



Health Resources & Services Administration

Maternal and Child Health Bureau

Notice of Funding Opportunity

Application due January 23, 2025

Maternal and Child Health Public Health Catalyst Program

Opportunity number: HRSA-25-025

Modified on
12/20/2024

Updated
Indirect costs
rate section.



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Before you begin

If you believe you are a good candidate for this funding opportunity, secure your [SAM.gov](#) and [Grants.gov](#) registrations now. If you are already registered, make sure your registrations are active and up-to-date.

SAM.gov registration (this can take several weeks)

You must have an active account with SAM.gov. This includes having a Unique Entity Identifier (UEI).

[See Step 2: Get Ready to Apply](#)

Grants.gov registration (this can take several days)

You must have an active Grants.gov registration. Doing so requires a Login.gov registration as well.

[See Step 2: Get Ready to Apply](#)

Apply by the application due date

Applications are due by 11:59 p.m. Eastern Time on January 23, 2025.



To help you find what you need, this NOFO uses internal links. In Adobe Reader, you can go back to where you were by pressing Alt + Left Arrow (Windows) or Command + Left Arrow (Mac) on your keyboard.



Step 1:

Review the Opportunity

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Basic information

Health Resources and Services Administration

Maternal and Child Health Bureau

Division of Maternal and Child Health Workforce Development

Expand and strengthen maternal and child health curricula at schools and programs of public health.

Summary

The purpose of the Maternal and Child Health (MCH) Public Health Catalyst Program is to:

- Recruit and train diverse graduate students in MCH public health.
- Expand MCH curriculum and degree offerings within schools and programs of public health where there is currently a lack of, or limited, MCH offerings.
- Build MCH faculty capacity within schools and programs of public health.

You must select **only one** of the two Catalyst Program tracks for your application:

- Track 1: MCH Curriculum Start-Up
- Track 2: MCH Curriculum Expansion

Funding details

Application types: Competing Continuation, New

Expected total available funding in FY 2025: \$1,350,000

Expected number and type of awards: 10 [grants](#)

Funding range per award: Up to \$135,000 per year

We plan to fund awards in five 12-month budget periods for a total five-year period of performance from June 1, 2025, to May 31, 2030.

The program and awards depend on the appropriation of funds and are subject to change based on the availability and amount of appropriations.



Have questions?

Go to [Contacts and Support](#).

Key facts

Opportunity name:

Maternal and Child Health
Public Health Catalyst
Program

Opportunity number:

HRSA-25-025

Announcement version:

Modification #1

Federal assistance listing:

93.110

Statutory authority: 42

U.S.C. § 701(a)(2) (Title V, §
501(a)(2) of the Social
Security Act)

Key dates

NOFO issue date: October
25, 2024

Informational webinar:

November 19, 2024

Application deadline:

January 23, 2025

**Expected award date is
by:** May 1, 2025

Expected start date: June
1, 2025

Eligibility

Who can apply

Types of eligible organizations

These types of domestic* organizations may apply:

- Public institutions of higher education.
- Non-profit private institutions of higher education.
- Native American tribal governments and organizations that are institutions of higher learning (education).

See [42 CFR § 51a.3\(b\)](#).

*“Domestic” means the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, the Northern Mariana Islands, American Samoa, Guam, the U.S. Virgin Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau.

Individuals are not eligible applicants under this NOFO.

Other eligibility criteria

Application related NOFO requirement

Related NOFOs

HRSA has issued a related NOFO, Centers of Excellence in Maternal and Child Health Education, Science and Practice Program (HRSA-25-027). You may only apply for funding under either HRSA-25-025 **or** HRSA-25-027. If you are applying for the Centers of Excellence in MCH Program (HRSA-25-027), you are **not** eligible to apply for the MCH Public Health Catalyst Program (HRSA-25-025). Applicants that submit applications under both HRSA-25-025 and HRSA-25-027 will be required to select one application to move forward to merit review.

Council on Education in Public Health (CEPH) accreditation requirement

You must be an institution of higher education with a school or program of Public Health accredited by the Council on Education in Public Health (CEPH) to apply for funding under this announcement. You must provide documentation of your school/program’s CEPH accreditation status as [Attachment 1](#). Recipients must maintain CEPH

accreditation status throughout the period of performance and notify us of any change in status.

Additional criteria for Track 1

You may only receive funding under Track 1 of the MCH Public Health Catalyst Program for one period of performance. In other words, if you were awarded funding under HRSA-15-133 or under Track 1 of HRSA-20-041, you are **not** eligible to apply for Track 1 under this announcement (HRSA-25-025).

In addition, institutions of higher education that have a CEPH-accredited school or program of Public Health who already have an existing “area of study” in Maternal and Child Health, as identified on the [Association of Schools and Programs of Public Health website](#), are **not** eligible to apply for Track 1 under this announcement.

Additional criteria for Track 2

You may only receive funding under Track 2 of the MCH Public Health Catalyst Program for a total of **two** five-year periods of performance.^[1]

Trainee support

You may only provide support under this program to trainees that are one of the following:

- A U.S. citizen or non-citizen national.
- An individual lawfully admitted for permanent residence to the United States.
- Any other “qualified alien” under section 431(b) of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, Pub. L. 104-193, as amended.

Please review other trainee support information in the [Appendix](#).

Project Director

HRSA recognizes only one Project Director. Your Project Director must be a faculty member employed by the applicant organization at the time you submit the application. The project director should dedicate at least 15% of their time to grant-related activities. The dedicated time can be supported through in-kind contributions or by grant funds. We do not allow co-project directors.

Completeness and responsiveness criteria

We will review your application to make sure it meets these basic requirements to forward in the competition.

We will not consider an application that:

- Is from an organization that does not meet all [eligibility criteria](#).

- Requests funding above the award ceiling shown in the [funding range](#).
- Is submitted after the [deadline](#).

Application limits

You may not submit more than one application. If you submit more than one application, we will only accept the last on-time submission.

Cost sharing

This program has no cost-sharing requirement. If you choose to share in the costs of the project, we will not consider it during [merit review](#). We will hold you accountable for any funds you add, including through [reporting](#).

Program description

Purpose

The purpose of the Maternal and Child Health (MCH) Public Health Catalyst Program is to:

- Recruit and train diverse^[2] graduate students in MCH public health.
- Expand MCH curriculum and degree offerings within schools and programs of public health where there is currently a lack of, or limited, MCH offerings.
- Build MCH faculty capacity within schools and programs of public health.

You must select **one** of the two Catalyst Program tracks for your application:

- Track 1: MCH Curriculum Start-Up
- Track 2: MCH Curriculum Expansion

Program goals and objectives

The program goals are to:

- Expand the number of schools and programs of public health (SPPH) with MCH coursework and degree offerings, certificates, or concentrations in MCH.
- Increase the number and diversity^[3] of public health graduate students trained in MCH.
- Increase the number of faculty at SPPH with MCH-specific faculty development opportunities.

The program objectives to be accomplished by the end of the period of performance in 2030 include:

Objectives for Track 1: MCH Curriculum Start-Up only

- Develop and offer at least two graduate-level MCH courses including one course in the foundations of MCH.

Objectives for Track 2: MCH Curriculum Expansion only

- Establish or maintain a degree offering, certificate, or concentration in MCH for a masters-level public health degree.

Objectives for both Track 1 and Track 2

- Recruit and train diverse^[4] students.
- Support graduate students to complete an MCH-related integrated learning experience (ILE).^[5]
- Mentor MCH public health graduate students.
- Create and/or sustain a student-led MCH organization.
- Provide faculty development opportunities for early-career and mid-level MCH faculty.
- Develop and enhance partnerships with at least one [state Title V Maternal and Child Health Services Block Grant recipient](#).

About MCHB and Strategic Plan

The HRSA Maternal and Child Health Bureau (MCHB) administers programs with focus areas in maternal and women's health, adolescent and young adult health, perinatal and infant health, child health, and children with special health care needs.

To learn more about MCHB and the Bureau's Strategic Plan, visit the [Mission, Vision, and Work page on the MCHB website](#).

