



Health Resources & Services Administration

Maternal and Child Health Bureau

Notice of Funding Opportunity

Application due January 27, 2025

Centers of Excellence in Maternal and Child Health Education, Science, and Practice

Opportunity number: HRSA-25-027



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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 27, 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

Building national centers of excellence to advance maternal and child health education and public health practice.

Summary

The Centers of Excellence in Maternal and Child Health Education, Science, and Practice (CoE) program establishes national centers that strengthen and expand the maternal and child health (MCH) workforce by training graduate and post-graduate public health (PH) students in MCH. CoEs also establish academic-practice partnerships with state Title V Maternal and Child Health Services Block Grant recipients and other MCH organizations, providing technical assistance and subject matter expertise to strengthen MCH capacity.

Funding details

Application Types: Competing Continuation, New

Expected total available funding in FY 2025: \$5,659,000

Expected number and type of awards:

- Up to 13 [grants](#) for base CoE funding.
- Up to 5 supplements for the MCH Postdoctoral Fellowship.
- Up to 1 supplement for the annual meeting.

Funding range per award:

- Up to \$366,769 per year for base CoE.
- Up to \$170,000 per year for the MCH Postdoctoral Fellowship.
- Up to \$41,000 per year for the annual meeting.

We plan to fund awards for 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:

Centers of Excellence in Maternal and Child Health Education, Science, and Practice

Opportunity number:

HRSA-25-027

Announcement version:

New

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 28, 2024

Informational webinar:

November 20, 2024

Application deadline:

January 27, 2025

Expected award date is by:

May 1, 2025

Expected start date: June 1, 2025

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

Pending the availability of funds during each year of the period of performance, each year one designated CoE recipient will apply for an administrative supplement of up to \$41,000 post-award to cover the costs of hosting the annual meeting. The CoE recipient will be chosen annually based on recipient(s)' indicated availability, as noted in the application. The meeting host will rotate among CoE recipients. This annual meeting requirement may be waived during Year 5 of the period of performance.

As part of the application for CoE program funding, you may also apply for optional supplemental funding of up to \$170,000 per year, to support the [MCH Postdoctoral Fellowship](#) to increase the number of MCH public health faculty. We plan to fund up to five supplemental awards. You must apply for the base CoE program funding in order to apply for this optional MCH Postdoctoral Supplement. To apply for this supplement, follow the instructions in [Attachment 7](#).

As part of the application for CoE program funding, you may also apply for a one-time supplement per CoE program of up to \$70,000. This optional [CoE Emerging Issues supplement](#) will advance MCH public health. This may be awarded for any of the five budget periods for a funding period of one year and is subject to the availability of funds. You must apply for the base CoE program funding in order to apply for this optional Emerging Issues Supplement. To apply for this supplement, follow the instructions in [Attachment 8](#).

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 application criteria

Related NOFO requirement

HRSA has issued a related NOFO, MCH Public Health Catalyst Program (HRSA-25-025). You may only apply for funding under either HRSA-25-025 **or** HRSA-25-027. You are not eligible to apply for the Centers of Excellence in MCH Education, Science, and Practice Program (HRSA-25-027) if you 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 for Public Health (CEPH). 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.

Trainee support

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.

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

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. 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 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 Centers of Excellence in Maternal and Child Health (MCH) Education, Science, and Practice (CoE) program is:

- To strengthen and expand the MCH workforce by training graduate and post-graduate public health students in MCH.
- To advance MCH science, research, practice, and policy through a well-trained MCH public health workforce.

Program goals and objectives

The program goals are to:

- Establish national centers that recruit and train graduate and post-graduate students in MCH public health and support faculty experts who provide technical assistance to the MCH public health field.
- Expand the MCH public health workforce.

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

- Provide didactic and experiential training in MCH public health that leads to a graduate-level MCH degree, certificate, or concentration.
- Recruit and train students from backgrounds that are underrepresented in the MCH workforce, including but not limited to students from economically disadvantaged and racially/ethnically underrepresented backgrounds.
- Retain and graduate at least 80% of MCH public health students who complete over 300 hours of training per student.
- Establish or strengthen a minimum of three academic-practice partnerships with state [Title V Maternal and Child Health Services Block Grant](#) recipient agencies or community organizations to provide MCH subject matter expertise.

This notice includes an additional opportunity to apply for the [MCH Postdoctoral Fellowship Supplement](#). The purpose of this supplement is to support postdoctoral training to:

- Increase the number of faculty in MCH academia, increase MCH research and teaching capacity within Schools and Programs of Public Health.
- Enhance skills in the formation of MCH policy, including the translation of research to practice and policy.

This notice also includes an additional opportunity to apply for the [CoE Emerging Issues Supplement](#). The purpose of this supplement is to:

- Support CoE programs to respond to emerging issues in MCH public health.
- Expand the reach of CoE activities to underserved communities with MCH needs.

