit paper applications to one of the following addresses. Also see *ACF Policy for Requesting an Exemption from Required Electronic Application Submission* at [www.acf.hhs.gov/grants/howto#chapter-6](http://www.acf.hhs.gov/grants/howto#chapter-6).

##### **Submission by Mail**

Stefanie

Gordon

U.S. Department of Health and Human Services

Administration for Children and Families

Office of Administration

Office of Grants Management

26 Federal Plaza, Room 4114

New York

NY

10278

##### **Hand Delivery**

Same as Above

##### **Electronic Submission**

See *Section IV.2.* for application requirements and for guidance when submitting applications electronically via Grants.gov.

For all submissions, see *Section IV.4. Submission Dates and Times.*

#### **V. Application Review Information**

##### **V.1. Criteria**

**Please note:** With the exception of the notice of funding opportunity and relevant statutes and regulations, reviewers must 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 must 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 must evaluate and score an application based on the documents that are presented in the application and must 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. The Project Description* of this funding opportunity.

**Approach-Activity One: Update Comprehensive, Statewide, B-5 Needs Assessment**

**Maximum Points: 7**

The reviewer will determine the extent to which:

1. The applicant clearly describes how they have and how they will meaningfully engage B-5 key early childhood state system partners and stakeholders, including parents, in needs assessment planning and implementation, as well as the status of the state’s statewide B-5 needs assessment, including descriptions of state efforts and learnings to date. 0-3 points
2. The applicant provides a clear description of the process used to update their needs assessment, in order to reflect the changing needs and opportunities in the state, including the impact of the COVID-19 pandemic, and a description of their approach to assessing existing and emerging needs of the ECCE workforce as set forth in *Section I. Program Description, Activity One and Section IV.2. Content and Form of Application Submission, The Project Description, Approach, Activity One*. 0-4 points

**Approach-Activity Two: Update Statewide B-5 Strategic Plan**

**Maximum Points: 8**

The reviewer will determine the extent to which:

1. The applicant provides a clear description of their plan to update and improve their statewide strategic plan in ways that will meet the requirements identified in *Section I. Program Description, Activity Two and Section IV.2. Content and Form of Application Submission, The Project Description, Approach, Activity Two*. 0-4 points
2. The applicant describes what has been learned from each of the key activities for which it was funded in the initial grant year and the implications of that learning for future activities within the state. Include the impact of the COVID-19 pandemic on determining what the state is now doing differently than it was doing prior to the initial grant and how those changes will improve:
  - workforce conditions;
  - meaningful family engagement in policy decisions;
  - measurable indicators to assess progress;
  - how the state has included and aligned comprehensive support services focusing on health, mental health, nutrition, social services, early intervention, special education, and other areas; and
  - how the state intends to provide equitable access to high-quality early childhood programs. 0-4 points

**Approach-Activity Three: Maximize Parent and Family Engagement in the B-5 System**

**Maximum Points: 10**

The reviewer will determine the extent to which:

1. The applicant clearly describes their approach to increasing parent and family knowledge about the state's mixed delivery system, thereby improving family choice decisions and engaging families in their young children's care and education as required by *Section I. Program Description, Activity Three and Section IV.2. Content and Form of Application Submission, The Project Description, Approach, Activity Three*. 0-3 points
2. The applicant describes active partnerships to ensure all families, including tribal families, families with limited English proficiency, families experiencing homelessness, and families who have a young child with a disability, are informed about and connected to other services needed, such as housing, food, training or employment programs, income supports, health and mental health, and efforts to support families with child care. 0-2 points
3. The applicant clearly describes plans that will ensure that families' concerns are elicited and effectively responded to, and that all families who have concerns about their child's development, are aware of an existing disability or delay or are at risk for developmental delays, are informed about IDEA services, are connected to resources, and have access to high-quality, inclusive early learning programs. 0-2 points
4. The applicant provides clear examples of efforts to improve family engagement and leadership in improving the state's ECCE system, such as membership on advisory committees with meaningful involvement in designing and improving programs and services, informing policy, interpreting continuous quality improvement data, goal setting, strategic planning, and implementation of state efforts. The applicant clearly describes how all families are supported and respected as leaders in these activities, and how families across geographic regions (i.e., urban, suburban, rural, etc.) and culturally and linguistically diverse communities are meaningfully engaged. 0-3 points

