

PDG B-5 Project Description Elements

File 1

- Project Summary/Abstract (1 page)
- Table of Contents (1 page)
- Project Description (65 pages)
 - Approach: Activities One through Five
 - Organizational Capacity and Management
 - State B-5 Mixed Delivery System Description and Vision Statement
 - Timeline
 - Program Performance Evaluation Plan
 - Logic Model
 - Sustainability Plan
 - Dissemination Plan
 - Third-Party Agreements
 - Plan for Oversight of Federal Award Funds
 - Budget and Budget Justification

File 2

- Governor's Letter
- Organizational Charts of State Entity and Partnering Entities

Statewide Needs Assessment

Activity One: Conduct or update a periodic, statewide birth through five needs assessment of the availability and quality of existing programs in the State, including such programs serving the most vulnerable or underserved populations and children in rural areas, and, to the extent practicable, the unduplicated number of children being served in existing programs and, to the extent practicable, the unduplicated number of children awaiting service in such programs.

B-5 Statewide Needs Assessment Plan

The applicant must provide a clear description of how they will address the required activity outlined in Section I. Program Description, Program Activities, Activity One and how much funding they plan to spend on this activity. Specifically, the applicant must describe its planned process for developing or updating and conducting an effective needs assessment including defining the scope and developing a work plan. The applicant must also identify how other federal and State needs assessments may be leveraged to inform this B-5 Statewide needs assessment.

States that have already developed a B-5 Statewide needs assessment meeting the requirements should describe their needs assessment as part of their application to be assessed based on the evaluation criteria at Section V.1. Criteria.

The peer reviewers will score the descriptions of the needs assessment and strategic plans, proposed as completed. Should the State be selected for award, based on the reviewers' assessments that they have met the requirements, the State will be asked upon award to send a copy of the actual documents to the Departments for review and approval. Should the documents receive approval, the State would be given permission to begin spending on Activity Five along with all other spending. If the documents are not approved, the State will be instructed to go back and do more work, as needed, before being allowed to spend funds on Activity Five.

The needs assessment must:

- Describe how the State defines key terms, including: quality early childhood care and education, availability, vulnerable or underserved, and children in rural areas;
- Describe the populations of children who are vulnerable or underserved, and children in rural areas;
- Identify the current quality and availability of early childhood care and education, including for vulnerable or underserved children and children in rural areas;
- Identify, to the extent practicable, the unduplicated number of children being served in existing programs and the unduplicated number of children awaiting service in such programs;
- Identify gaps in data or research about the quality and availability of programming and supports for children birth through five, considering the needs of working families, as well as those who are seeking employment or in job training;
- Describe the State's plan to fill these gaps in data or research to support collaboration between programs and services and maximize parental choice;
- Describe the State's plan for developing and tracking measurable indicators of progress that align with the State's vision and desired outcomes;

- Describe the State's plan for addressing ECE facilities and facility-related concerns;
- Include an analysis of barriers to the funding and provision of high-quality early childhood care and education services and supports, and identify opportunities for more efficient use of resources; and
- Address transition supports and gaps that affect how children move between early childhood care and education programs and school entry.

Applicants that propose a meaningful plan in their statewide B-5 needs assessment to measure the unduplicated number of children being served in the existing programs and/or the unduplicated number of children awaiting service in such programs will receive 5 priority points.

