



U.S. Department of Health & Human Services



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A Conversation about Quality Services for Puerto Rico's Children and Families Through Head Start



Agenda

- What Does It Mean to be a Head Start Program: Quality Services for Children and Families
- Understanding the Office Of Head Start Competition
- Virtual Tours and Other Resources
- Q & A





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What Does It Mean to be a Head Start Program: Quality Services for Children and Families





History

- Result of President L. B. Johnson's declaration of "The War on Poverty" in 1964
- Launched in 1965 as an eight-week summer program for preschool children of low income families
- Designed to break the "Cycle of Poverty" by meeting their needs:
 - Emotional
 - Social
 - Health
 - Nutritional
 - Psychological





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Child Development in Context





Purpose of Head Start

- To promote the school readiness of low-income children by enhancing their cognitive, social, and emotional development in a learning environment that supports their growth comprehensively through the provision to children and their families of health, educational, nutritional, social, and other services that are determined, based on family needs assessments, to be necessary.





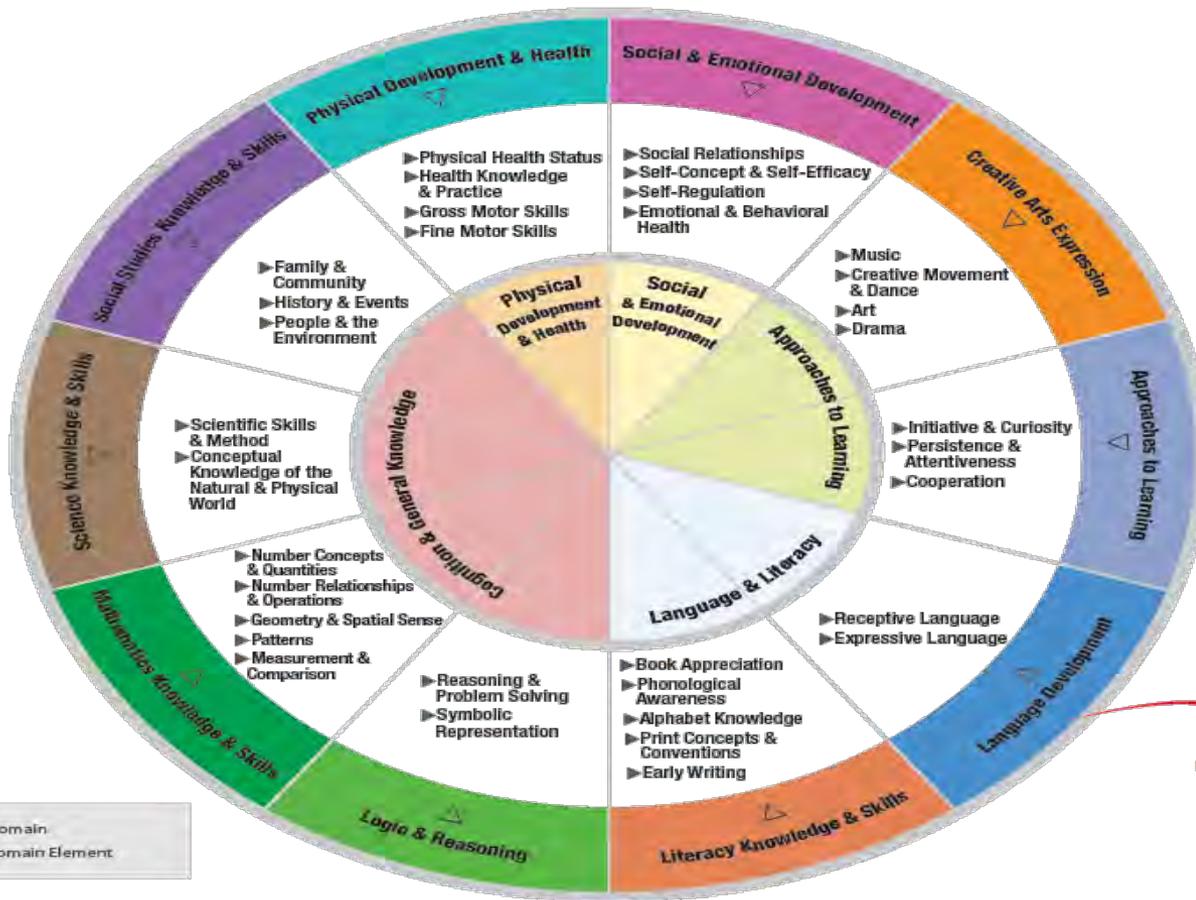
For Children...

- Physical Development and Health
- Social and Emotional Development
- Cognition and General Knowledge
- Language and Literacy
- Approaches to Learning

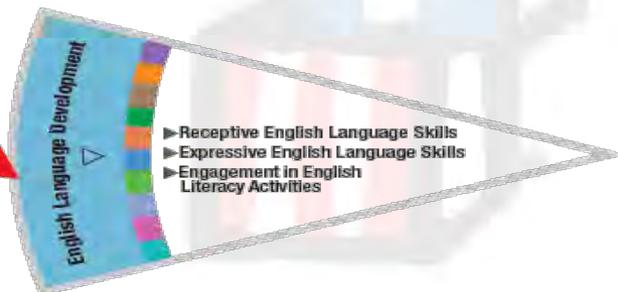




Head Start Child Development & Early Learning Framework



English Language Development
 The ten domains above apply to all children. One domain, English Language Development, applies only to children who are dual language learners (DLLs). These children speak a language other than English at home.



△ Domain
 ▶ Domain Element



For Families...

- Family well-being and positive parent-child relationships;
- Families as learners and lifelong educators;
- Family engagement in transitions;
- Family connections to peers and community; and
- Families as advocates and leaders.