**Approach-Activity Four: Support the B-5 Workforce and Disseminate Best Practices**

**Maximum Points: 15**

The reviewer will determine the extent to which:

1. The applicant clearly describes current and proposed professional development and best practice activities, discussing how they will collaborate with partners across the B-5 ECCE mixed delivery system, including parents and caregivers, in their effort to support the workforce and disseminate best practices, as required by *Section I. Program Description, Activity Four and Section IV.2. Content and Form of Application Submission, The Project Description, Approach, Activity Four*. 0-4 points
2. The applicant provides a description of its efforts to improve the training and experience of B-5 ECCE workers in the state, and identifies strategies that will be employed related to the following: (a) improving compensation, beginning or increasing ongoing practice-based coaching and mentoring for, and assessing professional development needs of the ECCE workforce, leading to improved outcomes for children; (b) applying trauma-informed approaches to address adverse experiences; (c) implementing inclusion strategies for children with or at risk for disabilities and delays; (d) adopting supports to limit suspension and expulsion of young children; and (e) identifying competencies needed to demonstrate the necessary early childhood workforce knowledge and skills and to develop a system to evaluate such competencies. 0-5 points

3. The applicant describes its strategies for developing or enhancing linguistic and culturally supportive pathways for attaining aligned credentials, certifications, and coursework across professional development and higher education for prospective and incumbent personnel, including articulation options, to support aligned systems of service provision and a career ladder for ECCE professionals. 0-3 points
4. The applicant describes its strategies for recruiting and retaining the workforce addressing challenges identified in the most recent needs assessment or since then, and the strategies already implemented, or to be implemented, to address the increased availability of qualified providers throughout the state, especially in rural areas, through partnerships with Head Start, resource and referral agencies, shared service providers, hubs, networks, and other strategies. 0-3 points

**Approach-Activity Five: Support Program Quality Improvement**

**Maximum Points: 12**

The reviewer will determine the extent to which:

1. The applicant describes efforts to support the quality of early childhood settings through strategies informed by their state needs assessment, including addressing workforce supports development, revisions of early learning standards, and supports for best practices to ensure high-quality programming for families representing priority populations, along with other quality improvement items identified in the state needs assessment. 0-6 points
2. The applicant describes statewide quality improvement efforts, including establishing or improving a continuous quality improvement and monitoring system, reducing administrative burden, expanding developmental and social emotional learning supports, and facilitating and supporting partnerships across the mixed delivery system, and other efforts as required by *Section I. Program Description, Activity Five and Section IV.2. Content and Form of Application Submission, The Project Description, Approach, Activity Five.* 0-6 points

**Approach-Activity Six: Subgrants to Enhance Quality and Expand Access to Existing and New Programs and/or Systems Enhancement**

**Maximum Points: 18**

The reviewer will determine the extent to which:

1. The applicant provides a clear and detailed plan, including timelines, outlining the state's subgranting activities to address the needs of children and families eligible for, but not serviced by, such programs whether selecting one, two, or three subgranting options to expand access to existing programs, develop new programs, or improve the quality in existing programs. The applicant provides a detailed description of the each of the listed items, as applicable, across each of the relevant subgrant options (A, B, and/or C), as required by *Section I. Program Description, Activity Six and Section IV.2. Content and Form of Application Submission, The Project Description, Approach, Activity Six.* 0-9 points
2. The applicant describes how their overall approach is based on the findings from their needs assessment and strategic plan, and progress made since the initial grant award; how this approach was selected, why it is important, and its anticipated impact; how subgrants will be used to support the early childhood workforce; how the state will



ensure funded program slots are high-quality based on the state's early learning program standards; how the state will monitor programs for compliance with applicable state quality standards; and the extent to which the proposed approach supports a comprehensive B-5 ECCE system, including infants and toddlers. 0-9 points

**Organizational Capacity, Meaningful Governance,  
Stakeholder Engagement, Monitoring, Data Use and  
Evaluation, and Continuous Quality Improvement**

**Maximum Points: 18**

The reviewer will determine the extent to which:

