

)Notice of Funding Opportunity

Application due June 1, 2026

# HRSA

Health Resources & Services Administration

Maternal and Child Health Bureau

Division of MCH Workforce Development

# MCH Leadership, Education, and Advancement in Undergraduate Pathways (LEAP) Training Program

Opportunity number: HRSA-26-018

# Contents

Before you begin	<a href="#"><u>3</u></a>
 <b>Step 1: Review the Opportunity</b>	<a href="#"><u>4</u></a>
Basic information	<a href="#"><u>5</u></a>
Eligibility	<a href="#"><u>6</u></a>
Program description	<a href="#"><u>8</u></a>
Award information	<a href="#"><u>14</u></a>
 <b>Step 2: Get Ready to Apply</b>	<a href="#"><u>16</u></a>
Get registered	<a href="#"><u>17</u></a>
Find the application package	<a href="#"><u>17</u></a>
Application writing help	<a href="#"><u>18</u></a>
 <b>Step 3: Build Your Application</b>	<a href="#"><u>19</u></a>
Application checklist	<a href="#"><u>20</u></a>
Application contents and format	<a href="#"><u>22</u></a>
 <b>Step 4: Understand Review, Selection, and Award</b>	<a href="#"><u>35</u></a>
Application review	<a href="#"><u>36</u></a>
Selection process	<a href="#"><u>41</u></a>
Award notices	<a href="#"><u>41</u></a>
 <b>Step 5: Submit Your Application</b>	<a href="#"><u>42</u></a>
Application submission and deadline	<a href="#"><u>43</u></a>
 <b>Step 6: Learn What Happens After Award</b>	<a href="#"><u>44</u></a>
Post-award requirements and administration	<a href="#"><u>45</u></a>
 <b>Contacts and Support</b>	<a href="#"><u>47</u></a>
Appendix: Standards for using MCHB grant funds to support trainees	<a href="#"><u>50</u></a>
Endnotes	

4

5



# 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 June 1, 2026.

All activities proposed in your application and budget narrative must align with applicable law, including but not limited to statutes, executive orders, federal regulations and applicable judicial holdings. Accordingly, discretionary awards shall not be used to fund, promote, encourage, subsidize, or facilitate; racial preferences or other forms of racial discrimination by the recipient, including activities where race or intentional proxies for race will be used as a selection criterion for employment or program participation; denial by the recipient of the sex binary in humans, or the belief that sex is a chosen or mutable characteristic; illegal immigration; or any other initiatives that compromise public safety. If an application does not align, the application will not receive funding to the extent permitted by law and applicable court orders.



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

## In this step

Basic information	<a href="#">5</a>
Eligibility	<a href="#">6</a>
Program description	<a href="#">8</a>
Award information	<a href="#">14</a>

# Basic information

## Health Resources and Services Administration (HRSA)

Maternal and Child Health Bureau

Division of MCH Workforce Development

## Training undergraduate students in order to expand the maternal and child health workforce.

## Summary

The MCH Leadership, Education, and Advancement in Undergraduate Pathways (LEAP) Training Program establishes pathway programs that aim to expand the MCH workforce. These programs increase access to healthcare and public health services for maternal and child health (MCH) populations, including in rural or other underserved communities.

The LEAP programs:

- Train interdisciplinary undergraduate students in MCH.
- Provide mentorships, internships, and experiential learning opportunities.
- Establish and strengthen partnerships with MCH-related organizations.

## Funding details

**Application types:** Competing Continuation, New

**Expected total available funding in FY 2026:** \$775,000\*[\[1\]](#)

**Expected total number and type of awards:** Up to 5 grants

**Funding range per award:** Up to \$155,000 per year per grant

We plan to fund awards in five 12-month budget periods for a total five-year period of performance from June 1, 2026 to May 31, 2031.

In the first and future years, subject to availability of appropriations, HRSA may award administrative supplemental funding of up to \$15,000 to one successful recipient per year to convene an annual recipient meeting.



Have questions?

See [Contacts and Support](#).

## Key facts

**Opportunity name:**

MCH Leadership, Education, and Advancement in Undergraduate Pathways (LEAP) Training Program

**Opportunity number:**

HRSA-26-018

**Announcement version:**

Original

**Federal assistance listing:**

93.110

## Key dates

**NOFO issue date:**

April 29, 2026

**Informational webinar:** The

webinar will be recorded, see [join the webinar](#) for more information.

**Application deadline:** June 1, 2026

**Expected award date is by:**

June 1, 2026

**Expected start date:**

June 1, 2026

See [other submissions](#) for other time frames that may apply to this NOFO.

# Eligibility

## Who can apply

You can apply if your organization is a domestic public or private nonprofit institution of higher education. Native American tribal governments and organizations that are public or private nonprofit institutions of higher learning (education) can also 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 public or private nonprofit 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

### Trainee eligibility

To receive support under this program, a trainee must be 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 (PRWORA).
- Please review other trainee support information in the [Appendix](#).

## Qualifications for principal investigator or project director

HRSA recognizes only one Project Director. The Project Director must be a faculty member employed by the applicant organization at the time you submit the application and at the time of award. The Project Director should dedicate at least 20% 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 move 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. Recipients agree that once committed, cost sharing amounts are enforceable and subject to reporting and auditing requirements under 2 CFR 200.

### Post-award requirements

Before you apply, make sure you understand the requirements that come with an award.

See [Step 6: Learn What Happens After Award](#) for information on regulations that apply, reporting, and more.