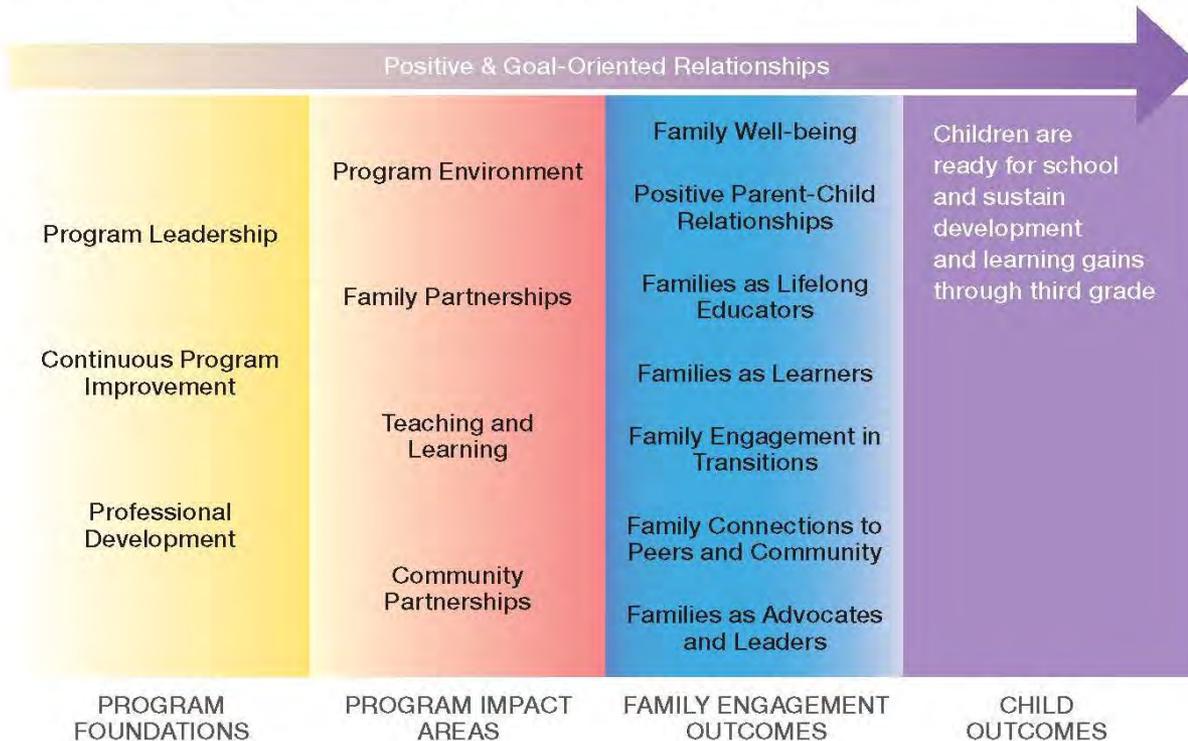




Parent, Family, and Community Engagement Framework

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.





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How Are Services Delivered?





Grantees (over 1,600)

- Public/Private Non-profit Agencies
- Local Government Agencies
- Tribal Government
- Community Action Agencies
- School Districts
- Faith-based
- Hospitals & Medical Centers
- Early Intervention & Special Education Programs
- Public/Private For-profit Agencies





Program Options

- Home-Based (HB)
- Center-Based (CB)
- Combination (HB + CB)
- Family Child Care (FCC)





Eligibility

Early Head Start

Age

Pregnant Women
&
Children Birth to Age 3

Income

≤ Federal Income Guidelines

Minimum of 10% of enrolled children must have a diagnosed special need





Program Support, Collaborations, and Partnerships

- Regional Office & Program/Fiscal Specialists
- Training & Technical Assistance System
- Local Head Start Association
- Local & State-wide Health Advisory Committees
- State Collaboration Office
- Medicaid – Early and Periodic Screening, Diagnosis, and Treatment Program (EPSDT)
- Local Preschool Initiatives/Programs
- Individualized Community Partnerships





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Head Start Across the Nation...





FY 2014 National Data

- Head Start Grantees: 1,646
- Head Start Classes: 54,737

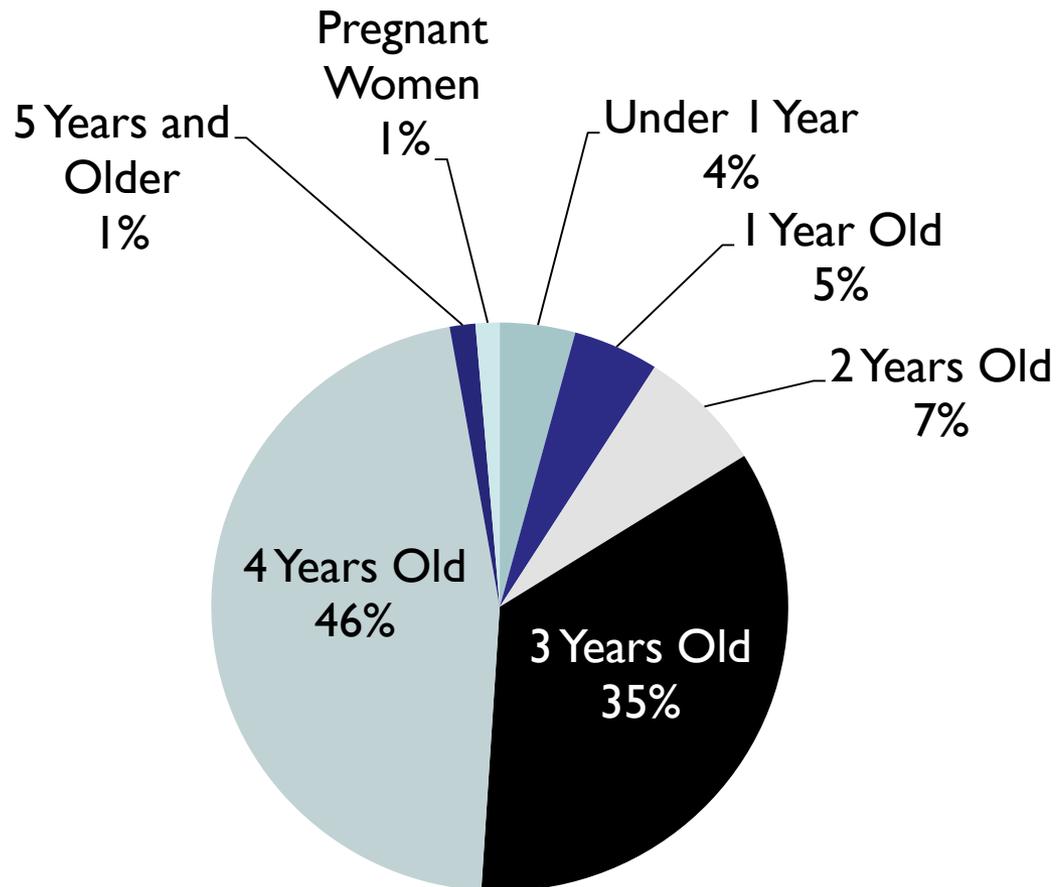
- Head Start Enrollment: 1,076,126
(total cumulative enrollment)
- Paid Staff: 238,529
- Volunteers: 1,167,098

