

Early Childhood Education Professional Development Organization (ECEPDO)
Policies, Clarifications, and Guidance
July 1, 2023

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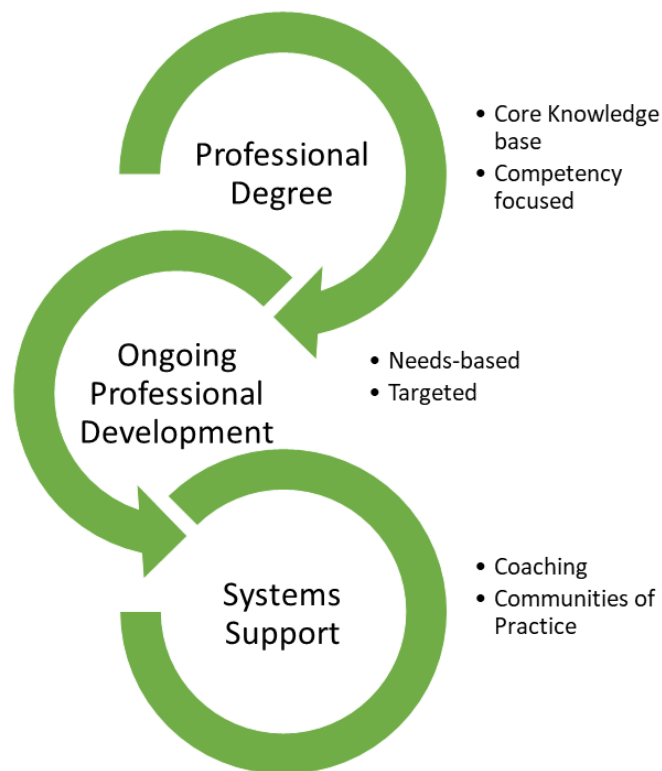
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Background

Pennsylvania’s Early Childhood Workforce Preparation and Professionalization Model



Pennsylvania’s Office of Child Development and Early Learning (OCDEL) is committed to supporting Pennsylvania’s early childhood education (ECE) workforce as a key partner in professionalizing the ECE field while raising the stature, compensation, and competencies of all ECE professionals. OCDEL recognizes the challenges an under-resourced and under-compensated ECE professional faces when pursuing traditional higher education

opportunities. OCDEL also acknowledges the financial obstacles ECE programs face in supporting robust professional development (PD) and offering fair compensation to retain qualified staff. To equitably address these systemic challenges, OCDEL undertakes three specific strategies to ensure all ECE professionals can produce positive outcomes for all children.

The Institute of Medicine (IOM)/National Research Council (NRC) explored the implications of the science of child development for the professionals working with children from birth through age eight in the report, *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*.¹ The committee highlighted what ECE professionals need to know and need to be able to do, and the professional learning supports required. With that lens, OCDEL has identified opportunities within the current system to systemically improve the quality of education children experience and the current working conditions for ECE professionals. As an example, ECE providers routinely share their frustration about the lack of access to high level PD content, the challenges of meeting both the organization PD needs, and the individual PD needs of their ECE professionals and barriers to compensating their staff for their knowledge attainment. The revisioning of Keystone STARS offered an opportunity to look at PD for the ECE workforce through a different lens and fostered the procurement of the Professional Development Organizations (PDOs).

Building a professionalized workforce requires investment in degree attainment through credit-bearing course work. PD is needed to continue one's expertise in that profession and support structural the quality of that profession. The following strategies have been developed with that philosophy in mind.

Strategy 1: Focus on Career Pathway advancement through ECE degree attainment and credit-bearing coursework
Organization: Professional Development Organizations (PDOs)

PDOs develop partnerships with Pennsylvania-based institutions of higher education (IHE) and community-based partners to provide credit-bearing professional preparation for ECE professionals working to provide high-quality early learning services to children and families. Credit-bearing coursework must align with Pennsylvania's Early Childhood Education Career Pathway. The pathway is best realized through a sequence of stackable, portable credentials that reflect developmentally and culturally appropriate content supporting ECE professionals in teaching practice, need to advance their individual career, and education attainment. PDOs address the broad needs of their regions while supporting the individual needs of professionals through partnerships that demonstrate a strong relationship between IHE and community-based organizations.

Anticipated Outcome: Streamlined and highly accessible ECE degree systems producing enough degreed and experienced staff verified at Career Pathway level B or above.

Strategy 2: Focus on Professional Development to Support Structural Quality
Organization: Early Learning Resource Centers (ELRCs) in collaboration with the PDOs.

Description: ELRCs support ECE providers to build and maintain structural quality in ECE programs. ELRC Quality Coaches provide performance-based coaching to ECE programs prioritizing STAR 1 and STAR 2 programs. Quality Coaches help programs identify Career Pathway and on-going professional development needs (like regulatory referral from Certification) and encouraging degree attainment, and coordinate with PDOs to impact individual advancement along the Career Pathway and with on-going professional development needs.

Organization: The Pennsylvania Key

Description: The Pennsylvania Key, through the Pennsylvania Professional Development Registry (PD Registry) will provide access to on-going professional development opportunities. Through the PQAS system for trainers and the Director Credential process, the ECE system of PD can address the needs of ECE professionals by strengthening

¹ *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* a report by the National Academies of Sciences Engineering Medicines, April 1, 2015.

and maintaining their professional knowledge base. Online courses developed in-state and nationally will continue to be offered through the PD Registry. Non-funded PD, offered by consultants and other organizations, will continue to be available across the commonwealth. OCDEL will invest in foundational courses like the 10-hour Health and Safety courses, the STARS 101 and 102 courses and other initiatives addressing OCDEL priorities like supporting Child Care and Development Block Grant (CCDBG) compliance, supporting English Language Learners, and cultural competency.

Organization: Department of Human Services (DHS) Child Care Certification in collaboration with the PDOs and the PA Key.

Description: DHS Child Care Certification support ECE providers in maintaining child care certification and assure safe and healthy learning environments as the foundations of a quality child care system. DHS Certification Representatives assure minimum staffing qualifications and training requirements are met and help to identify qualification and required training needs, including Pediatric First Aid and CPR training. To address these training needs specifically; DHS Certification Reps coordinate program referrals for required training with the PA Key and with the PDOs (specifically Pediatric FA/CPR). Organization: Early Intervention Technical Assistance (EITA)

Early Intervention Technical Assistance (EITA) provides state, regional and local professional development based on the analysis of statewide data, including program monitoring results, state and federal requirements, relevant research, and planning with state department staff. Examples include positive behavior supports, coaching, inclusion, autism and leadership. The primary recipients of EITA training and technical assistance are the local Infant/Toddler and Preschool Early Intervention agencies that provide supports and services to children birth to school age with developmental disabilities and their families. EITA also includes Family Support Consultants who provide training and technical assistance to the OCDEL funded family support and home visiting programs. EITA maintains an on-line learning portal with credit bearing courses and multiple shorter job aids www.eita-pa.org. EITA is part of the Pennsylvania Training and Technical Assistance Network (PaTTAN) and is fiscally administered through Intermediate Unit 11.

Anticipated Outcome: Impact on program quality and ELRCs meet regional STAR level movement targets to produce increased access to high-quality ECE programming for all children due to an increase in the availability of qualified staff dedicated to degree attainment and continued professional growth after degree attainment.

Strategy 3: Building Comprehensive Systems and Scaling Best Practices and Innovation

Organization: Office of Child Development and Early Learning (OCDEL)

Description: OCDEL's role is to design and support an ECE system that works for children, families, and the ECE workforce. OCDEL will identify local, regional, and national best practices and innovations to ensure all partners and grantees have every resource available to support ECE professionals in attaining and maintaining high-quality ECE programming. When a best practice or innovation is identified, OCDEL works with the Pennsylvania Key, the PDOs, and the ELRCs to ensure all appropriate staff are offered professionally recognized degrees, PD opportunities and support in implementation, like communities of practice (CoP).

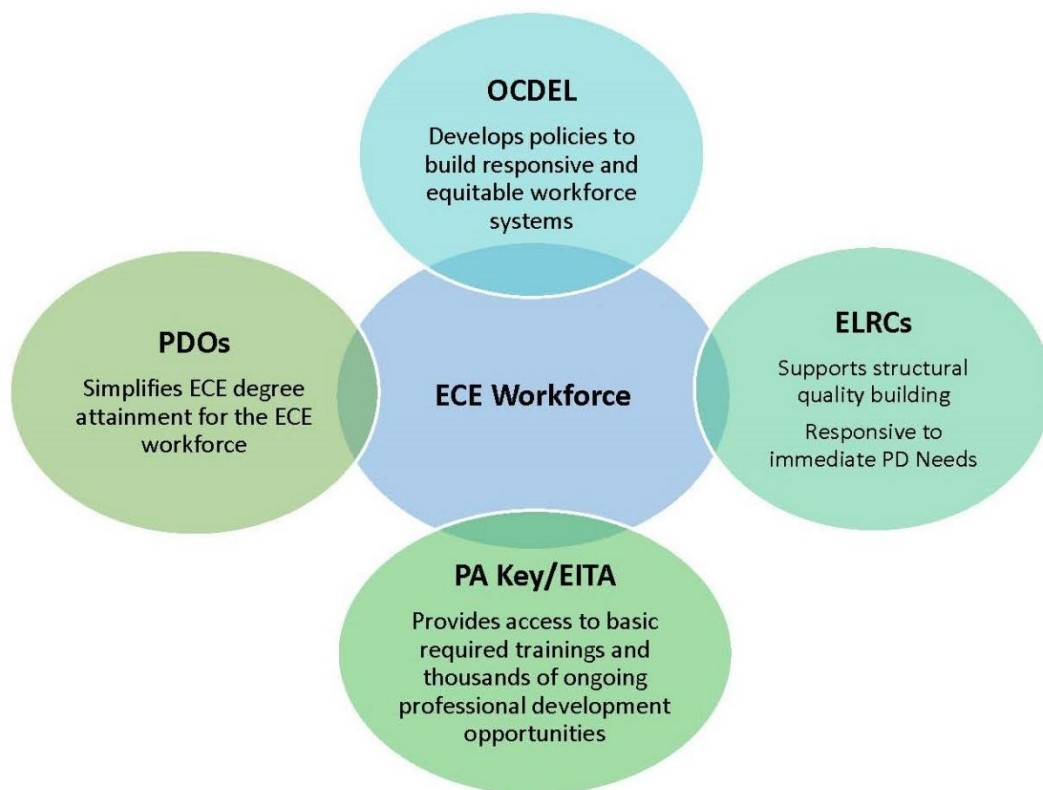
Organization: The Pennsylvania Key

Description: The Pennsylvania Key provides statewide support and coordination for multiple initiatives within Pennsylvania's ECE system including Pre-K Counts, Early Head Start Child Care Partnerships (OCDEL's Grantees), Head Start State Collaboration, Program Quality Assessment (PQA), the PD Registry, coaching to support the ELRCs, school-age supports, STAR 3 and 4 internal coaches, and coordination of Infant and Early Childhood Mental Health Consultation. The Pennsylvania Key's role is to ensure the larger system is responsive to the needs of organizations that support ECE programs in attaining higher STAR levels through data driven decision making and regionally responsive supports.

Anticipated Outcome: An equitable, culturally, and developmentally responsive ECE system that builds a professional workforce, fosters innovation, and ultimately produces meaningful child outcomes.

How Do These Strategies Work Together?

OCDEL is committed to building systems that work together in a focused and equitable way. When the above strategies are linked, they produce a robust foundation allowing for individual flexibility while consistently raising quality. OCDEL, the Pennsylvania Key, and the ELRCs are focused on systems alignment and supporting ECE programs in quality attainment. The PDOs are focused on supporting individuals in their ECE degree attainment, while the Pennsylvania Key provides a statewide PD Registry to support individuals in their professional advancement and on-going growth. When the pieces of the system are aligned, ECE programs have quality staff and quality applicants, and the ECE workforce has the skills and credentials they need to provide comprehensive, developmentally appropriate learning experiences while continuing professional growth.



Definitions

Accessible

Easily obtained. Used in reference to the ability of each early childhood education professional to enter and navigate the PA Career Pathway.

Apprenticeship

A specific career pathway for early childhood education professionals to transition from holding a CDA to an AA or BA while working in an early childhood setting. A collective approach to a career pathway in which many partners collaborate to provide a combination of credit-bearing on-the-job learning, related instruction, and coaching.

Articulation

Agreements between AA and BA degree granting institutions that allow practitioners, upon successful completion of the associate degree program in early childhood education, to transfer between 54 and 60 academic credits to a baccalaureate degree program.