# Program description

## Purpose

The MCH Leadership, Education, and Advancement in Undergraduate Pathways (LEAP) Training Program establishes pathway programs that aim to expand the MCH workforce. These programs increase access to healthcare and public health services for maternal and child health (MCH) populations, including in rural or other underserved communities.

The program objectives to be accomplished during the period of performance include:

- Expose interdisciplinary undergraduate students to MCH-related training, graduate programs, and careers in healthcare and public health services.
- Provide targeted mentoring to improve academic achievement, support leadership development, and guide post-graduate MCH-related career plans.
- Offer internships and experiential learning in MCH healthcare and public health services.
- Establish and strengthen partnerships with MCH-related organizations to improve access to and quality of health services for MCH populations.

## Background

The LEAP program is a pathway program that reaches interdisciplinary undergraduate students early in their careers and provides direct exposure to jobs and advanced training in maternal and child health. The LEAP program aims to increase the percentage of students enrolling in MCH-related graduate programs and grow the supply and capacity of the MCH workforce.

The LEAP program began in 2006 with four grants and expanded to six grants in 2021. Since its establishment, the program has demonstrated success in using hands-on training, targeted mentoring, financial support, and internships to support students.

- From 2021-23, the LEAP program trained 2,695 students across 24 disciplines, from nursing, to nutrition, to public health.<sup>[2]</sup>
- In 2023, over half of the LEAP trainees were the first in their families to go to college, a crucial step in the pathway toward becoming part of a MCH workforce that serves rural or other underserved communities.<sup>[3]</sup>
- During this same period, LEAP programs strengthened relationships between public health departments and academic centers. Recipients participated in 300 collaborative activities with the state Title V Maternal and Child Health Services

Block Grant Program (Title V) and other local MCH programs to improve health outcomes and healthcare access for mothers, infants, and children.<sup>[4]</sup>

- Two years after program completion, nearly three-quarters of former LEAP trainees were working in maternal and child health.<sup>[5]</sup>

## Program requirements and expectations

To achieve the goals and objectives stated in the [purpose](#) section, you are expected to establish an MCH Leadership, Education, and Advancement in Undergraduate Pathways (LEAP) Training Program that includes the following activities.

### Trainee recruitment and retention

- Recruit, train, retain, and support at least 30 interdisciplinary undergraduate students annually, including those from rural or other underserved areas, in MCH as short-, medium-, and long-term trainees. At least 10 trainees should be medium- or long-term (see [Appendix](#)).
- Medium- or long-term trainees should fulfill the following requirements as part of their training:
  - Participate in training.
  - Engage in mentorship.
  - Complete an MCH-related internship and experiential learning.
- Advanced medium- and long-term trainees may receive grant funding (for example, stipends, tuition assistance, or travel support). Financial support must be limited to students whose background, career goals, economic situation, and leadership potential align with the purpose of the LEAP program.

### Training

- Design and implement a comprehensive and innovative undergraduate-level MCH training curriculum that exposes trainees to MCH healthcare and public health knowledge and careers. The curriculum can be a course for credit, seminar series, or other learning models. It should include:
  - Foundational MCH-related health training that covers the history of MCH, life course approach, and the public health system in the United States, including the Title V MCH Services Block Grant.
  - Public health training that covers a broad public health perspective, including, but not limited to:
    - Chronic disease prevention.
    - Rural health.
    - Community needs assessment.

- Quantitative and qualitative research.
- Program administration.
- Program planning (including financial planning).
- Program monitoring and evaluation.
- [Leadership training](#) that prepares MCH-related health professionals to become leaders in practice, research, teaching, and administration.
- Interdisciplinary training that models interdisciplinary care and includes various disciplines such as:
  - Health care providers.
  - Scientists.
  - Educators.
  - Public health professionals.
  - Community and family members.
- Professional development training that includes graduate school and workforce preparation activities.

## Mentoring

- Design and implement a comprehensive mentorship model to enhance academic achievement, support leadership development, and guide post-graduate MCH-related career plans. The mentorship model should:
  - Include mentors from multiple disciplines with subject matter expertise in MCH.
  - Foster long-term relationships with students and their mentors.
  - Include clear goals and objectives (for example, an Individual Development Plan) developed collaboratively between the mentor and mentee.
  - Include clear roles and responsibilities of the mentor and mentee.

## Internships and experiential learning

- Initiate the relationships needed to develop and maintain a comprehensive and up-to-date list of MCH-related internship sites and experiential learning activities actively accepting undergraduate students. These sites and activities should include locations in rural and other underserved areas.
- Facilitate and support the placement and successful completion of MCH-related internships and experiential learning activities through training, mentorship, and professional development opportunities (for example, networking, interview preparation, or public speaking).

- The MCH-related internship sites and experiential learning activities should be appropriate for undergraduate students and have a range of:
  - Interdisciplinary opportunities in MCH healthcare and public health services.
  - Time commitments (for example, full-time, part-time, specific number of hours, etc.).
  - Availability throughout the calendar year (for example, during the academic year or academic breaks).
  - Formats (for example, in-person, hybrid, or virtual).

## Partnerships and advisory committee

- Establish or strengthen at least one academic-practice partnership (APP) in your state or region to enhance program activities. APPs should be beneficial to both partners.
- Partner with MCH-related organizations, including other federally funded programs co-located at your academic institution or within your state or region (for example, the Title V MCH Services Block Grant), to advance MCH-related health training and education. Activities may include:
  - Joint leadership seminars.
  - Trainee internships and experiential learning opportunities.
  - Cascading peer mentorship models (for example, undergraduate student mentees and graduate student mentors).
  - Networking events.
- Collaborate with other LEAP program recipients funded under this announcement (HRSA-26-018). Collaborative activities include:
  - Participating in regular all-recipient calls.
  - Attending and participating in the annual recipient meeting each year that it is convened.
- Establish an advisory committee to guide your program's activities and plans. The committee should meet at least annually and should include students or alumni, faculty, staff, mentors, and representatives of internship and experiential learning organizations.

