



The six sections below summarize the Application Review Criteria on pp. 55-59 and offer resources to assist you in completing each section of the application.

1. Community Need and Objectives - Maximum Points:20

SEE pp. 34-35; 55-56

Key Criteria

- description of proposed service area and location(s) where services will be delivered
- how EHS resources will be directed to the geographic area(s) of greatest need
- ages of children to be served, including the estimated number of eligible pregnant women and infants and toddlers by program type and geographic locations
- stakeholder engagement process and justification for EHS-CCP with FCC partners best meets the needs of the local community
- analysis of access to other early childhood education programs and services
- estimated number of EHS eligible children who are receiving child care subsidy, in the geographic area
- analysis of the quality of other early childhood education programs and services
- community engagement in the proposed geographic locations that is designed to improve service delivery
- plan to leverage available funding streams including child care subsidies
- plan to enroll children with disabilities
- identified partners that have demonstrated a commitment to the proposed project.
- demonstrated knowledge of state child care subsidy & CCDF policy landscape in the proposed service area

Resources

Find myriad resources and tools at this site to inform your Community Assessment, a key first step in designing a program to meet the needs of children and families you propose to serve.

<https://eclkc.ohs.acf.hhs.gov/program-planning/article/community-assessment-building-responsive-programs>

Use the [American Community Survey \(census data\)](#) site to find data to inform your community needs assessment

<https://www.census.gov/programs-surveys/acs>

Use the [Data Explorer and State Profiles](#) tool to search for data on early care and education topics, including demographic information, program participation and funding, CCDF subsidy

program administration, program quality improvement activities, and professional development and workforce initiatives

<https://childcareta.acf.hhs.gov/data#tab-pds-state-profiles>

Conduct a google search to determine if the Head Start grantees in your community have posted their Community Assessments online.

Consult the resources available on the *Child Care Technical Assistance Network* site to find data and information related to child care subsidy policies and usage in your state

<https://childcareta.acf.hhs.gov/>.

Use these resources to help you construct an analysis of the quality of other early childhood education programs and services in your state and community:

- State QRIS data - <https://ecquality.acf.hhs.gov/states>
- State CCR&R data - <https://www.childcareaware.org/resources/ccrr-search-form/>
- # of family child care providers with NAFCC accreditation - <https://www.nafcc.org/Contact-Us>
- # of early childhood programs with NAEYC accreditation - <https://families.naeyc.org/find-quality-child-care>

Use these tips and guiding questions to determine how you plan to direct resources to meet the needs of children and families most in need

<https://eclkc.ohs.acf.hhs.gov/publication/ersea-prioritizing-eligibility-meeting-greatest-need>

Find community partnerships and engagement strategies and examples at

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/community-engagement-strategies-examples-eng.pdf>

Use information in *Caring for the Health and Wellness of Children Experiencing Homelessness* to inform your Community Need and Program Approach narratives

<https://eclkc.ohs.acf.hhs.gov/publication/caring-health-wellness-children-experiencing-homelessness>

Find the Child and Adult Care Food Program (CACFP) Guidelines

at <https://eclkc.ohs.acf.hhs.gov/health-services-management/caring-our-children-basics/use-u-s-department-agriculture-usda-child>

2. Program Design and Approach - Maximum Points:30

SEE pp. 35-36; 56-57

Key Criteria

- name of research-based curriculum & description of teaching practices to advance school readiness goals
- process for establishing and measuring school readiness goals reflecting ages of children to be served, cultural and linguistic appropriateness, parent involvement
- plan for meeting the needs of infants and toddlers with disabilities; children in the child welfare system, dual language learners, homeless children, & pregnant women
- plan for a unified birth-to-school-entry continuum through linkages with home visiting

- programs, Head Start, and other preschool programs
- plans for meeting children’s health, mental health, nutritional, and oral health needs
- plan for observing teacher practice, including teacher-child interactions
- process for obtaining required screenings, including developmental hearing and vision, and referring for further evaluation as necessary
- process for selecting assessment tools and plan for using child assessment data to individualize the instruction and analyze child-level assessment data
- plan to use community partners to provide child health, developmental, & program management services
- system to deliver services to enrolled women post-pregnancy
- transition plans for ensuring children will receive Head Start or other preschool services
- parent engagement plan to ensure they are full partners in the education of their children
- identified partner sites and thorough plan for sustaining child care partners, including contingency plans for replacing partners

Resources

These resources on FCC Networks can assist you in designing your program model, e.g. using a network or a hub approach.

https://homegrownchildcare.org/wp-content/uploads/2020/06/Deeper-Look-report_v7.pdf
https://www.erikson.edu/wp-content/uploads/2019/01/FCC-Network-Landscape_Technical-Report_Erikson-Institute_Jan2019.pdf

Ensure that you propose to use research-based curricula. Some examples used by family child care providers include [Redleaf Press](#), [Creative Curriculum](#), [HighScope](#), [Frog Street Press](#) and [Appelbaum](#).