Career Advising

A process driven by the employment goals identified by the early childhood educator and facilitated by the PDO (PD Coordinator) to support the student through following activities:

- Completing a verified Career Pathway placement, which forms the foundation of the career advising plan,
- Providing opportunities to discuss goals related to advancing their career, and
- Discussing potential steps to meet their goals which will include discussion of financial needs and opportunities, as well as which credentials and/or degrees would best meet their goals.

Career advising in the context of the PDOs does not replace an Institution of Higher Education (IHE) academic advisor whose focus is to enroll students in the best coursework trajectory to accomplish their degree.

Completion

A participant status of “completed” is used when an enrolled participant earns their intended credential or degree. This means that in addition to all coursework being completed, all other necessary steps to having a degree or credential have also been completed, and the degree or credential has been awarded to the participant.

Credit-Bearing Professional Development

Professional development that provides credit to advance career pathway levels.

Early Childhood Education Professional

An individual who promotes the learning, development, and well-being of children birth through age 8 in all early childhood education settings, while meeting the qualifications of the profession and having mastery of specialized knowledge, skills, and competencies.

Early Childhood Education Workforce

Individuals who support early childhood education professionals in promoting the learning, development, and well-being children birth through age 8 in all early childhood education settings.

Equitable

In PDO context: each early childhood education professional receives necessary supports in a timely fashion to develop their potential. Advancing equity requires remediating differences in outcomes that can be traced to biased treatment of individuals because of their social identities. Equity is not the same as equality. Equal treatment, laid upon unequal starting points, is inequitable. Instead of equal treatment, early childhood education professionals aim for equal opportunities. Requiring consideration of individual and group starting points, then distributing resources equitably (not equally) to meet their needs. Attempting to achieve equality of opportunity without consideration of historic and present inequities is ineffective, unjust, and unfair. For more on PDE’s response to Equity visit:

<https://www.education.pa.gov/Schools/safeschools/equityandinclusion/EPH/Pages/default.aspx>.

Mixed Delivery Model

References different types of modalities for delivery of course content to meet the needs of the field and account for on-the-job experiences. Examples in a mixed delivery model might include, but is not limited to, face-to-face classes, online learning, cohorts, competency-based credits through portfolios or on the job assessments.

Pennsylvania’s ECE Career Pathway

OCDEL’s Career Pathway serves as guide for early childhood education professional wanting to advance their knowledge, skills, and competencies over time. For specific Career Pathway information visit:

<https://www.pakeys.org/get-professional-development/career-pathway/>.

Professional Development Organization

References the grant awardees of the OCDEL PDO RFA.

Persistence

A PDO-funded participant enrolling in a higher degree program no more than 18 months after completing a lower degree program

Professional Learning Organization

Local, regional, and state organizations that offer on-going professional learning for early childhood education professionals.

Relevant

Referring to course content appropriate to the current time, period, or circumstances and includes the most current research and practices to support the learning, development, and well-being of children birth through age 8 in all early childhood education settings.

Stackable

Sequential postsecondary awards that allow individuals to progress on a career path.

Portable

Credentials independently verified or issued from an accredited institution thereby making them acceptable across a variety of settings (e.g. state, employers, and educational institutions) throughout the state (or country).

Turnover

Turnover is defined as those activities that the PDO(s) must perform at the end of the grant period, to turnover service delivery to a successor Applicant(s), or to commonwealth resources.

Professional Development Organization Grants and Awards

PDO agreements will commence on the effective date. The initial grant term was Oct. 1, 2019, to June 30, 2021. Agreements were renewed in FY 2021-2022. The Commonwealth, may renew the agreement for two (2) additional years (FY 2022-2023 and FY 2023-2024) before opening a competitive rebid cycle for another 5-years of service. Contracts are awarded through Department of Human Services procurement and are competitive. Current PDO service areas and grantees can be viewed in Appendix A.

Subgrants

Sub-grantees will be awarded based upon ability to support students in completing courses successfully. Data-informed decision making will influence grant availability based upon an Institution of Higher Education's (IHE) ability to offer a stackable and portable credentials, at a negotiated cost to the PDO.

Project Plans

Upon the Department's request, PDOs will provide a revised Project Plan and Budget for any renewal. The revised Project Plan and Budget, if any, will become part of the PDO contractual agreement upon approval of the Department and Comptroller Operations.

PDOs will conduct a strategic planning process and/or needs assessment **annually**. The result will be the development of a detailed project plan outlining the sequencing of events and the time required to fully implement the plans of this project. PDOs must describe the relationship between project personnel and the specifics tasks, assignments, and deliverables (specify the number of staff hours allocated to each task) to meet the policies detailed throughout this document. The PDO should clearly state how the objectives of the project will be met and how each task will be performed.

The PDO must include a clear project timetable from beginning to end. The plan must be based on data provided by OCDEL and collected by the PDO regionally that includes specific targets for education attainment that align to Pennsylvania's Early Childhood Education Career Pathway and the ELRC STARS movement targets **in conjunction with the strategic planning process and/or needs assessment**. The PDO Project Plan must be approved by OCDEL prior to implementation and include, at minimum, the PDO's approach to:

- Knowledge attainment of Keystone STARS Performance Standards, particularly the Staff Qualifications Indicators requirements;
- Knowledge attainment of current ECE workforce education levels in assigned region;
- A regional partnership strategy to address systems building for identified regions to support the shift from non-credit bearing PD to a focus on degree attainment for the ECE workforce;

- Plan to implement a mixed delivery approach to community and institutional based courses, including student cohort-based formats, resulting in the attainment of ECE degrees;
- Timeline to Postsecondary and IHE:
 - Articulation and Transformation Agreements;
 - Mixed delivery models; and
 - CDA Credentials to AA/AS/AAS to BA/BS.
- Identification of opportunities for coordination of federal, state, and local funding beyond funding provided as a result of the grant agreement(s) awarded to support equitable access for the ECE workforce including coordination with existing tuition assistance programs;
- Process to conduct outreach to the ECE workforce and support targeted enrollment in credit-bearing course offerings **in partnership with the ELRCs.**

Turnover

During the turnover period, the PDOs will work cooperatively with any successor and the Department of Human Services.

During turnover, the PDOs will ensure program stakeholders do not experience any adverse impact from the transfer of services. Six (6) months prior to the end of the grant term, or upon the Department's request, the PDOs must develop and submit a Turnover Plan, which specifies the proposed transition schedule, activities, and resource requirements for the necessary turnover tasks to be implemented upon the Department's request.

The PDOs must:

- Execute the approved Turnover Plan in cooperation with the incoming PDO's Transition Plan,
- Maintain service delivery staffing levels during the turnover period unless otherwise expressly approved by the Department Grant Administrator,
- Work closely with the Department to ensure turnover of responsibilities and the necessary knowledge transfer are completed by the end of the grant period, and
- Respond in a reasonable time to all Department requests regarding turnover information.

State and Federal Regulatory Requirements.

The PDOs must comply with the following federal regulations and restrictions as it applies:

CCDF regulations, 45 CFR § 98.56(b)(1), Restrictions on the use of funds:

<https://www.gpo.gov/fdsys/pkg/FR-2016-09-30/pdf/2016-22986.pdf>

Uniform Administrative Requirements, Cost Principles and Audit Requirements for HHS Awards, 45 CFR Part 75:

<https://www.law.cornell.edu/cfr/text/45/part-75>

Contract Cost Principles and Procedures, 48 CFR Part 31, For-Profit Agencies:

<https://www.law.cornell.edu/cfr/text/48/part-31>

Provider Eligibility

PDOs must be Pennsylvania community-based nonprofit or for-profit organizations, Pennsylvania local education agencies, or IHEs. If the applicant is not an IHE, it must submit a letter of commitment to the Project from one or more IHEs.

If an applicant offers child care as part of its services, 75 percent or more of these locations must be at least a STAR 3 as of the submission date of the application. The 75 percent threshold must be maintained or exceeded during the duration of the grant agreement.

Conflict of Interest

PDOs operating a child care program, must develop and implement an organization approved conflict of interest policy. This policy must preclude employees (including child care staff) from receiving any advantage to access PD

offered by the PDO. PDOs must provide a notarized copy of the conflict-of-interest policy to the Department for review and approval during the Readiness Review period.

At a minimum, the conflict-of-interest policy shall include provisions for:

1. Documenting the implementation of the conflict-of-interest policy.
2. Addressing any conflicts of interest or perceived conflicts of interest if the PDO includes child care and how those staff will not be shown favoritism in accessing PDO supports.

As part of the response, the Applicant must submit complete organizational information including an organization chart listing all relationships with child care providers part of the legal entity.

The PDO must be free of any conflicts of interest throughout the grant period with the Department.

Staff Clearances

The PDO, including all subcontractors, must obtain written clearances, at its own expense, from the Pennsylvania State Police (Criminal History Record), the Office of Children, Youth and Families' DHS ChildLine and Abuse Registry (Child Abuse Clearances) and the Federal Bureau of Investigation ("FBI") (Federal Criminal History and Child Abuse History record) for all mandated reporters and staff that have direct contact with children, whether in person or virtually, while performing services pursuant to this RFA. For any staff who, in the past five years has resided outside of Pennsylvania, criminal history, child abuse, and sex offender registry checks from every state where the applicant lived within the past five years are required.

The PDO, including any subcontractors, need not obtain written clearances for any other staff unless otherwise required by the Child Protective Services Law, 62 Pa.C.S. §§ 6301-87, or the Child Care and Development Block Grant and related regulation at 45 C.F.R. § 98.43.

The PDO must provide written confirmation that the background checks are completed before the Commonwealth will permit access to the selected Applicant's staff. If, at any time, it is discovered that a selected Applicant(s) employee has an impermissible criminal record, the selected Applicant(s) shall not assign that employee to any Commonwealth service program; shall remove any access privileges already given to the employee and shall not permit the employee remote access unless the Department consents to the access, in writing. Persons with convictions of one of the prohibited crimes are not permitted access to program data and systems and salaries of such persons cannot be supported, either in part or in full, by the ECE PDO grant. Failure of the selected Applicant(s) to comply with the terms of this paragraph may result in default of the selected Applicant(s) under its Agreement.

Resources: [Clearances/ Background Checks \(pa.gov\)](#) and [Keep Kids Safe \(pa.gov\)](#)

OCDEL Organizational Structure

PDO policy and practices will be developed by the PDO Steering Team which will include, but not be limited to, participation from the following or designated proxy:

- Deputy Secretary of OCDEL
- Bureau Director of Early Learning Policy and Professional Development
- Bureau Director of Early Learning Resource Center Monitoring
- Bureau Director of Certification Services
- Division Chief of Early Learning Standards and Professional Development
- Division Chief of Early Learning Resource Center Policy
- Bureau of Finance, Administration, and Planning staff (fiscal focus)
- PDO Grants Supervisor
- External Stakeholder liaison
- Pennsylvania Key Executive Director
- Pennsylvania Key Director of Programs

The primary contact person for the PDOs will be the PDO Grants Supervisor. PDO's should direct communications to the PDO Grants Supervisor who will be responsible for serving as liaison between the PDOs and the PDO Steering Team. The PDO Grants Supervisor will be responsible for monitoring PDO grant and policy compliance.

PDO Organizational Structure

The PDO must submit the organizational structure/chart of the PDO and a description of how the organizational structure will support the Project, including all personnel related to this project and reporting relationships to OCDEL.

The organizational chart must illustrate the lines of authority, designate the positions responsible and accountable for the completion of each component of the Project, indicate the names and job title and number of personnel assigned to each role, and the number of hours per week each person is projected to work on the Project.

Personnel

A PDO Director/Manager must be assigned for this Project, and will serve as the primary contact for the management of the Grant Agreement

Roles, responsibilities, and FTE for each project-funded individual should be clearly defined for this Project.

PDO Director/Manager Diversions or Replacement

PDO

Directors/Managers are approved by the Department, the PDO may not divert or replace the PDO Director/Manager without prior approval of the Department's Grant Administrator. The PDO must provide notice of a proposed diversion or replacement to the Department's Grant Administrator at least thirty (30) days in advance and provide the name, qualifications, and background check (if required) of the person who will replace the diverted personnel. The Department's Grant Administrator will notify the PDO within ten (10) business days of the diversion notice whether the proposed diversion is acceptable and if the replacement was approved.

Divert or diversion is defined as the transfer of the PDO Director/Manager by the PDO or subcontractor to another assignment within the control of either the PDO or subcontractor. Advance notification and approval do not include changes in PDO Director/Manager due to resignations, death, disability, dismissal for cause or dismissal because of the termination of a subcontract, or any other causes beyond the control of the PDO or its subcontractor. The Department must approve the replacement of the PDO Director/Manager.

The Department's Grant Administrator may request the PDOs remove personnel from this Project at any time. If a person is removed from the Project, the PDOs will have ten (10) days to fill the vacancy with a person acceptable in terms of experience and skills, subject to the Department Grant Administrator's approval.