Background

The 2021 Public Health Workforce Interests and Needs Survey (PH WINS) highlights that existing workforce shortages in governmental MCH Public Health are expected to worsen, with over 45% of state and local health department staff planning to leave or retire in the next five years.^[6] An estimated 6,500 additional full-time equivalents (FTEs) will be needed to fill anticipated MCH staffing gaps at state and local health departments.^[7] Schools and programs of public health (SPPH) with specialized training in MCH are uniquely qualified to train a diverse MCH workforce that is prepared to fill anticipated vacancies, reach communities that are underserved,^[8] and carry out essential MCH services nationwide.^[9]

Recent data also highlight that the current and future governmental and academic public health workforce is not reflective of the groups that most often experience disparities in MCH outcomes.^[10]^[11] Students from backgrounds that are underrepresented in the public health workforce^[12] (Asian, Black, Hispanic, and Native American) also remain underrepresented in their public health educational programs at SPPHs.^[13]^[14]

Since 2015, MCHB's Catalyst Program has led to the establishment and growth of 11 MCH certificates, concentrations, or degree offerings in Schools of Public Health. Since 2020, Catalyst Programs trained over 2,600 students in MCH public health. 54% of Catalyst students identify with a racial group that is underrepresented in the MCH workforce and 12% identify as Hispanic or Latino.^[15] Two years after completing the Catalyst Program, over 80% of graduates continue to work with MCH populations. Catalyst Program graduates are now employed in governmental public health settings, including local, state, and federal agencies, and in MCH-related community-based organizations.

Program requirements and expectations

Funding under this program is expected to contribute to recruiting and training graduate students with diverse backgrounds in MCH public health; expanding MCH curriculum and degree offerings within schools and programs of public health; and building MCH faculty capacity.

To achieve the [objectives stated in the purpose section](#), propose strategies to:

Track 1: MCH Curriculum Start-Up

- Develop at least two graduate-level, credit-bearing courses in MCH by the end of the five-year period of performance.
 - One course must be focused on foundational MCH content and should be developed and approved by your institution by June 1, 2026. The foundational course must cover:
 - Life course approach.^[16]
 - The interaction of physical, social, and environmental influences on health outcomes for MCH populations.
 - The history of MCH and public health systems in the United States, including the [Title V MCH Services Block Grant](#).
 - A second MCH course should be developed based on MCH topic(s) identified through a review of current gaps in SPPH curriculum and student interests at your institution. You are encouraged to consider workforce development and

training needs identified by Title V programs^[17] in your state or region as you design MCH coursework.

- Offer MCH coursework at least two semesters per academic year. Courses should be offered in a sequence that will allow students to build on and apply foundational MCH knowledge in subsequent MCH courses.
- Identify and engage MCH partners, including Title V and MCH community-based organizations, that can contribute to your MCH program. For example, partners might contribute as course guest lecturers or as preceptors for students' ILE.
 - You are expected to establish a partnership with at least one Title V program by the end of the first budget period and provide evidence of this partnership (for example, a letter of support) to HRSA after award.

Track 2: MCH Curriculum Expansion

- Expand and enhance the MCH curriculum at your institution, building on current MCH coursework. This may include developing new MCH courses to fill identified gaps, enhancing existing MCH coursework, or working across the SPPH to infuse MCH content and competencies into existing coursework that did not previously have a focus on MCH topics or populations.
- Develop or maintain a masters-level public health degree, certificate, or concentration in MCH by the end of the five-year period of performance. A degree, certificate, or concentration in MCH should include:
 - At least one course that focuses on foundational MCH content (see [Track 1 foundational course expectations](#)).
 - Additional MCH coursework that has been (or will be) developed based on an assessment of curriculum gaps, MCH training needs, and the needs of the MCH workforce in your state or region.
 - Opportunities for students to complete an ILE^[18] with an MCH organization or related to an MCH topic.
 - Mentorship between MCH students and faculty. Culturally congruent mentorship for students from underrepresented populations^[19] is encouraged.
- Recruit and train at least 25 graduate-level public health students in MCH annually. You may count participants in MCH coursework and/or the MCH degree offering, certificate, or concentration, once it is available.
- Strengthen academic-practice partnerships (APP) with MCH organizations, including at least one Title V program in your state or region. APPs should be beneficial to both partners.

- You should provide consultation and subject matter expertise to MCH partners to strengthen APPs.
- Community-based MCH organizations may provide opportunities for student field placements, practice-based research, and participation in advisory committees.

Both Track 1 and Track 2

- Identify the competencies expected of students when they complete the MCH coursework or curriculum. Competencies should align to the MCH Leadership Competencies.^[20]
- Recruit and retain MCH students from backgrounds that are underrepresented in the MCH workforce, including but not limited to students from economically disadvantaged and racially or ethnically underrepresented backgrounds.
- Create or sustain a student-led organization in MCH to form a peer network of public health students with a shared interest in MCH careers. Your student organization should:
 - Meet at least quarterly.
 - Support activities such as, but not limited to, journal clubs, community service activities, and seminars or symposia with MCH guest speakers.
- Establish an advisory committee to guide MCH curriculum development and expansion. Your advisory committee should include students, faculty, community partners, and individuals with lived experience.
- Identify faculty with interest and expertise in MCH education, research, or practice who will contribute to developing and maintaining MCH curriculum, supporting ILEs, and mentoring students.
- Provide faculty development opportunities for early- or mid-career MCH faculty to strengthen capacity in MCH public health education, research, or practice within your institution. Faculty development opportunities may include, but are not limited to:
 - Assessing current MCH public health educational content and curricula available to students within the faculty member's institution.
 - Advancing MCH research.
 - Enhancing collaboration with MCH practice partners, including Title V and community-based organizations.
 - Disseminating findings from MCH research or practice at national MCH conferences and to community partners.
- Collaborate with other Track 1 and Track 2 recipients funded under this announcement (HRSA-25-025) and Centers of Excellence in MCH Education,

Science and Practice Programs funded under HRSA-25-027. Collaborative activities may include:

- Participating in all-recipient calls, which will take place at least quarterly.
- Attending the annual Catalyst/Centers of Excellence in MCH Education, Science, and Practice recipient meeting.
- Establishing mentoring relationships between recipients funded under this announcement. We also encourage mentorship between recipients funded under this announcement and those funded under HRSA-25-027.
- Identify a Project Director (PD) who will have direct, day-to-day responsibility for grant activities. The PD should:
 - Be a faculty member at the applicant organization.
 - Have relevant experience with curriculum development, teaching, and mentoring students.
 - Have expertise in one or more MCH topic areas.
 - Commit a minimum of 15% of their time to the Catalyst Program grant, which may be a combination of grant and in-kind support. The 15% effort cannot be shared by two faculty members.

Performance measurement, evaluation, and continuous quality improvement (CQI)

We expect you to measure your performance and conduct continuous quality improvement (CQI) activities. This includes:

- Measuring performance on key activities and program objectives.
- Collecting data and reporting annually on Discretionary Grants Information System (DGIS) measures noted in the [reporting](#) section, such as:
 - Number of students trained by your MCH Catalyst Program, disaggregated by race, ethnicity, gender, and other applicable categories.
 - Number of partnerships developed with Title V and MCH-related organizations.
 - Former trainee outcomes. You are expected to track trainees for 5 years post-completion of the MCH Public Health Catalyst Program and report on trainee outcomes outlined in the DGIS [former long-term trainee survey](#).
- Collecting and reporting annually in the [non-competing continuation progress report](#) on added measures that align with program goals and objectives:

- **Track 1**
 - Number and topic of MCH courses developed and offered to students.
- **Track 2**
 - Number and topic of MCH courses developed, expanded, and offered to students.
 - Number of MCH degree offerings, certificates, or concentrations developed or sustained.
- **Track 1 and Track 2**
 - Number and type of student interest group activities and number of participants in these activities.
 - Number of early-career and mid-level MCH faculty who receive faculty development support and type of faculty development opportunities.
 - Number of MCH-related student ILEs (for example, placements at Title V agencies or MCH organizations, or projects with a focus on an MCH-related topic).
- Conducting CQI activities that will contribute to ongoing improvement of MCH coursework and other MCH-related student activities at your SPPH. We encourage you to use ongoing feedback from students, faculty, and partners as part of your CQI activities.

Award information

Funding policies and limitations

Policies

- We will only make awards if this program receives funding. If Congress appropriates funds for this purpose, we will move forward with the review and award process.
- Support beyond the first budget year will depend on:
 - Appropriation of funds.
 - Your satisfactory progress in meeting the project's objectives.
 - A decision that continued funding is in the government's best interest.
- If we receive more funding for this program, we may:
 - Fund more applicants from the rank order list.
 - Extend the period of performance.
 - Award supplemental funding.