## Faculty and staff

- 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 with demonstrated leadership in an MCH-related profession.
  - Have relevant experience and expertise with undergraduate-level curriculum development, teaching, and mentoring students.
  - Have expertise in one or more MCH topic areas.
  - Commit a minimum of 20% of their time to the LEAP program grant, which may be a combination of grant and in-kind support. The 20% effort cannot be shared by two faculty members.
  - Identify core faculty, staff, mentors, or others who will support this program and mentor students. Mentors should represent multiple disciplines, demonstrate expertise in MCH, and have a strong track record in working with and mentoring interdisciplinary undergraduate students.
- The Project Director is expected to participate in regular recipient calls and attend the annual recipient meeting. Grant funds can be used to support additional faculty and staff attendance at the annual meeting.
- In the first and future years, based on availability of appropriations, HRSA may award administrative supplemental funding to one successful recipient per year to convene an annual recipient meeting. Successful recipients of this program are expected to be willing to convene the annual recipient meeting for one year of the performance period, should supplemental funding be available. This annual meeting requirement may be waived during Year 5 of the period of performance.

## Performance management

We expect you to measure your performance and conduct CQI activities. Actions include:

### Performance measurement

- Measuring and monitoring performance on key activities, program objectives, and desired outcomes of funded activities.
- Discretionary Grants Information System (DGIS) measures noted in the [reporting](#) section.
- Collecting and reporting annually in the [non-competing continuation progress report](#) on added measures that align with program goals and objectives.

## Continuous quality improvement (CQI)

- Conducting CQI activities annually (for example, use data and findings from performance measurement and/or evaluation work to inform and improve processes and outcomes).
  - Develop a CQI plan that demonstrates how you will include trainee, alumni, faculty, and partner feedback and shows how information will be used to support program implementation and sustainability.

## Statutory authority

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

# Award information

## Funding policies and limitations

### Changes in HHS regulations

As of October 1, 2025, HHS adopted [2 CFR 200](#), with some exceptions included in 2 CFR 300. These regulations replace those in 45 CFR 75.

### Policies

- To make awards, funding must be available and allocated for this program and purpose, at which point we will move forward with the review and award process
- Support beyond the first budget year will depend on:
  - Appropriation of funds.
  - 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 [2 CFR Part 200 Subpart E](#) - General Provisions for Selected Items of Cost.
- You cannot earn profit from the federal award. See [2 CFR 200.400\(g\)](#).
- Current appropriations law includes a salary limit of \$228,000 as of January 2026 that applies to this program. You may pay salaries at a rate higher than the Executive Level II if the amount beyond the HHS SRL is paid with non-HHS funds.

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 that cannot be easily separated by project. For example, this could include utilities for a building that supports multiple projects.

Per [2 CFR 300.414](#) indirect costs for training awards cannot exceed 8% of modified total direct costs. 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](#).

Consider your indirect costs when developing your [budget](#).

## Program income

Program income is money earned as a result of your award-supported project activities. You must use those funds to add to approved project activities. Find more about program income at [2 CFR 200.307](#).



# Step 2:

# Get Ready to Apply

## In this step

Get registered	<a href="#">17</a>
Find the application package	<a href="#">17</a>
Application writing help	<a href="#">18</a>

# Get registered

## SAM.gov

You must have an active account with SAM.gov to apply. 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-26-018.

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, visit the open opportunities [website](#) The webinar will be recorded.



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



# Step 3:

# Build Your Application

## In this step

Application checklist	<u>20</u>
Application contents and format	<u>22</u>

# Application checklist

Make sure that you have everything you need to apply.

## Narratives

See the instructions for the [Project Abstract Summary form](#) and the [Budget and Budget narrative](#).

Form	Included in page limit? *
<input type="checkbox"/> Research & Related Other Project Information	Only the project narrative counts towards the page limit.
<input type="checkbox"/> Research & Related Budget	Only the budget narrative counts towards the page limit.

## Attachments

See [instructions for attachments](#).

Form	Included in page limit? *
<input type="checkbox"/> 1. Training Curriculum	Yes
<input type="checkbox"/> 2. Agreements with other entities	No
<input type="checkbox"/> 3. Advisory committee roster	Yes
<input type="checkbox"/> 4. Work plan	Yes
<input type="checkbox"/> 5. Project organizational chart	Yes
<input type="checkbox"/> 6. Staffing plan and job descriptions	Yes
<input type="checkbox"/> 7: Annual recipient meeting	No
<input type="checkbox"/> 8 through 15: Other relevant documents	Yes

## Other required forms

See [form instructions](#).

Form	Included in page limit? *
<input type="checkbox"/> SF-424 (R&R)	No
<input type="checkbox"/> Project Abstract Summary form	No
<input type="checkbox"/> R&R Subaward Budget Attachment(s)	No*
<input type="checkbox"/> Research & Related Senior/Key Person Profile form	No*
<input type="checkbox"/> Project/Performance Site Locations(s)	No
<input type="checkbox"/> Disclosure of Lobbying Activities (SF-LLL)	No

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

# Application contents and format

This section includes guidance on each component found in the application checklist.