- Since 1965, over 32 million children and families served



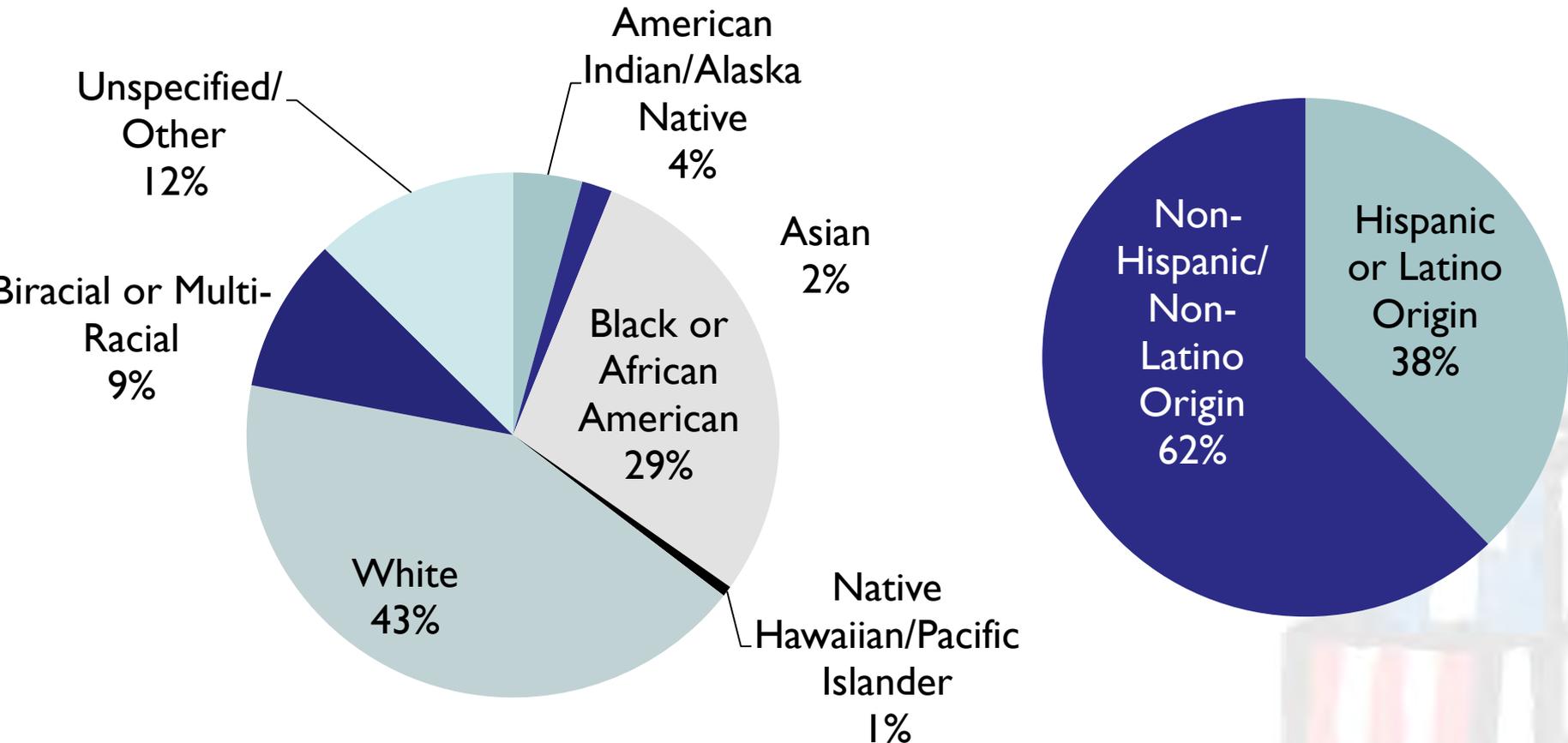


Enrollment by Age in 2014





Head Start Demographics





Head Start in Puerto Rico...