1. The applicant provides sufficient evidence that they have relevant experience and expertise administering programs and the organizational capacity to fulfill their roles and functions, including oversight and management of federal funds. 0-2 points
2. The applicant (a) describes the state's governance structure and how the structure has changed since the initial grant application, if at all, providing a map showing the state's decision-making path (how decisions are made and by whom) and who serves in an advisory capacity; (b) provides a chart that clearly identifies and differentiates which stakeholders have been involved and will be involved in the assessment, planning, and implementation of all activities, and how they will ensure representation from across the B-5 system, including health and family support services; and (c) describes how parents and providers are supported to participate in ongoing stakeholder engagement opportunities. 0-3 points
3. The applicant describes how the State Early Childhood Advisory Council contributes to policy and programmatic decision making, as well as its existing or future efforts to incorporate family and provider voice in policy decisions, such as developing a family policy advisory group as part of State Early Childhood Advisory Council or designing policy implementation feedback loops with a focus on high needs/priority communities that include families and providers. 0-3 points
4. The applicant describes tools and methods to promote accountability across the state's ECCE mixed delivery system, including a description of areas of fragmentation, potential fragmentation, and/or overlap in the state's ECCE mixed delivery system and its related support services, and how the state is presently addressing or plans to address these areas. 0-2 points
5. The applicant provides its approach and timeline to update, enhance, and/or implement a clearly articulated PPEP that includes a strategy for data collection, sampling, measurement, and analysis including metrics to show progress and inform continuous learning and improvement efforts related to implementation. The applicant also describe how the state will periodically update and align the PPEP with the most current needs assessment and strategic plan. 0-3 points
6. The applicant describes the degree to which the state's current early childhood data systems are in place and can link across early childhood programs, including specific data elements from CCDF; IDEA Part B, section 619; IDEA Part C; Home Visiting; State Pre-K; Head Start and Early Head Start; Public Primary Education K-3 (Title I, Title II and Title III); other programs such as TANF, WIC, Medicaid, SNAP, Healthy Start, etc.; and the state's capability or intent to link information across health and early learning programs, with plans to create or enhance the system (or systems) to improve

accuracy, timeliness, and completeness of information that can be used to inform policy or practice. 0-3 points

7. The applicant describes how and to what degree the state's child care subsidy system, which includes CCDF, interacts with state-funded pre-k, home visiting, Head Start, TANF, Medicaid, WIC, SNAP, IDEA Part C and Part B, etc., as well as what steps the state has taken or will be taking to simplify access to public benefit programs, identifying the barriers to that coordination or similar coordination between other parties. 0-2 points

### **Project Budget and Budget Justification**

**Maximum Points: 8**

The reviewer will determine the extent to which:

1. The applicant submitted the budget justification consisting of a budget narrative and the related line-item budget details. 0-4 points
2. The applicant clearly specifies the amount projected to be spent for each of the identified activities, including:
  - 5-7 percent of the total funds during each of years 1 through 3 allocated to refine and implement the program performance evaluation plan, which includes implementation reporting and data system planning activities, along with a description of how these funds will be used;
  - the amount of their grant funding that will be used to support state-related technical assistance activities leading to successful implementation of grant requirements; and
  - travel costs for at least four individuals to attend a 3-day meeting in Washington, DC. 0-2 points
3. The applicant provides a clear description of how the state will address the 30 percent *Cost Sharing or Matching* requirement and a stated commitment that it will meet the match by the end of each of the 3 years, as well as identifying a method for charging indirect costs, if applicable. 0-2 points

### **Project Sustainability Plan**

**Maximum Points: 4**

The reviewer will determine the extent to which:

1. The applicant clearly describes its sustainability plan to include how the state has or will develop partnerships and coalitions and has or will build concrete systems to keep their efforts going; its efforts to blend or braid funds across programs in their mixed delivery system; and how the state will determine what existing program rules or requirements may be negatively impacting collaboration and blending or braiding of funds. 0-2 points
2. The applicant provides a detailed description of how this award will build on progress from previous PDG, Race to the Top-Early Learning Challenge, PDG B-5, or other early childhood-focused initiatives, including how the state plans to spend funds differently because of what was learned in and since the initial grant year; how funding has been aligned and what greater efficiencies have been realized, are beginning to be realized, and/or are targeted for future realization; and what additional funding streams the state is integrating or aligning to create greater efficiencies and more unified and holistic program delivery. 0-2 points

