What Will the Early Head Start (EHS)–Child Care Partnerships Funding Opportunity Announcement Look Like?

Key Criteria of Past EHS Applications

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President

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Goals of Session and Important Caveats

Goals

- Provide a context for state discussions regarding the funding opportunity and the chance for systems building
- Outline the various roles states can play in the application process and actionable steps for each role
- Walk through key criteria of past EHS applications and share lessons learned from earlier rounds of competition
- Explain the TA document developed for the Partnerships competition

Caveats

- Discussion of application criteria is based on past EHS Funding Opportunity Announcements (FOAs) and not the actual FOA
- Use as a guide for planning and to spur discussion, not as a template for proposal development
## RTT–ELC Application: Designed to Promote System Development

### Aspirations for the Future of the System

<table>
<thead>
<tr>
<th>SECTION A (required)</th>
<th>SECTION B (required)</th>
<th>SECTION C (at least 2 areas)</th>
<th>SECTION D (at least 1 area)</th>
<th>SECTION E (at least 1 area)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Investment</td>
<td>TQRIS</td>
<td>Early Learning Standards</td>
<td>Workforce Knowledge &amp; Competencies</td>
<td>KEA</td>
</tr>
<tr>
<td>Legislative Policies</td>
<td></td>
<td>and/or Comprehensive Assessment</td>
<td>and/or Supporting the Workforce</td>
<td>and/or Data Systems</td>
</tr>
<tr>
<td>Current Status of System Elements</td>
<td></td>
<td>and/or Health, Behavioral, &amp; Dvmt’l Needs</td>
<td></td>
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<tr>
<td>Demographics of Children with High Needs</td>
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<td>and/or Family Engagement</td>
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<tr>
<td>Reform Agenda</td>
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<td></td>
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<tr>
<td>Budget</td>
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System Status and State’s Early Childhood Commitment

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Traditional EHS Application: Designed for Program Implementation

- GEOGRAPHIC SERVICE AREA & DESCRIPTION OF NEED
- ECE PROGRAM MODEL TO ADDRESS NEED
- PAST PERFORMANCE
- STAFFING & WORKFORCE SUPPORT
- ORGANIZATIONAL CAPACITY
- BUDGET & BUDGET JUSTIFICATION

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## Selected Examples of Overlapping Content Areas between RTT–ELC Grant Application and Past EHS FOAs

<table>
<thead>
<tr>
<th>RTT–ELC APPLICATION (SYSTEM LEVEL)</th>
<th>EARLY HEAD START FOA (PROGRAM LEVEL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant and Toddler Standards/Guidelines</td>
<td>Expected Outcomes of Children &amp; Families</td>
</tr>
<tr>
<td>Workforce Development Initiatives</td>
<td>School Readiness Goals</td>
</tr>
<tr>
<td>Family Engagement Initiatives</td>
<td>Qualified Leadership and Staff, Professional Development, &amp; Career Opportunities</td>
</tr>
<tr>
<td>Comprehensive Assessment System</td>
<td>Parent, Family, &amp; Community Engagement Framework</td>
</tr>
<tr>
<td>Health, Behavioral, &amp; Developmental Needs</td>
<td>Screening and Referral</td>
</tr>
<tr>
<td></td>
<td>Child Assessment</td>
</tr>
<tr>
<td></td>
<td>Regular Observations of Teacher–Child Interactions</td>
</tr>
<tr>
<td></td>
<td>Health, Mental Health, and Nutrition Screening &amp; Follow-Up</td>
</tr>
</tbody>
</table>
Weighting of EHS Application Sections

- **Demonstration of Need**: 20 points
- **Program Design**: 40 points
- **Past Performance**: 20 points
- **Staffing & Support**: 20 points
- **Organizational Capacity**: 25 points
- **Budget Justification**: 15 points

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EHS Application Hard Page Limits

- **Abstract**: 1 page
- **Narrative**: 100 pages
- **Budget Justification**: 10 pages
- **Financial Review Narrative (Phase II)**: 30 pages
- **Appendices**: 100 pages
Big versus Small Applicants

The argument for big applicants (like a State)

- Can see the whole field, not constrained by any specific program location and can put the slots where they are needed most
- Economies of scale create more efficiency and more impact for the money
- Easier to create networks of services and partners and can change policy and regulation to support stronger implementation
- Access to other sources of funding

The argument for small (local) applicants

- Closer to the ground; know the community, providers, children and families better than anyone else
- Can spend more time in the application talking about the model and the specifics of the intervention
- More “hands-on”; can monitor and better ensure implementation fidelity
Potential State Roles

As the applicant
- State is the grantee and acts as fiscal sponsor for the grant
- Selects geographic location for slots, partners, and is in charge of all program model components like curriculum, assessment, and services to meet EHS Program Performance Standards

As a supportive partner
- State helps local applicants make their proposals stronger by bringing state resources to bear to support the application

As an interested observer
- Interested in the opportunity but would face staff mutiny if the state took on anything else in any capacity
- Focus on current obligations and effectively implementing changes that are in the works
- Supportive of eventual winner
State Levers of Influence

• Keeper of data, including information on the quality of child care programs included in the state QRIS

• Administrator of social service programs (in addition to the Child Care and Development Fund) that address application criteria

• Control of the state’s quality improvement, workforce, and professional development initiatives

• Access to pre-existing collaborative structures like the State Early Childhood Advisory Councils and other early childhood committees

• Relationships with other state institutions (like institutions of higher education and philanthropic organizations) and the power to convene relevant groups
Demonstration of Need for Services:  
Location, Population, and Service Delivery Options

“I know the needs of my service area, I am actively engaged in promoting the well-being of children and families, and my program option and partners were chosen to best meet the needs.”