Puerto Rico Program Statistics

- Programs: 70
 - Head Start: 43
 - Early Head Start: 27

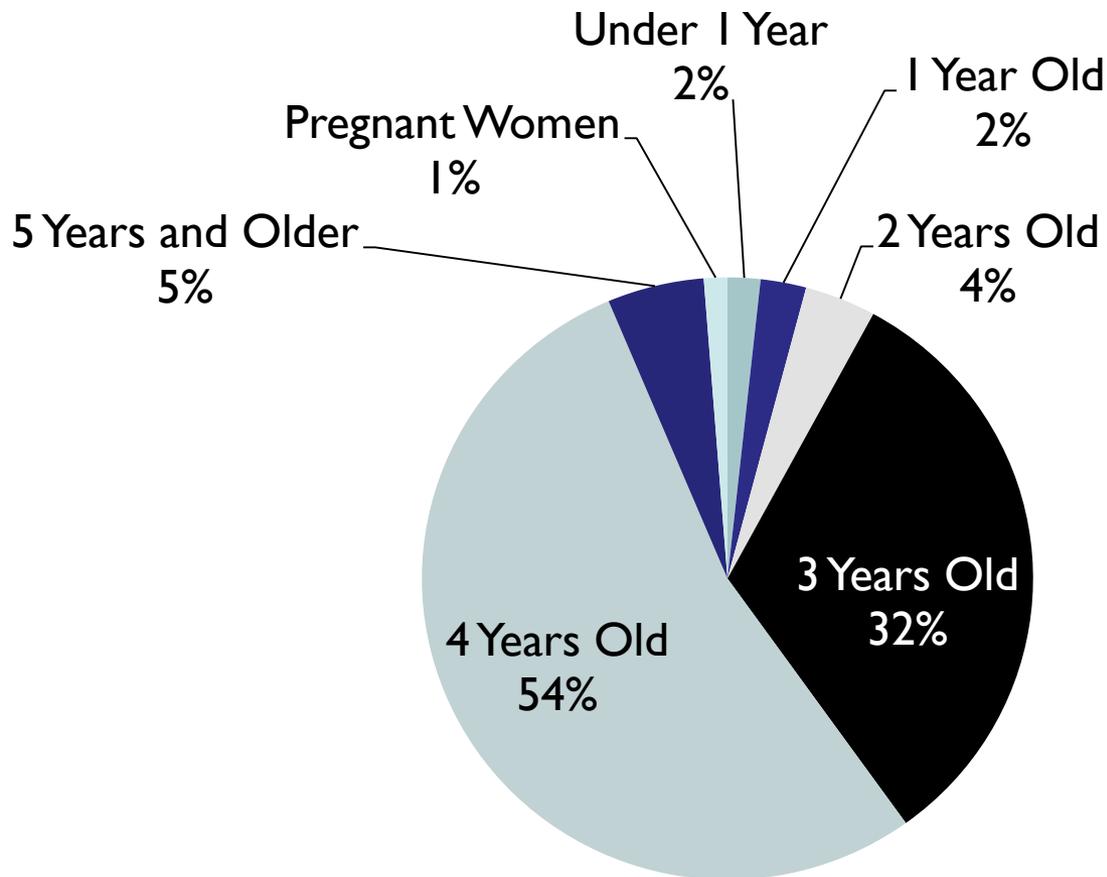
- Agency Types:
 - Government Agency: 51
 - Private/Public Non-Profit: 18
 - Private/Public For-Profit: 1





Puerto Rico Program Statistics

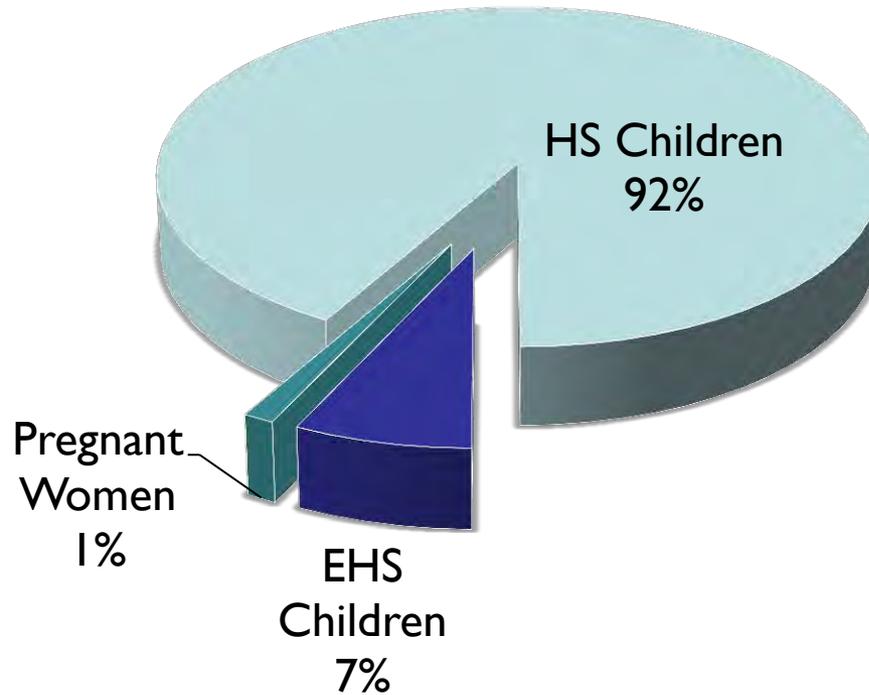
Cumulative Enrollment by Group





Puerto Rico Program Statistics

of Enrolled Women and Children





Local Head Start Services

Moca and San Sebastian, Puerto Rico

- **Early Head Start (Birth to 3, Pregnant Women)**
 - Funded enrollment: 60
 - CB, HB, Full-working-day full-year

- **48 children in 2 centers; 12 expectant families**





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A Commitment to Quality Means...





...a commitment to:

- The Head Start Act
- Uphold the Head Start Performance Standards
- The Head Start Values





Head Start Values

- Comprehensive Services
- Focus on the whole child
- Parent Engagement
- Governance
- Collaboration
- Professional Development
- Diversity
- Continuous Quality Improvement





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Q & A





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The Competitive Application Process and the Office of Head Start's Evaluation Criteria:

A Facilitated Walkthrough





Eligible Applicants

- Who is eligible to be a Head Start grantee or both a Head Start and Early Head Start grantee?
 - Any **local** public or private non-profit agencies, including community-based and faith-based organizations, or local for-profit agencies
- Who is eligible to be an Early Head Start grantee?
 - Any public or private non-profit agencies, including community-based and faith-based organizations (including states)



Evaluation Criteria

Structured in two phases:

- Phase One

- Organized by six core elements of an effective Head Start program focused on school readiness and ongoing academic success.
- Reviewed by panel of non-Federal reviewers.

- Phase Two

- Focuses on an organization's ability to effectively implement and oversee operations that comply with applicable federal, state, and local laws and regulations.
- Reviewed by financial experts contracted by ACF.