Use *Supporting Early Care and Education in Family Child Care* to learn about the essentials of Head Start through the family child care lens

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/supporting-early-care-education-family-child-care>

The Family Child Care Option site contains myriad resources from the National Early Childhood Learning & Knowledge Center on family child in the context of Head

Start <https://eclkc.ohs.acf.hhs.gov/programs/article/family-child-care-option>

Refer to *What Does School Readiness Mean for Programs Serving Infants and Toddlers?* and *The Emotional Foundations for School Readiness* to help you establish measurable school readiness goals for infants and toddlers

<https://eclkc.ohs.acf.hhs.gov/school-readiness/foundations-school-readiness-fostering-developmental-competence-earliest-years/what-does-school-readiness-mean-programs-serving>

<https://eclkc.ohs.acf.hhs.gov/school-readiness/foundations-school-readiness-fostering-developmental-competence-earliest-years/heart-start-emotional-foundations-school-readiness>

Use these *examples of program-level school readiness goals* to develop goals that address each developmental domain clearly and concisely

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/school-readiness-goals-infants-toddlers.pdf>

Find useful information on *Oral Health Assessment, Follow-Up, and Treatment* to inform your Program Approach narrative

<https://eclkc.ohs.acf.hhs.gov/oral-health/article/oral-health-assessment-follow-treatment>

Refer to the *Ongoing Child Assessment* tools to inform your process for selecting and using assessment tools

<https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/ongoing-child-assessment>

Use the *Parent, Family and Community Engagement (PFCE) Framework* webinar series to inform the engagement strategies you propose

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/pfce-framework-webinar-series>

Use the [*Encouraging Family Engagement*](#) brief to learn about how EHS-CCP grantees effectively engage families

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/encouraging-family-engagement.pdf>

3. Staffing - Maximum Points:15

SEE pages 36-37; 57-58

Key Criteria

- plan to ensure all teaching staff will meet the qualification requirements
- evidence of the proposed program director and proposed key program staff's ability to meet the required qualifications to administer an EHS program, complex social service program, or early education services
- plan to attract, train, and retain qualified staff
- plan for providing career development opportunities for professional, paraprofessional, and other staff, including family child care providers
- plan to evaluate job applicants, including existing grantee staff

Resources

Use the *Education Requirements for Family Child Care Providers* brief to better understand the Head Start regulations and educational requirements for family child care providers

<https://eclkc.ohs.acf.hhs.gov/publication/education-requirements-family-child-care-providers>

Consult [*Recruiting Child Care Providers*](#) brief to inform your plans for recruiting family child care partners

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/recruiting-childcare-providers.pdf>

Consult [*Retaining Child Care Partners*](#) brief to inform your plans for retaining family child care partners

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/retaining-child-care-partners.pdf>

Consult the Head Start training and professional development regulations

at <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-92-training-professional-development>

Consult the Head Start human resources system regulations at <https://eclkc.ohs.acf.hhs.gov/human-resources/article/human-resources>

Review *Ensuring New Employees' Success: Best Practices for Employee Onboarding* for strategies to address onboarding needs
<https://eclkc.ohs.acf.hhs.gov/human-resources/article/ensuring-new-employees-success-best-practices-employee-onboarding>

Explore strategies for building an *organizational and program-wide culture of staff well-being* through access to wellness programs, reflective supervision, and other workplace supports
<https://eclkc.ohs.acf.hhs.gov/video/promoting-organizational-staff-wellness>

4. Planning and Implementation (narrative & timeline) - Maximum Points:10 **SEE p 37; p. 58**

Key Criteria

- state and local licensing requirements, the length of time required to obtain licensure for early childhood learning environments, and the impact on the proposed implementation plan for the timely provision of services
- availability of appropriate facilities for proposed program models, and the anticipated timelines for completing any construction, renovation, or adaptation of space to meet requirements
- plans for alternative service provision (e.g., temporary home- based services) during start-up, until contracts are in place and facilities are fully operational to ensure full enrollment not later than 12 months from the date of award
- plan to recruit, hire, and train qualified staff to support the proposed start date
- plan for recruiting eligible children and families, and maintaining enrollment, including how families receiving CCDF subsidies will be identified and enrolled

Resources

Find resources on expectations for facilities and learning environments at <https://eclkc.ohs.acf.hhs.gov/facilities/article/facilities-learning-environments>

Use the *National Database of Child Care Licensing Regulations* to find state child care licensing regulations and agency contact information. Check your state's child care licensing agency website.