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 over 45% of state and local health department staff plan to leave or retire in the next five years.^[1] An estimated 6,500 additional full-time equivalents (FTEs) will be needed to fill anticipated MCH staffing gaps at state and local health departments.^[2] 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,^[3] and carry out essential MCH services nationwide.^[4]

The current and future governmental and academic public health workforce is not reflective of the groups that experience disparities in MCH outcomes.^{[5],[6]} Students from backgrounds that are underrepresented in the public health workforce^[7] (Asian, Black, Hispanic, and Native American) also remain underrepresented in their public health educational programs at SPPHs.^{[8],[9]} Additionally, Black, Hispanic, and Native American faculty are underrepresented among associate and full professor positions in public health.^{[10],[11]} At the same time, only 11% of the governmental MCH public health workforce has formal public health training.^[12] Between 2015 and 2022, only 19% of masters and doctoral graduates in MCH public health entered the governmental workforce upon graduation. An additional 19% of graduates entered positions in academic institutions.^[13]

HRSA established the CoE program to strengthen MCH education in public health and technical support to Title V programs. From 2020 through 2022, HRSA's CoEs trained 10,567 students in MCH public health. 2,442 of those are long-term trainees.^[14] 45% of long-term trainees were from a racial group underrepresented in the MCH workforce and 13% identified as Hispanic or Latino. 92% of former CoE trainees demonstrated field leadership five years after training program completion, 79% work with MCH populations, and 42% work in a public health organization or agency. During the same period, CoE programs engaged in over 5,000 technical assistance activities to state Title V agencies and other MCH organizations.

To increase the number of MCH faculty in SPPH, HRSA established the MCH Postdoctoral Fellowship program. Since 2020, CoE programs have trained 17 post-doctoral fellows or junior faculty from diverse backgrounds. 86% of fellows who completed the program are now employed as faculty members at academic institutions.

Program requirements and expectations

To achieve the goals and objectives stated in the [purpose](#) section, you are expected to complete the following activities.

Training and education

- Maintain a comprehensive, graduate-level MCH public health curriculum. The MCH curriculum should lead to a master's or doctoral-level MCH degree, certificate, or concentration^[15] that is formally recognized by your institution and meets the requirements for such a degree, certificate, or concentration outlined by the Council for Education on Public Health (CEPH).^[16]
- Offer at least one foundational MCH course that covers MCH history, social determinants of health, Title V and related MCH legislation, and life course theory.
- Provide additional MCH courses and/or electives that build upon the foundational course and introduce students to diverse topics in MCH.
- Implement an MCH curriculum that:
 - Teaches students about public health leadership skills, the social determinants of health,^[17] cultural and linguistic responsiveness, and how to reduce longstanding disparities in MCH outcomes.
 - Addresses MCH public health priorities outlined by [state Title V agencies](#).
 - Exposes students to emerging MCH and public health issues, and how to use community-informed approaches to identify emerging issues.
 - Trains students on current and emerging topics in MCH epidemiology, data collection, surveillance systems, applied and quantitative analytic methods, and frameworks relevant to state and local MCH populations and programs.
- Include persons with lived experience^[18] or community members in the delivery of the MCH curriculum.
- Provide opportunities for students to complete an MCH-related applied practice experience (APE)^[19] or integrated learning experience (ILE).^[20]
- Use the [MCH Leadership Competencies](#) and the [10 Essential Public Health Services](#) to inform program competencies.
 - Include opportunities for exposure to interprofessional, interdisciplinary, or cross-sector partners. These opportunities may be didactic, skills-based, seminars, mentoring, community service projects, research, and/or peer leadership learning experiences.
- Provide opportunities for student engagement in MCH research, program implementation, or program evaluation projects during their training.
- Advise and mentor MCH students to improve retention and support their interest in MCH public health careers. Culturally congruent mentorship is encouraged for students and faculty from underrepresented populations.^[21] Offer professional development opportunities (for example, networking with practicing MCH professionals or career development).

Trainee recruitment and retention

- 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.
- Train at least 50 graduate-level (masters and/or doctoral) students annually. At least 50% should be long-term trainees ([see Appendix](#)). This includes students in MCH coursework and/or the MCH degree, certificate, or concentration.
 - Long-term trainees are students who participate in at least 300 hours of didactic and experiential training that leads to a graduate degree.
 - Long-term trainees may receive grant funding (for example, stipends, tuition assistance, or travel). Financial support must be limited to students whose background, career goals, and leadership potential are aligned with the purpose of the CoE program.
 - MCHB-funded long-term trainees should fulfill the following requirements as part of their 300+ hours of training:
 - Participate in the MCH student interest group.
 - Complete an MCH research, practice, or capstone experience.
 - Participate in leadership training or education.

Faculty

- 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 and have demonstrated leadership in MCH public health.
 - Have relevant experience and expertise with graduate-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 CoE program grant, which may be a combination of grant and in-kind support. The 20% effort cannot be shared by two faculty members. Effort for the CoE Project Director does not include the Project Director time and effort for the MCH Postdoctoral Fellowship Supplement (See [Attachment 7](#)).
- Identify core faculty who will support this program and advise and mentor students. Faculty should represent diverse disciplines, demonstrate expertise in MCH, and have a strong track record in working with and mentoring students from underrepresented backgrounds.
- Identify at least one faculty member who has relevant MCH practice experience.

MCH student interest group

- Support a student-led MCH student group that builds community and advances a shared interest in MCH public health, leadership development, and MCH-related careers at your institution.
 - The group should be supported by CoE faculty and meet regularly.
 - Activities can include professional development, journal clubs, community service activities, and MCH seminars or symposia with guest speakers relevant to MCH.

Consultation and subject matter expertise

- Provide technical assistance, consultation, or subject matter expertise to state [Title V Maternal and Child Health Services Block Grant](#) recipient agencies or MCH organizations, particularly those in underserved communities.
- Support MCH epidemiology capacity building, research, or dissemination in response to Title V agency needs in your state or region. These activities can include doctoral student dissertation research, using state or local datasets to better understand MCH populations.
- Engage MCH students in technical assistance activities to teach them applied public health practice skills.