Approach - Activity One: B-5 Needs Assessment	Maximum Points:10
<p>The reviewer will determine the extent to which:</p> <ol style="list-style-type: none"> 1. The applicant has provided a clear description of how the State will address the required activity outlined in <i>Section I. Program Description, Program Activities, Activity One</i>. (0-2 points) 2. The applicant has fully described its planned process for developing an effective needs assessment including defining the scope of the needs assessment and developing a work plan that leads to the successful implementation of the needs assessment. (0-2 points) 3. The applicant has sufficiently identified how other federal and State needs assessments will be leveraged to inform this B-5 Statewide needs assessment and how the assessment plan aligns with the logic model and vision statement. (0-2 points) 4. The applicant has provided a clear description of the populations of children who are vulnerable or underserved, as defined by the State, and children in rural areas. (0-2 points) 5. The applicant has included a thorough plan for the analysis of the quality and availability of programming and supports serving children B-5, and, to the extent practicable, the unduplicated number of children being served and awaiting service in existing programs. (0-2 points) 	

Bonus Points	Maximum Points:5
<p>The reviewer will determine if the applicant has proposed a meaningful plan in their Activity One needs assessment to measure the unduplicated number of children being served in each of their existing programs and the unduplicated number of children awaiting services in each awaiting services in each of their existing programs.</p>	

Statewide Strategic Plan

Activity Two: Develop or update a strategic plan that recommends collaboration, coordination, and quality improvement activities (including activities to improve children's transition from early childhood care and education programs into elementary schools) among existing programs in the State and local educational agencies. Such a plan shall include information that identifies opportunities for, and barriers to, collaboration and coordination among existing programs in the State, including among State, local, and tribal (if applicable) agencies responsible for administering such programs. The strategic plan shall recommend partnership opportunities among Head Start providers, local educational agencies, State and local governments, Indian tribes and tribal organizations, and private entities (including faith and community-based entities) that would improve coordination, program quality, and delivery of services. The strategic plan shall build on existing plans and goals with respect to early childhood care and education programs, including improving coordination and collaboration among such programs, of the State Advisory Council while incorporating new or updated Federal, State, and local statutory requirements including the requirements of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.) and, when appropriate, information found in the report required under section 13 of the Child Care and Development Block Grant Act of 2014 (Public Law 113-186; 128 Stat. 2002). Finally, the strategic plan describes how accomplishing each of these previously mentioned requirements will better serve children and families in existing programs and how such activities will increase the overall participation of children in the State.

B-5 Statewide Strategic Plan

The applicant must provide a clear description of how they will address the required activity outlined in Section I. Program Description, Program Activities, Activity Two and how much funding they plan to spend on this activity. Specifically, the applicant must describe the process by which they will develop or update a strategic plan, clearly describing how they will build on previous strategic planning efforts for relevant programs and services. States that have already developed a B-5 Statewide strategic plan meeting the requirements must describe the plan in their application and the peer reviewers will consider whether these States have met the requirement for Activity Two. States must describe their process for updating the plan to align with their vision statement, logic model, and needs assessment and identify how they will track progress toward achieving identified goals.

In describing its planned process for developing the Statewide strategic plan, the applicant is required to:

- Describe how the strategic plan development and implementation processes will engage the full range of stakeholders, identifying which stakeholders will be meaningfully impacted;
- Recommend partnership, collaboration, coordination, and quality improvement activities and opportunities that can leverage existing resources to improve coordination, policy alignment, program quality and service delivery, across early childhood care and education programs in the B-5 Early Childhood State System, including activities to improve children's transition from early childhood care and education programs into elementary schools;
- Incorporate new or updated Federal, State, and local statutory requirements and identify barriers to the various levels of collaboration and coordination;

- Describe how the strategic plan process and proposed activities will build on relevant State and program plans to improve coordination and collaboration among its programs, better serve children and families in existing programs, and increase the overall participation of children in the State in high quality early childhood care and education programs and services in a mixed delivery system;
- Describe how the State's strategic plan will make use of indicator data to assess progress and to inform needed revisions to the plan over time, as well as to assess key desired outcomes related to delivery of services and achieved cost and resource efficiencies; and
- Provide a description of how the State will include the State Advisory Council in the development and implementation of its strategic plan.