Key pieces to address:

- Location has greatest need
- Strong rationale for choice of partners
- Presence in the community and community engagement
- Overall plan to meet need, right program option, and recruitment practices
- Can document increase in number of children served and/or improvement in quality for eligible children
Example of Strong Community Needs Data
Achieving Early Learning and Development Outcomes to Promote School Readiness for Children

“My program’s model employs the field’s best practices to promote child outcomes.”

Key pieces to address:

- Curriculum and assessment
- Developing school readiness goals
- Supporting special needs children (DLL, Disability, Homeless)
- Screening and referral
- Family engagement
- Coordination with other programs
- Effective transitions
Past Performance

“My organization’s history and experience support our ability to implement the comprehensive child development program proposed in the application.”

Key pieces to address:

• Evidence of improved:
  • TQRIS ratings
  • Teacher–child interaction ratings
  • Performance of formerly enrolled children in the primary grades
  • Family self-sufficiency

• Demonstration of a staff development system
• Professional experience of management team
• Explanation of differences between current program and EHS model
Staffing and Supporting a Strong Early Learning Workforce

“The proposed staff will be able to form strong relationships with children and families and will be able to implement each evidence-based program component.”

Key pieces to address:

- Staff qualifications
- Maintain staff–child ratios and family service worker caseloads
- Career opportunities for qualified parents/community residents
- Plan to evaluate job applicants
- Professional development strategy
Organizational Capacity and Governance

“My organization has the capacity to effectively implement the model, oversee operations, and comply with Federal, State, and local laws and regulations.”

Key pieces to address:
- Capacity and governance structure of senior management and board
- Organizational oversight procedures
- Management systems
- Capacity of delegate agencies (if any)
- Licensing for facilities
- Efficiency
- Coordination with State programs
Budget and Budget Justification

“The costs of the project are appropriate and reasonable in relation to the project narrative, and my organization can ensure the efficient and most effective use of Federal funds.”

Key pieces to address:

• Cost effectiveness
• Start-up costs
• Non-Federal match
Lessons Learned from Past Competitions

1. Think about the story you want the Administration to tell about your proposal after the competition is over

2. Outcomes are a product of quality, intensity, and fidelity

3. Grab points while telling a story

4. Avoid automatic disqualification factors
   - See “Registration and Preparation for Grant Submission”
   - Submit early to avoid missing deadline
   - Do not exceed budget

5. Narrative and budget teams should work side by side

6. Have clear strategy to win based on your strengths and don’t try to be something that you’re not
## Description of Technical Assistance Document

### Table 2: Anticipated Criteria for EHS—CC Partnerships Criteria² and State Opportunities for Support

**Demonstration Of Need For Child Development and Health Services: Location, Population, and Service Delivery Options**

**Maximum Points: Historically 20 Points**

<table>
<thead>
<tr>
<th>PAST EHS FOA CRITERIA</th>
<th>APPLICANT MUST...</th>
<th>STATES CAN...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geographic Location</strong></td>
<td>□ Specify the proposed Partnership sites and provide a data-driven justification for EHS services in the chosen areas</td>
<td>□ Provide access to or share information about state data resources regarding child and family demographic indicators at the community level</td>
</tr>
<tr>
<td>□ Data for proposed sites must include:</td>
<td>□ Provide any relevant data from the state longitudinal data system</td>
<td></td>
</tr>
<tr>
<td>○ Number of eligible pregnant women and infants and toddlers</td>
<td>□ Provide data regarding special populations (e.g., children with disabilities, dual language learners, homeless infants, toddlers, and pregnant women, children in foster care, etc.)</td>
<td></td>
</tr>
<tr>
<td>○ Needs of children with disabilities, children who are DLL, homeless children, and children in foster care</td>
<td>□ Assist applicants in identifying child care partners who receive subsidy, who participate in the state QRIS and have the potential to implement EHS standards using QRIS scores</td>
<td></td>
</tr>
<tr>
<td>○ Education, health, nutrition and other social service needs</td>
<td>□ Facilitate relationships between local applicants and state-level data partners (Universities, think-tanks, Annie E. Casey KIDS COUNT grantees, etc.)</td>
<td></td>
</tr>
<tr>
<td>○ Number of children requiring full-day, full year care (through an analysis of labor force patterns of working poor)</td>
<td></td>
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</tr>
<tr>
<td>○ Other factors like high community health problems or violence, extreme poverty</td>
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</tr>
</tbody>
</table>
Discussion and Contact Information

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PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.

Positive & Goal-Oriented Relationships

Program Leadership
- Program Environment
- Family Partnerships

Continuous Program Improvement
- Teaching and Learning
- Community Partnerships

Professional Development

Family Well-being
- Positive Parent-Child Relationships
- Families as Lifelong Educators
- Families as Learners
- Family Engagement in Transitions
- Family Connections to Peers and Community
- Families as Advocates and Leaders

Children are ready for school and sustain development and learning gains through third grade

PROGRAM FOUNDATIONS
- PROGRAM IMPACT AREAS
- FAMILY ENGAGEMENT OUTCOMES
- CHILD OUTCOMES