Partnerships

- Establish or strengthen a minimum of three academic-practice partnerships in your state or region. One partnership must be with a state Title V MCH agency.
- Mentor MCH Public Health Catalyst Programs (HRSA-25-025) to develop their MCH curricula and degree offerings.
- Partner with MCH or public health organizations, including other HRSA- and MCHB- funded programs^[22] co-located at your academic institution or within your state or region, to advance MCH public health training and education. Activities may include joint leadership seminars, trainee research opportunities, and networking events.
- Collaborate with other CoE program recipients funded under this announcement (HRSA-25-027). Collaborative activities include:
 - Participating in regular all-recipient calls.
 - Planning and managing the annual recipient meeting one year during the period of performance for programs funded under HRSA-25-027 and HRSA-25-025 (MCH Public Health Catalyst Program).

- The Project Director is expected to attend the annual recipient meeting. Grant funds can be used to support additional faculty and/or staff attendance at the annual meeting.

Advisory committees

- Establish an advisory committee to guide your program's activities and plans. The advisory committee should include students and/or alumni, faculty, state Title V agency leadership, community members, and persons with lived experience. The committee should meet at least annually.

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

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

- Measuring performance on key activities and program objectives.
 - This includes Discretionary Grants Information System (DGIS) measures noted in the [reporting](#) section, such as:
 - Number and diversity of students trained.
 - Number of partnerships and types of activities developed with Title V and MCH-related organizations.
 - Former trainee outcomes. You are expected to track trainees for five years after completion of the CoE program and report on trainee outcomes outlined in the DGIS former trainee survey.
- Collecting and reporting annually in the [non-competing continuation progress report](#) on added measures that align with program goals and objectives, such as:
 - Details on MCH curriculum and degree offerings.
 - Number of MCH student ILEs or APEs.
 - Number of trainees participating in faculty-led MCH research.
 - Details on subject matter expertise and technical assistance provided to the MCH field.
 - Details on the impact of CoE activities on national MCH landscape.
- Monitoring progress towards project goals and activities.
- Disseminating project methodologies, outcomes, impact, stories, tools, and educational resources.

- Conducting CQI activities annually (for example, using 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.

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, [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

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

Indirect costs

Indirect costs are those incurred for a common or joint purpose across more than one project and that cannot be easily separated by project (like utilities or a building that supports multiple projects). Learn more at [45 CFR 75.414](#), Indirect Costs.

Per 45 CFR 75.414, 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](#).

State or local governments and federally recognized Indian tribes can charge their negotiated rate or use their state cost allocation plans. For the purpose of calculating indirect costs, we do not consider state universities or hospitals as government agencies.

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-25-027.

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

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 Wednesday, November 20, 2024, at 2 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: 669-254-5252
- Meeting ID: 161 059 4884

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.

Application page limit: There is a 60-page limit for the overall application.

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, color, format, 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 the project narrative, 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.
- State the program(s) you are applying to, including supplemental funding opportunities (MCH Postdoctoral Fellowship and the CoE Emerging Issues Supplement) that are available under this announcement.

Need

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

- Identify and evaluate national, regional, and/or local MCH workforce development needs and describe the gaps the project is intended to fill.
- Describe the need for academic-practice partnerships in MCH in your geographic area.
- Describe the need for a dedicated MCH-specific public health training program at your university and in your geographic area.
- 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 program. These barriers might include physical health, psychological health, physical environment, social environment, and economic stability.

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.
- Provide objectives that are specific, measurable, achievable, realistic, time-bound, inclusive, and equitable (SMARTIE) for each proposed project goal.

Training and education

- Describe how your CoE will train graduate and post-graduate public health students in MCH.
- Describe the curriculum that you will provide, including the didactic and experiential components. Include a description of required and elective coursework, practicum experiences, and other pertinent information in [Attachment 2](#). If you are proposing to support both master's and doctoral-level students, include a description of the requirements for both degrees.

- Describe the expected competencies of program graduates and how they align with [MCH Leadership Competencies](#), the [10 Essential Public Health Services](#), and other critical skills for the future MCH public health workforce. Detail how you plan to measure these competencies.
- Describe how the following elements will be included in your MCH curriculum:
 - Life course perspective.
 - Leadership development.
 - Title V history and legislation and other related public health programs.
 - Social determinants of health.
 - Principles of health equity.
 - Cultural and linguistic responsiveness.
 - Current and emerging issues in MCH and public health, including use of community-informed approaches to identify emerging issues.
- Describe how you will educate students in current and emerging topics in MCH epidemiology, data collection, surveillance systems, applied and quantitative analytic methods, and frameworks relevant to state and local MCH populations and programs.
- Describe how you will integrate multiple perspectives and evidence into the curriculum to expose trainees to diverse MCH perspectives and topics.
- Describe how community members or persons with lived experience will be included in curriculum delivery.
- Describe how you will build student skills in MCH research, program implementation, or evaluation.
- Describe how trainees will be exposed to interdisciplinary, interprofessional, or cross-sector learning experiences.

Trainee recruitment and retention

- Describe how you will recruit a cohort of MCH public health students. Highlight special efforts directed toward recruiting students who are underrepresented in the MCH public health workforce, including but not limited to students from economically disadvantaged and racially or ethnically underrepresented backgrounds.
- Estimate the number of long-term trainees who will benefit from the program each year. Describe how these students will fulfill the following requirements as part of their 300+ hours of training:
 - Participate in the MCH student interest group.
 - Complete an MCH-specific research, practice, or capstone experience.