Approach - Activity Two: B-5 Strategic Plan	Maximum Points:9
<p>The reviewer will determine the extent to which:</p> <ol style="list-style-type: none"> 1. The applicant has provided a clear description of how the State will address the required activity outlined in <i>Section I. Program Description, Program Activities, Activity Two.</i>(0-3 points) 2. The applicant has clearly described the process by which the State will develop or update a strategic plan, clearly articulating how they will build on previous strategic planning efforts to improve coordination and collaboration for relevant programs and services, better serve children, and increase the overall participation of the State's children in high quality early childhood care and education programs and services in a mixed delivery system. (0-2 points) 3. The applicant has identified partnership opportunities that can leverage existing resources to improve collaboration, coordination, policy alignment, program quality and service delivery across early childhood care and education programs in the B-5 Early Childhood State System including activities to improve children's transition from early childhood care and education programs into elementary schools. (0-2 points) 4. The applicant has described how the strategic plan development and implementation processes will engage a full range of stakeholders, identifying which stakeholders will be meaningfully impacted. (0-2 points) 	

Maximizing Parental Choice and Knowledge

Activity Three: Maximize parental choice and knowledge about the State's mixed delivery system of existing programs and providers by ensuring that parents are provided information about the variety of early childhood care and education programs for children from birth to kindergarten entry in the State's mixed delivery system, and promoting and increasing involvement by parents and family members, including families of low-income and disadvantaged children, in the development of their children and the transition of those children from an early childhood care and education program into an elementary school.

Maximizing Parental Choice and Knowledge

The applicant must provide a clear description of how they will address the required activity outlined in Section I. Program Description, Program Activities, Activity Three. Specifically, the applicant must provide a plan with strategies and activities to ensure that parents and families are provided timely, accurate information in a culturally and linguistically sensitive manner. The plan must address the variety, quality, access, and affordability of early childhood care and education programs for children from birth through kindergarten entry in the State's mixed delivery system of existing programs and providers. Also, the applicant must address how they will promote and increase involvement by and engagement of parents and family members in the development and education of their children.

Additionally, the applicant is required to:

- Describe how they will collaborate and coordinate with the wide range of early childhood care and education programs and services that strengthen, engage, and help stabilize children, including the various health and mental health and wellness supports such as Medicaid, CHIP, Title V Maternal and Child Health Programs, Healthy Start, CACFP, WIC, and the infrastructure components that support these programs and services;
- Describe how they will collaborate with IDEA programs in the State to ensure that families who have concerns about their child's development and may suspect a developmental delay or disability are connected to the IDEA Part C early intervention program or Part B Section 619 preschool special education program and ensure infants, toddlers, and children with disabilities have access to high-quality inclusive early childhood care and education programs;
- Describe how the State will ensure collaboration occurs with the state agency administering CCDF, Child Care Resource and Referral agencies, early learning councils or similar entities, State Head Start Collaboration Office, and any other collaborative partners, as identified by the State; and ensure efficient coordination of the State's efforts to maximize parental choice and build on and enhance existing strategies and activities;
- Describe how the State will empower parents and programs to facilitate smooth transitions for children from birth through preschool, and into elementary school; and
- Describe how parent education initiatives will target particular populations of parents, including fathers, parents who speak a home language other than English, and families who are identified as most vulnerable.

Approach - Activity Three: Maximizing Parent Knowledge and Choice

Maximum Points:7

The reviewer will determine the extent to which:

1. The applicant has provided a clear description of how the State will address the required activity outlined in *Section I. Program Description, Program Activities, Activity Three*. (0-3 points)
2. The applicant has clearly articulated a plan with strategies and activities to ensure that parents and families are provided timely, accurate information in a culturally and linguistically sensitive manner about the variety, quality, access, and affordability of early childhood care and education programs for children from birth through kindergarten entry in the State's mixed delivery system of existing programs and providers. (0-2 points)
3. The applicant has adequately addressed how the State will promote and increase involvement by and engagement of parents and family members in the development and education of their children and the smooth transition

Sharing Best Practices

Activity Four: Share best practices among early childhood care and education program providers in the State to increase collaboration and efficiency of services, including to improve transitions from such programs to elementary school.