**Bonus Points: Coordinated Application, Eligibility, and Enrollment for Families**

**Maximum Points: 3**

The reviewer will determine the extent to which:

The applicant proposes a clear and detailed plan for developing a pilot, or expanding on an existing effort, for coordinated application/enrollment or centralized eligibility, waitlist, and enrollment systems that includes consultation with parents, and the applicant addressing why unique identifiers are or are not being used, and, if not, what will take their place, as described in *Section I. Program Description, Bonus Options and noted as optional, and Section IV.2. Content and Form of Application Submission, The Project Description, Approach, Bonus Options*. 0-3 points

**Bonus Points: Improving Workforce Compensation**

**Maximum Points: 3**

The reviewer will determine the extent to which:

The applicant proposes a clear and detailed pilot, or expands on existing efforts, to improve workforce compensation with a desired outcome of the pilot yielding significant findings to inform future efforts that can be brought to scale, as described in *Section I. Program Description, Bonus Options and noted as optional, and Section IV.2. Content and Form of Application Submission, The Project Description, Approach, Bonus Options*. 0-3 points

**Bonus Points: Increasing Access to Inclusive Settings**

**Maximum Points: 3**

The reviewer will determine the extent to which:

The applicant proposes a clear and detailed plan for developing a pilot or expanding an existing effort to increase the number of inclusive early childhood settings throughout the state's mixed delivery system, and decrease the number of segregated preschool special education programs, as described in *Section I. Program Description, Bonus Options and noted as optional, and Section IV.2. Content and Form of Application Submission, The Project Description, Approach, Bonus Options*. 0-3 points

**V.2. Review and Selection Process**

No grant award will be made under this funding opportunity on the basis of an incomplete application. No grant award will be made to an applicant that does not have a UEI and an active SAM registration. See *Section IV.3. Unique Entity Identifier (UEI) and System for Award Management (SAM)*.

**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 NOFO.

**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 funding opportunity. 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. If identified in *Section I. Program Description*, 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. In addition, ACF reserves the right to evaluate applications in the larger context of the overall portfolio by considering geographic distribution of federal funds (e.g., ensuring coverage of states, counties, or service areas) in its pre-award decisions.

ACF may elect not to fund applicants with management or financial problems that would indicate an inability to successfully complete the proposed project. In addition, ACF may elect to not allow a prime recipient to subaward if there is any indication that they are unable to properly monitor and manage subrecipients.

Applications may be funded in whole or in part. Successful applicants may be funded at an amount lower than that requested.

### **Review and Selection Process**

The Departments shall review all applications to determine if the program requirements have been satisfied.

No state with a score below 70 will be eligible to receive a PDG B-5 grant award. Applicants must reach a total core score of 70 points prior to being considered for bonus points. A maximum of 9 bonus points may be awarded.

All states, starting with the highest score and moving to the lowest score above 69, will be awarded a grant until all funds are awarded.

The actual award amounts will be determined by the Departments' evaluation of the applicant's rationale and the supporting evidence that the activities can reasonably be accomplished within the 3-year project period, as well as the number of applications received and the amounts requested. If necessary, the Departments will work with states that are eligible for an award to make any adjustments before finalizing PDG B-5 awards.

ACF does not fund awards where the role of the applicant is primarily to serve as a conduit of funds to other organizations, unless an arrangement is authorized by statute. In the absence of such statutory authority, each prime recipient's primary role must be to ensure the delivery of the statutorily authorized services, whether provided directly or through collaborative involvement with their subrecipient(s). Prime recipients of an award under this NOFO will be legally accountable to ACF for the performance of the project or program. Prime recipients will be held solely responsible in the event of non-compliance by a subrecipient. Applicants proposing to use subrecipient(s) to complete the proposed project will be reviewed by ACF for any management or financial problems.

## **Federal Awarding Agency Review of Risk Posed by Applicants**

ACF is required to review and consider any information about the applicant that is in the Federal Awardee Performance and Integrity Information System (FAPIIS), [www.fapiis.gov/](http://www.fapiis.gov/), before making any award in excess of the simplified acquisition threshold over the period of performance. An applicant may review and comment on any information about itself that a federal awarding agency has previously entered into FAPIIS. ACF will consider any comments by the applicant, in addition to other information in FAPIIS, in making a judgment about the applicant's integrity, business ethics, and record of performance under federal awards when completing the review of risk posed by applicants as described in [45 CFR § 75.205\(a\)\(2\) Federal Awarding Agency Review of Risk Posed by Applicants](#).