- Participate in leadership training or education.
 - If only a subset of MCH training program students will receive financial support, describe the differences in expectations for those students versus other program participants.
- Explain how you plan to retain students once they have entered the program. This should include specific details on mentorship, leadership skills development, and other opportunities, such as professional development.
- Describe the success of your current MCH training efforts, including the number of trainees who have completed the training and their current professional activities.

MCH student interest group

- Describe how you will support and sustain an MCH student interest group within your institution. Detail proposed activities, anticipated frequency of meetings, and group structure.

Consultation and subject matter expertise

- Describe the technical assistance, subject matter expertise, and consultation activities your CoE will offer. This may include, but is not limited to:
 - Supporting Title V needs assessment and performance measurement.
 - Sharing research and analysis with HRSA on emerging issues.
 - Providing MCH training and education.
 - Supporting community organizations, program evaluation and research, or policy formulation.
- Describe your plans to market your technical assistance offerings.
- Describe how you will support MCH epidemiology capacity building and research in collaboration with state Title V agencies.
- Describe how MCH trainees will be included in technical assistance activities and how this will be integrated into the curriculum.

Partnerships

- Describe the partnerships you will develop to achieve program goals.
 - Document how you will build and sustain academic-practice partnerships with one or more state Title V agencies and at least two other relevant local, state, or regional partners.
- Describe 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.

- Provide letters of support that demonstrate these partnerships in [Attachment 3](#). You must include a letter of support from at least one state Title V agency in Attachment 3.
- Detail how you can provide support to the MCH Public Health Catalyst Programs and other MCH faculty development programs as they develop MCH curricula and degree offerings.
- State your willingness to participate in regularly scheduled recipient calls and to plan the annual recipient meeting in one year of the period of performance. ^[23]

Important note: One designated recipient will apply for an administrative supplement of up to \$41,000 post-award for the annual meeting. While internal planning for the annual recipient meeting must follow a budget of \$41,000, you should not include these annual meeting costs in your overall budget request. Your proposed CoE budget should not exceed \$366,769 per year, as annual meeting supplemental funding will not be finalized until post-award.

Advisory committees

- Describe the organization and composition of your CoE's advisory committee. Include information on current or invited members, committee member roles and responsibilities, and how often you plan to meet with the committee.

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.
- Provide a timeline that includes each activity and identifies who is responsible for each. As needed, identify how key stakeholders will help plan, design, or carry out activities.

You will also include a more detailed work plan in your [attachments](#).

Resolving challenges

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

Discuss challenges that 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 reporting and evaluation](#) and 5: [Resources and capabilities](#)

- **Monitoring.** Describe how you will track project-related processes, activities, and milestones, and how you will use data to identify actual or potential challenges to implementation. Provide an initial list of measures (such as indicators and metrics) you will use to monitor progress.
- **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.
- **Continuous quality improvement.** Describe your plans for using and incorporating information from monitoring, performance measurement, and evaluation to inform and improve processes and outcomes.
 - Describe your capacity to collect and manage data in a way that allows for accurate and timely monitoring, performance measurement, and continuous quality improvement.
- Include a description of the available resources (for example, organizational profile, collaborative partners, staff skills and expertise, and budget), systems, and key processes you will use for data collection and management, monitoring, performance measurement, and continuous quality improvement. For example, you could describe your data sources, data collection methods, frequency of collection, and data management software.
- Describe your plan to evaluate how the program performs and how that understanding will contribute to continuous quality improvement. The evaluation should monitor ongoing processes and the progress towards the project's goals and objectives. Describe barriers and your plan to address them.

Sustainability

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

- We expect you to sustain MCH curricula, 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:
 - Sustain key elements of your project beyond the federal funding period.
 - Disseminate key elements of your project to relevant audiences. Examples include training methods, curricula, or strategies that have been effective in improving practices.
 - Obtain future non-federal funding.

- Discuss challenges that you'll likely encounter in sustaining the program. Include how you will resolve these challenges.
- Describe how project results and products may be replicable in other training programs.

Organizational information

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

- Briefly describe your mission, structure, and the scope of your current activities. Explain how they support your ability to carry out the program requirements.
- Include a project organization chart in [Attachment 5](#).
- Discuss how you'll follow the approved plan, account for federal funds, and record all costs to avoid audit findings.
- Describe how you'll assess the unique needs of the trainees you serve.
- Include a staffing plan and job descriptions for key faculty and staff in [Attachment 6](#).
- Describe the Project Director's qualifications and how they will meet the minimum of 20% time and effort to sustain this grant. Describe their demonstrated leadership in MCH public health, graduate-level teaching, and/or scholarly research.
- Describe how faculty will support grant implementation, including expectations for mentorship and advising of MCH students.

Faculty qualifications

- Document faculty and staff experience with the design, development, implementation, and evaluation of MCH training activities. Describe their experience managing training resources and working with other training entities.
- Describe how you will identify and include at least one faculty member with relevant MCH practice experience.
- Describe how you will engage early-career MCH faculty in CoE activities.
- Describe how you will support faculty time to meet the objectives of the CoE program.
- 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 Project Budget Information 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 [supplies](#) 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).

Reminder: Indirect costs for training awards cannot exceed 8% of modified total direct costs.

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 narrative, see detailed instructions in Section 3.1.5 of the [R&R Application Guide](#)

Below are some additional instructions specific to this NOFO.

Participant and trainee support costs

- Identify the number of participants and trainees.
- Include trainee 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.
- Long-term trainees may receive grant supported funding (for example, stipends and tuition assistance). Detail costs for master's and doctoral students. Please refer to the [Appendix](#) for specific information about qualifications, restrictions, allowable and non-allowable trainee costs, and stipend levels.