Sharing Best Practices among State Early Childhood Care and Education Providers

The applicant must provide a clear description of how they will address the required activity outlined in Section I. Program Description, Program Activities, Activity Four and how much funding they plan to spend on this activity. Specifically, the applicant must provide a plan for how to share best practices among early childhood care and education program providers in the State to reduce duplication of effort, leverage financial and other resources, and increase program quality, collaboration, and efficiency of B-5 services, including improving transitions across programs and into the early elementary grades.

The applicant is also required to:

- Describe the partnerships and opportunities for collaboration, coordination, and sharing best practices, as they relate to efforts conducted by researchers, national technical assistance centers, Head Start State Collaboration Offices, State educational agencies, lead agencies for Part C of IDEA, national organizations, and other relevant entities identified by the State; and
- Discuss how the State will provide systematic technical assistance to local communities and community-based organizations, and on what topics.

Approach - Activity Four: Sharing Best Practices	Maximum Points:7
The reviewer will determine the extent to which: <ol style="list-style-type: none">1. The applicant has provided a clear description of how the State will address the required activity outlined in <i>Section I. Program Description, Program Activities, Activity Four.</i> (0-3 points)2. The applicant has provided a thorough plan on how to share best practices among early childhood care and education program providers in the State to reduce duplication of effort, leverage financial and other resources, and increase program quality, collaboration, and efficiency of B-5 services, including improving transitions across programs and into the early elementary grades. (0-2 points)3. The applicant has identified the partnerships and opportunities for collaboration, coordination, and sharing best practices within the State while discussing how the State will provide systematic Statewide technical assistance to local communities and community-based organizations. (0-2 points)	

Quality Improvement

Activity Five: After activities one and two are completed, improve the overall quality of early childhood care and education programs in the State, including, but not limited to, developing and implementing evidence-based practices (as defined in this notice), improving professional development for early childhood care and education providers, and enhancing learning opportunities for children.

Improving Overall Quality of Early Childhood Care and Education Programs/Providers/Services

The applicant must provide a clear description of how they will address the required activities outlined in Section I. Program Description, Program Activities, Activity Five and how much funding they plan to spend on this Activity. Specifically, the applicant must identify how much time within the 12-month project period it anticipates will remain, once the B-5 needs assessment and strategic plan are completed, for the applicant to focus on activities related to improving the overall quality of early childhood care and education programs and providers within the State using evidence-based practices.

As described earlier in this notice, all States must seek funding for Activities One through Five, but States that already have a statewide B-5 needs assessment and related strategic plan meeting the descriptions and requirements in this FOA at the time of application, or that expect to have completed these activities early in the grant period, must seek funding with a focus on Activity Five, due to the fact that there is a longer period of time remaining to carry out these activities.

The anticipated amount of remaining time should direct which activities within Activity Five will be identified, described, and completed within the remaining months.

We encourage States to consider how to align their quality improvement spending with activities required under the CCDBG Act and to build on previous quality improvement investments made through other Federal sources, such as the Race to the Top-Early Learning Challenge and the earlier Preschool Development Grants Program.

Approach - Activity 5: Improving Overall Quality	Maximum Points:8
<p>The reviewer will determine the extent to which:</p> <ol style="list-style-type: none"><li data-bbox="224 1499 1365 1640">1. The applicant has provided a clear picture of how much time within the 12-month project period it anticipates will remain once the B-5 needs assessment and strategic plan are completed, clearly identifying appropriate activities, as outlined in Section I. Program Description, Program Activities, Activity Five. (0-4 points)<li data-bbox="224 1644 1365 1738">2. The applicant has provided a reasonable rationale for each Improving Overall Quality activity, based on the remaining time, and the amount of funding to be spent on each. (0-4 points)	

Organizational Capacity and Management

Organizational Capacity and Management

The applicant must discuss how the administration and management of this grant will be supported by the organizational capacity of the designated State entity.