Resource Requirements

Meeting rooms and normal office space for personnel, including equipment, computers and monitors, network and internet connectivity, supplies, clerical assistance, and administrative support needed to perform the Project must be supplied by the PDO.

PDOs are required to maintain, at a minimum, a toll-free telephone number and electronic communications via email and web presence, have high-speed internet accessibility, and consider internet capabilities to deliver services in all counties included in the PDO Service Region.

If the Applicant determines any internet accessibility issues in the Service Region or counties within the Service Region, it must provide a detailed explanation to OCDEL.

PDOs must be able to accept and send both fax and email.

PDOs must establish and publicize an operational schedule allowing ECE professionals an opportunity to access the PDO supports for those unable during office hours.

Communication

PDO related communications and branding must be consistent with the Department's use of logo and style guides. **PDO's will notify the PDO Grants Supervisor of public facing events which involves the media no less than 60 days prior to the event occurring to partner with the Pennsylvania Department of Education, Department of Human Services, and/or Pennsylvania Key's Communication Team.**

The PDOs will provide comprehensive information on all agency services; provide a timely response to all inquiries within two (2) business days; and resolve complaints within two (2) business days in a professional manner. PDO staff will respond to voice, fax, and e-mail messages within two (2) business days. This includes responding to OCDEL staff, PDO partners, and the ECE workforce.

Partner calls and Director calls will occur on a regular schedule as determined by the Department.

- **Partner calls are scheduled weekly, while Director calls are monthly**
- **At least one member of the leadership team is expected to participate in each call.**

The primary contact person for the PDOs will be the PDO Grants Supervisor. PDO's should direct all PD related communications to the PDO Grants Supervisor who will be responsible for serving as liaison between the PDOs, the PDO Steering Team, and others, such as the PD Registry team. The PDO Grants Supervisor will be responsible for monitoring PDO grant and policy compliance.

Communicating and Acknowledging OCDEL

OCDEL requires Pennsylvania Early Childhood Education (ECE) Professional Development Organizations (PDOs) award recipients to acknowledge OCDEL when describing projects or programs funded by OCDEL.

Publicly acknowledging your award helps families, ECE professionals, and community partners better understand OCDEL's mission to coordinate and facilitate access to credit-bearing coursework and credentials for the ECE workforce.

Requirements

Please include both the acknowledgement statement and the OCDEL logo on all PDO communication(s). This might include but is not limited to:

- Press releases and other public statements
- Publications and other documents
- Toolkits/Resource guides
- Websites
- Visual Presentations
- Printed Materials
- Newsletters
- Requests for proposals
- Bid solicitations

If you are unsure if you need to include the acknowledgement statement and OCDEL's logo, contact the Pennsylvania Key's Communication Team (commsteam@pakeys.org).

Acknowledgement Statement

This [project/publication/program/website, etc.] [is/was] supported by the Office of Child Development and Early Learning (OCDEL) of Pennsylvania's Department of Human Services (DHS) and Pennsylvania's Department of Education (PDE). For more information, visit dhs.pa.gov and education.pa.gov.

The acknowledgement statement is recommended in a 10-12 pt. font and must be no smaller than 8 pt. font. The size and font must be legible.

Logo Usage

OCDEL provides the logo for use by PDOs. When PDOs display logos or contributors or sponsors, OCDEL's logo must also be displayed. Do not alter the shape, proportion, color, or orientation of the logo. The logo must be large enough to legibly read "Office of Child Development and Early Learning" and can be no less than 3/8" tall in print or 36 px tall digitally. To request a print-ready logo, contact Pennsylvania Key's Communication Team (commsteam@pakeys.org).



NOTE: Use of this logo and funding acknowledgment statement are reserved explicitly for designated ECE PDOs.

Communicating with ECE Workforce

The PDOs will develop and implement communication strategies to inform the ECE workforce of credit-bearing PD opportunities and to obtain feedback from ECE professionals and ELRCs about workforce needs. **These communication strategies will be included in Project Plans.**

The PDOs will communicate new opportunities to ECE professionals.

Upon request from the Department, the PDOs will distribute information on services offered and other information on quality initiatives and support services offered to ECE professionals.

Contributions to OCDEL distributed Newsletters

PDOs will have the opportunity to contribute to the PD Buzz and Early Ed News. All written contributions should be submitted directly to PDO Grants Supervisor.

Twice annually, PDOs will coordinate at minimum one article for the PD Buzz that specifically reaches PA Based IHE's faculty offering ECE content.

Fiscal Considerations

The PDOs will develop and implement a funding strategy specifying layering and leveraging federal, state, and local resources to support the enrollment of the ECE workforce. Strategy must address an equitable approach towards enrollment and funding with priority given to ECE professionals serving high numbers of children accessing Child Care Works (CCW) funding. The PDO will utilize all direct service allocations annually to support ECE workforce enrollment in credit-bearing coursework. PDO must report separately on 1) set aside funding explicitly used to cover costs associated with direct tuition payment, 2) set aside funding used to provide supports to enrolled students to address barriers to degree access, and 3) set aside funding used to develop credit-bearing coursework and articulated systems, aligned with the Pennsylvania Professional Standards and Competencies for Early Childhood Educators.

Payment Provisions

Payment provisions for each PDO grantee are outlined in Rider 1A of the Grant Agreement (Amended July 1, 2021)

Budget Projections

A budget for each fiscal year should be submitted to OCDEL for approval. Any changes in an approved budget must comply with PDO contract language found in Rider 1A (amended July 1, 2021).

Set Aside Funding

Set Aside funding will be 80 percent of the total funding amount allocated to the PDO.

Funds associated with direct tuition payment for individuals or groups, supports to address degree access, and development and dissemination of credit-bearing coursework must meet the needs and preferences of the ECE workforce within the region. PDOs must:

- Negotiate all tuition and credit costs at the lowest possible rate;
- Establish procedures to allow IHEs to invoice and receive payment for individuals or groups in a regular and timely fashion; and
- Implement a monitoring process so contracted deliverables, such as newly developed course modules or classes, are completed and offered in accordance with agreed-upon terms.

PDO must report separately on 1) set aside funding explicitly used to cover costs associated with direct tuition payment, 2) set aside funding used to provide supports to enrolled students to address barriers to degree access, and 3) set aside funding used to develop credit-bearing coursework and articulated systems, aligned with the Pennsylvania Professional Standards and Competencies for Early Childhood Educators. The total set aside costs for supports and development of articulated systems must not exceed 50% of the total amount of program dollars budgeted per region.

Prioritization Plans for Recruitment

PDOs must develop a plan to prioritize recruitment based on set aside funding priorities.

Prioritization must include and highly support the recruitment of educators or leaders working in Department licensed programs:

- serving higher numbers of CCW children, and
- currently STAR 1 or 2 and working with Quality Coaches to improve quality or with DHS Certification citation for staff qualifications.

Once the above priorities have been met and verified by OCDEL, the prioritization plan may be expanded for recruitment using needs assessment data, information compiled and analyzed from the OCDEL provided data mapping tools, and information collected from a variety of stakeholders.

Prioritization Plans and targets should be communicated, evaluated, and discussed with all funded partners.

Participant Eligibility

To receive PDO funding, **at initial eligibility determination**, participants must meet the following criteria:

- Be a Pennsylvania resident
- Be a current employee at a **certified child care** program for 3 months or more or demonstrate employment history of 6 months in child care if newly hired. Participants actively enrolled in PDO activities will not be impacted by change of employer as long as the new employer is a certified child care program. **This information may be verified through the participant's PD Registry account with a status of "verified by program"**.
- Work a minimum of 25 hours per week directly in a **certified child care** program
- For child care directors make no more than \$25.00 per hour; for child care teachers, asst. teachers and aides make no more than \$21.63 per hour
- Be interested in pursuing coursework at a participating college toward an AA or BA degree or a CDA credential
- GPA and course grades meet transfer requirements; a watch plan is developed for participants not meeting transfer requirements
- Sign a [Pennsylvania Early Childhood Education Commitment Form](#)

PDOs must review participant eligibility annually to determine continued PA residency, update any changes in employment and compensation, and to renew the participant commitment form. During the annual eligibility review, PDO's must verify the participant has a verified career pathway placement in the PD Registry.

Individuals not meeting the above eligibility criteria who are interested in participating in PDO funded activities, can participate, however, funding for these individuals to participate will need to come from another funding source. It is encouraged that although not receiving direct PDO financial support, individuals from non- DHS certified child care programs can be offered PDO sponsored options at reduced fees.

PA PKC and Head Start staff who are only partially funded by these programs, **are eligible for PDO funding** if they explicitly work in a DHS-licensed child care (not funded PA PKC or Head Start hours) for a minimum of 25 hours per week **at initial eligibility determination. A participant who was eligible at initial determination, and transitions to a PKC classroom operated by and located within the DHS child care center in which they work, may remain eligible for PDO funding.**

Infant Toddler Contracted Slots staff are eligible for PDO funding.

In cases where an individual earns more than the hourly rates noted above, but based on hours worked, would makes less than \$45,000/calendar year for teachers and less than \$52,000/calendar year for directors, a waiver of this requirement can be requested from OCDEL.

Data-Informed Decision-Making

Professional Development (PD) Registry

The PDO will use the PD Registry as prescribed by the Department.

Each PDO participant must have a completed profile that includes uploading all sources of evidence to the Career Pathway tab.

PDO staff (in most cases the PD Coordinator) will complete the following tasks:

- support the PDO participant in completing the Career Pathway profile if needed,
- review current PD Registry Career Pathway verified placement,
- support participants in understanding their options for advancing their Career Pathway,
- discuss funding options,
- if eligible for PDO funds, **monitor the participant's commitment period and ensure information is reviewed annually for continued eligibility.**

Pediatric First Aid and CPR trainings must be documented in the PD Registry.

Information Handling

PDOs must abide by Pennsylvania regulations and requirements concerning confidentiality of information and the Business Associate Addendum provided in Appendix B.

PDOs must protect the confidentiality of all commonwealth information.

The PDO is responsible for implementing and maintaining adequate measures to prohibit unauthorized access, copying, and distribution of information. PDO must develop a disclosure statement for enrolled students for information sharing across systems such as the PD Registry and other ECE systems.

The PDO is responsible for proper disposal of both hard and electronic working copies of information and any remaining information upon the completion of the Grant period.

The PDOs will follow Commonwealth procedures for information handling and sharing when transferring sensitive information to external agencies.

The PDOs will retain all records for seven (7) years after becoming fully inactive or until the disposition of court hearings, audits, and appeals are complete. The PDOs are responsible for following record retention procedures for all applicable federal, state, and local government agencies.

The PDOs must establish and maintain all archived files in an accurate, secure, and confidential manner for seven (7) years from the record closed date, as mandated by applicable federal, state, and local rules and regulations. PDOs must make archive system and purge procedures, available to the Department as requested.

Data Requests

Appendix B: the Business Associates Addendum, signed by PDOs governs the sharing of data. The Addendum is sufficient to provide contracted entities with data needed if the data requested aligns with the Grant Agreement. PDOs must complete and submit a [data request form](#) and include how the requested data will be used to request data from OCDEL. If the data is strictly to be used for internal purposes, such as developing project plans or strategizing for field work for example, then the data does not need to go through data governance. If data is to be used to create public facing products or manipulate raw data for public consumption, then Department Data Governance would need to review and apply suppression (aggregate data) if necessary.

If the PDO subcontracts or awards sub-grants with another entity and the duties of the subgrantee or subcontractor requires access to or use of OCDEL data, the Department requires the contract between the PDO and subcontractor/subgrantee have the exact same provisions regarding confidential information found in Appendix B (Business Associates Addendum). copies of subcontracts must be provided to OCDEL before any exchange of OCDEL data could occur to external entities.

Monitoring and Reporting

PDO's will be formally monitored at minimum once annually through use of a Program Review. The Program Review Protocol will be shared with the PDOs prior to implementation and will include a Program Review Instrument (PRI) detailing how goals and policies will be reviewed and scored. The PRI score and the results from the Program Review Protocol will used 1) to set PDO continuous quality goals, 2) in competitive PDO Request for Application (RFA) during recompetete years, and 3) document successes and lapses in policy adherence. See Appendix E for the Program Review Protocol and Program Review Instrument.

OCDEL will provide on-going monitoring of the PDOs through review of narrative reports, data mapping, and fiscal reports. The PDO must submit quarterly and annual progress reports on day 15th of the month after a quarter ends.

Upon request, PDOs should be prepared to enter data into a central reporting and monitoring system.