General limitations

- For guidance on some types of costs we do not allow or restrict, see Project Budget Information in Section 3.1.4 of the [R&R Application Guide](#). You can also see 45 CFR part 75, or any superseding regulation, [General Provisions for Selected Items of Cost](#).
- You cannot earn profit from the federal award. See [45 CFR 75.400\(g\)](#).
- Congress's current appropriations act includes a salary limitation, which applies to this program. As of January 2024, the salary rate limitation is \$221,900. This limitation may be updated.

Program-specific limitations

Please refer to [Appendix](#) to review additional information on trainee support costs.

See [Manage Your Grant](#) for other information on costs and financial management.

Indirect costs

Indirect costs are costs you charge across more than one project and that cannot be easily separated by project. For example, this could include utilities for a building that supports multiple projects.

Per 45 CFR 75.414, indirect costs for training awards cannot exceed 8% of modified total direct costs (MTDC). To calculate the MTDC, we exclude from the direct cost base:

- Direct cost amounts for, equipment, tuition, fees and participant support costs
- Subawards and subcontracts exceeding \$50,000.

For modified total direct costs, we use the definition at [2 CFR 200.1](#).

Program income

Program income is money earned as a result of your award-supported project activities. You must use any program income you generate from awarded funds for approved project-related activities. Find more about program income at [45 CFR 75.307](#).



Step 2:

Get Ready to Apply

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Get registered

SAM.gov

You must have an active account with SAM.gov. This includes having a Unique Entity Identifier (UEI). SAM.gov registration can take several weeks. Begin that process today.

To register, go to [SAM.gov Entity Registration](#) and select Get Started. From the same page, you can also select the Entity Registration Checklist to find out what you'll need to register.

When you register or update your SAM.gov registration, you must agree to the [financial assistance general certifications and representations](#). You must agree to those for grants specifically, as opposed to contracts, because the two sets of agreements are different. You will have to maintain your registration throughout the life of any award.

Grants.gov

You must also have an active account with [Grants.gov](#). You can see step-by-step instructions at the Grants.gov [Quick Start Guide for Applicants](#).

Find the application package

The application package has all the forms you need to apply. You can find it online. Go to [Grants Search at Grants.gov](#) and search for opportunity number HRSA-25-025.

After you select the opportunity, we recommend that you click the Subscribe button to get updates.

Application writing help

Visit HHS [Tips for Preparing Grant Proposals](#).

Visit [HRSA's How to Prepare Your Application](#) page for more guidance.

See [Apply for a Grant](#) for other help and resources.

Join the webinar

For more information about this opportunity, join the webinar on Tuesday, November 19, 2024, at 3 p.m. ET. You can join at [this Zoom link](#).

If you are not able to join through your computer, you can call in:

- Phone number: 833 568 8864
- Meeting ID: 161 854 1621

We will record the webinar. If you are not able to join live, you can replay it at [Find Grant Funding | HRSA](#).

Have questions? Go to [Contacts and Support](#)



Step 3:

Prepare Your Application

In this step

Application contents and format

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Application contents and format

Applications include five main components. This section includes guidance on each.

There is a 40-page limit for the overall application. The 40-page limit applies to both Track 1 and Track 2 applicants.

Submit your information in English and express whole number budget figures using U.S. dollars.

Make sure you include each of these:

Components	Submission format
Project abstract	Use the Project Abstract Summary form.
Project narrative	Use the Research & Related Other Project Information form.
Budget narrative	Use the Research & Related Budget form.
Attachments	Insert each in the Attachments Form.
Other required forms	Upload using each required form.

Required format

You must format your narratives and attachments using our required formats for fonts, size, and margins. See the formatting guidelines in Section 3.2 of the [R&R Application Guide](#).

Project abstract

Complete the information in the Project Abstract Summary form. Include a short description of your proposed project. Include the needs you plan to address, the proposed services, and the population groups you plan to serve. For more information, see Section 3.1.2 of the [R&R Application Guide](#).

Project narrative

Use the Research & Related Other Project Information form to attach the project narrative. In this section, you will describe all aspects of your project. Project activities must comply with the [nondiscrimination requirements](#).

Use the section headers and the order listed.

Introduction

See merit review criterion 1: [Need](#)

Briefly describe the purpose of your project. You must state the MCH Public Health Catalyst Program track to which you are applying:

- Track 1: MCH Curriculum Start-Up; **OR**
- Track 2: MCH Curriculum Expansion.

Need

See merit review criterion 1: [Need](#)

For both Track 1 and Track 2, include the following in this section:

- Describe the need for MCH-specific public health training in your state and region. Use and cite data wherever possible.
- Describe the students in the SPPH and their unmet MCH training needs that this program will address.
- Discuss any relevant barriers to students' access to education and success in your MCH program. These barriers might include physical health, psychological health, physical environment, social environment, and economic stability.
- In [Attachment 2](#), include a letter signed by the dean of your SPPH that certifies your selection of Track 1 or Track 2 for your application.

Approach

See merit review criterion 2: [Response](#)

In this section, tell us how you'll address your stated needs and meet the [program requirements and expectations](#) described in this NOFO. The following sections include directions that apply to both Track 1 and Track 2, as well as instructions specific to each of the two tracks.

Both Track 1 and Track 2

Tell us how you'll address your stated needs and meet the [program requirements and expectations](#) described in this NOFO.

Goals and objectives

- List your project goals and the specific objectives that respond to the stated need and purpose of the project.
- Provide objectives that are specific, measurable, achievable, realistic, time-bound, inclusive, and equitable (SMARTIE) for each proposed project goal.

MCH student organization

- Describe your plan to create or sustain a [student-led organization in MCH](#). Your proposal should include plans that outline:
 - At least quarterly meetings.
 - How you will recruit and support MCH students to lead and oversee the organization.
 - The types of activities you anticipate supporting under the organization.

MCH faculty

- Discuss how you'll identify faculty across the SPPH with interest and expertise in MCH education, research, or practice. Outline the activities that MCH faculty will lead or participate in as part of your program (for example, teaching, mentoring, or serving as a preceptor).
- Describe how you'll identify and provide MCH-related faculty development opportunities for early- or mid-career faculty. Outline the opportunities that you will provide (for example, MCH curriculum assessment, MCH-related research, and MCH partnership building) and explain how you will support faculty to complete them.

Recruitment and retention

- Describe your plan to recruit and retain students from backgrounds that are underrepresented in the MCH workforce, including but not limited to students from economically disadvantaged and racially or ethnically underrepresented backgrounds.

Advisory committee

- Describe your plan for identifying advisory committee members to guide program activities. List invited or confirmed members of the advisory committee and include their organizational or other affiliation (for example, student, faculty member, or community partner).

Collaboration across programs

- Describe how you'll collaborate with other Track 1 and Track 2 recipients funded under this announcement, including a plan to participate in recipient calls, attend the annual recipient meeting, and participate in mentoring between Catalyst and/or CoE Programs.

Track 1: MCH Curriculum Start-Up only

MCH courses

- Describe your plan to develop and offer at least two graduate-level, credit-bearing courses. Detail the timeline for developing the foundational course in MCH and how you will ensure the course is developed and approved by June 1, 2026.

- Describe how you'll determine the topic for a second MCH course and a timeline for developing the course. The second course must be developed and implemented by the end of the five-year period of performance.
- Describe how you'll sequence MCH courses to allow students to build on foundational knowledge and how you will work with your SPPH to ensure MCH coursework is offered at least two semesters per academic year in years two through five of the period of performance.

Partnership

- Describe how you'll identify and reach out to MCH partners in your state or region, including at least one Title V program by the end of the first budget period.
- Describe your plan to engage partners in your MCH program on an ongoing basis. For example, as guest lecturers, advisory committee members, or preceptors.

Track 2: MCH Curriculum Expansion only

MCH courses and degree offerings

- Describe your plan to expand or enhance MCH courses. Provide a timeline for developing and implementing these courses.
- Provide a detailed plan for developing or sustaining a masters-level MCH public health degree, certificate, or concentration.
- In [Attachment 3](#), outline current or anticipated curriculum and other requirements that students must complete to obtain the MCH degree, certificate, or concentration. The attachment should include a list of MCH courses, ILEs, mentorship, and any other requirements you identify.

Recruitment

- Outline your plan for recruiting and training at least 25 graduate-level public health students in MCH annually.

Partnership

- Describe how you'll strengthen academic-practice partnerships with MCH organizations in your state or region, including at least one Title V Program.
- Outline how you'll identify opportunities to provide subject matter expertise or consultation to MCH partners.

High-level work plan

See merit review criteria 2: [Response](#) and 4: [Impact](#)

- Describe how you'll achieve each of the objectives during the period of performance.