The applicant is required to:

- List the agencies and key individuals that will play a role in grant activities and describe their roles and responsibilities; provide information about key staff regarding their expertise and experience doing similar work including evaluation expertise, where appropriate;
- Discuss how grant activities align with other Federal, State, or local early childhood care and education initiatives that may impact the State, local, and/or community-level implementation of a B-5 mixed delivery system; and
- Discuss the organizational capacity of the State entity to administer the funding and manage the development and sustainability of the required grant activities.

Organizational Capacity and Management	Maximum Points:8
<p>The reviewer will determine the extent to which:</p> <ol style="list-style-type: none">1. The responsibilities and roles of the lead entity's staff and its partner(s) are clearly described and substantiated, allowing them to meet the requirements of the program. (0-2 points)2. The staff of the lead entity and its partners have sufficient experience to successfully complete the proposed project. The proposed project's direct and key staff possess sufficient relevant knowledge, experience, and capabilities to implement and manage this project effectively. (0-2 points)3. The applicant provides strong evidence of sufficient experience and expertise in the program areas of this FOA; in collaboration with partner organizations; in culturally and linguistically competent service delivery; and in administration, development, implementation, management, and evaluation of similar projects. (0-2 points)4. The applicant demonstrates strong evidence that the lead agency and its partners have the fiscal, administrative, and performance management capacity to effectively administer grant funds. (0-2 points)	

Mixed-Delivery System

State B-5 Mixed Delivery System Description and Vision Statement

The applicant must describe the progress and successes, as well as hurdles and challenges, that are shaping the development and implementation of a robust mixed delivery and state early childhood care and education system.

The applicant is required to clearly describe:

- The current landscape of B-5 Early Childhood State System and provide a vision statement for its continued development;
- The policies and programs (enacted and implemented) that support the State’s B-5 mixed delivery system, including all public or private funding sources that target improvements in early childhood outcomes;
- How key partners and stakeholders, including families and caregivers, as well as local and community-based organizations and potential public-private partnerships, may be leveraged to achieve the described vision and the identified activities of this grant;
- How the State’s vision will increase the quality, coordination, alignment, and efficiency of programs and services, including improving transitions from early childhood care and education programs into the elementary grades;
- Known gaps, anticipated challenges, and opportunities for improvement in the coordination, alignment, and delivery of high quality services – and proposed strategies to address each; and
- Populations of children targeted – and intended short-term and long-term outcomes for those populations.

State B-5 Mixed Delivery System Description and Vision Statement	Maximum Points:8
<p>The reviewer will determine the extent to which:</p> <ol style="list-style-type: none">1. The applicant has effectively described the State's existing B-5 mixed delivery early childhood care and education system, including the policies and programs (enacted and implemented) that support the system, and all public or private funding sources that target improvements in early childhood outcomes. (0-2 points)2. The applicant has identified their progress and successes, as well as hurdles, challenges, and strategies addressing each, that are shaping its mixed delivery system's ongoing development and implementation. (0-2 points)3. The applicant has provided a thorough picture of its mixed delivery vision and how that vision will increase the quality, coordination, alignment, and efficiency of programs and services. (0-2 points)4. The applicant has identified its key partners and stakeholders and how they will be leveraged to achieve the described vision and identified activities of the grant. (0-2 points)	

Project Timeline

Project Timeline and Milestones

Provide quantitative monthly or quarterly projections 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. For example, each project task could be assigned to a row in the first column of a grid. Then, a unit of time could be assigned to each subsequent column, beginning with the first unit (i.e., week, month, quarter) of the project and ending with the last. Shading, arrows, or other markings could be used across the applicable grid boxes or cells, representing units of time, to indicate the approximate duration and/or frequency of each task and its start and end dates within 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.