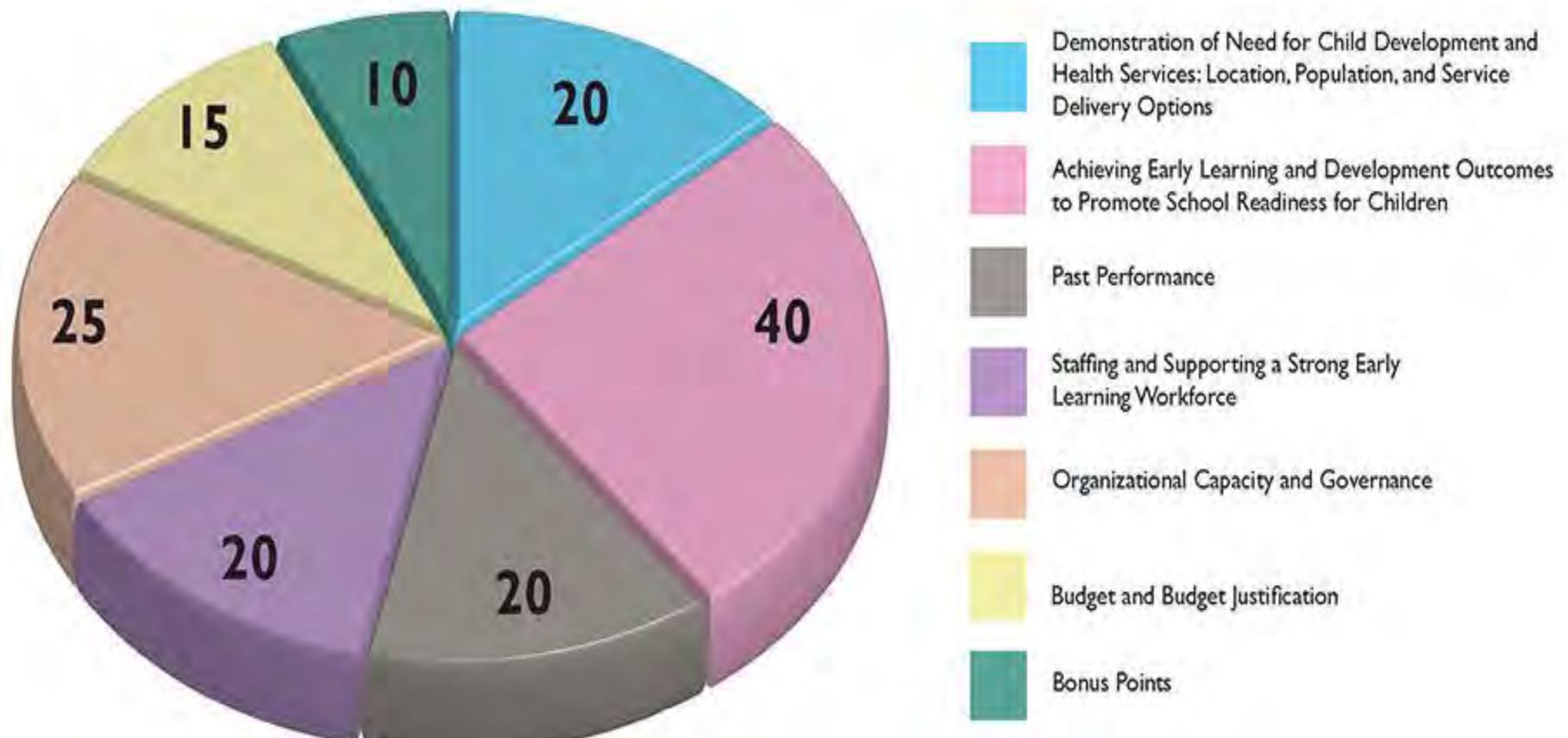




Evaluation Criteria

- For the Phase One review, applicants can receive up to 150 points:

Total Points = 150 (including Bonus Points)





Phase Two Review

Applications that score highly in the Phase One review will proceed to Phase Two.

Applicants must submit:

1. Narrative response that addresses:
 - Internal Control Compliance and Ethical Values
 - Accounting System(s) Design and Chart of Accounts
 - Accounting Policies
 - Additional Information
2. Two most recent fiscal years' financial statements and notes
3. Last two years of audit reports





Phase Two Review

Assesses Applicant's Risk

- **Low** (low to no risk)
- **Moderate** (some minor defects and concerns are determined)
- **High** (high risk)





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Head Start and/or Early Head Start

Municipalities of:

Moca and San Sebastian, Puerto Rico

Funding Available: \$716,225





Criteria 1

Demonstration of Need for Child Development and Health Services: Location, Population, and Service Delivery Options

Maximum Points: 20





Demonstration of Need for Child Development and Health Services: Location, Population, and Service Delivery Options

1.1. Clearly identifies the precise geographic location and boundaries of the area the applicant proposes to serve. The applicant must use information from its community assessment to define the area(s) of greatest need and show how it will direct Early Head Start resources to these areas.





Demonstration of Need for Child Development and Health Services: Location, Population, and Service Delivery Options

1.2. Provides a detailed description of its plan to provide child development services for the highest need Early Head Start eligible pregnant women and children and their families. This plan must include education, health, nutrition, social, and family support services, and other service needs of these children, including the special populations the applicant proposes to serve (children with disabilities, dual language learners, homeless children and pregnant women, children in foster care, etc.). The plan must include the number of eligible children and pregnant women to be served by geographic location and by program option, and the estimated number of children needing full-day and full-year care. The applicant must describe its procedures to identify children with disabilities.





Demonstration of Need for Child Development and Health Services: Location, Population, and Service Delivery Options

1.3. Demonstrates community engagement in the geographic locations proposed by the applicant in order to improve the efficiency of service delivery, increase access to needed services, and prevent duplication. Demonstration of community engagement may include **memoranda of understanding** that provide commitments of exchange of services, resource support, referrals, or other agreements.





Demonstration of Need for Child Development and Health Services: Location, Population, and Service Delivery Options

1.4. Justifies the program option or options as most appropriate **for the communities** in which the applicant proposes to provide services (e.g., full-day center-based, home-based, family child care, or combination option, including the number of children to be served by each option). If proposing to serve in multiple communities, the applicant specifies the number of pregnant women, infants, and toddlers to be served in each community. The application specifies how the proposed number of hours per day, days per week, weeks per year, and home visits meets the needs of families, including the role of child care partners. Early Head Start programs must provide a minimum of 48 weeks per year to ensure the continuity of services that best supports positive outcomes. Applicants proposing the home-based option must include the proposed number of home visits and socializations. The applicant's proposed program option(s) support(s) the needs of children and families as described in response to the evaluation criteria listed in this section. Applicants proposing to enroll pregnant women must explain how the services will support the needs of expectant families.