**Application page limit:** 60 pages.

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

## Required format

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

## Project narrative

Use the Research & Related Other Project Information form to attach the project narrative. In the project narrative, you will describe all aspects of your project.

Use the section headers and the order as listed.

### Introduction

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

- Briefly describe the purpose of your project.

### Need

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

- Describe the need for a dedicated undergraduate MCH-specific healthcare and public health training program at your university and in your geographic area.
- Describe the interdisciplinary undergraduate students who will be eligible for your LEAP Training Program and their unmet MCH training needs that this program will address.
- Describe how the program will address the unmet MCH healthcare in rural and other underserved areas.
- Discuss any relevant barriers to the trainees' access to education and success in your program. These barriers might include physical health, psychological health, physical environment, social environment, and economic stability.
- Use and cite data whenever possible.

## Approach

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

### Goals and objectives

- List your project goals and the specific objectives that respond to the stated need and purpose of the project.
- For each proposed project goal, provide objectives that are specific, measurable, achievable, realistic, and time-bound (SMART).

### Trainee recruitment and retention

- Describe how you will recruit a cohort of interdisciplinary undergraduate students as LEAP short-, medium-, and long-term trainees, including trainees from rural or other underserved areas. Include your recruitment and outreach plans.
- Estimate the number of short-, medium-, and long-term trainees who will benefit from your LEAP training program each year. Describe how medium- or long-term trainees will fulfill the following program requirements as part of their 40+ hours of training:
  - Participate in training.
  - Engage in mentorship.
  - Complete an MCH-related internship and experiential learning.
  - Specify the difference in expectation and training for advanced medium- and long-term trainees who may receive financial support compared to other LEAP trainees.
- Describe how you will determine which advanced medium and long-term trainees will receive financial support.
- Explain how you plan to retain and support trainees once they have entered the program. Include retention and support strategies that may be relevant to interdisciplinary undergraduate students.

See the [Appendix](#) for more trainee information.

### Training

- Describe how you will assess interdisciplinary undergraduate students' unique MCH healthcare and public health training needs.
- Describe the training curriculum your LEAP training program will provide that will expose trainees to MCH healthcare and public health knowledge and careers.
- Describe how the following topical areas, as described in the [program requirements and expectation section](#), will be included in your training curriculum:

- Foundational MCH-related health training.
  - Public health training.
  - Leadership training.
  - Interdisciplinary training.
  - Professional development training.
- In [Attachment 1](#), outline the current or anticipated MCH healthcare and public health training curriculum.

## Mentoring

- Describe your mentorship model that will comprehensively enhance academic achievement, support leadership development, and guide post-graduate MCH-related career plans.
- Describe how your mentorship model will:
  - Identify mentors from multiple disciplines and subject matter expertise in MCH. List all proposed and confirmed mentors and include a brief description of their subject matter expertise in MCH.
  - Foster long-term relationships with students and their mentors.
  - Develop clear goals and objectives (for example, an Individual Development Plan) using a collaborative approach between the mentor and mentee.
  - Establish clear roles and responsibilities for the mentor and mentee. Include your proposed or established roles and responsibilities for mentors and mentees.

## Internships and experiential learning

- Describe how you will initiate the relationships needed to develop and maintain a comprehensive list of MCH-related internship sites and experiential learning activities, including sites and activities in rural and other underserved areas. Include your plan to ensure that the list remains updated and how you will determine if a site or activity is actively accepting undergraduate students.
- Describe your plans to facilitate and support the placement and successful completion of MCH-related internships and experiential learning activities through training, mentorship, and professional development opportunities (for example, anticipatory or concurrent summer bridge programming).
- Describe how you will determine that the MCH-related internship sites and experiential learning activities are appropriate for undergraduate students.
- Describe how your internship sites and experiential learning activities will have:
  - Interdisciplinary opportunities in MCH healthcare and public health services. Include a list of all proposed and confirmed internship sites and experiential learning activities.

- A range of time commitments, availability throughout the calendar year, and formats. Specify the time commitment, time during the year, and format for each internship site and experiential learning activity.

## Partnerships and advisory committee

- Describe the partnerships you will develop to achieve program goals.
- Document how you will establish or strengthen an academic-practice partnership in your state or region.
- Document how you will partner with different MCH or public health organizations, including other HRSA- or MCHB-funded programs co-located at your academic institution or within your state or region.
- Include your plan to engage partners in your LEAP training program on an ongoing basis and include a description of any proposed or planned activities (For example, as guest lecturers, advisory committee members, or preceptors).
- Provide letters of support that demonstrate these partnerships in [Attachment 2](#).
- State your willingness to participate in regularly scheduled recipient calls and attend the annual recipient meeting each year it is convened.
- Describe your plan to form an advisory committee. Describe the committee's responsibilities, including how the members will guide project design, implementation, evaluation, reporting, and sustainability.
- Discuss how you will recruit advisory committee members, including students or alumni, faculty, staff, mentors, and representatives of internship and experiential learning organizations.
- Detail the frequency of meetings (at least annually) and how you will ensure the meetings are accessible to all members.
- Provide a list of proposed, invited, and confirmed members and the organizations they represent in [Attachment 3](#).

## High-level work plan

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

- Describe how you'll achieve each of the objectives during the period of performance that you outlined in the [approach](#) section.
- Provide a timeline that includes each activity and identifies who is responsible for each. As needed, identify how key stakeholders will help plan, design, and carry out all activities.
- You will also include a more detailed work plan in your [attachments](#).