Timeline	Maximum Points:7
<p>The reviewer will determine the extent to which:</p> <ol style="list-style-type: none"><li data-bbox="224 919 1321 1016">1. The application presents a detailed timeline that discusses how progress toward the project's milestones will be documented in a manner that is thorough, reasonable, and references data management or other similar resources. (0-2 points)<li data-bbox="224 1024 1377 1121">2. The timeline and milestones are precise and commensurate for the project's size and scope showing a reasonable schedule of accomplishments and target dates, and the factors that may accelerate or decelerate the work. (0-2 points)<li data-bbox="224 1129 1377 1262">3. The timeline highlights the amount of time remaining in the 12-month project period after the needs assessment and strategic plan are completed, thereby supporting the reasonableness of activities proposed for improving overall quality of early childhood care and education programs and providers. (0-3 points)	

Program Performance Evaluation Plan

Program Performance Evaluation Plan

Applicants must describe the plan for the program performance evaluation that will contribute to continuous quality improvement. The program performance evaluation should monitor ongoing processes 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 processes, and expected outcomes of the funded activities. The plan may be supported by a logic model and must explain how the inputs, processes and outcomes will be measured, and how the resulting information will be used to inform improvement of funded activities.

Applicants must describe the systems and processes that will support the organization's performance management requirements through effective tracking of performance outcomes, including a description of how the organization will collect and manage data (e.g. assigned skilled staff, data management software) 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.

In addition to aligning with the State's logic model, the program performance evaluation should align with the State's vision statement and needs assessment and should address how the State anticipates it will assess processes, costs, and outcomes of activities to be completed, including those set forth in the strategic plan.

The program performance evaluation approach should include a description of existing program data that could be used in the process and outcome evaluations of the system to deliver early childhood care and education services and other early childhood services, as well as 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 an approach to develop a program performance evaluation plan 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 early childhood care and education and coordinated services;
- Include a refinement of the project logic model, and identify associated process and cost indicators and outcomes;
- Identify 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, as necessary, program and service data to address proposed implementation reporting and, as necessary, plan for the development of a new data system;
- 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.

Once chosen, grantees will have the opportunity to revise and finalize their program performance evaluation plans with the support of a designated federal technical assistance provider during the period of performance of this first year of funding.

Program Performance Evaluation Plan	Maximum Points:12
<p>The reviewer will determine the extent to which:</p> <ol style="list-style-type: none"> 1. Adequately takes into account the metrics necessary to examine proposed process, cost, and program implementation reporting. (0-2 points) 2. Includes a refinement of the proposed logic model, aligned with the state's vision statement, and identifying proposed associated process indicators and outcomes. (0-2 points) 3. Examines existing data infrastructure, systems, and data elements aligned with proposed metrics and gaps in data needs in order to address proposed process and implementation reporting. (0-2 points) 4. Identifies new data sources to complement, as necessary, program and service data to address proposed implementation reporting and plan for the development of a revised data system, as needed. (0-2 points) 5. Thoroughly identifies an appropriate methodological approach that includes a strategy for data collection, sampling, measurement, and analysis including metrics of progress to inform continuous learning and improvement efforts related to implementation. (0-2 points) 6. Incorporates findings from the needs assessment and the strategic plan. (0-2 points) 	

Logic Model

Logic Model

Applicants must submit a logic model for designing and managing their project. A logic model is a tool that presents the conceptual framework for a proposed project and explains the linkages among program elements. While there are many versions of the logic model, they generally summarize the logical connections among the needs that are the focus of the project, project goals and objectives, the target population, project inputs (resources), the proposed activities/processes/outputs directed toward the target population, the expected short- and long-term outcomes the initiative is designed to achieve, and the evaluation plan for measuring the extent to which proposed processes and outcomes actually occur.