- In [Attachment 4](#), provide a work plan with a timeline that describes the activities that you will use to achieve each proposed objective included in the [Approach](#) section. The work plan and timeline should cover the entire five-year period of performance and should align with and be supported by the needs assessment, proposed budget, and organizational capacity.

Resolving challenges

See merit review criterion 2: [Response](#)

Discuss challenges that you are likely to encounter in designing and carrying out the activities in your work plan. Explain approaches that you'll use to resolve them.

Performance reporting, evaluation, and technical support capacity

See merit review criteria 3: [Performance reporting and evaluation](#) and 5: [Resources and capabilities](#)

- **Monitoring.** Describe how you'll track progress on project activities over the period of performance. Provide an initial list of measures (such as indicators and metrics) you will use to monitor progress on project activities.
- **Performance measurement.** Provide your plan for measuring and tracking program goals and objectives outlined in the [Purpose](#) section. The plan should include required and proposed measures outlined in the [Program requirements and expectations section](#), and plans for the timely collection and reporting of all measures.
- See [Reporting](#) for more information.
- Propose a plan for tracking MCH Catalyst Program graduates for five years post-training, including strategies you will use to maintain contact with program graduates and methods you will use to survey graduates and limit loss to follow-up.
 - **Continuous quality improvement.** Describe your plans for using and incorporating information from students, faculty, or other partners to improve your MCH courses and activities.
 - **Data systems and capacity.**
- Describe the systems and processes you will use to collect and manage data in a way that allows for accurate and timely monitoring, performance measurement, and continuous quality improvement. For example, describe the data management software you'll use.

- Describe staff skills, knowledge, and capacity to collect, manage and report data in a timely manner.
 - **Outcomes.**
- Describe the expected outcomes of funded activities, aligning with your project goals and objectives.
- Describe a plan for measuring the outcomes and impact of participating in your program on trainees and faculty, including but not limited to:
- Post-graduation outcomes of trainees, including those collected through the DGIS [former long-term trainee survey](#).
- Impact on students' career choices and pathways.
- Impact on career development and advancement of MCH faculty.

Sustainability

See merit review criterion 4: [Impact](#)

We expect you to sustain MCH coursework, the student interest group, and partnerships after the period of federal funding ends. Propose a plan for project sustainability and describe the actions you'll take to:

- Explore and obtain future funding, including in-kind support from the SPPH.
- Determine the timing to become self-sufficient.
- Identify challenges that you'll likely encounter in sustaining the program. Include how you will resolve these challenges.

Organizational information

See merit review criterion 5: [Resources and capabilities](#)

Briefly describe your SPPH's mission and structure. Explain how they support your ability to develop or expand MCH coursework.

- In [Attachment 5](#), include a one-page project organizational chart that shows where MCH coursework will be housed within the SPPH. In the attachment, highlight paths of oversight or approval across your organization that will be needed to develop, expand, and/or implement MCH courses. For example, you might highlight a curriculum committee or department or SPPH leadership.
- Discuss how you'll follow the approved work plan, account for federal funds, and record all costs to avoid audit findings.
- Describe the organizations you'll partner with to fulfill the program goals and meet the training objectives. Include key agreements and letters of support in [Attachment 6](#).

- If you are applying for Track 2, you must also include a letter of support from at least one Title V program in [Attachment 6](#).
- Describe the Project Director's current faculty position, experience with curriculum development, experience teaching and mentoring students, and expertise in one or more MCH topic areas.
- State how much time the Project Director will commit to the MCH Public Health Catalyst Program. Describe how the Project Director will manage leadership and oversight of the MCH Public Health Catalyst Program in addition to other responsibilities (for example, teaching, research, and other grant-funded projects).
- Include a staffing plan and job descriptions for key faculty and staff in [Attachment 7](#).
- You will also include biographical sketches for key staff using the Research & Related Senior/Key Person Profile form. See [other required forms](#).

Budget and budget narrative

See merit review criterion 6: [Support Requested](#)

Complete the information in the Research & Related Budget form.

Your **budget** should follow the instructions in Section 3.1.4 of the [R&R Application Guide](#) and any specific instructions listed in this section. Your budget should show a well-organized plan.

HHS now uses the definitions for [equipment](#) and [supply](#) in 2 CFR 200.1. The new definitions change the threshold for equipment to the lesser of the recipient's capitalization level or \$10,000 and the threshold for supplies to below that amount.

The total project or program costs are all allowable (direct and indirect) costs used for the HRSA activity or project. This includes costs charged to the award and non-federal funds used to satisfy any matching or cost-sharing requirement (which may include maintenance of effort, if applicable).

The **budget narrative** supports the information you provide in the Research and Related Budget Form. See [other required forms](#). It includes an itemized breakdown and a clear justification of the costs you request. The merit review committee reviews both.

As you develop your budget, consider:

- If the costs are reasonable and consistent with your project's purpose and activities.
- The restrictions on spending funds. See [funding policies and limitations](#).

To create your budget justification narrative, see detailed instructions in Section 3.1.5 of the [R&R Application Guide](#).

The following sections include some additional instructions specific to this NOFO.

Participant and trainee support costs

- Identify the number of participants and trainees.
- Include tuition, fees, health insurance, stipends, travel, subsistence, and other proposed costs that will be provided to trainees from this award.
- Separate these costs from others so we can identify them easily.
- Include a sub-total entitled “Total Participant and Trainee Support Costs” with the summary of these costs.
- Please refer to [Appendix A](#) to review additional information on trainee support costs.

Preceptor costs

Preceptors can be either your employee, contractor, or consultant. Preceptor costs are unique and different than trainee costs, which are for your students. Allowable preceptor costs may include:

- Stipends (paid as salary for employees or allowance).
- Continuing education, other trainings, and fees.
- Travel.

Note: You cannot require students to pay for preceptor costs.

- If the preceptor is an employee, specify those costs under Section B (Other Personnel), Section D (Travel), and Section F (Other Direct Costs).
- If the preceptor is a consultant or contractor, lists those costs under Section F (Other Direct Costs).
- Include the number of preceptors in your budget narrative.

Consultant services

Identify each consultant, the services they will perform, the total number of days they will work, their travel costs, and the total estimated costs.

Attachments

Place your attachments in this order in the Attachments Form. See [application checklist](#) to determine if they count toward the page limit.

Attachment 1: Council on Education in Public Health (CEPH) accreditation status

Provide documentation of your CEPH accreditation status as a School or Program of Public Health. Please do not provide the web link to the accreditation body's website.

Attachment 2: Letter certifying selection of Track 1 or Track 2

Track 1: Attach a letter signed by the dean of your SPPH that says a course in foundational MCH is not offered as part of current course offerings at the SPPH. Refer to [other application criteria](#) to review information about ASPPH Program finder.

Track 2: Attach a letter signed by the dean of your SPPH that states the need to expand MCH curriculum at the SPPH and says:

- The SPPH has foundational MCH coursework but does not currently have a degree program, certificate, or concentration in MCH; **OR**
- The SPPH has received MCH Public Health Catalyst Program Track 2 funding for less than two five-year periods of performance.

Attachment 3: MCH curriculum (Track 2 Only)

Outline current or anticipated curriculum and other requirements that students must complete to obtain the MCH degree, certificate, or concentration. Include a list of MCH courses, ILEs, mentorship, and any other requirements you identify.

Attachment 4: Work plan

Attach the project's work plan. Make sure it includes everything required in the [project narrative](#) section. Your work plan should be presented in a table format and must:

- Include the timeline for each activity.
- Identify faculty, staff, and/or other personnel who are responsible for each activity.
- Identify the key partners that will help you achieve each activity (as applicable).

Attachment 5: Project organizational chart

Provide a one-page diagram that shows the project's organizational structure, including where MCH coursework is housed within the SPPH. Highlight paths of oversight or approval across your organization that will be needed to develop, expand, and/or implement MCH courses and other activities outlined in your work plan.

Attachment 6: Agreements with other entities

Provide any documents that describe working relationships between your organization and others you refer to in the proposal.

Documents that confirm actual or pending contracts or agreements should clearly describe the roles of subrecipients and contractors and any deliverable. Make sure you sign and date any letters of agreement.

Track 2 applicants must include a letter from a Title V program. Documents that confirm actual or pending contracts or agreements should clearly describe the roles of subrecipients and contractors and any deliverable. Make sure you sign and date any letters of agreement.

Attachment 7: Staffing plan and job descriptions

See Section 3.1.7 of the [R&R Application Guide](#).