Narrative Reporting

The Narrative report requires the PDO to describe events, activities and progress made on the approved Project Plans for each quarter in detail. PDOs will describe how these activities have helped to achieve the goals and what gaps may still exist to better understand the use of resources and strategies used by the PDO. Narrative Reports will ensure funding compliance and identification of effective strategies or policies. Through narrative reports, PDOs will report how:

1. Equity has driven resource distribution, eligibility, and systems design
2. Activities and expenditures completed during each reporting period and how they supported the goals of the PDO
3. Synopsis of participant experience and satisfaction and how this will inform IHE work moving forward
4. the PDO has developed transparent, clearly articulated career pathways for all levels of profession
5. Activities leading to increased participation of ECE professionals in credentialing
6. Activities leading to increased ECE professionals completing degrees

Reporting documents for each fiscal year will be shared electronically and PDOs will update and submit to OCDEL contact no later than day 15 of October, January, and April. A yearly report will be submitted by August 15. If day 15 falls on a non-business day, reporting should occur on the business day prior to day 15.

Data Reporting

Data reporting will demonstrate how coordination with ELRC's and recruitment is aimed at increasing access of quality programing for young children and their families across PDO service regions. Reports will include

demographic information of the enrolled participants including STAR level, type of provider, and CWW rates of the participant’s employer, and enrollment type, date, and status. Participant enrollment information must be accurate and updated quarterly or whenever an enrollment status change occurs. Ensuring data in the map is accurate requires compliance with the guidance document, provided by the Department. Any incomplete, duplicative or data that is not accurate will be considered inaccurate until reconciled.

Provide information on credential programs in PDO service region including a breakdown of funding for direct tuition and supports. **The Credential Map should be up-to-date and accurate and is to be submitted twice annually (Quarter 2 and Quarter 4 (final)).**

Reporting documents for each fiscal year will be shared electronically and PDOs will update and submit to OCDEL contact no later than day 15 of October, January, and April. A yearly report will be submitted by August 15. If day 15 falls on a non-business day, reporting should occur on the business day prior to day 15.

Fiscal Reporting

Fiscal reporting must be completed in compliance with the payment provisions outlined in Rider 1 of the Grant Agreement. PDOs should invoice for expenditures in compliance with Rider 1 at least quarterly. Final expenditures for a fiscal year are due within 60 days after the end of the state fiscal year (amended July 1, 2021).

Calendar of Report Due Dates

July	
August	<ul style="list-style-type: none"> 15th Final Quarter (for previous fiscal year) narratives and participant enrollment report due 15th Credential Map due (for previous fiscal year)
September	<ul style="list-style-type: none"> 60 days after the fiscal year ends the Final Expenditures are due for previous state fiscal year
October	<ul style="list-style-type: none"> 15th First Quarter narratives and participant enrollment report due
November	
December	
January	<ul style="list-style-type: none"> 15th Second Quarter narratives and participant enrollment report due 15th Credential Map due Annual Program Review and Monitoring Process Window Begins
February	
March	
April	<ul style="list-style-type: none"> 15th Third Quarter narratives and participant enrollment report due Annual Program Review and Monitoring Process Window Concludes
May	
June	

Partner Eligibility

All funded partners are regionally accredited, and their funded pathways align with PA’s ECE Career Pathway. Funded credentials that lead to AA or BA are aligned to the National ECE Professional Standards and have been confirmed via NAEYC’s Degree Finder. IHE’s support articulation agreements with other regional or statewide partners. PDOs have a clear management/monitoring approach described on how the PDOs oversee IHE/Community Partnerships. Partners use data and ECE workforce input to drive their funding requests and supports. Further eligibility for funding is determined by alignment to the current needs assessment and OCDEL Approved Project Plan.

Partner Monitoring

PDOs will monitor contracted partners to manage progress. PDOs must describe a management approach **that includes how partners may express concerns through a clear chain of command, as well as** how it will implement its project plan. Where applicable, PDOs should provide specific examples of methodologies or approaches, including monitoring approaches. PDOs must describe the management and monitoring controls it will use to achieve the required quality of contract services and all performance requirements for itself, the IHEs, and other contracted agencies included in the scope of the Project.

Meeting the Needs Early Childhood Education Professionals

The overall objective of the PDOs is to support direct access across each identified service region for ECE professionals to participate in CDA Credential (Infant /Toddler, Preschool, and Family Child Care), Associate of Arts("AA"), Associate of Science ("AS"), Associate of Applied Science ("AAS"), Bachelor of Arts("BA"), and Bachelor of Science ("BS") programs through a mixed delivery model.

The PDO must develop the Project Plan to coordinate and facilitate the delivery of credit-bearing PD at the regional, county, and local level and support non-traditional students **that align with [PDO Announcement 22 #01](#)**.

PDOs can fund non-credit bearing CDAs because this will advance an individual's career pathway level, however, **non-credit bearing CDA programs must meet the following parameters to be funded:**

- Provide at least the required 120 clock hours aligned with the PA Professional Standards and Competencies for Early Childhood Educators (PA PSCECE),
- Provide targeted support students to "complete²" the CDA credential,
- Maintain a current articulation agreement with at least one regionally accredited IHE,
- Submit the CDA coursework within the PD Registry for approval, and
- Enter and maintain student rosters within the PD Registry so that participants in the coursework shows on their professional development record.

PDOs can fund PK-4 certification in cases where attainment of a PK-4 certification would advance the ECE professional's career pathway level and is a determined need in the needs assessment. PA PKC professionals seeking PK-4 certification should use PA PKC funding for this purpose.

PDOs can fund isolated credit-bearing coursework in cases where attainment of credits not explicitly tied to a degree would advance the ECE professional's career pathway level; and is a determined need in the needs assessment.

OCDEL will collect both qualitative (narrative reports) and quantitative (data mapping reports/[PD Registry](#)) to understand and track the following:

- The extent to which the PDO has developed transparent, clearly articulated career pathways
- The extent to which PDOs are meeting prioritization targets
- Increased participation of ECE professionals in credentialing (**metric= # of any participant in "enrolled" status**)
- Increased rates of ECE professionals in completing degrees (**metric= # of participants in "completed" status with a completion date/# of participants in "enrolled" status as of 1/1 of prior FY**)
- Increased rates of ECE professionals' persistence³.

² See definition of [completion](#)

³ See definition of [persistence](#)

Pennsylvania's ECE Career Pathway

The Career Pathway defines entry points and on-going leveling for the ECE Professional Workforce. For more information on the Career Pathway visit: <https://www.pakeys.org/get-professional-development/career-pathway/>.

Career Advising⁴ /Professional Development Coordinator

PDOs must provide a point of contact who provides career coaching for ECE professionals as they navigate their career pathway.

Activities include:

- Assuring accurate use of the PD Registry to support student entry and ongoing participation in the Career Pathway
- Assisting students in planning and attaining degrees or progression of coursework
- Linking students to financial resources to support degree attainment or coursework
- Aligning coursework to enable students to obtain relevant degrees
- Coordinating with ELRC Quality Coaches around an individual's professional goals/needs.

Tracking and responding to barriers to participation

PDO seeks to fund and increase access to career pathways that are inclusive, accessible, and meaningful to all early educators especially in those outside of K-3 settings, this includes: development of specialized pathways for working adults with various levels of experience, inclusive pathways for early educators representing and working with diverse families, ages and contexts. PDOs use data collection outcomes reported in in the data map when setting priorities for each region.

PDO has a process for reviewing attendance and completion of programs. PDO reliably tracks retention rates by program and credential level in the **participant enrollment spreadsheet and credential map**. **It is anticipated that this method of data collection will transition to the PD Registry in FY 2023-2024. When the transition occurs, PDO staff will be trained in use of the PD Registry for this purpose. Paused or dropped participants receive follow up at minimum once prior to each semester (Fall, Spring, Summer), which encourages individuals to re-engage and to collect information on their experiences to better support positive outcomes for retention.**

Targeted recruitment efforts

Special recruitment efforts are geared towards targeting STAR 1 and 2 programs serving high numbers of families seeking CCW funding; Additional prioritizations/targets are based on needs assessment data, OCDEL data, and feedback from stakeholders.

Engaging ECE professionals in understanding barriers

PDOs should review available and/ or collect data to understand the demographics of the population of the ECE workforce in the service region. PDOs must outreach to and engage underserved and hard to reach populations in the service region based on this information.

PDOs must implement an approach to reduce barriers to credit-bearing PD opportunities. PDOs will identify diverse ECE workforce populations in the service region and include a description of strategies to support PD needs in supporting children with limited or no English proficiency and ECE professionals with LEP in developmentally and culturally appropriate ways.

Mixed Delivery Models

PDOs are encouraged to implement different types of modalities for delivery of course content to meet the diverse needs of the field and to potentially account for on-the-job experiences. Examples in a mixed delivery

⁴ See definition of [Career Advising](#)

model might include, but is not limited to, face-to-face classes, online learning, cohorts, competency-based credits through portfolios or on the job assessments. Priorities should be aligned to the needs of the local workforce.

Reducing Inequities in the ECE Credentialing

PDOs work with partners to respond to common barriers through mixed delivery models or other modalities that are responsive to the local needs of the workforce and employers. A comprehensive needs assessment determines funding priorities to support innovative practices that meet the diverse needs of the field and account for experiences. PDO may also use fund supports to address barriers to access, persistence, and completion that impact individuals.

Systems Building

OCDEL has made it a priority to develop and implement a PD system for the ECE workforce that integrates services. PDOs will develop a regional partnership strategy to address systems building for identified regions to support the shift from non-credit bearing PD to a focus on degree attainment for the ECE workforce.

The PDO(s) must work in an integrated and collaborative way regionally and statewide within the early learning community to implement the ECE PDO; facilitate community planning for access to PD; support systems building across the commonwealth; and support partnerships and activities with community-based organizations, ECE providers, Workforce Development Boards, Labor Training Centers, and IHEs not initially identified as partners in the application.

PDOs must engage and play a leadership role in regional and local communities and build on the enhanced visibility of the ECE PDO as a hub supporting the Early Childhood Educator Career and Educational Pathway by a diverse group of community stakeholders including ECE providers, ELRCs, school districts, higher education, Head Start/Early Head Start, Early Intervention, business representatives, local government agencies, and philanthropic funders.

Coordination between PDOs

The PDOs represent a systems approach at state, regional and local levels. Through a collaborative approach PDOs can align with each other and share innovative approaches, supports and resources. A goal of the PDOs is to share and build upon innovative approaches that represent statewide goals for the ECE workforce, align systems, and use state funds in a coordinated way. Financial coordination or sharing of services, including funding statewide cohorts, supplementing services should be negotiated before recruitment and must align to needs assessment and Project Plan of the PDOS.

Coordinating with Early Learning Resource Centers (ELRCs) to Increase Quality Performance Targets

PDOs must coordinate with and support the ELRCs in improving the quality of ECE programs. Coordination will include involvement of relevant ELRCs in the development of prioritization and recruitment plans. **ELRCs are tasked with establishing a working relationship with PDOs which includes, but is not limited to:**

- understanding PDO offerings and eligibility criteria;
- sharing workforce needs with PDOs to advance Keystone STARS move-up goals; and
- referring individuals to PDO for their credit-bearing professional development needs, specifically to advance individuals' Career Pathway levels.

Efforts to coordinate with ELRCs should be documented through meeting agenda/minutes and narrative reporting.

A [data request form](#) must be submitted to OCDEL prior to any sharing of data between a PDO and an ELRC.

The PDOs will advocate to ECE providers to increase Keystone STARS level, participate in the credit-bearing PD system, and increase educational attainment.

ELRC information can be obtained at <https://www.dhs.pa.gov/Services/Assistance/Pages/ELRCs.aspx>.

PDO Advisory Team

The formation and implementation of a PDO advisory team is required. This team should consist of local and regional stakeholders positioned to advise and potentially make decisions to guide the work of the PDOs either solely or in the context of broader local and regional workforce development efforts. OCDEL representation is encouraged but not required, however, the PDO Grants Supervisor should be informed of advisory team members, meeting dates, and have access to agendas and minutes.

Partnering with Institutions of Higher Education (IHE)

The PDOs will communicate, coordinate, and collaborate with IHEs to achieve goals of articulation and transformation agreements, increased support for the attainment of ECE credentials, increased number of IHE programs offering ECE coursework and teacher certification, and increase opportunities for student teaching at high-quality early learning programs. Partnering with IHEs should result in access to credit-bearing, stackable, portable coursework, and credentials for the ECE workforce, and the development and delivery of community and institutional based coursework, including student cohort-based formats, resulting in the attainment of an ECE degree.

PDOs must partner with at least one IHE, but partnerships with multiple IHEs, including community colleges, are encouraged.