Logic Model	Maximum Points:9
<p>The reviewer will determine the extent to which:</p> <ol style="list-style-type: none"><li data-bbox="224 779 1385 846">1. The overall project goals and objectives, and the plans and procedures for achieving them, are well-developed and parallel those of the logic model. (0-3 points)<li data-bbox="224 852 1385 953">2. The logic model is well-defined, reasonable, clear, concise, and demonstrates the conceptual framework of the project, including strong links to the <i>Program Activities</i> referenced in <i>Section I. Program Description</i>. (0-3 points)<li data-bbox="224 959 1385 1127">3. The logic model demonstrates a clear association between goals, objectives, activities, inputs, outputs, intended short-term and long-term outcomes, and the plans and procedures for achieving them. The logic model is an accurate depiction of the proposed project activities and intended outcomes, and informs the scope of the proposed project. (0-3 points)	

Project Sustainability Plan

Project Sustainability Plan

Applicants must propose a plan for project sustainability after the period of federal funding ends. Grantees 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 those that have led to improved outcomes for children and families.

Describe the approach to project sustainment that will be most effective and feasible. Describe the key individuals and/or organizations whose support will be required in order to sustain program activities. Describe the types of alternative support that will be required to sustain the planned 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.

Sustainability Plan	Maximum Points:4
<p>The reviewer will determine the extent to which:</p> <ol style="list-style-type: none"><li data-bbox="224 898 1385 966">1. The applicant has provided a clear plan for sustaining key elements of their grant projects which have been effective in improving practices and outcomes for children and	

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.

Third-Party Agreements

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

Collaboration/consortia applicants must provide letters of commitment or MOU identifying the primary applicant that is responsible for administering the grant. The primary applicant must provide documentation of the commitments made by partnering organizations and describe in detail their roles and responsibilities as partners in the collaboration/consortia.

Plan for Oversight of Federal Award Funds

Provide a plan describing how oversight of federal funds will be ensured and how grant activities and partner(s) will adhere to applicable federal and programmatic regulations. Applicants must identify staff that will be responsible for maintaining oversight of program activities, staff, and partner(s). Applicants must describe procedures and policies used to oversee staff and/or partners/contractors. Describe organizational records systems that relate financial data to performance data by identifying the source and application of federal funds so that they demonstrate effective control over and accountability for funds, compare outlays with budget amounts, and provide accounting records supported by source documentation.

Project Budget and Budget Justification

The Project Budget and Budget Justification

All applicants are required to submit a project budget and budget justification with their application. The project budget is entered on the Budget Information Standard Form, either SF-424A or SF-424C, according to the directions provided with the SFs. The budget justification consists of a budget narrative and a line-item budget detail that includes detailed calculations for "object class categories" identified on the Budget Information Standard Form. 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 matching or cost sharing is a requirement, applicants must include a detailed listing of any funding sources identified in Block 18 of the SF-424 (Application for Federal Assistance). See the table in Section IV.2. Required Forms, Assurances, and Certifications listing the appropriate budget forms to use in this application.

Special Note: *The Consolidated Appropriations Act, 2018, (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 announcement may not be used to pay the salary of an individual at a rate in excess of Executive Level II. The Executive Level II salary of the "Rates of Pay for the Executive Schedule" is \$189,600. This amount reflects an individual's base salary exclusive of fringe benefits 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 using the 424A and/or 424C, as applicable, for each year of the proposed project. Provide a budget justification, which includes a budget narrative and a line-item detail, for the first year of the proposed project. The budget narrative should describe how the categorical costs are derived. Discuss the necessity, reasonableness, and allocation of the proposed costs.

The applicant is required to specify the amount projected to be spent on each of the required statutory Activities One through Five: needs assessment, strategic plan, maximizing parental choice and knowledge, sharing best practices, improving overall quality.

The applicant must indicate the amount of their grant funding needed to conduct the program performance evaluation plan which includes implementation reporting and data system planning activities during this one-year period, along with a description of how these funds will be used. The applicant must also indicate the amount of their grant funding that will be used to support related technical assistance activities leading to successful implementation of grant requirements. In addition, the applicant must include travel costs for at least 4 individuals to attend a 3-day meeting in Washington, D.C.