Demonstration of Need for Child Development and Health Services: Location, Population, and Service Delivery Options

1.5. Describes how infants, toddlers, pregnant women, and their families will be recruited and selected for the program to ensure that services will be provided to those who have the most serious need for Early Head Start services. The applicant describes how the program will ensure that not less than 10 percent of the total number of infants and toddlers actually enrolled will be children with disabilities.

1.6. Clearly states how many children the applicant is currently serving as a Head Start and/or Early Head Start grantee, delegate agency or partner to a Head Start and/or Early Head Start grantee, or in other early education or related programs. Clearly states how many Head Start and/or Early Head Start children the applicant would serve if awarded this grant.



Criteria 2

**Achieving Early Learning and Development Outcomes
to Promote School Readiness for Children**

Maximum Points: 40





Achieving Early Learning and Development Outcomes to Promote School Readiness for Children

2.1. Provides a plan to implement a high-quality, comprehensive program for the population the applicant proposes to serve, using a curriculum and teaching practices that promote progress toward infant and toddler school readiness goals and:

- Are based on scientifically valid research;
- Are developmentally appropriate for infants and toddlers;
- Provide continuity of care to promote attachment and a secure foundation for learning in all program options. Explains an approach to staffing continuity across the days, months, and years of service;
- Are aligned with all relevant state early learning guidelines for infants and toddlers, as appropriate.



Achieving Early Learning and Development Outcomes to Promote School Readiness for Children

2.2. The application specifies the name of the curriculum or curricula proposed to be used, why the curriculum was chosen, and the evidence supporting how the curriculum is tied to outcomes for children. The applicant discusses what tools it will use to support domains that the selected curriculum does not support.





Achieving Early Learning and Development Outcomes to Promote School Readiness for Children

2.3. Describes the process for establishing and measuring school readiness goals, including the plans to address the following domains, as appropriate for the age and developmental needs of enrolled infants and toddlers:

- Language and literacy development,
- Cognition and general knowledge,
- Approaches toward learning,
- Physical well-being and motor development, and
- Social and emotional development

Goals must reflect the ages of infants and toddlers who will be participating in the program and must be culturally and linguistically appropriate. The application explains the extent to which goals were or will be established in consultation with the parents of infants and toddlers participating in the program, and in alignment with state early learning guidelines for infants and toddlers, as appropriate.



Achieving Early Learning and Development Outcomes to Promote School Readiness for Children

2.4. Describes how the applicant will meet the needs of infants and toddlers with **disabilities**, including procedures to identify such children, plans to provide trained personnel, and plans to provide services to assist the infants and toddlers in making meaningful progress in attaining age-appropriate knowledge, skills, abilities, and development.

2.5. Describes how the applicant will meet the **unique needs of its targeted population**, including infants and toddlers in the child welfare system, dual language learners, and homeless infants, toddlers, and pregnant women. The application describes procedures to identify such children, plans to provide trained personnel, and plans to provide services to assist these infants and toddlers in making meaningful progress in attaining age-appropriate knowledge, skills, abilities, and development.



Achieving Early Learning and Development Outcomes to Promote School Readiness for Children

2.6. Describes how the applicant will meet the health, mental health, nutritional, and oral health needs of infants, toddlers, and pregnant women. The application describes the system for health screening and services that will ensure infants and toddlers are accurately referred for necessary follow-up evaluation and treatment within timeframes specified by Head Start regulations. Screening and services for identified needs include, at a minimum, health, sensory, developmental, and oral health, and may be provided directly or through community partner providers.





Achieving Early Learning and Development Outcomes to Promote School Readiness for Children

2.7. If proposing center-based or family child care services, the applicant describes a [plan for observing teacher practice](#), including teacher-child interactions. If proposing home-based services, the applicant describes a [plan for observing home visitor practice](#), including interactions with the family and child, and supporting the parents in their role as the child's primary caregiver/teacher. For all program services, the applicant describes using this information to inform professional development and practice improvements. The application includes the name of any instruments to be used.





Achieving Early Learning and Development Outcomes to Promote School Readiness for Children

2.8. Specifies the name and process for selection of their assessment tool. The applicant describes a plan to use 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 at least three times per year (except for programs operating less than 90 days, which will be required to do so at least twice within their operating program period); and to use that analysis in combination with other program data to determine grantees' progress toward meeting its goals, to inform parents and the community of results, and to direct continuous improvement related to curriculum, instruction, professional development, program design, and other program decisions, in accordance with 45 CFR § 1307.3(b)(2). Applicants are reminded that assessment of infant and toddler development must be developmentally, linguistically, and culturally appropriate and most often involves observation.



Achieving Early Learning and Development Outcomes to Promote School Readiness for Children

2.9. Describes a plan to coordinate with public and private entities that are willing to commit resources to assist the Early Head Start program in providing high-quality child health and developmental services and program management services. Such partnerships must include a plan to coordinate the proposed Early Head Start program with other child care and preschool programs, state pre-kindergarten programs, programs under Part C and Section 619 of the Individuals with Disabilities Education Act, and with the educational programs that children to be served will enter upon leaving Early Head Start.





Achieving Early Learning and Development Outcomes to Promote School Readiness for Children

2.10. Describes the system of how the applicant will deliver services to enrolled pregnant women post-pregnancy, and how the newborn infant and family will transition into the appropriate program option at the appropriate time; how the program will support transition from Early Head Start to Head Start or other community-based programs. Additionally, the application describes how the program will support transitions within the Early Head Start program, which might include a child moving from one center or program option to another, adjusting to staff turnover, moving from one classroom to the next, or moving to new grantees in different communities as families move for economic or other reasons. The application describes how the applicant will ensure that infants, toddlers, and their families participating in the Early Head Start program will have the opportunity to receive Head Start or other appropriate preschool services for which they are eligible through the age of mandatory school attendance



Achieving Early Learning and Development Outcomes to Promote School Readiness for Children

2.11. Provides a plan to facilitate the meaningful engagement of parents (including mothers, fathers, grandparents, foster parents, and kinship caregivers, as appropriate) in activities (at home and, if practicable, at the location of the Early Head Start program) designed to help them become full partners in the education of their children. Such engagement includes participation in the conduct of the program, leadership opportunities, support of the child's development and health, support for the parent-child relationship, opportunities for employment, and other paths to improved financial well-being. The application identifies and addresses barriers to parent participation, such as lack of transportation access or need for child care.