## Resolving challenges

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

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

## Performance reporting and evaluation

See merit review criteria 3: [Performance management](#)

### Outcomes

- Describe the expected outcomes (desired results) of the funded activities.
- Describe how your LEAP program will increase access to healthcare and public health services for MCH populations in rural or other underserved communities and improve health outcomes for families and children.

### Monitoring

- Describe how you will track project activities over the period of performance.
- Describe your capacity to collect, manage, and report data in a way that allows for accurate and timely monitoring, performance measurement, and continuous quality improvement.
- Describe how you will manage and securely store data.

### Performance measurement

- See [Reporting](#) for performance measure requirements and examples of reporting forms.
- Provide your plan for measuring and tracking program goals and objectives in the [purpose](#) section. Include a list of measures.
- Propose a plan for tracking LEAP graduates for five years post-training, including strategies to maintain contact with program graduates and methods to survey graduates and limit loss to follow-up.

### Continuous quality improvement

- Describe your plans for using and incorporating information from students, faculty, staff, or other partners to improve your LEAP training program and associated activities.

See [Reporting](#) for more information.

## Sustainability

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

We expect you to sustain key project activities after the federal funding ends. Propose a plan for project sustainability and describe the actions you'll take to:

- Obtain future sources of non-federal funding, including in-kind support from your respective institution.
- Sustain key elements of your project beyond the federal funding period.
- Discuss challenges that you'll likely encounter in sustaining the program. Include how you will resolve these challenges.
- Disseminate information about your project to help other groups advance undergraduate MCH training in other settings.

## Organizational information

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

- Briefly describe your organization's mission, structure, and the scope of your current activities. Explain how they support your ability to carry out the program requirements.
- Document your organization's experience working with rural and underserved populations or in training student's to work with these populations.
- Include a project organizational chart in [Attachment 5](#).
- Discuss how you'll follow the HRSA-approved work plan, account for federal funds, and record all costs to avoid audit findings.
- Describe the Project Director's current faculty position, experience with undergraduate student training and teaching, curriculum development, mentoring undergraduate students, and expertise in one or more MCH topic areas.
- State how much time the Project Director will commit to the LEAP Training Program. Describe how the Project Director will manage leadership and oversight of the MCH LEAP Training 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, staff, and mentors in [Attachment 6](#).
- You will also include biographical sketches for key faculty, staff, and mentors using the Research & Related Senior/Key Person Profile form. See [Other required forms](#).

# Budget and budget narrative

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

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.

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 nonfederal 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. The merit review committee reviews both. Your budget should show a well-organized plan.

The budget narrative includes an itemized breakdown and a clear justification of the requested costs. As you develop your budget, consider:

- If the costs are reasonable, allowable and allocable, and consistent with your project's purpose and activities.
- 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](#).

Reminders:

- Indirect costs for training awards cannot exceed 8% of modified total direct costs.
- Pending the availability of funds during each year of the period of performance, one designated LEAP recipient will be selected to apply for an administrative supplement of up to \$15,000 post-award to cover the costs of hosting the annual recipient meeting. The LEAP recipient will be chosen annually based on recipients' indicated willingness and availability, included in [Attachment 7](#). The meeting host will rotate among LEAP recipients. The \$15,000 should not be included in your budget or budget narrative.

## Participant and trainee support costs

In your budget narrative:

- Identify the number of short-, medium-, and long-term trainees.
- List tuition, fees, health insurance, stipends, travel, subsistence, and other proposed costs that will be covered by 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.
- Provide detailed costs for undergraduate students who are advanced medium- and long-term trainees who will receive grant-supported funding (for example, stipends and tuition assistance). Please refer to [Appendix](#) for specific information about qualifications, restrictions, allowable and non-allowable trainee costs, and stipend levels.

## Preceptor costs

Preceptors can be either your employee, contractor, or consultant. Preceptor costs are unique and different than trainee support costs. Trainee support costs are for your students. Allowable preceptor costs may include the following and can be listed in the “Other Personnel” section:

- Stipends (other than to employees).
- Percentage (%) of salary (for employees).
- Continuing education, other trainings, and related 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, travel costs, and the total estimated costs.

# Attachments

See section [3.2 of the HRSA R&R Application Guide](#).

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

## Attachment 1: Training Curriculum

Outline current or anticipated MCH healthcare and public health training curriculum. Specify the learning format that will be utilized for each training experience.

## Attachment 2: 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 sub-recipients and contractors and any deliverables. It is not necessary to include the entire contents of lengthy agreements so long as the portions you include describe the working relationship between you and the other organization. Make sure letters of agreement are signed and dated.

## Attachment 3: Advisory committee roster

Attach a list of proposed, invited, and confirmed members of your advisory committee and the organizations they represent. See the requirements for the makeup of the board in the [project narrative section](#).

## 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 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 full project's organizational structure.

## Attachment 6: 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 one-page job description. It must include the role, responsibilities, and qualifications.

## Attachment 7: Annual recipient meeting

State your willingness to plan and convene the annual recipient meeting for one year of the period of performance, should supplemental funding be available.

## Attachments 8 to 15: Other relevant documents

You may use attachments 8 through 15 to add other relevant documents.

## Other required forms

You will need to complete some other forms. Upload the forms listed below 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
SF-424 R&R (Application for Federal Assistance) form	With application
Project Abstract Summary form	With application
Research & Related Other Project Information	With application
Research & Related Senior/Key Person Profile (Expanded)	With application
R&R Subaward Budget Attachment(s) form	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 [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.