### **Non-Federal Reviewers Reference**

Please refer to *Section IV.2. Required Forms, Assurances, and Certifications* of this funding opportunity for information on non-federal reviewers in the review process.

### **Approved but Unfunded Applications**

Applications recommended for approval in the objective review process, but not selected for award may receive funding if additional funds become available in the current Fiscal Year. For those applications determined as “approved but unfunded,” notice will be given of the determination by email.

## **V.3. Anticipated Announcement and Federal Award Dates**

Announcement of awards and the disposition of applications will be provided to applicants at a later date. ACF staff cannot respond to requests for information regarding funding decisions prior to the official applicant notification.

## **VI. Federal Award Administration Information**

### **VI.1. Federal Award Notices**

Successful applicants will be notified through the issuance of a 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 email or by GrantSolutions, or the Head Start Enterprise System (HSES), whichever is relevant.

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.

Information on allowable pre-award costs and the time period under which they may be incurred is available in *Section IV.6. Funding Restrictions*, if applicable. Project costs that are incurred prior to the receipt of the NoA are at the recipient's risk.

Recipients may translate the Federal award and other documents into another language. In the event of inconsistency between any terms and conditions of the Federal award and any translation into another language, the English language meaning will control. Where a significant

portion of the recipient's employees who are working on the Federal award are not fluent in English, the recipient must provide the Federal award in English and in the language(s) with which employees are more familiar.

## **VI.2. Administrative and National Policy Requirements**

Awards issued under this funding opportunity are subject to 45 CFR Part 75 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS Awards currently in effect or implemented during the period of award, other Department regulations and policies in effect at the time of award, and applicable statutory provisions. The Code of Federal Regulations (CFR) is available at [www.ecfr.gov](http://www.ecfr.gov). Unless otherwise noted in this section, administrative and national policy requirements that are applicable to discretionary grants are available at: [www.acf.hhs.gov/administrative-and-national-policy-requirements](http://www.acf.hhs.gov/administrative-and-national-policy-requirements).

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.

Please review all HHS regulatory provisions for Termination at 2 CFR § 200.340.

### **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. 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 NoA. The HHS GPS is available at [https://www.acf.hhs.gov/grants/discretionary-post-award-requirements#book\\_content\\_0](https://www.acf.hhs.gov/grants/discretionary-post-award-requirements#book_content_0).

## **VI.3. Reporting**

Performance Progress Reports:

Quarterly

### **Reporting Requirements**

Recipients under this funding opportunity will be required to submit performance progress and financial reports periodically throughout the project period. Information on reporting requirements is available on the ACF website at [www.acf.hhs.gov/discretionary-post-award-requirements#chapter-2](http://www.acf.hhs.gov/discretionary-post-award-requirements#chapter-2).

For planning purposes, the frequency of required reporting for awards made under this funding opportunity are as follows:

Financial Reports:

Quarterly

APPR

In addition to receiving quarterly Performance Progress Reports and quarterly Federal Financial Reports, each state is required to submit an APPR, OMB Control No: 0970-0490; Expiration Date: January 31, 2023.

## VII. HHS Award Agency Contact(s)

### Program Office Contact

Richard  
Gonzales  
Administration for Children and Families  
Office of Early Childhood Development  
330 C Street, SW.  
Washington  
DC  
20024  
(202) 401-5138  
richard.gonzales@acf.hhs.gov

### Office of Grants Management Contact

Stefanie  
Gordon  
U.S. Department of Health and Human Services  
Administration for Children and Families  
Office of Administration  
Office of Grants Management  
26 Federal Plaza, Room 4114  
New York  
NY  
10278  
(202) 401-4855  
stefanie.gordon@acf.hhs.gov

### Federal Relay Service:

Hearing-impaired and speech-impaired callers may contact the Federal Relay Service (FedRelay) at [www.gsa.gov/fedrelay](http://www.gsa.gov/fedrelay).