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 PDF 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: MCH curriculum

Provide a description of required and elective coursework, practicum experiences, and other pertinent curricular information.

Attachment 3: 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. If letters of support are required for eligibility, include them in this attachment.

Attachment 4: Work plan

Attach the project's work plan. Make sure it includes everything required in the [project narrative](#) section.

Attachment 5: Project organizational chart

Provide a one-page diagram that shows the full project's organizational structure. Clearly document where the MCH program is located organizationally within your institution and lines of oversight.

Attachment 6: Staffing plan and job descriptions for key personnel

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: MCH Postdoctoral Fellowship Supplement (optional)

This attachment is only required if you are requesting additional funding for this supplement. Applying for this supplement does not impact your Centers of Excellence in MCH base training program application score. Supplements are scored separately by HRSA staff.

Note: You must apply for the Centers of Excellence in MCH Program in order to apply for this supplement.

Purpose and objectives

The purpose of this supplement is to support post-doctoral training to increase the number of MCH public health faculty, increase MCH research and teaching capacity within Schools and Programs of Public Health, and enhance skills in MCH policy, including translating research to practice^[24] or policy.^[25]

The objectives of the supplement are to:

- Develop postdoctoral fellowships in MCH.
- Recruit diverse postdoctoral fellows and junior faculty committed to MCH research and practice, including individuals from backgrounds that are underrepresented in MCH academia.
- Increase skills in MCH research, policy, and practice that will advance equitable outcomes for MCH populations.
- Provide mentorship to postdoctoral fellows and junior faculty in teaching, curriculum development, and publications.

The purpose and objectives will be achieved through the following activities:

- A 12- to 24-month MCH fellowship for at least two postdoctoral fellows or junior faculty annually.
- Fellow support. For example, mentorship, guidance on developing research proposals and scientific publications, grant writing, and teaching opportunities.

- Recruitment of a diverse group of fellows who are committed to a career in MCH academia and who come from backgrounds that are underrepresented in MCH public health academia.

Summary of funding

Approximately \$850,000 is expected to be available annually to fund up to five postdoctoral supplements. You may apply for a ceiling amount of up to \$170,000 per year in total costs (includes both direct and indirect).

Project narrative for MCH Postdoctoral Fellowship Supplement

The MCH Postdoctoral Fellowship Supplement narrative must be no longer than 10 pages. This narrative (Attachment 7) does NOT count toward the 60-page limit for the main Centers of Excellence in MCH program application.

The MCH Postdoctoral Fellowship Supplement narrative should include:

- **Background.** Provide brief background data on the need for this supplement. Detail the national, regional, or local need to increase the number of faculty in MCH academia.
- **Problem.** State the problem(s) addressed by this supplement, including the need for a postdoctoral program at your institution.
- **Goals and objectives.** State the overall goals of the supplement and list the specific objectives that respond to the stated need for this project. Name the Project Director for the supplement and outline their qualifications to lead this fellowship. The Project Director is expected to devote a minimum of 5% effort to managing this supplement.
- **Methodology.** Describe the activities you will use to address the stated needs and meet each of the program goals.
 - Describe the curricula and opportunities for development that will be provided during the fellowship, including how you will emphasize skill development in teaching, curriculum development, and leadership.
 - Describe how you will recruit a diverse group of fellows who are committed to careers in MCH academic research, policy, or practice, who come from backgrounds that are underrepresented in MCH public health academia and who have demonstrated rigor in their doctoral training. Describe how you will mentor each postdoctoral fellow or junior faculty member.
 - Describe how you will enhance fellows' skills in writing for peer-reviewed publication. Fellows are expected to publish a minimum of two peer-reviewed articles in each year they receive support.

- Identify the competencies expected of postdoctoral fellows and junior faculty that receive financial support through this program. Competencies should align with the MCH Leadership Competencies^[26] and the National Postdoctoral Association Core Competencies.^[27]
- Briefly describe the anticipated outcomes of the project. You should recruit:
 - (a) at least two funded postdoctoral fellows per year **or**
 - (b) at least one postdoctoral fellow and one junior faculty member per year. Support for junior faculty should be prioritized for MCH faculty members with less than four years of cumulative faculty experience and with career goals consistent with the purpose of this program.
- **Collaboration.** Describe your plan to support networking and collaboration among supported postdoctoral fellows or junior faculty. We also encourage you to provide supported fellows and junior faculty with opportunities for collaboration with MCH faculty at other CoE program recipients.
- **Evaluation.** Briefly describe the evaluation methods you will use to assess program outcomes, including data collection and measures.
 - Describe how you will assess and measure the progress of the fellows or junior faculty throughout their program.
 - Describe how you will track the outcomes of fellowship participants at two and five years after completion of their fellowship (for example, growth of research portfolio, publications, student mentoring, academic promotion, and tenure).
 - Detail how you will monitor ongoing processes and the progress towards the project's goals and objectives to support continuous quality improvement. You will be responsible for reporting short-, mid-, and long-term outcomes (as applicable) to HRSA annually as part of the non-competing progress report. Please see [reporting](#) for more details on reporting requirements.
- **Budget and budget narrative.** Provide a **separate** line-item budget and budget justification for the MCH Postdoctoral Supplement. See Section 3.1.4 Project Budget Information of the R&R Application Guide. You may request up to \$170,000, inclusive of indirect costs, for the proposed MCH Postdoctoral Supplement.

Attachment 8: CoE Emerging Issues Supplement (optional)

This attachment is only required if you are requesting additional funding for the optional CoE Emerging Issues Supplement. Applying for this supplement does not impact your base CoE application review score.