### SF-424 (R&R) Application for Federal Assistance

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

#### Important: public information

When filling out your SF-424 form, pay attention to Box 15: Descriptive Title of Applicant's Project.

We share what you put there with [USAspending](#). This is where the public goes to learn how the federal government spends their money.

Instead of just a title, insert a short description of your project and what it will do.

[See instructions and examples.](#)

### Project Abstract Summary form

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](#).

### 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.

## 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.
- Do not include non-public [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 they apply, include language fluency and experience working with populations that are culturally and linguistically different from their own.

## 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.

Use the following 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”.

## **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: Understand Review, Selection, and Award

## In this step

Application review	<u>36</u>
Selection process	<u>41</u>
Award notices	<u>41</u>

# Application review

## Initial review

We will review your application to make sure that it meets [eligibility](#) 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	40 points
3. Performance management	10 points
4. Impact	15 points
5. Resources and capabilities	15 points
6. Support requested	10 points

### Criterion 1: Need (10 points)

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

The panel will review your application for how well it:

- Describes the purpose of the project and the need for MCH-specific interdisciplinary undergraduate training at your university and in your geographic area.
- Describe how the project will address the unmet MCH healthcare needs in rural and other underserved areas.
- Describes the interdisciplinary undergraduate students who will be eligible for the LEAP Training Program, their unmet training needs, and any relevant barriers to trainees' access to education and success in their program.
- Uses relevant data, with appropriate references, to document and justify the need for the proposed project.

## Criterion 2: Response (40 points)

See Project Narrative [Approach](#), [High-level work plan](#), and [Resolving](#) challenges sections.

### Approach (30 points)

The panel will review your application for:

#### Goals and objectives (3 points)

- How well it responds to the program's [purpose](#).
- How well the activities described address the need, meet project goals and objectives, and are achievable within the performance period.
- The strength of the proposed SMART goals and objectives and how well they relate to the project.

#### Training and mentoring (14 points)

- The degree to which the recruitment, outreach, and retention plans outlined in the [project narrative section](#) are complete, feasible, and capable of reaching interdisciplinary undergraduate students, including those from rural and other underserved areas. This includes the anticipated number and types of trainees, as well as retention and support strategies.
- How well it details the [program requirements](#) of medium- or long-term trainees, including the rationale used to determine which advanced medium- and long-term trainees will receive financial support.
- The strength and reasonableness of the MCH healthcare and public health training curriculum, including the training curriculum in [Attachment 1](#), to meet the training needs of interdisciplinary undergraduate trainees.
- How well the topical areas outlined in the [project narrative section](#) are included in the training curriculum.
- How well the mentorship model will enhance academic achievement, support leadership development, and guide post-graduate MCH-related career plans.
- The strength, feasibility, and reasonableness of the mentorship model plans, outlined in the [project narrative section](#), to identify mentors from multiple disciplines and subject matter expertise in MCH, foster long-term relationships with students and their mentors, use a collaborative approach to establish clear mentorship goals and objectives, and establish roles and responsibility for mentors and mentees.
- The degree to which the mentorship model includes a list of all proposed and confirmed mentors and a brief description of their subject matter expertise in MCH.

### Internships and experiential learning (7 points)

- How well it describes a plan to initiate relationships needed to develop and maintain a comprehensive list of MCH-related internship sites and experiential learning activities, including sites and activities in rural and other underserved areas. And a plan to ensure the list remains updated and is actively accepting undergraduate students.
- How well it describes a plan to facilitate and support the placement and successful completion of MCH-related internships and experiential learning activities.
- The degree to which the internship sites and experiential learning activities are interdisciplinary opportunities in MCH healthcare and public health services.
- The strength and quality of the proposed and confirmed internship sites and experiential learning activities, specifying the time commitment, time during the year, and format of each site and activity.

### Partnerships and advisory committee (6 points)

- How well it describes active, functioning, collaborative partnerships with MCH or public health-related organizations and includes letters of support that demonstrate said partnerships in [Attachment 2](#).
- How well it describes a plan to partner with other HRSA- and MCHB-funded programs, including other training programs.
- The strength of the plan to engage partners in LEAP training program activities.
- How well it describes a plan and willingness to collaborate with other LEAP recipients, including participation in recipient calls.
- The strength of your plan to establish an advisory committee engaged in LEAP activities that includes a wide range of members and includes a list of proposed, invited, and confirmed members and the organizations they represent in [Attachment 3](#).

### Resolution of challenges (3 points)

The panel will review your application for how well it:

- Describes the obstacles and challenges they may face during project design and implementation. This includes the quality of the plan to deal with them.

### Work plan (7 points)

The panel will review your application for how well it:

- Describes the activities and steps to achieve the program goals, as outlined in a time-framed work plan ([Attachment 4](#)).

## Criterion 3: Performance management (10 points)

See Project Narrative [Performance management](#) section.

The panel will review your application for:

### Performance measurement and monitoring (4 points)

- The strength and feasibility of the plan to assess the impact of your LEAP program and report results.
- The feasibility and completeness of the plan to track and survey LEAP program graduates after program completion for up to five years.
- The applicant's capacity to collect, track, manage, and report proposed and required data over time, including available resources, systems, and processes.
- How well it describes clear monitoring procedures, including an initial list of measures to monitor progress.

### Outcomes and continuous quality improvement (6 points)

- The strength of your described expected outcomes, including expanding the MCH workforce.
- The strength and quality of the plan to use data collected to inform and improve the LEAP training program and its associated activities.

