

Proposal Component	Person(s) Responsible	Draft Due Date	Final Due Date	Completed
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Round 4 Early Head Start Child Care Partnerships Grant Writing Checklist

Use this check list to confirm that your proposal narrative addresses all the components grant reviewers will assess. You might want to ask a colleague to review your initial draft using this checklist as well. Access the [Head Start Program and Performance Standards \(45 CFR 1301 – 1305\)](#) for reference as well.

Community Needs and Objectives - 20 points pages 55 - 56				
Describes the number of families, age of children to be served based on demographic data and any relevant community needs data available (i.e., surveys, local needs assessments) for the proposed service area and location(s)				
Describes how proposed program model will reach the children & families most in need of EHS comprehensive services				
Describes the rationale for which ages of children are proposed to be served, including the estimated number of eligible pregnant women, infants and toddlers, by program type and geographic location(s).				
Explains how the model chosen for this application is informed by the community needs described above, as well as by other organizations and community groups				
Provides an analysis of the access to quality early learning programs in the community, as well as the quality of those programs (i.e., # of nationally accredited programs and slots in those programs and # of providers at higher levels of state QRIS and # of slots) compared to the need as defined by demographic data (i.e., # of children 3 years and younger with all adults in household working)				
Describes a plan for leveraging available funding streams, including child care subsidy dollars, with child care partners and evidence of knowledge of the state subsidy policy landscape and how it is implemented in the proposed service region				
Describes how children with disabilities will be enrolled/identified upon enrollment				
Provides a description of establishment of child care partnerships or plan for partnerships including a demonstrated commitment to project				

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Evidence of engagement with other organizations that support EHS eligible families in the proposed service area(s). Describes how applicant will leverage other community supports to help enrolled families & prevent duplication				
Program Design and Approach - 30 points pages 56 – 57 <i>This section must clearly describe the following:</i>				
The specific research-based curriculum or set of curricula and teaching practices proposed to promote progress toward school readiness goals				
Plan for how school readiness goals will be established, measured and tracked appropriately is articulated and reflects the ages of children that the applicant proposes to serve in the program, and that the goals are culturally and linguistically appropriate				
The process for how school readiness goals have been or will be developed with the parents of children who will be participating in the program				
Plan for how the needs of infants/toddlers with special needs will be identified and met				
Plan for how the program will meet the unique needs of Head Start priority populations, i.e., children and families engaged with the child welfare system, dual language learners, homeless children, and pregnant women				
Plan to participate in a unified birth-to-school-entry continuum of care and education through linkages with home visiting programs, Head Start, and other preschool programs				
Plan for providing comprehensive services to enrolled families (health, mental health, nutritional, and oral health needs), including what and how community partnerships will be leveraged to meet these needs if not provided directly by applicant				
Plan for observing teacher practice, including teacher-child interactions in partner sites and how these observations will be used to inform professional development and learning				

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Plan and process for obtaining required screenings, including developmental hearing and vision, and referring for further evaluation as necessary in partnership sites				
Process for selecting the specified assessment tool and plan for using child assessment data to individualize the instruction and learning for each child and, as necessary, refer for additional evaluation and intervention; and to aggregate and analyze child-level assessment data				
Plan for coordinating with public and private entities to ensure families access child health and developmental services and program management services				
Plan for delivering services to enrolled women post-pregnancy, including how the newborn infant and family will transition into the appropriate program option at the appropriate time				
Plan for ensuring successful transition from Early Head Start to Head Start or other appropriate preschool services				
Family engagement plan including activities designed to ensure family leaders are full partners in the education of their children. Barriers to parent participation should be discussed and approaches to overcome those barriers proposed				
Plan for sustaining child care partnerships, including contingency plans for replacing proposed partners if any partnerships do not materialize or prove unsustainable				
Staffing - 15 points page 57-58 <i>This section must clearly describe the following:</i>				
A plan to ensure all teaching staff will meet the qualification requirements as described in Head Start Program and Performance Standards 1302.91				
Evidence that the program director and key program staff have the training and expertise to meet the required qualifications for administering a Head Start program or similar complex social service program/early learning program				
A plan for recruitment and retention of quality early learning staff with ability to implement the program successfully				

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A plan for career development/professional learning for all staff - professional, para professional, family child care providers, etc.				
A realistic plan for evaluating job applicants, including existing staff, to determine those most suitable for implementing the program				
Planning and Implementation - 10 points page 58 <i>This section should be presented as much as possible in the form of tables or rubrics that provide an implementation plan and timeline that includes the following:</i>				
An understanding of state and local licensing requirements, the length of time to obtain a license, and how this will impact a timely implementation of services				
The availability of appropriate facilities and anticipated timelines for any renovations, adaptation of space, or construction activity required				
Any plans for alternative service provision during start-up (i.e., home visiting services or teleservices until building renovations completed). Plans must be no longer than 12 months from grant award date.				
Ability to recruit, hire and train staff to support the proposed start date for services to families				
Family recruitment and eligibility determination plan, including how applicant will identify and enroll families currently receiving CCDF subsidies				
Organizational & Management Systems - 10 points page 58 – 59 <i>This section must clearly describe the following:</i>				
The capacity of senior leadership of applicant to ensure effective oversight of program operations and accountability for federal funds				
Plan for ensuring meaningful engagement of Policy Council with senior leadership and Board members in planning and decision making				

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Plan for ensuring that the senior leadership and governing board are reflective of the diversity of the community being served				
Plan for monitoring overall agency priorities and operational systems; and ability to conduct community assessments, annual self-assessments, and ongoing monitoring				
Plan to ensure organization leadership is trained on the Head Start standards and requirements and can meet those standards and requirements				
Evidence that the applicant has management systems for program planning, internal and external communication, recordkeeping, issuance of internal and external reports, and program self-assessment and monitoring				
Plan for ensuring the ability to work with child care partners and ensure accountability for meeting program and performance standards across multiple sites				
Budget & Budget Justification - 15 points page 59 <i>This section must clearly describe the following:</i>				
Clear descriptions of the proposed base operating funds, T/TA funds, total federal funds, and the applicant's non-federal share				
Provides cost effective budget that is aligned with all components of the application narrative, with clearly articulated justification for how costs were determined				
Demonstrates that a significant portion of funds are directed to child care partners to ensure their capacity to deliver high-quality early learning experiences, and provide professional development for their staff, including attainment of credentials to meet Early Head Start requirements				
Describes plan for T/TA funds, including sufficient resources for T/TA to assist the child care and family child care partners with meeting HSPPS				
Evidence of a reasonable cost per child cost				
Provides specific details about plan to use a layered funding approach that includes leveraging child care subsidy funds, assures that existing funds will not be supplanted, and describes the plan for ensuring				

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enrolled families who lose child care subsidy eligibility will continue to be served				
Detailed justification for all requested start-up costs and assurance that these costs are reasonable				
Detailed plan for meeting non-federal share/match requirement				



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