Supplements will be awarded post-award at HRSA's discretion after the period of performance begins, subject to the appropriation of funds for each year and consistent with HHS, HRSA, and MCHB priorities.

The supplement narrative must be no longer than four pages. It does NOT count toward the 60-page limit of the base CoE program application.

CoE Emerging Issues supplement general guidance

- You must apply for the base CoE program funding in order to apply for this optional Emerging Issues Supplement.
- You may only submit one optional Emerging Issues Supplement proposal.
- The Project Director of the CoE program must also be the Project Director for the optional Emerging Issues Supplement, unless HRSA gives prior approval for a change.
- You may propose collaborations and partnerships for this supplement. However, we will only award the optional CoE Emerging Issues Supplement to the CoE applicant organization, which will serve as the lead.
- The optional CoE Emerging Issues Supplement proposal should be relevant for any one of the five budget periods within the period of performance. This is because optional supplements may be awarded in any of the five budget periods, subject to the appropriation of funds for each year.

Purpose and objectives

The CoE Emerging Issues supplement proposals are intended to enhance CoE training programs' ability to focus on emerging issues and innovative practices to advance MCH public health.

Examples of proposal topics include, but are not limited to, the following:

- Enhancements to current or proposed CoE curricula to develop new practices that exceed what is proposed in the CoE program base application. For example, new community-based learning courses or research on or policy analysis of an emerging issue in MCH.
- Partnerships with state Title V or other MCH organizations to expand the reach of CoE activities. For example:
 - Funding student research assistantships.
 - Developing a training activity in MCH public health for state agencies.
 - Engaging new cross-sector partners.
 - Collaborating with other academic institutions that serve diverse student populations).

- Expansion of capabilities of the CoE program to respond to public health emergencies.

CoE Emerging Issues Supplement project narrative guidance

The optional CoE Emerging Issues Supplement narrative should include the following:

- **Problem.** State the topic that you selected and why it is important to your CoE program. Explain how the supplement will address an emerging issue or innovative training approach that will improve MCH public health.
- **Goals and objectives.** Identify the major goals and objectives for the supplement. Briefly describe the anticipated outcomes and deliverables of the activities.
- **Methodology.** Describe the activities proposed to accomplish the objectives, and how the supplemental project will build on the core CoE training program. Discuss how CoE trainees and faculty will be involved in the supplement activities. Describe any collaboration, coordination, and partnerships needed to ensure the success of the supplement.
- **Evaluation.** Briefly describe how you will evaluate the supplement outcomes, including data collection and measures. Briefly discuss anticipated dissemination strategies and how you will share the results and project impact with the field.
- **Budget and budget narrative.** A **separate** SF-424 R&R budget and budget justification narrative are required for the optional CoE supplement. See Section 3.1.4 Project Budget Information of the R&R Application Guide. You may request up to \$70,000, inclusive of up to 8% indirect costs, for the proposed supplement.

Attachments 9 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.

Forms	Submission requirement
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.

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](#). This is the application for Federal Assistance.

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. These sketches count toward the page limit.
- 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 applicable, 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.

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.”

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

In this step

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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	15 points
2. Response	35 points
3. Performance reporting and evaluation	10 points
4. Impact	15 points
5. Resources and capabilities	15 points
6. Support requested	10 points

Criterion 1: Need

15 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 national, regional, and/or local workforce development needs.
- Describes the gaps in MCH academic training in their institution.
- Describes the students, their unmet training needs, and any relevant barriers to trainees' access to education and success in their program.
- Describes the need for academic-practice partnerships.

Criterion 2: Response

35 points

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

Approach (25 points) The panel will review your application for:

- How well it responds to the program's [purpose and objectives](#).
- The strength and reasonableness of the MCH public health training program, including the curriculum in [Attachment 2](#), proposed competencies, activities, and requirements for long-term trainees.
- The strength of the trainee recruitment and retention plan, including anticipated number and types of diverse trainees who will benefit from the program each year.
- How well it describes a plan to develop and support an MCH student interest group within their institution.
- The quality and feasibility of the plan for providing technical assistance, consultation, and subject matter expertise to the MCH field, including state Title V agencies.
- How well it describes active, functioning, collaborative academic-practice partnerships with one or more Title V programs and at least two other partners.
- How well it describes a plan to partner with other HRSA- and MCHB-funded programs, including other training programs.
- How well it describes a plan and willingness to collaborate with other CoE recipients, including participation in recipient calls and the annual recipient meeting.
- The extent to which the advisory committee is engaged in CoE activities, supports programmatic needs, and is representative of the CoE's community.

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](#)).

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.

Criterion 3: Performance reporting and evaluation

10 points

See Project Narrative [Performance Reporting and Evaluation](#) section.

The panel will review your application for:

- How well it describes clear monitoring procedures, including an initial list of measures to monitor progress.
- The strength and feasibility of the applicant's plan and ability to collect data on the measures specified in the [program requirements and expectations](#) and additional measures to be reported in the non-competing continuation progress report.
- The strength and feasibility of the plan to assess the impact of their CoE program and report results.
- The quality and reasonableness of the plan to track and survey CoE program graduates after program completion for up to five years.
- The quality of the plan to collect and use feedback to improve the CoE curriculum and other activities.
- Your organizations capacity to collect, track, manage, and report proposed and required data over time, including available resources, systems, and processes.

Criterion 4: Impact

15 points

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

The panel will review your application for:

- How effective the proposed project is likely to be.
- How strong of a public health impact it is likely to have.
- How likely it is that the project results could be national in scope.
- How easy it will be to replicate project activities.
- How likely it is that the program will continue beyond the federal funding.