## Criterion 4: Impact (15 points)

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

The panel will review your application for:

- The feasibility of the plan to accomplish the program objectives, including the work plan in [Attachment 4](#).
- How strong of an impact the project will have on access to healthcare and public health services for MCH populations and expanding the MCH workforce.
- How likely it is that key aspects of the program will continue beyond the federal funding.
- 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 management](#) sections.

The panel will review your application to determine the extent to which it:

- Demonstrates your capability to fulfill the needs of the proposed project.
- Demonstrates that the project staff have the training, expertise, or experience to carry out the project, including the staffing plans and job descriptions in [Attachment 5](#).
- Demonstrates whether your organization has the organizational structure and quality facilities available to carry out the project, including the organizational chart in [Attachment 6](#).
- Demonstrates 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.

The panel will review your application to determine:

- How reasonable the proposed budget is for each year of the period of performance.
- How reasonable the 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.

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 cost of 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 [2 CFR 200.206](#).

## 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.
- Alignment with HRSA Mission and Strategic Priorities

We may:

- Consider the larger portfolio of agency-funded projects, including project type and geographic distribution.
- 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.

Additionally, we may not make an award if you are delinquent on two or more Single Audit Reports.

You cannot appeal a denial or the amount of funds awarded.

## 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

## In this step

Application submission and deadline

43

# Application submission and deadline

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.

## Application deadline

**You must submit your application by June 1, 2026, at 11:59 p.m. ET.**

Grants.gov creates a date and time record when it receives applications.

## 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.



# Step 6: Learn What Happens After Award

## In this step

Post-award requirements and administration [45](#)

# 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 (NOA). We incorporate this NOFO by reference.
- The regulations at [2 CFR 200](#), Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS Awards, modifications at [2 CFR 300](#), and any superseding regulations.
- 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 NOA.
- All federal statutes and regulations relevant to federal financial assistance, including those highlighted in [HHS Administrative and National Policy Requirements](#).
- See the requirements for performance management in [2 CFR 200.301](#).

## Required Alignment with HRSA Mission and Strategic Priorities

Recipients must use funds awarded under this NOFO to implement program goals or agency priorities in accordance with the HRSA [vision, mission, core values, and strategic priorities](#), where authorized by law.

Funded activities must advance HRSA's vision of protecting and improving the health and well-being of Americans. The particular focus is on those who are underserved, medically vulnerable, or live in areas with limited access to care. HRSA's duty is to serve wisely, effectively, and with measurable results that justify every taxpayer dollar invested.

Consistent with HRSA's priorities, in carrying out any project funded under this NOFO, the recipient must adhere to the following principles, where they are consistent with the authority and scope of the award and its activities:

- **Gold standard science:** Design and deliver services using gold standard evidence-based and evidence-informed approaches, establish measurable performance goals, and use data to monitor outcomes and drive continuous improvement.
- **Program integrity and fiscal stewardship:** Recipients must:
  - Administer funds in accordance with all applicable federal statutes, regulations, and award conditions.
  - Maintain strong internal controls.
  - Prevent waste, fraud, and abuse.
- **Partnership and local leadership:** Coordinate with state, tribal, territorial, local, and community partners, as appropriate, and tailor services to meet community-identified needs while respecting local decision-making authority.

Recipients must manage any project awarded under this NOFO in accordance with the following objectives in programs authorized to advance them:

**Make America Healthy Again (MAHA):** HRSA prioritizes the health and well-being of all Americans by supporting common-sense, evidence-based health policies that promote:

- Personal responsibility.
- Strong families and communities.
- Proper nutrition.
- The prevention and management of chronic disease, while ensuring access to high-quality, affordable physical and mental health care.

**Child protections, biological integrity, parental rights, and lawful use of funds:** HRSA prioritizes safeguarding children's health and safety by:

- Not supporting medical interventions for gender dysphoria in minors that lack a strong evidence base.
- Applying sex-based definitions grounded in biological reality.
- Supporting parental authority, transparency, and choice in education, including school-based health centers that respect parental rights and religious upbringing.
- Ensuring taxpayer funds are not used to promote or support elective abortions, consistent with federal law and the Hyde Amendment.

**Advancing evidence-based, merit-driven, and ethically grounded health care:** HRSA will prioritize unbiased, transparent science; merit-based workforce opportunities; and programs that demonstrate measurable outcomes, while deprioritizing organizations with:

- Conflicts of interest.
- Ineffective "harm reduction" models.
- Housing-first approaches lacking accountability.
- Activities that facilitate illegal drug use or unsafe medical practices.

**Promoting public safety, lawful use of federal funds, and national health priorities:**

To the extent permitted by law, HRSA will align funding with administration priorities by:

- Supporting ending the HIV epidemic through authorized, evidence-based care.
- Reserving benefits for eligible individuals.
- Discouraging illegal immigration and unsafe community practices.
- Prioritizing recipients that enforce public safety, address serious mental illness and substance use through treatment and recovery, and reduce homelessness responsibly.

To the extent allowable by law, under awards, HRSA will give priority to states and municipalities that:

- Enforce prohibitions on open illicit drug use.
- Enforce prohibitions on urban camping and loitering.
- Enforce prohibitions on urban squatting.
- Enforce, and where necessary, adopt, standards that address individuals who are a danger to themselves or others and suffer from serious mental illness or substance use disorder, or who are living on the streets and cannot care for themselves. The approach must be through assisted outpatient treatment or by moving them into treatment centers or other appropriate facilities through civil commitment or other available means, to the maximum extent permitted by law.