## VIII. Other Information

### Reference Websites

U.S. Department of Health and Human Services (HHS) [www.hhs.gov/](http://www.hhs.gov/).  
Administration for Children and Families (ACF) [www.acf.hhs.gov/](http://www.acf.hhs.gov/).  
ACF Funding Opportunities Forecasts and NOFOs [www.grants.gov/](http://www.grants.gov/).  
ACF "How To Apply For A Grant" <https://www.acf.hhs.gov/grants/how-apply-grant>.  
ACF Property Guidance <https://www.acf.hhs.gov/grants/real-property-and-tangible-personal-property>  
Grants.gov Accessibility Information [www.grants.gov/web/grants/accessibility-compliance.html](http://www.grants.gov/web/grants/accessibility-compliance.html).  
Code of Federal Regulations (CFR) <http://www.ecfr.gov/>.

**Application Checklist**

Applicants may use this checklist as a guide when preparing an application package.

<b>What to Submit</b>	<b>Where Found</b>	<b>When to Submit</b>
Maintenance of Effort (MOE) Certification	Referenced in <i>Section IV.2. Forms, Assurances, and Certifications</i> .	Submission is due by the application due date listed in the <i>Overview</i> and in <i>Section IV.4. Submission Dates and Times</i> . If it is not submitted with the application package, it may also be submitted prior to the award of a grant.
SF-424 - Application for Federal Assistance	Referenced in <i>Section IV.2. Required Forms, Assurances, and Certifications</i> .  This form is available in the NOFO's forms package at <a href="http://www.Grants.gov">www.Grants.gov</a> in the Mandatory section.	Submission is due by the application due date found in the <i>Overview</i> and in <i>Section IV.4. Submission Dates and Times</i> .
Unique Entity Identifier (UEI) and System for Award Management (SAM) registration.	Referenced in <i>Section IV.3. Unique Entity Identifier (UEI) and System for Award Management (SAM)</i> in the funding opportunity.  To obtain a UEI and SAM registration, go to <a href="http://www.sam.gov">http://www.sam.gov</a> .	A UEI and registration at <a href="http://SAM.gov">SAM.gov</a> are required for all applicants.  Active registration at SAM must be maintained throughout the application and project award period.
SF-424 Key Contact Form	Referenced in <i>Section IV.2. Required Forms, Assurances, and Certifications</i> .  This form is available in the NOFO's forms package at <a href="http://www.Grants.gov">www.Grants.gov</a> .	Submission is due with the application by the application due date found in the <i>Overview</i> and in <i>Section IV.4. Submission Dates and Times</i> .
Certification Regarding Lobbying (Grants.gov Lobbying Form)	Referenced in <i>Section IV.2. Required Forms, Assurances, and Certifications</i> .  This form is available in the NOFO's forms package at <a href="http://www.Grants.gov">www.Grants.gov</a> .	Submission is due with the application package or prior to the award of a grant.



<b>What to Submit</b>	<b>Where Found</b>	<b>When to Submit</b>
SF-424A - Budget Information - Non-Construction Programs and SF-424B - Assurances - Non-Construction Programs	<p>Referenced in <i>Section IV.2. Required Forms, Assurances, and Certifications.</i></p> <p>These forms are available in the NOFO's forms package at <a href="http://www.Grants.gov">www.Grants.gov</a> in the Mandatory section. They are required for applications that include only non-construction activities.</p>	Submission is due by the application due date found in the <i>Overview</i> and in <i>Section IV.4. Submission Dates and Times.</i>
SF-Project/Performance Site Location(s) (SF-P/PSL)	<p>Referenced in <i>Section IV.2. Required Forms, Assurances, and Certifications.</i></p> <p>This form is available in the NOFO's forms package at <a href="http://www.Grants.gov">www.Grants.gov</a>.</p>	Submission is due by the application due date found in the <i>Overview</i> and in <i>Section IV.4. Submission Dates and Times.</i>
SF-LLL - Disclosure of Lobbying Activities	<p>"Disclosure Form to Report Lobbying" is referenced in <i>Section IV.2. Required Forms, Assurances, and Certifications.</i></p> <p>This form is available in the NOFO's forms package at <a href="http://www.Grants.gov">www.Grants.gov</a>.</p>	<p>If submission of this form is applicable, it is due at the time of application.</p> <p>If not available at the time of application, it may also be submitted prior to the award of a grant.</p>
The Project Budget and Budget Justification	Referenced in <i>Section IV.2. The Project Budget and Budget Justification.</i>	<p>Submission is required in addition to submission of SF-424A and / or SF-424C.</p> <p>Submission is required with the application package by the due date in the <i>Overview</i> and in <i>Section IV.4. Submission Dates and Times.</i></p>
Indirect Cost Rate Agreement (IDR)	<p>Referenced in <i>Section IV.2. The Project Budget and Budget Justification.</i></p> <p>The IDR must be submitted with the application package.</p>	<p>If the IDR is available by the application due date, it must be submitted with the application package.</p> <p>If it is not available by the application due date, listed in the <i>Overview</i> and <i>Section IV.4.</i></p>