There must be a signed Letter of Commitment, Memorandum of Understanding (MOU) and /or a formal contract in place between the PDO and partnering IHEs. This formal documentation of the partnership must describe the IHE's involvement in the Project including any human resources, resources, space, and funding it will contribute. Formal documentation must be signed by an official of the IHE with capacity and authority to allocate resources to the Project. **This formal documentation must be made available to the PDO Grants Supervisor upon request.**

The PDOs will review funding priorities to promote credit-bearing offerings and explore alternative higher education opportunities, such as distance or online education and on-the-job learning through apprenticeship models, portfolios, or competency-based education.

Program to Program Articulation

A goal of partnering with multiple IHEs is to increase articulation between credentials and degree programs (CDA, AA, BA).

Program to program articulation agreements are established, agreed upon and advocated for by IHE partners, including Community Colleges and Bachelor granting partners. PDOs monitor for effectiveness and compliance through data mapping. PDOs support the development of articulation agreements between CDA, AA and BA programs through successful methods and reduce barriers to stackable degrees. PDOs will report out on techniques used to advance articulation in narrative reports. CDA transformation agreements may be regionally based and PDOs should monitor for compliance and advocate for formalizing policy so agreements to do not lapse.

Coursework Alignment to Competencies

Partnering with IHEs should positively impact the quality and alignment of offered coursework to assure relevance to the field. PDOs will encourage partnering IHEs to participate in coursework alignment activities as prescribed by the Department through their formal partnership agreements.

Partnering with Professional Learning Organizations (PLOs)

The PDOs will communicate, coordinate, and collaborate with PLOs to achieve goals of content alignment, and increased support for the attainment of ECE credentials.

Partnering with Local and Regional Community Organizations

The PDOs will communicate, coordinate, and collaborate with community-based organizations to achieve goals of alignment of priorities, increased support for the attainment of ECE credentials, and increase opportunities for student teaching at early learning programs.

Stakeholder Engagement

To build and strengthen shared leadership throughout the Service Region, PDOs must engage a wide range of stakeholders, including those with limited English proficiency (“LEP”) and those with limited geographic access, in the planning and delivery of credit-bearing PD.

The PDO will convene a minimum of two (2) stakeholder meetings for the purpose of planning and coordination annually. Required participants are representatives from OCDEL, partnering postsecondary agencies, the PDO Director/Manager, ELRC staff, ECE professionals, and other stakeholders supporting the Project Plan.

The PDO will make the meeting agenda and attendance available for OCDEL’s review one week before the event.

Coordinating Funding Streams

PDOs must coordinate federal, state, and local funding beyond Child Care Development Fund (“CCDF”) dollars to support equitable access to education by the ECE workforce.

PDOs will also coordinate with other tuition assistance programs and PD opportunities funded with CCDF dollars. This includes, at minimum, attending OCDEL led funding partners meetings. Additional requirements include coordinating with Rising STARS Tuition Assistance Program to pay for vouchers related to credential CDA processing. Information on funding and eligibility requirements for funding partners is available at:

<https://www.pakeys.org/get-professional-development/financial-assistance/>

Activities toward this task will be outlined in the narrative report.

Pediatric First Aid/ CPR Certification for Early Educators

Amended July 1, 2021, PDOs must plan to provide regionalized Pediatric First Aid and CPR training. Policy related to this requirement is outlined in [Appendix C](#).

Policy Exceptions

Exceptions to PDO policy may be granted by OCDEL upon written request.

Exceptions to PDO policy will be limited to situations when the policy impedes goals of the program. Written requests for policy exceptions should include reference to the specific policy being addressed, justification for the exception with specific details related to the goals of the program, the time frame for which the exception would apply and a plan which details how the policy will be met within the provided time frame.

Requests should be discussed with the PDO Grant Manager before submission to exhaust any potential supports to assist the provider in meeting the policy before a written request for exception is submitted for review.

Written requests should be submitted to OCDEL for review. OCDEL will have 30 days from receipt of the written request to review. The review could result in one of the following:

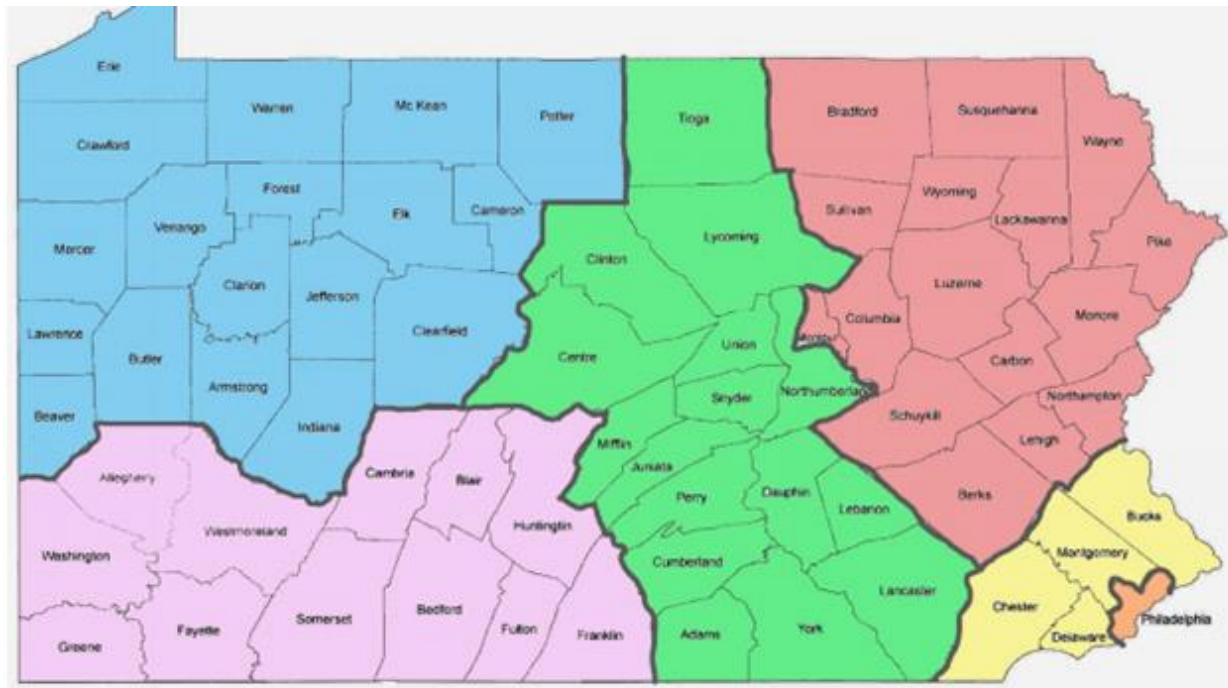
- 1) a request for follow up information,
- 2) denial of the request, or
- 3) approval of the request.

In cases where more information is requested, the provider must respond within ten (10) business days of the request for follow-up information. If follow-up information is not received within this timeframe, the exception will automatically be considered denied. When follow-up information is received within the designated timeframe, OCDEL will have an additional ten (10) business days to approve or deny the request.

Providers are expected to meet program policy until requests for policy exception are processed.

Appendix A: PDO Service Areas

<https://securservercdn.net/198.71.233.197/69d.231.myftupload.com/wp-content/uploads/2020/06/PDO-Regional-Map-v.3.pdf>



NORTHWEST REGION PDO	SOUTHWEST REGION PDO	CENTRAL REGION PDO	NORTHEAST REGION PDO	SOUTHEAST REGION PDO	PHILADELPHIA REGION PDO
Pennsylvania State System of Higher Education	Pennsylvania State System of Higher Education	Pennsylvania State System of Higher Education	Pennsylvania State System of Higher Education	Public Health Management Corporation	Public Health Management Corporation

Appendix B: Commonwealth of Pennsylvania Business Associate Addendum

Rev dated 11/24/2014

WHEREAS, the Pennsylvania Department of Human Services (Covered Entity) and Contractor (Business Associate) intend to protect the privacy and security of certain Protected Health Information (PHI) to which Business Associate may have access in order to provide services to or on behalf of Covered Entity, in accordance with the Health Insurance Portability and Accountability Act of 1996, Pub. L. No. 104-191 (HIPAA), the Health Information Technology for Economic and Clinical Health (HITECH) Act, Title XIII of Division A and Title IV of Division B of the American Recovery and Reinvestment Act of 2009 (ARRA), Pub. L. No. 111-5 (Feb. 17, 2009) and related regulations, the HIPAA Privacy Rule (Privacy Rule), 45 C.F.R. Parts 160 and 164, as amended, the HIPAA Security Rule (Security Rule), 45 C.F.R. Parts 160, 162 and 164, , as amended, 42 C.F.R. §§ 431.301-431.302, 42 C.F.R. Part 2, 45 C.F.R. § 205.50, 42 U.S.C. § 602(a)(1)(A)(iv), 42 U.S.C. § 1396a(a)(7), 35 P.S. § 7607, 50 Pa.C.S. § 7111, 71 P.S. § 1690.108(c), 62 P.S. § 404, 55 Pa. Code Chapter 105, 55 Pa. Code Chapter 5100, the Pennsylvania Breach of Personal Information Notification Act, 73 P.S. § 2301 *et seq.*, and other relevant laws, including subsequently adopted provisions applicable to use and disclosure of confidential information, and applicable agency guidance.

WHEREAS, Business Associate may receive PHI from Covered Entity, or may create or obtain PHI from other parties for use on behalf of Covered Entity, which PHI may be used or disclosed only in accordance with this Addendum and the standards established by applicable laws and agency guidance.

WHEREAS, Business Associate may receive PHI from Covered Entity, or may create or obtain PHI from other parties for use on behalf of Covered Entity, which PHI must be handled in accordance with this Addendum and the standards established by HIPAA, the HITECH Act and related regulations, and other applicable laws and agency guidance.

NOW, THEREFORE, Covered Entity and Business Associate agree as follows:

1. Definitions.
 - a. "Business Associate" shall have the meaning given to such term under HIPAA, the HITECH Act, applicable regulations and agency guidance.
 - b. "Covered Entity" shall have the meaning given to such term under HIPAA, the HITECH Act and applicable regulations and agency guidance.
 - c. "HIPAA" shall mean the Health Insurance Portability and Accountability Act of 1996, Pub. L. No. 104-191.
 - d. "HITECH Act" shall mean the Health Information Technology for Economic and Clinical Health (HITECH) Act, Title XIII of Division A and Title IV of Division B of the American Recovery and Reinvestment Act of 2009 (ARRA), Pub. L. No. 111-5 (Feb. 17, 2009).
 - e. "Privacy Rule" shall mean the standards for privacy of individually identifiable health information in 45 C.F.R. Parts 160 and 164, as amended, and related agency guidance.
 - f. "Protected Health Information" or "PHI" shall mean any information, transmitted or recorded in any form or medium; (i) that relates to the past, present or future

physical or mental condition of an individual; the provision of health care to an individual; or the past, present or future payment for the provision of health care to an individual, and (ii) that identifies the individual or which there is a reasonable basis to believe the information can be used to identify the individual, and shall have the meaning given to such term under HIPAA, the HITECH Act and related regulations and agency guidance. PHI also includes any and all information that can be used to identify a current or former applicant or recipient of benefits or services of Covered Entity (or Covered Entity's contractors/business associates).

- g. "Security Rule" shall mean the security standards in 45 C.F.R. Parts 160, 162 and 164, as amended, and related agency guidance.
- h. "Unsecured PHI" shall mean PHI that is not secured through the use of a technology or methodology as specified in HITECH regulations and agency guidance or as otherwise defined in the HITECH Act.

- 2. Stated Purposes For Which Business Associate May Use Or Disclose PHI.** The Business Associate shall be permitted to use and/or disclose PHI provided by or obtained on behalf of Covered Entity for the purposes of providing services under its contract with Covered Entity, except as otherwise stated in this Addendum.

NO OTHER DISCLOSURES OF PHI OR OTHER INFORMATION ARE PERMITTED.

3. BUSINESS ASSOCIATE OBLIGATIONS:

- a) **Limits On Use And Further Disclosure.** Business Associate shall not further use or disclose PHI provided by, or created or obtained on behalf of Covered Entity other than as permitted or required by this Addendum or as required by law and agency guidance.
- b) **Appropriate Safeguards.** Business Associate shall establish and maintain appropriate safeguards to prevent any use or disclosure of PHI other than as provided for by this Addendum. Appropriate safeguards shall include implementing administrative, physical, and technical safeguards that reasonably and appropriately protect the confidentiality, integrity, and availability of the electronic PHI that is created, received, maintained, or transmitted on behalf of the Covered Entity and limiting use and disclosure to applicable minimum necessary requirements as set forth in applicable federal and state statutory and regulatory requirements and agency guidance.
- c) **Reports Of Improper Use Or Disclosure.** Business Associate hereby agrees that it shall report to DHS Chief Information Security Officer at 1-877-552-7478 or OA-SecurityIncidents@pa.gov, within two (2) days of discovery any use or disclosure of PHI not provided for or allowed by this Agreement.