Criterion 5: Resources and capabilities

15 points

See Project Narrative [Organizational information](#) and [Performance reporting and evaluation](#) sections.

The panel will review your application for how well it:

- Demonstrates that the Project Director, faculty, and staff have the training, expertise, or experience to carry out the project.
- Demonstrates their capability to fulfill the needs of the proposed project.
- Demonstrates whether your organization has quality facilities available to fulfill the needs of the proposed project.
- Demonstrates the quality of the existing MCH program leading to an MCH degree, certificate, or concentration.

Criterion 6: Support requested

10 points

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

The panel will review your application for:

- How reasonable the proposed budget is for each year of the period of performance.
- The reasonableness of the costs and required resources and how well they align with the project's scope.
- The extent to which the applicant demonstrates that key staff, including the Project Director, have adequate time devoted to the project to achieve project objectives.

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 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.

Funding selection method for the MCH Postdoctoral Fellowship Supplement

The optional MCH Postdoctoral Fellowship Supplement corresponds to [Attachment 7](#).

Supplemental funding will be awarded to up to five of the 13 recipients for the Centers of Excellence in MCH Program. The recipients for supplemental funds will be the highest-rated applicants for the MCH Postdoctoral Fellowship Supplement.

This funding selection method only applies to applicants requesting additional funding under the supplement. Applying for this supplement does not impact the Centers of Excellence in MCH (CoE) Program application score. Supplement applications will be reviewed and scored separately from CoE applications.

HRSA staff will score supplements based on the following criteria:

- How well the applicant describes and evaluates the national, regional, and local need to increase the number of faculty in MCH public health.
- The quality and reasonableness of the proposed project purpose.

- The quality and feasibility of a recruitment plan, including plans for recruiting a diverse group of fellows committed to careers in MCH academia and who come from backgrounds that are underrepresented in MCH public health.
- The quality of the curriculum, focused on MCH research or MCH policy and practice, to advance the fellows' skills in MCH, writing for peer-reviewed publications, and teaching.
- How well the applicant describes the competencies postdoctoral fellows or junior faculty are expected to acquire during the fellowship.
- The strength of the professional development and mentorship program for each postdoctoral fellow or junior faculty.
- The quality of plans to support networking and collaboration among supported postdoctoral fellows or junior faculty.
- The quality of plans to collaborate with other MCH Postdoctoral Fellowship Supplement recipients.
- Clear demonstration that the Project Director and faculty have the necessary and appropriate training, expertise, and experience to carry out the project and train and mentor fellows or junior faculty.
- How well the evaluation plan addresses outcomes and impact of the project.
- How well the applicant demonstrates that the proposed budget and budget justification are reasonable.

Funding selection method for CoE Emerging Issues Supplement

The optional CoE Emerging Issues Supplement corresponds to [Attachment 8](#).

Emerging Issues supplemental funding may be awarded in any of the five project years. You must be awarded base CoE funding to receive the Emerging Issues Supplement. Supplements will be funded, upon availability of additional funding, in order of the merit review score for the awarded base CoE.

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

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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 27, 2025, 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 <https://www.archives.gov/federal-register/codification/executive-order/12372.html>. 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 toward the page limit.
☐ Research & Related Budget	Budget and budget narrative	Only the budget narrative counts toward the page limit.
☐ Attachments Form	Attachments	
☐ 1. CEPH accreditation status	Attachment 1	No
☐ 2. MCH curriculum	Attachment 2	Yes
☐ 3. Agreements with other entities	Attachment 3	Yes
☐ 4. Work plan	Attachment 4	Yes
☐ 5. Project organizational chart	Attachment 5	Yes
☐ 6. Staffing plan and job descriptions for key personnel	Attachment 6	Yes
☐ 7. MCH Postdoctoral Fellowship Supplement (optional)	Attachment 7	Yes
☐ 8. CoE Emerging Issues Supplement (optional)	Attachment 8	Yes
☐ 9 through 15. Other relevant documents	Attachment 9 - 15	Yes
☐ SF-424 (R&R)	Form instructions	No
☐ R & R Subaward Budget Attachment(s)	Form instructions	Yes*
☐ Research & Related Senior/Key Person Profile form	Form instructions	Yes*

Form	See instructions	Included in page limit?*
☐ 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 toward the page limit. The form itself does not count.



Step 6:

Learn What Happens After Award

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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, Supplies.
 - [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 on Worker Organizing and Empowerment \(E.O. 14025\)](#) 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 based 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 successful applicants for their reporting requirements, the listing of administrative forms and performance measures for this program are available at <https://grants4.hrsa.gov/DGISReview/programmanual?NOFO=HRSA-25-027&ActivityCode=T76>. 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, 2025 through May 31, 2030	Period of performance start date.	120 days from the available date.