<b>What to Submit</b>	<b>Where Found</b>	<b>When to Submit</b>
		<i>Submission Dates and Times</i> , it may be submitted prior to the award of a grant.
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.4. Submission Dates and Times</i> .
Unique Entity Identifier (DUNS) and Systems for Award Management (SAM) registration.	Referenced in <i>Section IV.3. Unique Entity Identifier and System for Award Management (SAM)</i> in the announcement. To obtain a DUNS number (Unique Entity Identifier), go to <a href="http://fedgov.dnb.com/webform">http://fedgov.dnb.com/webform</a> . To register at SAM, go to <a href="http://www.sam.gov">http://www.sam.gov</a> .	A DUNS number (Unique Entity Identifier) and registration at SAM.gov are required for all applicants. Active registration at SAM must be maintained throughout the application and project award period.
SF-424 Key Contact Form	Referenced in <i>Section IV.2. Required Forms, Assurances, and Certifications</i> . This form is available in the FOA's forms package at <a href="http://www.Grants.gov">www.Grants.gov</a> .	Submission is due with the application by the application due date found in the <i>Overview</i> and in <i>Section IV.4. Submission Dates and Times</i> .
SF-424A - Budget Information - Non-Construction Programs and SF-424B - Assurances - Non-Construction Programs	Referenced in <i>Section IV.2. Required Forms, Assurances, and Certifications</i> .  These forms are available in the FOA's forms package at <a href="http://www.Grants.gov">www.Grants.gov</a> in the Mandatory section. They are required for applications that include only non-construction activities.	Submission is due by the application due date found in the <i>Overview</i> and in <i>Section IV.4. 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.4. Submission Dates and Times</i> .

<b>What to Submit</b>	<b>Where Found</b>	<b>When to Submit</b>
The Project Budget and Budget Justification	Referenced in <i>Section IV.2. The Project Budget and Budget Justification.</i>	Submission is required in addition to submission of SF-424A and / or SF-424C.  Submission is required with the application package by the due date in the <i>Overview</i> and in <i>Section IV.4. Submission Dates and Times.</i>
SF-424 - Application for Federal Assistance	Referenced in <i>Section IV.2.Required Forms, Assurances, and Certifications.</i>  This form is available in the FOA's forms package at <a href="http://www.Grants.gov">www.Grants.gov</a> in the Mandatory section.	Submission is due by the application due date found in the <i>Overview</i> and in <i>Section IV.4. Submission Dates and Times.</i>
SF-Project/Performance Site Location(s) (SF-P/PSL)	Referenced in <i>Section IV.2.Required Forms, Assurances, and Certifications.</i>  This form is available in the FOA's forms package at <a href="http://www.Grants.gov">www.Grants.gov</a> .	Submission is due by the application due date found in the <i>Overview</i> and in <i>Section IV.4. 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.4. Submission Dates and Times.</i>
Mandatory Grant Disclosure	Requirement, submission instructions, and mailing addresses are found in the "Mandatory Grant Disclosure" in <i>Section IV.2. Required Forms, Assurances and Certifications.</i>	If applicable, concurrent submission to the Administration for Children and Families and to the Office of the Inspector General is required.
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.4. Submission Dates and Times.</i>

<b>What to Submit</b>	<b>Where Found</b>	<b>When to Submit</b>
Certification Regarding Lobbying (Grants.gov Lobbying Form)	Referenced in <i>Section IV.2. Required Forms, Assurances, and Certifications.</i> This form is available in the FOA's forms package at <a href="http://www.Grants.gov">www.Grants.gov</a> .	Submission is due with the application package or prior to the award of a grant.