Include a staffing plan that shows the staff positions that will support the project and key information about each. Justify your staffing choices, including education and experience qualifications and your reasons for the amount of time you request for each staff position.

For key personnel, attach a brief job description. It must include the role, responsibilities, and qualifications.

Attachments 8 through 15: Other relevant documents (optional)

Include any other documents that are relevant to your application.

Other required forms

You will need to complete some other forms. Upload the following forms at Grants.gov. You can find them in the NOFO [application package](#) or review them and any available instructions at [Grants.gov Forms](#).

Forms	Submission requirement
Research & Related Other Project Information	With application.
SF-424 (R&R)	With application.
R & R Subaward Budget Attachment(s) Form	With application.
Research & Related Senior/Key Person Profile (Expanded)	With application.
Project/Performance Site Location(s)	With application.
Disclosure of Lobbying Activities (SF-LLL)	If applicable, with the application or before award.

Form instructions

In addition to the requirements for the [project abstract](#), [budget narrative](#), [project narrative](#), and [attachments](#), following are instructions for each of the other forms required by this NOFO. See the [application checklist](#) for a full list of all application requirements.

Research & Related Other Project Information

In addition to the requirements in the [project narrative](#) section, you will provide some additional information in this form.

- Complete sections 1 through 6.
- Upload a blank document in item 7: Project Summary/Abstract to avoid a cross-form error with your Project Abstract Summary Form.
- Upload your project narrative in item 8.
- Leave items 9, 10, and 11 blank.

SF 424 (R&R)

This is your application for federal assistance. Follow the instructions in Section 3.1.1 of the [R&R Application Guide](#).

R&R Subaward Budget Attachment(s) Form

You will also complete the R&R Subaward Budget Attachment Form for each subaward you propose. These include subcontracts. You will do this using the R&R Subaward Budget Attachment(s) Form.

To complete the budget forms, follow the instructions.

- Once you open this form, you can select “Click here to extract the R&R Subaward Budget Attachment.”
- Save the file and then open it to complete it.
- Once you save the file you can upload it within the form.
- Repeat the steps for each subaward.

If you have more than 10 subawards, you may upload the extra budget forms in the Research and Related Other Project Information form in Block 12, “Other Attachments.”

Research & Related Senior/Key Person Profile (Expanded)

- Include biographical sketches for people who will hold the key positions.
- Try to use no more than one page per person. These sketches count toward the page limit.
- Do not include personally identifiable information.
- If you include someone you have not hired yet, include a letter of commitment from that person with their biographical sketch.
- Upload sketches in the Research & Related Senior/Key Person Profile form.

Include:

- Name and title.
- Education and training. For each entry include Institution and location, degree and date earned, if any, and field of study.
- Section A, Personal Statement. Briefly describe why the individual’s experience and qualifications make them well suited for their role.
- Section B, Positions and Honors. List in chronological order previous and current positions. List any honors. Include present membership on any federal government public advisory committee.
- Section C, Other Support. This section is optional. List selected ongoing and completed projects during the last three years. Begin with any projects relevant to the proposed project. Briefly indicate the overall goals of the projects and responsibilities of the person.

- Other information. If applicable, include language fluency and experience working with populations that are culturally and linguistically different from their own.

Project/Performance Site Locations(s)

Follow the form instructions in [Grants.gov Forms](#). Use the “Next Site” option rather than “Additional Location(s)” to add more than one project/performance site location.

Disclosure of Lobbying Activities (SF-LLL) Form

Follow the form instructions in [Grants.gov Forms](#).



Step 4:

Learn About Review and Award

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Application review

Initial review

We will review your application to make sure that it meets [eligibility](#) and [application](#) criteria, including the [completeness and responsiveness criteria](#). If your application does not meet these criteria, it will not be funded.

We will not review any pages that exceed the page limit.

Merit review

A panel reviews all applications that pass the initial review. The members use these criteria.

Criterion	Total number of points = 100
1. Need	10 points
2. Response	35 points
3. Performance reporting and evaluation	20 points
4. Impact	10 points
5. Resources and capabilities	15 points
6. Support requested	10 points

Criterion 1: Need

10 points.

See Project narrative [Introduction](#) and [Need](#) sections.

Both Track 1 and Track 2

The panel will review your application for how well it:

- Describes the purpose of the project and the need for MCH-specific training in their state and/or region, and at their SPPH.
- Documents MCH coursework gaps and needs in [Attachment 2](#).

Criterion 2: Response

35 points.

See Project narrative [Approach](#), [High-Level Work Plan](#), and [Resolving Challenges](#) sections.

Approach (17 points): Both Track 1 and Track 2

The panel will review your application for:

- How well it responds to the program's [purpose](#).
- The strength of the proposed goals and objectives and how well they relate to the project.
- How well the activities described will address the need and meet project objectives.
- The strength of the plan to support a student-led organization in MCH, including frequency and types of activities.
- The strength and feasibility of the plan to identify and provide MCH faculty development opportunities.
- The degree to which the student recruitment and retention strategies are complete, feasible, and capable of reaching students from backgrounds that are underrepresented in the MCH workforce.
- The strength of the plan for identifying advisory committee members and the extent to which the committee includes diverse perspectives.
- How well it describes a plan to collaborate with other MCH Public Health Catalyst and Centers of Excellence in MCH recipients, including participation in recipient calls, the annual recipient meeting, and cross-recipient mentoring.

Approach (8 points): Track 1 ONLY

- The strength and feasibility of the plan to develop and offer at least two MCH courses by the end of the period of performance, including one foundational course by June 1, 2026.
- The strength of the approach to determining a topic for the second MCH course and deciding how courses will be sequenced.
- How well it describes a plan to identify MCH-related partners, including Title V, and engage with them on an ongoing basis.

Approach (8 points): Track 2 ONLY

- The strength and feasibility of the plan to expand or enhance MCH coursework, as well as the strength and feasibility of the associated timeline.

- The strength of the plan to develop or maintain a masters-level MCH public health degree, certificate, or concentration in MCH by the end of the period of performance, including a plan to provide ILEs and mentorship to students.
- The feasibility and completeness of the plan to recruit and train at least 25 graduate-level public health students in MCH per year.
- How well it describes a plan to strengthen academic-practice partnerships, including at least one state Title V program in their state or region.

Work plan (7 points): Both Track 1 and Track 2

- How clear and specific the work plan is. It should include details about activities, responsible project personnel, and key partners.
- How feasible the work plan is. It should propose reasonable timelines that are achievable and that align with the objectives proposed in the approach section.

Resolution of challenges (3 points): Both Track 1 and Track 2

- How well it describes the obstacles and challenges they may face during project design and implementation. This includes the quality of their plan to deal with them.

Criterion 3: Performance reporting and evaluation

20 points.

See Project narrative [Performance reporting, evaluation, and technical support capacity](#) section.

Both Track 1 and Track 2

The panel will review your application for:

- How well it describes clear monitoring procedures, including an initial list of measures to monitor progress.
- The quality of the plan and ability to collect data on the measures specified in the [Program requirements and expectations](#), including DGIS measures and additional measures to be reported in the non-competing continuation progress report.
- The feasibility and completeness of the plan to track and survey program graduates for five years post-training.
- The quality of the plan to collect and use feedback to improve MCH coursework and other activities.
- Your organization's capacity to collect, track, manage, and report proposed and required data over time, including staff, resources, systems, and processes.

- The strength and effectiveness of the plan for measuring the outcomes and impact of participating in the proposed program on trainees and faculty.

Criterion 4: Impact

10 points.

See Project narrative [High-Level Work Plan](#) and [Sustainability](#) sections.

Both Track 1 and Track 2

The panel will review your application for:

- The feasibility of the plan to accomplish program objectives.
- How likely it is that the program will continue beyond the federal funding, including MCH coursework, the student organization, and partnerships.
- The strength of the plan to obtain future funding and resolve identified challenges to sustainability.

Criterion 5: Resources and capabilities

15 points.

See Project narrative [Organizational Information](#) and [Performance reporting, evaluation and technical support capacity](#) sections.

Both Track 1 and Track 2

The panel will review your application for:

- How well the applicant demonstrates capabilities to accomplish the proposed project.
- How well the applicant demonstrates an organizational structure that will support the development and expansion of MCH coursework and other activities.
- The strength and feasibility of the partnerships and collaborations that will help the applicant carry out the proposed project.
- The extent to which project staff have the training or experience to carry out the project.
- The extent to which the Project Director has adequate experience and capacity to lead the project.

Criterion 6: Support requested

10 points.