Achieving Early Learning and Development Outcomes to Promote School Readiness for Children

2.12. Explains the plan to implement the Head Start Parent Family and Community Engagement Framework and to offer family literacy and parenting skills training using evidence-based curricula and approaches either directly or through referral to local entities, public and school libraries, and entities carrying out family support programs. The application includes a plan to offer (either directly or through referrals) other support for families struggling with mental health challenges, domestic violence, homelessness, or substance abuse





Criteria 3

Past Performance

Maximum Points: 20





Past Performance

3.1. Demonstrates how the applicant's history and experience, based on past performance providing high-quality early education or other related programs, support its ability to effectively and efficiently administer a project for infants, toddlers, and pregnant women of the size, complexity, and scope of their proposed program. Reviewers will evaluate evidence of experience, such as, but not limited to:

- Quality Rating and Improvement System (QRIS) rating,
- Record of high performance in the early primary grades by children formerly enrolled in the program,
- Evidence from use of teacher-child interaction rating system,
- Evidence of successful staff development system leading to highly qualified staff, and
- Evidence of high level of success improving family self-sufficiency.

Applicants that serve or have served as delegate agencies to Head Start and Early Head Start grantees must provide documentation of their past performance.



Past Performance

3.2. Documents how the professional experience of the applicant's proposed management team (executive director, program director, managers), based on past performance providing comprehensive, high-quality early care and education, demonstrates an ability to effectively and efficiently administer a project of this size, complexity, and scope within the service area.





Past Performance

3.3. Explains how the applicant's past performance and experience will inform its administration of the Early Head Start program being proposed and will help ensure a high-quality Early Head Start program. To the degree that the applicant is currently operating a program that differs from the Early Head Start program being proposed - such as differences in the target population, the set of services provided, the structure of the program (the hours, days, or weeks of operation), the mechanisms for quality assurance and improvement, the early learning standards to be used, and the performance measurement system - the applicant acknowledges these differences and explains how it will successfully adapt to the differences between its current program and the proposed program.





Past Performance

3.4. Applicants that are current or former Head Start or Early Head Start grantees must include a description of any repeat violations, such as deficiencies, areas of non-compliance, and/or audit findings. These repeat violations should represent findings from the last two OHS triennial monitoring reports plus any other OHS monitoring reports and any audit reports issued in the 5 years preceding the posting of this FOA. Applicants must describe the actions they have taken to address any repeat violations. If the applicant does not have repeat violations, this criterion is not applicable.





Criteria 4

Staffing and Supporting a Strong Early Learning Workforce

Maximum Points: 20





Staffing and Supporting a Strong Early Learning Workforce

4.1. Documents that the proposed program director and **proposed key staff** are qualified and knowledgeable about administering complex social service programs or early education services. The applicant describes its key staff's major functions and responsibilities in the narrative and includes their resumes in the appendix.

4.2. Provides a clear plan to **attract and retain qualified staff** with the ability to implement a research-based curriculum aligned with the Head Start Child Development and Early Learning Framework and state early learning guidelines (as appropriate), effective instructional strategies, and a high-quality, comprehensive program.





Staffing and Supporting a Strong Early Learning Workforce

4.3. Demonstrates that employees of the agency will meet the requirements of the Head Start Act for staff qualifications set in Section 645A(h) for Early Head Start. The applicant provides documentation showing that all center-based Early Head Start teachers have an Infant Toddler Child Development Associate (CDA) credential and have been trained (or have equivalent coursework) in early childhood development with a focus on infant and toddler development as required by Section 645A(h) of the Head Start Act. If applicable, the applicant describes how it will hire Early Head Start home visiting staff qualified or trained to conduct home visits that include the full range of comprehensive Early Head Start services.





Staffing and Supporting a Strong Early Learning Workforce

4.4. Describes the plan to maintain child-to-teacher, home visitor, or family child care provider **ratios** and family service worker caseloads that comply with appropriate regulations, reflect best practices, and are tied to high-quality service delivery in the event of staff absences or vacancies.

4.5. Describes the plan to provide opportunities for qualified parents and other community residents to seek **employment** and how these opportunities will be designed to improve the quality of the proposed program. The applicant explains how it will provide career development opportunities for professional, paraprofessional, and other staff.

4.6. Describes a clear plan to evaluate job applicants, including existing grantee staff, to determine which applicants are most capable of contributing to the implementation of a high-quality, comprehensive program, including the implementation of a research-based curriculum aligned with state early learning guidelines, as appropriate.



Staffing and Supporting a Strong Early Learning Workforce

4.7. Describes an ongoing strategy for professional development, peer support, supervision, ongoing observations, coaching and mentoring, and evaluation of staff and program managers, oriented to improving the skills, knowledge, effectiveness, and career opportunities of all employees. The application describes the process for how it will manage underperforming staff. The applicant also describes how it has used these strategies in the past, its past successes and challenges, and any modifications it would make in the context of implementing the Early Head Start program it is proposing.





Criteria 5

Organizational Capacity and Governance

Maximum Points: 25





Organizational Capacity and Governance

5.1. Provides a plan identifying the capacity of the applicant's senior executive managers and governing board to: (1) exercise effective oversight of program operations and accountability for federal funds; (2) include the Policy Council in the planning and decision-making process; (3) ensure representation of the diverse community served; (4) set and monitor overall agency priorities and operational systems; and (5) conduct community assessment, annual self-assessments, ongoing monitoring, and outcome-based evaluations.

5.2. Explains how its organizational oversight meets the program governance requirements established in Section 642(c) of the Head Start Act. The applicant provides information about how its current governance structure would change (if at all) to meet the Head Start Program Performance Standards.