HRSA will implement these priorities consistent with applicable laws, regulations, court orders, and any required procedures.

The recipient must demonstrate ongoing compliance with these priorities, in all programs that are authorized to advance them, through program design, implementation, reporting, and evaluation.

Failure to meaningfully align funded activities with the applicable requirements may result in corrective action, additional reporting requirements, or other actions consistent with federal grant regulations at [2 CFR. part 200](#) and the terms and conditions of this award. This includes termination under [CFR. 200.340\(a\)\(4\)](#) if an award no longer effectuates the program goals or agency priorities.

# Cybersecurity

If awarded, you must develop plans and procedures, modeled after the NIST Cybersecurity framework, to protect HHS systems and data. See [details here](#).

## Reporting

If you are successful, 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.
- Annual performance reports.
- DGIS Performance Reports. Available through the Electronic Handbooks (EHBs), the Discretionary Grant Information System (DGIS) is where you will report annual performance data to us. You will submit a DGIS Performance Report annually, by the specified deadline.
- To prepare successful applicants for their reporting requirements, see the listing of [administrative forms and performance measures for this program \(DOCX\)](#). The type of report required is determined by the project year of the award's period of performance. 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, 2026, through May 31, 2031  This report includes administrative data and performance measure projections, as applicable.	Period of performance start date.	90 days from the available date.
b) Non-Competing Performance Report	June 1, 2026, through May 31, 2027 June 1, 2027, through May 31, 2028 June 1, 2028, through May 31, 2029 June 1, 2029, through May 31, 2030	Beginning of each budget period (years two through five, as applicable).	90 days from the available date.
c) Project Period End Performance Report	June 1, 2030, through May 31, 2031	Period of performance end date.	120 days from the available date.



# Contacts and Support

## In this step

Agency contacts	<a href="#">48</a>
Help with systems	<a href="#">49</a>
Helpful websites	<a href="#">49</a>

# Agency contacts

## Program and eligibility

Division of MCH Workforce Development

Attn: MCH Leadership, Education, and Advancement in Undergraduate Pathways (LEAP)

Training Program

Maternal and Child Health Bureau

Health Resources and Services Administration

[MCHLEAP@hrsa.gov](mailto:MCHLEAP@hrsa.gov)

240-472-9856

## Financial and budget

**Tynise Kee**

Grants Management Specialist

Division of Grants Management Operations, OFAAM

Health Resources and Services Administration

[tkee@hrsa.gov](mailto:tkee@hrsa.gov)

301-945-3944

## 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](#)

# Help with systems

## Grants.gov

Grants.gov provides 24/7 support. You can call 1-800-518-4726, 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 How to Prepare Your Application page](#)
- [HRSA R&R Application Guide](#)
- [HRSA Grants page](#)
- [HHS Tips for Preparing Grant Proposals](#)

# 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 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 (MTT-II)** is an individual enrolled in the program for 150 to 299 hours of training. 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 **standard medium-term trainee (MTT-I)** is an individual enrolled in the program for 40 to 149 hours of training. 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 **short-term trainee (STT)** is an individual enrolled in the program for less than 40 hours of training. 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. This is also known as a "participant support cost" per the Uniform Administrative Requirements, Cost Principles, and Audit Requirements of [2 CFR 200.1](#).
- 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 200.430 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.

## Qualifications for receiving stipends, tuition, and salary support

- 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.
- 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 (PRWORA). 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 or salary 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:[\[6\]](#)
  - Stipends or salary (except as indicated above).
  - Tuition and fees.[\[7\]](#)
  - 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

Applicants should refer to 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 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 fair treatment for all eligible trainees and fellows. Recipients may develop policies and protocols for considering various factors, such as need, to increase fair distribution of stipends.

These [stipend levels](#) were updated on May 16, 2025.

## Undergraduate trainees

One stipend level is used for all undergraduate trainees.

Career level	Year of experience	Stipends for FY 2025	Monthly stipend
Undergraduates	All	\$14,628	\$1,219

# Endnotes

1. \* In FY 2026, HRSA may award an additional \$15,000 for an administrative supplement to 1 recipient subject to availability of funds. [↑](#)
2. Discretionary Grants Information System data. (Fiscal year 2022-2023). [↑](#)
3. Discretionary Grants Information System data. (Fiscal year 2023). [↑](#)
4. Discretionary Grants Information System data. (Fiscal year 2023). [↑](#)
5. Discretionary Grants Information System data. (Fiscal year 2023). [↑](#)
6. Scholarships, student aid costs, and tuition remission ( [2 CFR 200.466](#) ) and the [HHS Grants Policy Statement](#) . [↑](#)
7. Under 2 CFR 200.466, “a) Costs of scholarships, fellowships, and student aid programs at IHEs are allowable only when the purpose of the Federal award is to provide training to participants, and the Federal agency approves the cost. (b) Tuition remission and other forms of compensation paid as, or instead of, wages to students performing necessary work are allowable provided that: (1) The individual is conducting activities necessary to the Federal award; (2) Tuition remission and other support are provided in accordance with the established written policy of the IHE and consistently provided in a like manner to students in return for similar activities conducted under Federal awards as well as other activities; and (3) The student is enrolled in an advanced degree program at the IHE or an affiliated institution during the academic period and the student’s activities under the Federal award are related to their degree program; (4) The tuition or other payments are reasonable compensation for the work performed and are conditioned explicitly upon the performance of necessary work; and (5) The IHE compensates students under Federal awards as well as other activities in similar manners.” [↑](#)