- d) Reports Of Security Incidents.** In addition to the breach notification requirements in section 13402 of the HITECH Act and related regulations, agency guidance and other applicable federal and state laws, Business Associate shall report to DHS Chief Information Security Officer at (717) 772-6469, within two (2) days of discovery any security incident of which it becomes aware. At the sole expense of Business Associate, Business Associate shall comply with all federal and state breach notification requirements, including those applicable to Business Associate and those applicable to Covered Entity. Business Associate shall indemnify the Covered Entity for costs associated with any incident involving the acquisition, access, use or disclosure of Unsecured PHI in a manner not permitted under federal or state law and agency guidance.
- (e) Subcontractors And Agents.** At any time PHI is provided or made available to Business Associate subcontractors or agents, Business Associate shall provide only the minimum necessary PHI for the purpose of the covered transaction and shall first enter into a subcontract or contract with the subcontractor or agent that contains the same terms, conditions and restrictions on the use and disclosure of PHI as contained in this Addendum.
- (f) Right Of Access To PHI.** Business Associate shall allow an individual who is the subject of PHI maintained in a designated record set, to have access to and copy that individual's PHI within five (5) business days of receiving a written request from the Covered Entity. Business Associate shall provide PHI in the format requested, if it is readily producible in such form and format; or if not, in a readable hard copy form or such other form and format as agreed to by Business Associate and the individual. If the request is for information maintained in one or more designated record sets electronically and if the individual requests an electronic copy of such information, Business Associate must provide the individual with access to the PHI in the electronic form and format requested by the individual, if it is readily producible in such form and format; or, if not, in a readable electronic form and format as agreed to by the Business Associate and the individual. If any individual requests from Business Associate or its agents or subcontractors access to PHI, Business Associate shall notify Covered Entity within five (5) business days. Business associate shall further conform with all of the requirements of 45 C.F.R. §164.524 and other applicable laws, including the HITECH Act and related regulations, and agency guidance.
- (g) Amendment And Incorporation Of Amendments.** Within five (5) business days of receiving a request from Covered Entity for an amendment of PHI maintained in a designated record set, Business Associate shall make the PHI available and incorporate the amendment to enable Covered Entity to comply with 45 C.F.R. §164.526, applicable federal and state law, including the HITECH Act and related regulations, and agency guidance. If an individual requests an amendment from Business Associate or its agents or subcontractors, Business Associate shall notify Covered Entity within five (5) business days.

- (h) Provide Accounting Of Disclosures.** Business Associate shall maintain a record of all disclosures of PHI in accordance with 45 C.F.R. §164.528 and other applicable laws and agency guidance, including the HITECH Act and related regulations. Such records shall include, for each disclosure, the date of the disclosure, the name and address of the recipient of the PHI, a description of the PHI disclosed, the name of the individual who is the subject of the PHI disclosed, and the purpose of the disclosure. Business Associate shall make such record available to the individual or the Covered Entity within five (5) business days of a request for an accounting of disclosures.
- (i) Requests for Restriction.** Business Associate shall comply with requests for restrictions on disclosures of PHI about an individual if the disclosure is to a health plan for purposes of carrying out payment or health care operations (and is not for treatment purposes), and the PHI pertains solely to a health care item or service for which the service involved was paid in full out-of-pocket. For other requests for restriction, Business Associate shall otherwise comply with the Privacy Rules, as amended, and other applicable statutory and regulatory requirements and agency guidance.
- (j) Access To Books And Records.** Business Associate shall make its internal practices, books, and records relating to the use or disclosure of PHI received from, or created or received by Business Associate on behalf of the Covered Entity, available to the Secretary of Health and Human Services or designee for purposes of determining compliance with applicable laws and agency guidance.
- (k) Return Or Destruction Of PHI.** At termination or expiration of the contract, Business Associate shall return or destroy all PHI provided by or obtained on behalf of Covered Entity. Business Associate may not retain any copies of the PHI after termination or expiration of its contract. If return or destruction of the PHI is not feasible, Business Associate shall extend the protections of this Addendum to limit any further use or disclosure until such time as the PHI may be returned or destroyed. If Business Associate elects to destroy the PHI, it shall certify to Covered Entity that the PHI has been destroyed.
- (l) Maintenance of PHI.** Notwithstanding Section 3(k) of this Agreement, Business Associate and its subcontractors or agents shall retain all PHI throughout the term of the its contract and this Addendum and shall continue to maintain the information required under the various documentation requirements of its contract and this Addendum (such as those in §3(h)) for a period of six (6) years after termination or expiration of its contract, unless Covered Entity and Business Associate agree otherwise.
- (m) Mitigation Procedures.** Business Associate shall establish and provide to Covered Entity upon request, procedures for mitigating, to the maximum extent practicable, any harmful effect from the use or disclosure of PHI in a manner contrary to this Addendum or the Privacy Rules, as amended. Business Associate

shall mitigate any harmful effect that is known to Business Associate of a use or disclosure of PHI by Business Associate in violation of this Addendum or applicable laws and agency guidance.

- (n) **Sanction Procedures.** Business Associate shall develop and implement a system of sanctions for any employee, subcontractor or agent who violates this Addendum, applicable laws or agency guidance.
- (o) **Grounds For Breach.** Non-compliance by Business Associate with this Addendum or the Privacy or Security Rules, as amended, is a breach of the contract, for which the Commonwealth may elect to terminate Business Associate's contract.
- (p) **Termination by Commonwealth.** Business Associate authorizes termination of this Agreement by the Commonwealth if the Commonwealth determines, in its sole discretion that Business Associate has violated a material term of this Addendum.
- (q) **Failure to Perform Obligations.** In the event Business Associate fails to perform its obligations under this Addendum, Covered Entity may immediately discontinue providing PHI to Business Associate. Covered Entity may also, at its option, require Business Associate to submit to a plan of compliance, including monitoring by Covered Entity and reporting by Business Associate, as Covered Entity in its sole discretion determines to be necessary to maintain compliance with this Addendum and applicable laws and agency guidance.
- (r) **Privacy Practices.** Covered Entity will provide and Business Associate shall immediately begin using any applicable form, including but not limited to, any form used for Notice of Privacy Practices, Accounting for Disclosures, or Authorization, upon the effective date designated by the Program or Covered Entity. Covered Entity may change applicable privacy practices, documents and forms. The Business Associate shall implement changes as soon as practicable, but not later than 45 days from the date of notice of the change. Business Associate shall otherwise comply with all applicable laws and agency guidance pertaining to notices of privacy practices, including the requirements set forth in 45 C.F.R. § 164.520.

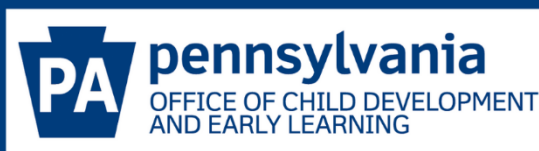
4. OBLIGATIONS OF COVERED ENTITY:

- a) **Provision of Notice of Privacy Practices.** Covered Entity shall provide Business Associate with the notice of privacy practices that the Covered Entity produces in accordance with applicable law and agency guidance, as well as changes to such notice. Covered Entity will post on its website any material changes to its notice of privacy practices by the effective date of the material change

- b) **Permissions.** Covered Entity shall provide Business Associate with any changes in, or revocation of, permission by individual to use or disclose PHI of which Covered Entity is aware, if such changes affect Business Associate's permitted or required uses and disclosures.
- c) **Restrictions.** Covered Entity shall notify Business Associate of any restriction to the use or disclosure of PHI that the Covered Entity has agreed to in accordance with 45 C.F.R. §164.522 and other applicable laws and applicable agency guidance, to the extent that such restriction may affect Business Associate's use or disclosure of PHI.

PDO POLICY COMMUNICATION

20 #01



Appendix C: PDO Policy Communication 20 #01- Professional Development Organizations (PDOs) Role in Offering Pediatric First Aid/ Pediatric Cardiopulmonary Resuscitation (CPR) to Early Childhood Education Workforce

Pennsylvania Office of Child Development and Early Learning
Bureau of Early Learning Policy and Professional Development

Issue Date: May 14, 2021

Effective Date: May 14, 2021

End Date: N/A

Subject: Professional Development Organizations (PDOs) Role in Offering Pediatric First Aid/ Pediatric Cardiopulmonary Resuscitation (CPR) to Early Childhood Education Workforce

To: Professional Development Organizations (PDOs), The Office of Child Development and Early Learning (OCDEL) Certification Staff

Priority: High

Category: Informational

Action: Read Next Steps

Required Response: None

PURPOSE

To clarify the PDOs' role for providing access to Pediatric First Aid/ Pediatric Cardiopulmonary Resuscitation (CPR) certification for the child care workforce. To clarify OCDEL Certification staff role in communication and coordination of Pediatric First Aid/CPR certification with the Professional Development Organizations (PDOs).

The following documents are included in this policy communication:

- *Pediatric First Aid/CPR Free Training Flyer*
- *Certification Referral to PDOs form*

BACKGROUND

The reauthorized Child Care Development Block Grant Fund requires all staff in state licensed child care programs to be certified in Pediatric First Aid and CPR. As such, changes have been made to the following DHS child care regulations: PA Codes 3270, 3280, and 3290 which now require **all** staff persons to complete professional development in Pediatric First Aid and Pediatric CPR within 90 days of hire and renew their certification in Pediatric First Aid/CPR on/or before the expiration of the most current certification (3270.31, 3280.31, 3290.31). Pediatric First Aid/CPR certification must be renewed according to the timing of the approved Pediatric First Aid/CPR model.

To address the need for providers to comply with certification regulations (55 PA Codes 3270.31, 3280.31 and 3290.31), PDOs will provide access to free Pediatric First Aid/CPR training based on the expiration of the program's current Certificate of Compliance. PDOs are contracted to support credentialing and Career Pathway advancement. Obtaining Pediatric First Aid/CPR is a required first step in an early childhood education professional's Career Pathway and is required to maintain employability.

DISCUSSION

For purposes of discussion all references to First Aid/CPR offerings must include approved content to fulfill the requirements inclusive of pediatric content. PDOs will allocate program funding to provide access to free Pediatric First Aid/CPR training within assigned PDO regions to staff working in DHS certified child care facilities. To the extent possible, free Pediatric First Aid/CPR should be offered at locations and times accessible to child care staff. If there is space available in scheduled training events, non-DHS certified child care staff (i.e. PA PKC funded staff, Head Start funded staff) may attend **for a fee** to assure full capacity of the training.

Starting July 1, 2021, PDOs must use the following payment methods when contracting with vendors:

- Paying for a whole course or training with a flat rate- use of a negotiated, flat-rate to cover costs of an entire credit-bearing community-college course or training when **all** enrollments are child care staff

- For example: Community College ABC offers a Pediatric First Aid/CPR course as part of the degree program that can enroll 20 child care students. PDO would pay a flat rate for the entire course.
- Paying for the entire training with a flat-rate and pre-determined child care staff participants- use of a negotiated, flat-rate to cover costs of an offered training and the cost will cover enrollments with a range of predetermined number of child care staff. The flat-rate negotiation should include both the minimum number of child care participants that would result in payment of the full, flat-rate and the maximum class capacity. In cases where the minimum number of child care participants is **not** reached, the vendor **must** return funding to the PDO to be reallocated to the First Aid/CPR line item.
 - For example: vendor has a training that can hold 20 participants. The vendor estimates there will be 20 child care participants. The PDO pays for the entire training, but only 10 child care participants attend. The vendor would return half of the flat rate to the PDOs.
- Paying per slot- use of a pay per slot model in which the vendor invoices the PDO for any slot in a scheduled training attended by child care staff. In this instance, vendors may fill trainings with non-child care staff for a private pay fee.

Negotiated costs should cover any typical costs associated with the course or training, including, but not limited to:

- Time to plan the course,
- Recruitment of attendees,
- Books and materials
- Pediatric First Aid/CPR Certificate card

The training will be provided by approved instructors of Pediatric First Aid/CPR who are also approved PQAS trainers for this content. PDOs will be responsible for confirming each instructor is approved in the PD Registry and offers an approved curriculum for Pediatric First Aid/CPR, and offer a training card or certificate that lists, at minimum, the participant's name, full title of the offered course, and issue and expiration date. This will be distributed to the participant at the conclusion of all required training components. OCDEL Certification staff can accept the PD Registry report or the individual cards to ensure all the necessary information is include for compliance purposes. If doing the approved provisional course (see below), the issued card must clearly state the "provisional" status. It may be offered using face-to-face or blended/hybrid (online and face-to-face) models, however a hands-on instructor led component **must** always be present for the practicum portions of the training.