Organizational Capacity and Governance

5.3. Demonstrates the existence of management systems for program planning, internal and external communication, recordkeeping, issuance of internal and external reports, and program self-assessment and monitoring.

5.4. Demonstrates an ability to provide effective financial management in operating an Early Head Start program based on experience.

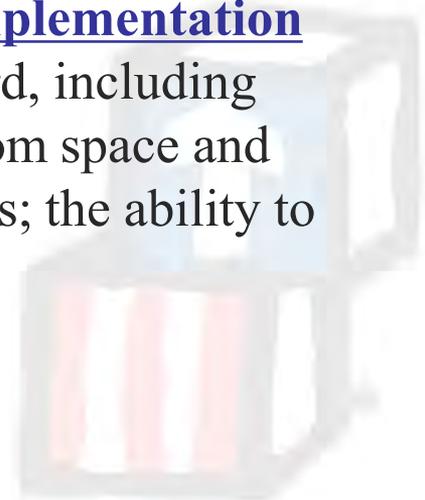
5.5. If proposing to delegate all or part of its responsibility for operating an Early Head Start program, the application identifies proposed delegate agencies, including the communities in which they will operate, the number of children they will serve, and their proposed program option(s). If the applicant is not proposing to delegate with other agencies, this criterion is not applicable.



Organizational Capacity and Governance

5.6. Describes plans to meet or exceed state and local requirements concerning licensing for facilities and to be accessible by state and local authorities for purposes of monitoring and ensuring compliance unless state or local laws prohibit such access. Where facilities are not available, the application provides a plan to acquire facilities in accordance with the requirements provided for the purchase, construction, and major renovation of facilities described in 45 CFR Part 1309.

5.7. Demonstrates the ability to provide timely and efficient implementation of all program components and services immediately upon award, including planning during the transition period; the availability of classroom space and facilities that meets applicable state and local licensing standards; the ability to provide





Organizational Capacity and Governance

5.8. Provides plans to coordinate with other state programs and to participate in state systems of early childhood development, including the QRIS or the state equivalent. If the applicant participates in QRIS, it must include its rating. If applicable, the applicant explains why it does not participate if there is a QRIS in its geographic area.





Criteria 6

Budget and Budget Justification

Maximum Points: 15

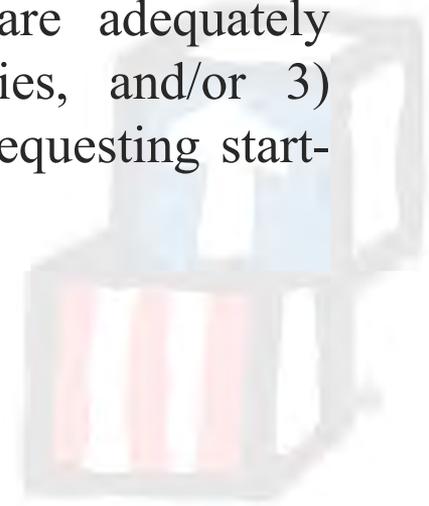




Budget and Budget Justification

6.1. Demonstrates that funds are budgeted to provide all required comprehensive Early Head Start services to eligible infants, toddlers, pregnant women, and their families in a cost-effective manner as indicated in the application narrative.

6.2. Demonstrates that start-up/pre-award costs, if proposed, are justified, reasonable, and applicable based on the applicant's proposed Early Head Start program. Start-up/pre-award costs may include: 1) ensuring that proposed facilities comply with state and local requirements and are adequately equipped, 2) purchasing classroom equipment and supplies, and/or 3) conducting staff background checks. If the applicant is not requesting start-up/pre-award costs, this criterion is not applicable.





Start up Budget

- What is a Start up budget?
 - Start up budget includes costs for anything required to set up and be ready to provide services and does not include costs for expenses that are considered ongoing regular expected operation costs
 - See *Section II. Award Information* in the FOA for detailed information about how to apply for start-up costs.





Start up Budget

- Facilities and Capital Improvements
- Examples of Start up costs include purchases for necessary equipment **NOT** already on the program inventory
 - Start up budget includes costs for anything required to set up and be ready to provide services and does not include costs for expenses that are considered ongoing regular expected operation costs
- Examples of Start up costs include purchases for necessary equipment **NOT** already on the program inventory such as renovating a Head Start facility to accommodate Early Head Start program option in a Birth To Five application





Budget and Budget Justification

6.4. Demonstrates that the applicant will contribute the required non-federal share/match of the total project cost using allowable sources. Identifies each source of non-federal share match, including the estimated amount per source and the valuation methodology.

Bonus Points

Applicants that wish to receive the bonus points must include in the appendices of their applications the following signed statement, "On behalf of (organization), I, (name), attest that (organization) does not have a non-compete or other agreement with any entity, at the time this application is submitted, which prohibits the entity from applying for a Head Start or Early Head Start grant on its own behalf or imposes a penalty on that entity for making such application."



What Disqualifies an Application?

1. The applicant requested an annual base funding amount that **exceeds the Award Ceiling**
2. The applicant was a Head Start or Early Head Start grantee that has been **terminated or received a denial of refunding** within the previous 5 years
3. The application was not **received** and **validated** by Grants.gov by the closing date and time
4. A paper application was submitted **without approval**





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Still Have Questions?

Please submit fill out Q&A card in your packet or email your questions to the OHS Operations center at:

OHS Tech@reviewops.org

1-888-242-0684





Funding Opportunity Announcements

- www.grants.gov
- <http://www.acf.hhs.gov/grants/open/foa/office/ohs>

Grantee Profile and Inventory

- <http://www.acf.hhs.gov/programs/ohs/funding>

Head Start Resources

- <https://eclkc.ohs.acf.hhs.gov/hslc>

Applicant Support Toolkit

- <http://eclkc.ohs.acf.hhs.gov/hslc/grants/grant-toolkit/applicant-support-toolkit.html>

Virtual Tours

- <https://www.cditeam.org/public/puertorico/report.aspx>

Additional Questions

- OHSTech@reviewops.org
- 1-888-242-0684