<https://childcareta.acf.hhs.gov/licensing>

Find a variety of resources on *Eligibility, Recruitment, Selection, Enrollment, & Attendance (ERSEA)*, including strategies for recruiting during the pandemic

<https://eclkc.ohs.acf.hhs.gov/publication/ersea-developing-effective-recruitment-services>

<https://eclkc.ohs.acf.hhs.gov/publication/ersea-thoughtful-selection-policies-procedures>

<https://eclkc.ohs.acf.hhs.gov/publication/ersea-maintaining-full-enrollment>

<https://eclkc.ohs.acf.hhs.gov/publication/ersea-encouraging-supporting-regular-attendance>

<https://eclkc.ohs.acf.hhs.gov/publication/ersea-strategies-during-pandemic>

5. Organizational Infrastructure & Management Systems - Maximum Points:15

SEE pages 37-40; 58-59

Key Criteria

- capacity of the senior executive managers and governing board to:
 - exercise effective oversight of program operations and accountability for federal funds;
 - include the Policy Council in the planning and decision-making process;
 - ensure representation of the diverse community served;
 - set and monitor overall agency priorities and operational systems; and
 - conduct community assessment, annual self-assessments, and ongoing monitoring
- ability to plan, constitute, and train a governing body in compliance with Head Start regulations, and description of how current governance structure would change to meet requirements if needed
- management systems for program planning, internal and external communication, record keeping, issuance of internal and external reports, and program self-assessment and monitoring
- ability to work with partners to ensure accountability for meeting HSPPS across multiple sites

Resources

Use the *Management Systems* resources on the *Organizational Leadership* site to learn about the 12 program management, planning, & oversight systems that are critical to Head Start service delivery, including helpful questions to evaluate existing strengths and areas for growth for successful Head Start program operations

<https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/management-systems>

Review the *Learning for New Leaders: Head Start A to Z* collection of sessions and resources designed to address the needs of new Early Head Start leaders. Concepts covered here can be woven throughout the sections of your application.

<https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/learning-new-leaders-head-start-z>

Get ideas for *Developing and Strengthening Fiscal Relationships* from this brief

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/developing-and-strengthening-fiscal-relationships.pdf>

Get ideas for *Developing Ongoing Monitoring Processes* from this brief

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/developing-monitoring-processes.pdf>

Consult the Head Start Financial & Administrative and Transportation requirements at <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1303-70-purpose>

6. Budget and Budget Justification - Maximum Points:15

SEE pp. 40-46; 59

Key Criteria

- clearly distinguishes the proposed base operating funds, T/TA funds, total federal funds, and the applicant's non-federal share, if applicable.
- provides a cost-effective budget that is aligned with all components of the application narrative

- demonstrates that a significant portion of funding will be directed to child care partners to support staff professional development, including credentialing and other opportunities designed to support increased competencies, credentials, wages, and compensation
- plan for the expenditure of T/TA funds, including sufficient resources for T/TA to assist family child care partners with meeting HSPPS
- includes evidence of a reasonable per-child cost to ensure the maximum number of eligible children are served
- specific details about plan to use a layered funding approach that includes leveraging child care subsidy for the proposed budget; addresses non-supplantation of existing funding; and assurances that children whose families lose child care subsidy eligibility will continue to be served
- plan showing start-up/pre-award costs are justified, reasonable, and applicable
- plan for contributing the required non-federal share/match of the total project cost

Resources

Use the tools below to understand the EHS-CCP funding approach and to develop your budget:

- [Layering Services and Funds in Early Head Start-Child Care Partnerships: Frequently Asked Questions](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/layered-service-faq.pdf)
- [The Cost Estimation Tool: Text Version](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/cost-estimation-tool.pdf)
- [Funding and Payments](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/funding-payments.pdf)
- [Helpful Tips for Using the Cost Estimation Tool](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/helpful-tips-for-using-the-tool.pdf)

Explore the strategies in *Partnering with Parents to Access and Maintain Subsidy in EHS-CC Partnerships* to develop your plan for helping families in your EHS-CCP access and sustain child care subsidies

<https://eclkc.ohs.acf.hhs.gov/publication/partnering-parents-access-maintain-subsidy-early-head-start-child-care-partnerships>

Use the *non-federal matching definitions and explanations* of fiscal issues such as contributions, disallowances, documentation, in-kind, and volunteer services here to address the non-federal match requirements in your application

<https://eclkc.ohs.acf.hhs.gov/fiscal-management/article/non-federal-match-narrative#:~:text=There%20are%20five%20criteria%20for,carries%20out%20such%20a%20program>

Find *ACF Property Guidance* at <https://www.acf.hhs.gov/grants/real-property-and-tangible-personal-property>

Find *EHS-CC Partnership Implementation Planners and Fiscal Consultants*

<https://eclkc.ohs.acf.hhs.gov/local-early-childhood-partnerships/article/ehs-cc-partnership-implementation-planners-fiscal-consultants>