Finally, the applicant must provide a clear description of how the State will address 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% will be met by the end of the first year's PDG B-5 funding.

Note: The PDG B-5 initiative intends for States to sustain their PDG B-5 work beyond the scope of this potential four-year Federal grant by identifying funding sources independent of federal resources, including State and local funding, as well as support from public-private partnerships. Matching funds for this grant cannot be duplicative of another program's required matching funds. At present, because this grant is a one-year grant, the applicant is required to provide evidence of a credible plan to sustain PDG B-5 activities after this year has ended should the applicant choose not to apply for a Renewal Grant or should the applicant apply for a Renewal Grant, but not be selected.

General

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

Personnel

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

Fringe Benefits

Description: Costs of employee fringe benefits unless treated as part of an approved indirect cost rate. Justification: Provide a breakdown of the amounts and percentages that comprise fringe benefit costs such as health insurance, Federal Insurance Contributions Act (FICA) taxes, retirement insurance, and taxes.

Travel

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

Justification: For each trip show the total number of traveler(s); travel destination; duration of trip; per diem; mileage allowances, if privately owned vehicles will be used to travel out of town; and other transportation costs and subsistence allowances. If appropriate for this project, travel costs for key

project staff to attend ACF-sponsored workshops/conferences/grantee orientations should be detailed in the budget.

Equipment

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

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

Supplies

Description: Costs of all tangible personal property other than that included under the Equipment category. This includes office and other consumable supplies with a per-unit cost of less than \$5,000. **Justification:** Specify general categories of supplies and their costs. Show computations and provide other information that supports the amount requested.

Contractual

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

Justification: Demonstrate that all procurement transactions will be conducted in a manner to provide, to the maximum extent practical, open, and free competition. Recipients and subrecipients are required to use 45 CFR 75.328 procedures and must justify any anticipated procurement action that is expected to be awarded without competition and exceeds the simplified acquisition threshold fixed by 41 U.S.C. § 134, as amended by 2 CFR Part 200.88, and currently set at \$150,000. Recipients may be required to make pre-award review and procurement documents, such as requests for proposals or invitations for bids, independent cost estimates, etc., available to ACF.

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

of application, the applicant must provide information on the nature of the work to be delegated, the estimated costs, and the process for selecting the delegate agency.

Other

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

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

Indirect Charges

Description: Total amount of indirect costs. This category 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 the Department of Health and Human Services (HHS) or another cognizant federal agency.

Note: 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.

- 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 costs 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 § 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 a 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.

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 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 an applicant and are accepted by ACF. Non-federal cost sharing will be included in the approved project budget so that the applicant 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.**

Justification: If an applicant is relying on 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). **A recipient's failure to provide a statutorily required matching amount may result in the disallowance of federal funds.**

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. of this announcement.

Paperwork Reduction Disclaimer

As required by the Paperwork Reduction Act of 1995, 44 U.S.C. §§ 3501-3521, the public reporting burden for the Project Description and Budget/Budget Justification is estimated to average 60 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection information. The Project Description and Budget/Budget Justification information collection is approved under OMB control number 0970-0139, expiration date is 01/31/2019. 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.

Budget and Budget Justification

Maximum Points:11

The reviewer will determine the extent to which:

1. The budget is clearly outlined and provides itemized expenses for the project aligned with the project proposal and includes a narrative justification for the amount requested. (0-4 points)
2. The costs of the project are reasonable, allocable, and appropriate, and are commensurate with the types and range of activities and services to be conducted and the expected goals and objectives. (0-4 points)
3. The application includes funds for all required items, including a percentage of the grant award for technical assistance and program performance evaluation-related activities, as determined by the applicant, and travel costs for at least 4 individuals to attend the annual meeting in Washington, D.C. (0-3 points)