Starting May 30, 2021, the "online-only" titled "*Adult, Child, and Baby First Aid/CPR*" certificate, that also doesn't include a hands-on component, will no longer be accepted to meet compliance with certification regulations (3270.31, 3280.31 and 3290.31). Any staff that has completed the "online-only" titled "*Adult, Child, and Baby First Aid/CPR*" prior to May 30, 2021, will **not** be cited for non-compliance with certification regulations (55 PA Codes 3270.31, 3280.31 and 3290.31).

Beginning May 31, 2021, Pediatric First Aid/CPR trainings must include hands-on session to be compliant with certification regulations.

The American Red Cross is offering a one-year provisional *Adult and Pediatric First Aid/CPR* certification course to support the training needs during these challenging times. The online course can be purchased and upon successful completion, receive a one-year provisional Adult and Pediatric First Aid/CPR certification. The staff then has up to one year to complete the in-person skill session, to receive a two-year Red Cross Adult and Pediatric First Aid/CPR certificate which satisfies OSHA requirements.⁵ This option will be accepted by OCDEL.

The American Heart Association (AHA) offers a blended learning model, which is a combination of eLearning where a student completes part of the course in a self-directed manner online and followed by a hands-on session. The hands-on session is completed in person with an AHA Instructor or using Voice Assisted Manikin (VAM), where available.⁶ This option will be accepted by OCDEL.

The American Academy of Pediatrics (AAP) offers an onsite and hybrid course, Pediatric First Aid for Caregivers and Teachers (PedFACTs), which includes Pediatric First Aid/CPR, emergency medical services (EMS) and automated external defibrillator (AED). The onsite course requires an online pretest, 4-hour classroom, and a final examination. The hybrid course requires an online pretest, self-directed online modules (about 2 hours), online final examination, and attend a 2-hour hands-on skills practice with instructor interaction⁷.

The instructors who are PQAS approved to offer Pediatric First-Aid/CPR were notified that they need to instruct on pediatric focused curriculum and that “pediatric” needs to be in the title and/or the card or certificate for it to be accepted by DHS Certification. Curriculum will continue to be reviewed for approval by the Pennsylvania Key and if others are approved, an updated listing will be provided. Below is a list of the currently approved Pediatric First Aid/CPR providers and curriculums:

PEDIATRIC FIRST AID/CPR COURSES

Provider	Course Name	Course Length	Certification Period	Hybrid/ Blended Option?	PD Registry Course Catalog
American Heart Association (AHA)	AHA Heart Saver Pediatric First Aid with Child-Infant CPR	6-8hrs (PD Reg indicates 4-5hrs)	2yrs	Y	Y
American Academy of Pediatrics and National Association of School Nurses (AAP)	Pediatric First Aid for Caregivers and Teachers (PedFACTs) First Aid and CPR	4hrs	2yrs	Y	Y

⁵ [1-Year Online Provisional Adult and Pediatric FA/CPR/AED-OL \(redcross.org\)](https://www.redcross.org)

⁶ [Heartsaver® Pediatric First Aid CPR AED Online | AHA](https://www.heart.org)

⁷ [PedFACTs™ \(aap.org\)](https://www.aap.org)

American Red Cross (ARC)	American Red Cross-First Aid/CPR/AED including Pediatric First Aid and CPR	4.5hrs	2yrs	Y One-Year Provisional Option	Y
Health & Safety Institute (HSI)	American Safety and Health Institute Pediatric First Aid, CPR, and AED	6hrs	2yrs	Y	Y
Health & Safety Institute (HSI)	EMS Safety Services CPR, AED, and First Aid for Childcare Providers	6.5-8hrs (PD Reg indicates 4hrs)	2yrs		Y
Health & Safety Institute (HSI)	MEDIC First Aid Pediatric Plus CPR, AED, and First Aid for Children, Infants and Adults	6hrs	2yrs		N
National Safety Council (NSC)	National Safety Council Pediatric First Aid, AED, and CPR				Y

The PD Registry will be used as the method for registering and tracking participants. PDOs will be responsible for posting or assuring posting (by instructors) of available trainings into the PD Registry. OCDEL Certification staff can accept the PD Registry report or the individual cards to ensure all the necessary information is include for compliance purposes. PDOs will collaborate with early childhood education programs to provide on-site trainings, when feasible.

Communication to Child Care Providers About Available Trainings

To assure communication to providers regarding access to the free trainings, OCDEL will employ a two-pronged approach to outreach. The “*Pediatric First Aid/CPR Free Training Flyer*” will be used to remind providers of the new certification requirements and their responsibilities:

- 1) To inform their staff of the need to have active Pediatric First Aid/CPR certification.
- 2) To identify staff whose certification has or will expire prior to the next scheduled inspection.
- 3) To access only approved training; and
- 4) How both individuals and programs with multiple staff needing training can access the free trainings offered by the relevant PDO.

The DHS Certification staff and each PDO will have responsibilities for communicating to providers. Links of regional maps are provided below to assist in PDO and Certification coordination:

- [PA DHS Map of Regional Child Care Certification](#)
- [PDO-Regional-Map-v.3.pdf \(seureservercdn.net\)](#)

Outreach from OCDEL Bureau of Certification Services will occur as part of the renewal packet by the certification representative. OCDEL certification regional offices will include the “*Pediatric First Aid/CPR Free Training Flyer*” when child care providers are notified of their licensing renewal which occurs approximately **130 days** prior to the expiration of their Certificate of Compliance (CoC).

In addition to the outreach through the renewal packet, the PDOs will outreach to child care programs who are three months (90 days) from the program’s DHS Certificate of Compliance expiration date. PDOs will utilize their monthly provider file, supplied by OCDEL, to determine these child care programs. PDOs will outreach to child care programs whose CoC has expired to assure facilities that are temporarily closed during the COVID-19 pandemic are informed of the need for this training. PDO outreach will consist of generating and mailing or emailing the “*Pediatric First Aid/CPR Free Training Flyer*” to the identified child care program and conduct any follow up with child care programs who responded to the flyer.

Prioritization of DHS Child Care Staff to Receive Pediatric First Aid/CPR Training

OCDEL, in collaboration with the PDOs, sets the priorities for scheduling DHS child care staff to receive free Pediatric First Aid/CPR training. The priorities help direct the PDOs work, including scheduling Pediatric First Aid/CPR trainings. The following identifies current OCDEL scheduling priorities for Pediatric First Aid/CPR training:

1. Child care staff who do not yet have Pediatric First Aid/CPR training causing the facility to receive a citation of non-compliance.
2. Child care staff Pediatric First Aid/CPR certificate has expired.
3. Child care staff newly hired in their first 90 days who have not yet received Pediatric First Aid/CPR
4. Child care staff Pediatric First Aid/CPR certificate isn’t expired, but will expire within 1 year of their facility’s certificate of compliance expiration date
5. Child care staff that will need Pediatric First Aid/CPR training for compliance within 1 year of their facility’s certificate of compliance expiration date.

Formal Certification Referrals from OCDEL Certification Staff to PDOs

Child Care programs receiving a citation for non-compliance at inspection **must** be referred to the PDOs by certification staff using the *Certification Referral to PDOs form* (attached). Referrals will have the highest priority to enroll in the training. PDOs and OCDEL Bureau of Certification regional managers must establish points of contact to discuss child care needs around Pediatric First Aid/CPR.

NEXT STEPS

- 1) Review and share this information with all relevant staff.

Appendix D: PDO Announcement 22#01 Career Pathway Level A-Plus Verification Change and Clarifying Procedures for Verifying Credits and Degrees from Nationally Accredited (Non-Regionally Accredited) Institutions



Pennsylvania Office of Child Development and Early Learning Bureau of Early Learning Policy and Professional Development

Issue Date: Feb. 7, 2022

Effective Date: July 1, 2022

End Date: N/A

Subject: Career Pathway Level A-Plus Verification Change and Clarifying Procedures for Verifying Credits and Degrees from Nationally Accredited (Non-Regionally Accredited) Institutions

To: All Department of Human Services (DHS) Certified Child Care Providers; Early Childhood Education Professionals; Early Learning Resource Centers (ELRCs); Pennsylvania Key Career Pathway Verifiers and Career Pathway Staff; Professional Development Organizations (PDOs); and The Office of Child Development and Early Learning (OCDEL) staff

Tracey Campanini

From: Deputy Secretary, Office of Child Development & Early Learning

PURPOSE

To provide clarification on the verification of credits and degrees from nationally accredited (non-regionally accredited) institutions and to provide information on a procedural change in the verification of educational transcripts when designating an individual's Career Pathway level.

BACKGROUND

Early Childhood Education (ECE) professionals submit credentials and degree information to the Professional Development (PD) Registry to receive verification and placement on the [Career Pathway](#) to indicate current Career Pathway level in the ECE workforce, and to verify qualification requirements of various Office of Child Development and Early Learning (OCDEL) programs. Upon submission for review, a team of verifiers, following standard protocols, review, verify, and assign a Career Pathway level based upon submitted qualifications, credentials, degrees, and transcripts.

Non-regionally accredited Associate of Specialized Technology (AST) / Associate of Specialized Business (ASB) has been recognized on the Career Pathway at a Level A Plus. Credits and degrees from a non-regionally accredited Institutions are **not** recognized anywhere else on the Career Pathway (Level B, Level B Plus, Level C, Level C Plus, Level D, Level E). Nationally accredited institutions are also not recognized on the Career Pathway.

The United States does not have a centralized authority exercising singular, national control over postsecondary educational institutions. Consequently, the character and quality of postsecondary schools and their programs can vary widely. The role of accreditation in higher education is a voluntary process that ensures a college, university, or degree program meets a universal standard for quality. This gives an institution and its graduates credibility with other institutions and employers.

The United States Department of Education (USDOE) and the non-profit Council for Higher Education Accreditation (CHEA) oversee the accreditation process. They review the federally recognized agencies that set accreditation standards. There are three general types of accrediting agencies, each of which serves a specific purpose: Regional accrediting agencies, national accrediting agencies, and programmatic accrediting agencies. For the purposes of Career Pathway verification protocols, this document will discuss the differences between regional and national accrediting agencies and accreditation.

Regional Accreditation

Regional accrediting agencies concentrate reviews on institutions in specific regions of the United States and oversee institutions that place a focus on academics that are state-owned, non-profit colleges or universities. These institutions receive regional accreditation from one of seven regional accrediting bodies (operating in six regions of

the US), determined by where the school is located. The seven regional accrediting organizations for institutions of higher education in the United States are:

- Accrediting Commission for Community & Junior Colleges (ACCJC) Western Association of Schools & Colleges
- The Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC)
- WASC Senior College & University Commission (WSCUC)

The U.S. Department of Education (USDOE) and the Council of Higher Education Accreditation (CHEA) oversee regional accrediting agencies. Degrees/credits from regionally accredited institutions are accepted by other regionally accredited institutions as well as nationally accredited institutions. Regionally accredited programs may be more expensive than nationally accredited programs and are mostly non-profit (fundraise through federal grants, private donations, legacy giving.) Regionally accredited institutions typically have stricter standards and are more selective during the admissions process. Employers accept regionally accredited degrees, and graduates are eligible for corporate tuition reimbursement plans.

[The Council for Higher Education Accreditation \(CHEA\)](#) can be used to identify if the Institution of Higher Education (IHE) is regionally accredited.

[National Accreditation \(Non-Regionally\)](#)

National accrediting agencies operate across the United States and primarily review proprietary institutions, career-based single-purpose institutions, and religiously affiliated institutions. National accreditation is comparable in many ways to regional accreditation. National accreditation also indicates that a school underwent a voluntary review by a third-party accrediting agency, which evaluated the school's academic programs, student resources, and institutional processes. It is not as rigorous as regional accreditation, so it does not hold as much prestige. However, it is the accreditation standard for vocational, trade, and faith-based schools. Degrees/credits from nationally accredited institutions are only accepted by other nationally accredited institutions not at regionally accredited institutions. Nationally accredited programs may be less expensive than regionally accredited programs and are mostly for-profit (earn revenue through enrollment or selling educational products.) Nationally accredited institutions typically have more relaxed admission standards. Employers do accept nationally accredited degrees; however, graduates are not always eligible for corporate tuition reimbursement plans.

For a descriptive comparison of regional versus national accreditation visit:
<https://www.online.drexel.edu/news/national-vs-regional-accreditation.aspx>

DISCUSSION

Effective July 1, 2022, non-regionally accredited ASB/AST will be removed from the Career Pathway Level A Plus. For degrees and credits received after July 1, 2022, no credits from a non-regionally accredited Institution will be counted for purposes of placement on the ECE Career Pathway. This includes credits from a nationally (non-regionally) accredited Institution that does not also hold regionally accreditation.