See [Budget and Budget Narrative](#) section.

Both Track 1 and Track 2

The panel will review your application for:

- How reasonable the proposed budget is for each year of the period of performance.
- How reasonable costs are and how well they align with the project's scope.
- The extent to which the Project Director and key staff have adequate time devoted to the project to achieve project objectives.
- The extent to which the budget and budget narrative include support for MCH faculty development activities.

We do not consider **voluntary** cost sharing during merit review.

Risk review

Before making an award, we review your award history to assess risk. We need to ensure all prior awards were managed well and demonstrated sound business practices. We:

- Review any applicable past performance.
- Review audit reports and findings.
- Analyze the budget.
- Assess your management systems.
- Ensure you continue to be eligible.
- Make sure you comply with any public policies.

We may ask you to submit additional information.

As part of this review, we use SAM.gov Entity Information [Responsibility/Qualification](#) to check your history for all awards likely to be more than \$250,000 over the period of performance. You can comment on your organization's information in SAM.gov. We'll consider your comments before making a decision about your level of risk.

If we find a significant risk, we may choose not to fund your application or to place specific conditions on the award.

For more details, see [45 CFR 75.205](#).

Selection process

When making funding decisions, we consider:

- The amount of available funds.
- Assessed risk.
- Merit review results. These are key in making decisions but are not the only factor.
- The larger portfolio of HRSA-funded projects, including the diversity of project types and geographic distribution.
- The funding priorities, funding preferences, and special considerations listed.

We may:

- Fund out of rank order.
- Fund applications in whole or in part.
- Fund applications at a lower amount than requested.
- Decide not to allow a recipient to subaward if they may not be able to monitor and manage subrecipients properly.
- Choose to fund no applications under this NOFO.

Award notices

We issue Notices of Award (NOA) on or around the [start date](#) listed in the NOFO. See Section 4 of the [R&R Application Guide](#) for more information.

By drawing down funds, you accept the terms and conditions of the award.



Step 5:

Submit Your Application

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Application submission and deadlines

Your organization's authorized official must certify your application. See the section on [finding the application package](#) to make sure you have everything you need.

Make sure you are current with SAM.gov and UEI requirements. When you register or update your SAM.gov registration, you must agree to the [financial assistance general certifications and representations](#), and specifically with regard to grants.

Make sure that your SAM.gov registration is accurate for both contracts and grants, as these registrations differ. [See information on getting registered](#). You will have to maintain your registration throughout the life of any award.

Deadlines

You must submit your application by January 23, 2025, at 11:59 p.m. ET.

Submission method

Grants.gov

You must submit your application through Grants.gov. You may do so using Grants.gov Workspace. This is the preferred method. For alternative online methods, see [Applicant System-to-System](#).

For instructions on how to submit in Grants.gov, see the [Quick Start Guide for Applicants](#). Make sure that your application passes the Grants.gov validation checks, or we may not get it. Do not encrypt, zip, or password protect any files.

Have questions? Go to [Contacts and Support](#).

Other submissions

Intergovernmental review

If your state has a process, you will need to submit application information for intergovernmental review under [Executive Order 12372](#). Under this order, states may design their own processes for obtaining, reviewing, and commenting on some applications. Some states have this process and others do not.

To find out your state's approach, see the [list of state single points of contact](#). If you find a contact on the list for your state, contact them as soon as you can to learn their

process. If you do not find a contact for your state, you do not need to do anything further.

This requirement never applies to American Indian and Alaska Native tribes or tribal organizations.

Application checklist

Make sure that you have everything you need to apply:

Form	See instructions	Included in page limit?*
☐ Project Abstract Summary	Project abstract	No
☐ Research & Related Other Project Information	Project narrative and form instructions	Only the project narrative counts towards the page limit.
☐ Research & Related Budget	Budget and budget narrative	Only the budget narrative counts towards the page limit.
Attachments	Attachments	
☐ 1. CEPH accreditation status	Attachments	No
☐ 2. Letter certifying selection of Track 1 or Track 2	Attachments	Yes
☐ 3. MCH curriculum (Track 2 only)	Attachments	Yes
☐ 4. Work Plan	Attachments	Yes
☐ 5. Project organizational chart	Attachments	Yes
☐ 6. Agreements with other entities	Attachments	Yes
☐ 7. Staffing plan and job descriptions	Attachments	Yes
☐ 8-15. Other relevant documents	Attachments	Yes
Other required forms	Other required forms	
☐ SF-424 (R&R)	Form instructions	No
☐ R & R Subaward Budget Attachment(s)	Form instructions	Yes*

Form	See instructions	Included in page limit?*
☐ Research & Related Senior/Key Person Profile form	Form instructions	Yes*
☐ Project/Performance Site Locations(s)	Form instructions	No
☐ Disclosure of Lobbying Activities (SF-LLL)	Grants.gov Forms	No

* Unless otherwise indicated, only what you attach to a form counts against the page limit. The form itself does not count.



Step 6:

Learn What Happens After Award

In this step

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Post-award requirements and administration

Administrative and national policy requirements

There are important rules you need to know if you get an award. You must follow:

- All terms and conditions in the Notice of Award. We incorporate this NOFO by reference.
- The regulations at [45 CFR part 75](#), Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS Awards, or any superseding regulations. Effective October 1, 2024, HHS adopted the following superseding provisions:
 - [2 CFR 200.1](#), Definitions, Modified Total Direct Cost.
 - [2 CFR 200.1](#), Definitions, Equipment.
 - [2 CFR 200.1](#), Definitions, Supply.
 - [2 CFR 200.313\(e\)](#), Equipment, Disposition.
 - [2 CFR 200.314\(a\)](#), Supplies.
 - [2 CFR 200.320](#), Methods of procurement to be followed.
 - [2 CFR 200.333](#), Fixed amount subawards.
 - [2 CFR 200.344](#), Closeout.
 - [2 CFR 200.414\(f\)](#), Indirect (F&A) costs.
 - [2 CFR 200.501](#), Audit requirements.
- The HHS [Grants Policy Statement](#) (GPS). Your NOA will reference this document. If there are any exceptions to the GPS, they'll be listed in your Notice of Award.
- All federal statutes and regulations relevant to federal financial assistance, including those highlighted in [HHS Administrative and National Policy Requirements](#).
- The requirements for performance management in [2 CFR 200.301](#).

Non-discrimination legal requirements

If you receive an award, you must follow all applicable nondiscrimination laws. You agree to this when you register in SAM.gov. You must also submit an Assurance of Compliance ([HHS-690](#)). To learn more, see the [Laws and Regulations Enforced by the HHS Office for Civil Rights](#).

Contact the [HHS Office for Civil Rights](#) for more information about obligations and prohibitions under federal civil rights laws or call 1-800-368-1019 or TDD 1-800-537-7697.

The HRSA Office of Civil Rights, Diversity, and Inclusion (OCRDI) offers technical assistance, individual consultations, trainings, and plain language materials to supplement OCR guidance. Visit [OCRDI's website](#) to learn more about how federal civil rights laws and accessibility requirements apply to your programs, or contact OCRDI directly at HRSACivilRights@hrsa.gov.

Executive order on worker organizing and empowerment

Executive Order 14025 on Worker Organizing and Empowerment encourages worker organizing and collective bargaining and promotes equality of bargaining power between employers and employees.

You can support these goals by developing policies and practices that you could use to promote worker power.

Cybersecurity

You must create a cybersecurity plan if your project involves both of the following conditions:

- You have ongoing access to HHS information or technology systems.
- You handle personal identifiable information (PII) or personal health information (PHI) from HHS.

You must base the plan on the [NIST Cybersecurity Framework](#). Your plan should include the following steps:

Identify:

- List all assets and accounts with access to HHS systems or PII/PHI.

Protect:

- Limit access to only those who need it for award activities.
- Ensure all staff complete annual cybersecurity and privacy training. Free training is available at 405(d): [Knowledge on Demand \(hhs.gov\)](#).
- Use multi-factor authentication for all users accessing HHS systems.
- Regularly backup and test sensitive data.

Detect:

- Install antivirus or anti-malware software on all devices connected to HHS systems.

Respond:

- Create an incident response plan. See [Incident-Response-Plan-Basics_508c.pdf \(cisa.gov\)](#) for guidance.
- Have procedures to report cybersecurity incidents to HHS within 48 hours. A cybersecurity incident is:
 - Any unplanned interruption or reduction of quality, or
 - An event that could actually or potentially jeopardize confidentiality, integrity, or availability of the system and its information.

Recover:

- Investigate and fix security gaps after any incident.