Type of report	Reporting period	Available date	Report due date
	This report includes administrative data and performance measure projections, as applicable.		
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

Ayanna Johnson

Senior Public Health Analyst

Division of MCH Workforce Development

Attn: Centers of Excellence in MCH Science, Education, and Practice

Maternal and Child Health Bureau

Health Resources and Services Administration

Email your questions to: ajohnson5@hrsa.gov

Call: 301-443-9775

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 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 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.^[28] 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 Centers of Excellence in MCH Education, Science, and Practice 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: [\[29\]](#)
 - Stipends or salary (except as indicated above).
 - Tuition and fees. [\[30\]](#)
 - 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 trainee

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. de Beaumont Foundation and Association of State and Territorial Health Officials. *Public health workforce interests and needs survey: 2021 Dashboard* . Retrieved May 6, 2024, from <https://phwins.org/national> ↑
2. de Beaumont Foundation. (2021). *Staffing up: Investing in the public health workforce*. Retrieved October 19, 2023, from <https://debeaumont.org/wp-content/uploads/2021/10/Staffing-Up-FINAL.pdf>. ↑
3. 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. <https://doi.org/10.1007/s10995-022-03438-x>. ↑
4. 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> ↑
5. Hill, L., Artiga, S., & Ranji, U. (2022, November 1). Racial disparities in maternal and infant health: Current status and efforts to address them. Kaiser Family Foundation. <https://www.kff.org/racial-equity-and-health-policy/issue-brief/racial-disparities-in-maternal-and-infant-health-current-status-and-efforts-to-address-them/> ↑
6. 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> ↑
7. Coronado, F., Beck, A. J., Shah, G., Young, J. L., Sellers, K., & Leider, J. P. (2019). Understanding the dynamics of diversity in the public health workforce. *Journal of Public Health Management and Practice* , 26 (4), 389–392. <https://doi.org/10.1097/phh.0000000000001075> ↑
8. Goodman, M. S., Plepys, C. M., Bather J. R., Kelliher, R. M., & Healton, C. G. (2020). Racial/ethnic diversity in academic public health: 20-year update. *Public Health Reports* , 135(1), 74–81. doi: 10.1177/0033354919887747 ↑
9. 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> ↑
10. Goodman, M. S., Plepys, C. M., Bather J. R., Kelliher, R. M., & Healton, C. G. (2020). Racial/ethnic diversity in academic public health: 20-year update. *Public Health Reports* , 135(1), 74–81. doi: 10.1177/0033354919887747 ↑
11. Ramirez-Valles J., Neubauer, L. C., & Zambrana, R. E. (2023). Inequity within: A call for inclusion of Latina/o/x scholars in faculty and leadership ranks in schools and programs of public health. *Public Health Reports* , 138(2):386-388. doi:10.1177/00333549221077072 ↑
12. de Beaumont Foundation and Association of State and Territorial Health Officials. *Public health workforce interests and needs survey: 2021 Dashboard* . Retrieved May 2023, from <https://www.phwins.org/national> ↑
13. Association of Schools and Programs of Public Health. *ASPPH Data Center* . Retrieved May 24, 2024. ↑
14. See definitions for Trainees. [Appendix](#): Standards for using MCHB grant funds to support trainees. ↑

15. Council on Education for Public Health. (2024). *Accreditation criteria: Schools of public health and public health programs*. <https://media.ceph.org/documents/2024.Criteria.pdf> ↑
16. Council on Education for Public Health. (2024). *Accreditation criteria: Schools of public health and public health programs*. <https://media.ceph.org/documents/2024.Criteria.pdf> ↑
17. Office of Disease Prevention and Health Promotion. *Healthy People 203*. Retrieved May 25, 2024, from <https://health.gov/healthypeople/objectives-and-data/social-determinants-health>. ↑
18. Persons with Lived Experience refers to individuals with knowledge and experience on health or social issues relevant to a particular program that is gained through direct, first-hand involvement in everyday events rather than through representations constructed by other people. ↑
19. The Council on Education in Public Health requires that Master of Public Health (MPH) and Doctor of Public Health (DrPH) students complete an applied practice experience that “*demonstrate attainment of at least five competencies, of which at least three must be foundational competencies (as defined in Criterion D2). The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate.*” Additional information is here: <https://media.ceph.org/documents/2024.Criteria.pdf> ↑
20. 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. 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> ↑
21. 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> ↑
22. You are encouraged to work with other HRSA- and MCHB-funded programs. Examples include but are not limited to other [MCHB Training Programs](#), [Maternal Health Research Collaborative for Minority Serving Institutions](#), [Healthy Start](#), [Maternal, Infant, and Early Childhood Home Visiting \(MIECHV\) Program](#), [Regional Public Health Training Centers](#). ↑
23. Within three months after the start of the period of performance, the 13 awarded CoE programs will develop a schedule of rotating annual meeting hosting responsibilities for each year of the five-year period of performance. The host recipient will coordinate with HRSA program staff in selecting both the date and location of the annual meeting to facilitate coordination with other national meetings. ↑
24. For this supplement, a focus in MCH research includes strengthening skills in quantitative and/or qualitative research, beginning research projects in highly needed areas of MCH, and/or gaining specialized skills in the translation of research to practice. ↑
25. For this supplement, a focus in MCH policy and practice would include training in public policy, policy analysis, and advanced training on the effective use of scientific knowledge in the formation of policy. A fellowship on MCH policy and practice may also include placement in an active policy development or MCH practice setting to enhance skills in the use of scientific knowledge for policy formation and program development, and to enhance academic-practice partnerships in MCH. ↑

26. Maternal and Child Health Bureau. (2023). *MCH Leadership Competencies*. <https://mchb.hrsa.gov/programs-impact/focus-areas/building-mch-leaders-mch-workforce/leadership-competencies> ↑
27. National Postdoctoral Association. *NPA Core Competencies*. Retrieved June 3, 2024, from <https://www.nationalpostdoc.org/page/CoreCompetencies> ↑
28. HHS Grants Policy Statement (<https://www.hhs.gov/sites/default/files/hhs-grants-policy-statement-october-2024.pdf>) ↑
29. Uniform Administrative Requirements ([UAR 45 CFR § 75.466\(a\)](#)) and the [HHS Grants Policy Statement](#). ↑
30. 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. ↑