Reporting

If you are funded, you will have to follow the reporting requirements in Section 4 of the [R&R Application Guide](#). The NOA will provide specific details.

You must also follow these program-specific reporting requirements:

- We will require progress reports each year.
- You must submit annual performance data through the **Discretionary Grant Information System (DGIS)**. The DGIS is available through the Electronic Handbooks (EHBs). You will submit a DGIS Performance Report annually, by the specified deadline. To prepare recipients for their reporting requirements, [the listing of administrative forms and performance measures](#) for this program. The type of report required is determined by the project year of the award's period of performance (see table below). You can see the full OMB-approved reporting package at [Discretionary Grants Information System](#) on our website (OMB Number: 0915-0298, expiration date December 31, 2026).

Type of report	Reporting period	Available date	Report due date
a) New Competing Performance Report	June 1, 2025, through May 31, 2030 This report includes administrative data and performance measure projections, as applicable.	Period of performance start date.	120 days from the available date.

Type of report	Reporting period	Available date	Report due date
b) Non-Competing Performance Report	June 1, 2025, through May 31, 2026 June 1, 2026, through May 31, 2027 June 1, 2027, through May 31, 2028 June 1, 2028, through May 31, 2029	Beginning of each budget period (years two through five, as applicable).	120 days from the available date.
c) Project Period End Performance Report	June 1, 2029, through May 31, 2030	Period of performance end date.	90 days from the available date.



Contacts and Support

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Agency contacts

Program and eligibility

Katie Van Nuys

Public Health Analyst, Division of MCH Workforce Development

Attn: MCH Public Health Catalyst Program

Maternal and Child Health Bureau

Health Resources and Services Administration

Email your questions to: KVanNuys@hrsa.gov

Call: 240-290-2219

Financial and budget

Djuana Gibson

Grants Management Specialist

Division of Grants Management Operations, OFAAM

Health Resources and Services Administration

Email your questions to: DGibson@hrsa.gov

Call: 301-443-3243

HRSA Contact Center

Open Monday – Friday, 7 a.m. – 8 p.m. ET, except for federal holidays.

Call: 877-464-4772 / 877-Go4-HRSA

TTY: 877-897-9910

[Electronic Handbooks Contact Center](#)

Grants.gov

Grants.gov provides 24/7 support. You can call 800-518-4726, search the [Grants.gov Knowledge Base](#), or [email Grants.gov for support](#). Hold on to your ticket number.

SAM.gov

If you need help, you can call 866-606-8220 or live chat with the [Federal Service Desk](#).

Helpful websites

- [HRSA's How to Prepare Your Application page](#)
- [HRSA R&R Application Guide](#)
- [HRSA Grants page](#)
- [HHS Tips for Preparing Grant Proposals](#)
- [Association of Schools and Programs of Public Health Academic Program Finder](#)
- [Division of Maternal and Child Health Workforce Development](#)
- [MCH Leadership Competencies](#)
- [MCH Timeline](#)
- [Title V Information System](#)
- [Public Health Workforce Interests and Need Survey National Dashboards](#)

Appendix: Standards for using MCHB grant funds to support trainees

Definitions

- A **long-term trainee (LTT)** is an individual enrolled for 300 or more hours in the MCH Public Health Catalyst training program. Trainees are qualified to participate if they are currently pursuing an advanced degree (pre-doctoral), post-doctoral (including fellows), or are practicing professionals from the community with graduate degrees or commensurate work or leadership experience. Long-term trainee status is independent of a trainee's enrollment status at the academic institution (based on credit hours and/or academic units per term).
- An **advanced medium-term trainee** is an individual enrolled in the program for 150 to 299 hours of training. Stipends for advanced medium-term trainees are awarded at the discretion of the grant recipient. Trainee status is independent of a trainee's enrollment status at the academic institution (based on credit hours and/or academic units per term).
- A **stipend** is allowable as cost-of-living allowances for trainees. A stipend is not a fee-for-service payment and is not subject to the cost accounting requirements of the cost principles.^[21] This is also known as a "participant support cost" per the Uniform Administrative Requirements, Cost Principles, and Audit Requirements of [45 CFR part 75](#).
- A **salary** is allowable for trainees who are considered employees by the institution and who are conducting activities necessary to the federal award. They are subject to the reporting requirements in 75.430 and they must be treated as direct or indirect cost in accordance with the actual work being performed. All provisions detailed below also apply to salaries, unless stated otherwise. Please consult the [HHS Grants Policy Statement](#) for information about taxability of stipends.

Qualifications for receiving stipends, tuition, and salary support under the MCH Public Health Catalyst Program

- Trainees receiving stipends or salary under this program will generally be long-term trainees. Stipends for advanced medium-term trainees are allowable and may be provided at the discretion of the recipient.
- Tuition support may be provided to trainees enrolled full time or part time for academic credits.
- In general, a long-term trainee must have at least a baccalaureate degree and be enrolled in a graduate program.
- A special trainee may be approved, upon request to the MCHB PO after award, only in unusual circumstances where particular needs cannot be met within the categories described above.
- A trainee receiving financial support from grant funds under this program must be a citizen of the United States, a non-citizen national of the United States, an individual lawfully admitted for permanent residence to the United States, or any other “qualified alien” under section 431(b) of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, Pub. L. 104-193, as amended. Individuals on temporary or student visas, or with Deferred Action for Childhood Arrivals (DACA) status, are not eligible to receive financial support from grant funds.

Restrictions

- Only long-term and advanced medium-term trainees may receive stipends from the grant funds.
- Concurrent support: Stipends or salary generally will not be made available under this program to persons receiving a salary, fellowship, or traineeship stipend, or other financial support related to the training or employment for the same hours counted toward the HRSA-funded traineeship or fellowship. Exceptions to these restrictions may be requested to the MCHB PO after award, and they will be considered on an individual basis. Trainees may participate in multiple federally funded activities concurrently, so long as:

- There is no duplication of hours or activities between the two programs.
- The cumulative total of federally funded stipends received does not exceed the allowable threshold noted in the [stipend and salary levels](#) section.
- If a federal notice of funding opportunity does not provide guidance on concurrent support, project personnel are advised to consult with the project officer and/or grants management specialist to confirm that the terms of each federal program will allow this practice.
- **Supplementation:** Stipends may be supplemented by an organization from federal or non-federal funds. Project personnel must receive approval or authorization from each federal funding agency to confirm that the terms of each federal program will allow this practice.
- **Non-related duties:** The funding recipient shall not use funds from this award to require trainees or fellows to perform any duties which are not directly related to the purpose of the training for which the grant was awarded.
- **Field training:** Funded recipients may not use grant funds to support field training, except when such training is part of the specified requirements of a training program or is authorized in the approved application.
- Grant funds may be used for costs associated with reasonable modifications and accommodations for trainees with disabilities. However, these costs are not to be deducted from trainee stipends.
- Grant funds may not be used:
 - For the support of any trainee who would not, in the judgment of the recipient, be able to use the training or meet the minimum qualifications specified in the approved plan for the training.
 - To continue the support of a trainee who has failed to demonstrate satisfactory participation in the training program.
 - For support of candidates for undergraduate or pre-professional degrees or credentials unless otherwise noted in this [appendix](#).
 - To provide support or compensation to individuals employed in any capacity by the United States government for their participation in activities supported through federal funding.

Trainee costs

Allowable costs:^[22]

- Stipends or salary (except as indicated above).
- Tuition and fees.^[23]
- Travel related to training and field placements. International travel requests will require prior approval.
- Post-doctoral or post-residency fellows may be supported via stipend or salary.
 - If supported on salary, fringe benefits are an allowable cost.
 - If supported via stipend, medical insurance is an allowable cost.
- Temporary dependent care costs that directly result from travel to conferences are allowable, provided that:
 - The costs are a direct result of the individual's travel for the federal award.
 - The costs are consistent with the non-federal entity's documented travel policy for all entity travel.
 - Are only temporary during the travel period.

Non-allowable costs:

- Dependent or family member allowances, except as indicated in the list of allowable costs.
- Daily commuting costs.
- Fringe benefits or deductions which normally apply only to persons with the status of an employee.
- **Programmatic restriction:** A LTT stipend is allowed for the completion of 300+ hours of training. For trainees approved to complete long-term training over 2 years, their stipend may be prorated over the course of their training.

Stipend and salary levels

The Division of MCH Workforce Development (DMCHWD) has adopted stipend levels established by Kirschstein-National Research Service Awards (NRSA) for trainees and fellows (pre-doctoral and post-doctoral). Dollar amounts indicated in this NOFO are subject to update by the NIH as reflected in this issuance. All approved stipends indicated are for a full calendar year and must be *prorated for the training period*, as appropriate. The stipend levels may, for the DMCHWD, be treated as ceilings rather than mandatory amounts. That is, stipends may be less than *but may not exceed* the amounts indicated.

However, where lesser amounts are awarded, the awarding institution must have established, written policy which identifies the basis or bases for such variation, and which ensures equitable treatment for all eligible trainees and fellows. Recipients may develop policies and protocols for considering various factors, such as need, to increase equitable distribution of stipends.

These [stipend levels](#) were updated on April 23, 2024.

Undergraduate trainees

One stipend level is used for all undergraduate trainees.

Career level	Years of experience	Stipend for FY 2024	Monthly stipend
Undergraduates	All	\$14,340	\$1,195

Pre-doctoral trainees

One stipend level is used for all pre-doctoral candidates, regardless of the level of experience.

Career level	Years of experience	Stipend for FY 2024	Monthly stipend
Pre-doctoral	All	\$28,224	\$2,352

Post-doctoral fellow

The stipend level for the entire first year of support is determined by the number of full years of relevant post-doctoral experience** when the award is issued. Relevant experience may include research experience (including industrial), teaching assistantship, internship, residency, clinical duties, or other time spent in a health-related field beyond that of the qualifying doctoral degree.

Once the appropriate stipend level has been determined, the fellow must be paid at that level for the entire grant year. *The stipend for each additional year of support is the next level in the stipend structure and does not change mid-year.* These stipend levels should be used to guide support for post-doctoral and post-residency fellows whether supported via stipends or salary.

Career level	Years of experience	Stipend for FY 2022	Monthly stipend
Post-doctoral	0	\$61,008	\$5,084
	1	\$61,428	\$5,119
	2	\$61,884	\$5,157

	3	\$64,356	\$5,363
	4	\$66,492	\$5,541
	5	\$68,964	\$5,747
	6	\$71,532	\$5,961
	7 or more	\$74,088	\$6,174

**Determination of the “years of relevant experience” shall be made in accordance with program guidelines and will give credit to experience gained prior to entry into the grant-supported program, as well as to prior years of participation in the grant-supported program. The appropriate number of “years” (of relevant experience) at the time of entry into the program will be determined as of the date on which the individual trainee begins their training rather than on the budget period beginning date of the training grant.

Endnotes

Select the endnote number to jump to the related section in the document.

1. Previous MCH Public Health Catalyst Program NOFOs included the following tracks:
 HRSA-15-133: Track 1 only
 HRSA-20-041: Tracks 1 and 2 [↑](#)
2. For the purposes of this NOFO, “diverse students” means students from backgrounds that are underrepresented in the MCH workforce, including but not limited to students from economically disadvantaged and racially or ethnically underrepresented backgrounds. [↑](#)
3. For the purposes of this NOFO, “diverse students” means students from backgrounds that are underrepresented in the MCH workforce, including but not limited to students from economically disadvantaged and racially or ethnically underrepresented backgrounds. [↑](#)
4. For the purposes of this NOFO, “diverse students” means students from backgrounds that are underrepresented in the MCH workforce, including but not limited to students from economically disadvantaged and racially or ethnically underrepresented backgrounds. [↑](#)
5. The Council on Education in Public Health requires that Master of Public Health (MPH) students complete an integrative learning experience (ILE) that “demonstrates synthesis of foundational and concentration competencies. competency. The ILE represents a culminating experience and may take many forms, such as a practice-based project, essay-based comprehensive exam, capstone course, integrative seminar, etc. Regardless of form, the student produces a high-quality written product that is appropriate for the student’s educational and professional objectives. Written products might include the following: program evaluation report, training manual, policy statement, take-home comprehensive essay exam, legislative testimony with accompanying supporting research, etc. A poster presentation is not an acceptable high-quality written product.” Additional information is here: <https://media.ceph.org/documents/2024.Criteria.pdf> [↑](#)
6. de Beaumont Foundation. PH WINS Dashboards. Accessed May 6, 2024. <https://phwins.org/national> [↑](#)
7. *STAFFING up Workforce Levels Needed to Provide Basic Public Health Services for All Americans* . <https://debeaumont.org/wp-content/uploads/2021/10/Staffing-Up-FINAL.pdf> [↑](#)
8. Leider JP, Stang J, Bonilla ZE, et al. Training the MCH workforce: The Time for Change Is Now. *Maternal and Child Health Journal* . 2022;26(S1):60-68. doi:10.1007/s10995-022-03438-x [↑](#)
9. Deardorff, J., Tissue, M. M., Elliott, P., Handler, A., Vamos, C., Bonilla, Z., Turchi, R., Obeng, C. S., Liu, J., & Grason, H. (2022). The Critical Value of Maternal and Child Health (MCH) to Graduate Training in Public Health: A Framework to Guide Education, Research and Practice. *Maternal and child health journal* , 26 (Suppl 1), 121–128. <https://doi.org/10.1007/s10995-022-03401-w> [↑](#)
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11. Kett, P. M., Bekemeier, B., Patterson, D. G., & Schaffer, K. (2023). Competencies, Training Needs, and Turnover Among Rural Compared With Urban Local Public Health Practitioners: 2021 Public Health Workforce Interests and Needs Survey. *American Journal of Public Health* , 113 (6), 689–699. <https://doi.org/10.2105/ajph.2023.307273> [↑](#)

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13. Goodman MS, Plepys CM, Bather JR, Kelliher RM, Healton CG. Racial/Ethnic Diversity in Academic Public Health: 20-Year Update. *Public Health Reports*®. 2020;135(1):74-81. doi:10.1177/0033354919887747 ↑
14. Vichare, A., Park, YH, & Plepys, C. M. (2023). Diversity of the US Public Health Workforce Pipeline (2016-2020): Role of Academic Institutions. *American Journal of Public Health*, e1–e9. <https://doi.org/10.2105/ajph.2023.307352> ↑
15. Discretionary Grants Information System Data. Fiscal Years 2020-2022. ↑
16. Halfon, Neal, et al. “Lifecourse Health Development: Past, Present and Future.” *Maternal and Child Health Journal* , vol. 18, no. 2, 22 Aug. 2013, pp. 344–365, link.springer.com/article/10.1007%2Fs10995-013-1346-2, <https://doi.org/10.1007/s10995-013-1346-2>. ↑
17. Title V Information System Website: <https://mchb.tvisdata.hrsa.gov/> ↑
18. The Council on Education in Public Health requires that Master of Public Health (MPH) students complete an integrative learning experience (ILE) that “ demonstrates synthesis of foundational and concentration competencies. competency. The ILE represents a culminating experience and may take many forms, such as a practice-based project, essay-based comprehensive exam, capstone course, integrative seminar, etc. Regardless of form, the student produces a high-quality written product that is appropriate for the student’s educational and professional objectives. Written products might include the following: program evaluation report, training manual, policy statement, take-home comprehensive essay exam, legislative testimony with accompanying supporting research, etc. A poster presentation is not an acceptable high-quality written product .” Additional information is here: <https://media.ceph.org/documents/2024.Criteria.pdf>. ↑
19. Wyatt, G. E., & Belcher, H. M. E. (2019). Establishing the foundation: Culturally congruent mentoring for research scholars and faculty from underrepresented populations. *American Journal of Orthopsychiatry* , 89 (3), 313–316. <https://doi.org/10.1037/ort0000417> ↑
20. HRSA Maternal and Child Health Leadership Competencies (<https://mchb.hrsa.gov/programs-impact/focus-areas/building-mch-leaders-mch-workforce/leadership-competencies>) ↑
21. HHS Grants Policy Statement (<https://www.hhs.gov/grants-contracts/grants/grants-policies-regulations/index.html>) ↑
22. Uniform Administrative Requirements ([UAR 45 CFR § 75.466\(a\)](#)) and the [HHS Grants Policy Statement](#) ([HHS GPS](#)). ↑
23. Under 45 CFR 75.466(a), tuition remission and other forms of compensation paid as, or in lieu of, wages to students (including fellows and trainees) performing necessary work are allowable provided that there is a bona fide employer-employee relationship between the student and the institution for the work performed, the tuition or other payments are reasonable compensation for the work performed and are conditioned explicitly upon the performance of necessary work, and it is the institution’s practice to similarly compensate students in non-sponsored as well as sponsored activities. Other requirements also apply. ↑