Degrees and credits received from a nationally (non-regionally) or regionally accredited institution prior to July 1, 2022 will be counted for Career Pathway placement.

Individuals who have already received a Career Pathway placement in which nationally accredited degrees and/or credits received prior to July 1, 2022 that were not counted, must submit a review form to have their Career Pathway placement reviewed and potentially revised. This review form can be found on the www.pakeys.org website under the professional development tab.

It is important that staff of IHEs, Professional Development Organizations (PDOs), the Pennsylvania Key and Early Learning Resource Centers (ELRCs) understand and convey this change to ECE professionals, so those interested in an ECE career, are able to make informed decisions about what counts within the system, and do not invest time and funds in coursework from non-regionally accredited Institutions.

In addition, OCDEL-funded pathways support only regionally accredited coursework. Individuals and program administrators are reminded to use the PDO Professional Development Coordinators to support Career Pathway advancement needs. In many cases, individuals may qualify for OCDEL-funded support for Career Pathway advancement. Contact Information for Regional PDOs can be found at [Professional Development Organizations](#).

NEXT STEPS

1. Review and share this information with all relevant staff.
2. Discuss Career Pathway needs with staff.
3. Contact Regional PDO to discuss Career Pathway advancement needs.

Professional Development Organizations (PDOs):

**Shippensburg University
(PASSHE PDO at SHIP)**

1871 Old Main Drive Shippensburg
University Shippensburg, PA 17257

Phone: 717-422-6328 or 301-524-
7752

Fax: 717-477-4053

Email: passhe-pdo@ship.edu

**Public Health Management Corporation
(ECE PDO at PHMC)**

1500 Market Street Centre Square East
Philadelphia, PA 19102

Phone: 267-773-4400

Fax: 267-765-2397

Email: ecepdo@phmc.org

Appendix E: PA Early Childhood Education Professional Development Commitment Form

Pennsylvania Early Childhood Education Professional Development Commitment Form

This form serves as a statement to explain the requirements of participation and an attestation to receiving funding. All Office of Child Development and Early Learning (OCDEL) funded participants **must** complete this form. The person who signs this document is representing themselves (or a minor under the age of 18) as a professional and their commitment to serve young children and families in Pennsylvania. To confirm agreement, place initials next to each statement. If you do not initial all statements, the OCDEL-funded partner cannot approve your application for or participation in any OCDEL funded opportunities.

_____ I understand the Office of Child Development and Early Learning (OCDEL) has contracted with several established entities to be their agents in funding early childhood education (ECE) credential and degree programs.

Accountability

_____ I agree that if I leave/withdraw from without completing the course in which I am enrolled, I may be required to reimburse OCDEL the full amount of funding provided to me for this course of study.

_____ I understand that my participation may be suspended or removed if I am unable to maintain eligibility status or meet the academic requirements outlined by my Institute of Higher Education (IHE).

_____ I understand that my ability to receive support for this program from (funded program name) may be impacted by my child care program's ability to meet applicable Child Care/ Family or Group DHS licensing regulations.

_____ I understand that my participation may be suspended or removed if I do not obtain and renew annually a verified Career Pathway status in the PD Registry.

Evaluation

_____ I understand the information I provide as a participant is utilized by OCDEL and funding partner staff for research and evaluation purposes, monitoring compliance, and so they can analyze the State's professional development efforts and answer key policy and practice questions. The data collected will be used in the aggregate and personal information will not be disclosed. This includes:

1. My academic standing at the IHE

2. My academic records and documents that pertain to my enrollment in a degree or credential program.

_____ I provide assurance that to the best of my ability I will participate in evaluation activities, if selected to participate.

Personal Responsibility

_____ I am at least 18 years of age or a parent/guardian of a participant under 18 years of age.

_____ I have obtained or will obtain and submit required background clearances before entering into a classroom experience.

_____ I have not been convicted and am not awaiting trial on charges involving a crime of child abuse, child neglect or physical violence.

_____ I understand that falsifying application information or documentation or the failure to comply with documentation requirements may result in the inability to be a participant in this program and are subject to the penalties of 18 Pa C.S. § 4904 (relating to unsworn falsification to authorities).

_____ I agree that if I leave the ECE field (any setting serving children birth through age 8) in Pennsylvania within 2 years after completing my PDO funded coursework, I may be required to reimburse the funded partner the full amount of funding provided to me for my course of study..

Signature of the Individual receiving services

Date

Print Name

Signature of parent/guardian of the individual if under 18 years of age

Date

Print Name

Appendix F: Program Review Protocol and Program Review Instrument (PRI)

Program Review Protocol

Grantee Name:

Region (s):

Performance Review (Check off each task when complete)	
	Arrive to PDO PRI visit on time
	Mutually determine break times (morning, lunch, afternoon)
	Begin PDO PRI
Program Review Instrument Category	
Project Plans	
Pre-documentation/ Review Team/ PDO	Data to inform project plans <ul style="list-style-type: none"> • Can data sets be produced yes / no? • If yes, submit as pre-documentation • If no, discuss the data used to inform project planning
Review Team/ PDO	Describe how the PDO in this region assess the credential needs for your prioritized programs.
Review Team/ PDO	Describe how your advisory is involved in the strategic planning process.
Pre-Documentation	Provide a list of all advisory members with their affiliation and role.
Interview	OCDEL will randomly interview 5 percent (%) of advisory members

Lead (Point of Contact):

Pre-Performance Review (Check off each task when complete)		Date Due
	Set OCDEL two-week block out date windows for PDO PRI on calendar	
	Set OCDEL PDO PRI visit date on calendar	
	Review list of PRI evidence needed by OCDEL/ Determined through review of PRI tool and items listed as "Pre-Documentation"	
	Compile list of PRI evidence needed by OCDEL/ Be sure to clearly label each piece of submitted evidence with the PRI indicator(s) it addresses.	
	Send requested pre-documentation evidence to OCDEL via the method determined by OCDEL	
	Compile additional evidence based on OCDEL review of initial submission/ This will be reviewed during the PRI visit as needed	
	Prepare meeting space if visit is in person; pre-check functionality of virtual platform if visit is conducted virtually	

Review Team/ PDO	Describe how your contracts align with your project plans and the analysis leading to the project plan development.
Review Team/ PDO	Describe how project plans meet Career Pathway (CP) goals and STARS move-up goals.
Compliance with State and Federal Regulatory Requirements: CCDF, Uniform Admin and Audit, Contract Cost and Principles)	
OCDEL Program Staff	Any noted CCDF deficiencies?
OCDEL Fiscal Staff	Any noted Uniform Admin and Audit deficiencies?
OCDEL Fiscal Staff	Any noted Contract Cost and Principles deficiencies?
Personnel	
Pre-Documentation	Provide organization chart for management of grant agreement with key personnel identified.
Pre-Documentation	Provide listing of all PDO funded staff, and FTE for these staff, include if they have direct contact with children under 18.
Pre-Documentation	Provide listing of all PDO funded contractors with names of the individuals responsible for the implementation of any of the PDO funded work, and if they have direct contact with children under 18.
Sampling	Those with direct contact with children under 18, we will ask to see evidence of staff clearances for up to 10 percent (%).
Interview	OCDEL to conduct interviews with up to 5% of staff and up to 5% of contractors.
Resource Requirements	
Pre-Documentation	Provide toll free phone number.
Pre-Documentation	Provide fax number.
Pre-Documentation	Provide web address.
Interview	OCDEL to conduct interviews with up to 5 percent (%) of staff
Communication	
Review team and PDO	Discuss protocols for communicating with PDO Grants Supervisor.
Pre-documentation	Provide evidence of two business day responses with OCDEL, Grants Supervisor, Partners, and Participants.
Interview	OCDEL will conduct interviews with each ELRC, up to 5 percent (%) of staff and five (5) participants from each region.
Pre-Documentation	Provide evidence of written communication strategies used to inform the public.
Pre-Documentation	Provide examples of meeting minutes.

Acknowledging OCDEL	
Pre-Documentation	Provide evidence of OCDEL's logo use on PDO documents, website, mailings.
Communicating with the ECE Workforce	
Pre-Documentation	Provide evidence of written communication strategies used to inform the ECE workforce of PD opportunities.
Review team/PDO	Discuss communication strategies to obtain feedback on needs from the ECE workforce.
Review team/PDO	Discuss communication strategies to obtain feedback on needs from the ELRCs.
Interview	OCDEL will interview five (5) participants from each region.
Targets	
Increased Participation and Prioritization	
Review Team/PDO	Discuss how priorities for recruitment are communicated to funded partners.
Review Team/PDO	How are priorities/targets monitored across your partners?
PDO Supervisor	Do rates of participants from STAR1 or 2 programs and/or serving high numbers of subsidies families align with PDO prioritization plans? <i>PDO Supervisor will review quarterly data maps compared to prioritization plans.</i>
Pre-documentation/ Review Team/PDO	Describe and/or produce evidence of outreach to STAR 1 and 2 programs.
Retention Efforts	
Review Team/PDO	Describe the process for reviewing attendance and completion of programs.
Review Team/PDO	Describe how you track retention rates by program and credential level.
PDO Supervisor	Does PDO report retention rates quarterly and do data maps align? <i>Evidence: quarterly data maps compared to OCDEL reports.</i>
Completion Efforts	
Review Team/ PDO	Describe your process and the evidence you acquire in accounting for participants who have completed credentials.
PDO Supervisor	Does PDO report completion rates quarterly and data maps align? <i>PDO Supervisor will review quarterly data maps compared to OCDEL reports.</i>
Participant Eligibility	
File Review	Review of five (5) random participant's files in each region.
	Provide evidence that participants are PA residents.
	Provide evidence participants are current employees at a certified child care program for three (3) months or more or demonstrate employment history of six (6) months in child care if newly hired.
	Provide evidence participants work a minimum of 25 hours per week directly in a certified child care program.

Provide evidence of signed participant commitment form current within the review period.

	Provide evidence of participants' GPA and course grades meet transfer requirements.
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	Provide evidence that a watch plan is developed for participants not meeting transfer requirements (if applicable).
Use of PD Registry	
PDO Supervisor	Provide evidence that all PDO clients have applied to be on the PA ECE Career Pathway in the PD Registry. <i>(Use same 5 random participants from eligibility)</i> <i>PDO Supervisor will look up Career Pathway placement of 5 randomly selected participants from each region in the PD Registry.</i>
Information Handling	
Pre-Documentation	Provide evidence of a written procedure for information handling.
Pre-Documentation	Provide evidence of a disclosure statement given to enrolled students regarding information sharing across systems.
Reporting (Narrative, Data, Fiscal)	
Narrative Reporting	
PDO Supervisor	Narrative Reports were submitted on time.
	Narrative report describes events, activities and progress made on the approved project plans for each quarter in detail.
	Narrative report provides description of how these activities have helped to achieve the goals and what gaps may still exist included in the narrative report.
	There are concrete examples, data and stories of successes and challenges included in the narrative report.
Data Reporting	
PDO Supervisor	Data Reports were submitted on time.
	Data Reports utilized provided data maps and landscape analysis.
	Data reporting was complete and completed accurately.
Fiscal Reporting	
Fiscal Manager	Fiscal reporting is completed in compliance with the payment provisions outlined in Rider 1 of the grant agreement?
	Invoiced expenditures are in compliance with Rider 1 and are submitted at least quarterly.
	Grantee provided final expenditures for the previous FY.
Partner Monitoring	
Eligibility	
Pre-Documentation/	Provide list of all funded IHE partners and their regional accreditation. Discuss processes for assuring this. <i>PDO Supervisor will look up submitted IHEs on Degree Finder.</i>

PDO Supervisor/ Review Team/PDO	
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Interview	OCDEL will interview up to 5 percent (%) of staff.
Review Team/PDO and PDO Supervisor	Discuss how PDOs assure funded partners' pathways align with PA's ECE Career Pathway.
Review Team/PDO Supervisor	IHE partners have integrated the PA PSCECE into their coursework. Discuss processes for assuring this.
Review Team/PDO	All funded credentials leading to an AA or BA align to the National ECE Professional Standards as demonstrated through NAEYC's Degree Finder. Discuss processes for assuring this.
Review Team/PDO	Describe how your PDOs management/monitoring approach on how you oversee IHE/Community Partnerships.
Review Team/PDO	Provide evidence of IHE partners using data and ECE workforce input to drive funding requests and supports.
Interview	OCDEL will interview up to five (5) PDO partners.
Program to Program Articulation	
Pre-Documentation	Provide documentation of articulation agreements.
Review Team/PDO	Discuss how you establish and monitor articulation agreements through data mapping, completion timelines or other available resources.
PDO Supervisor	Does PDO report on techniques used to advance articulation in narrative reports?
Interview	OCDEL will interview up to five (5) PDO partners.
Meeting Needs of ECE Professionals	
Reducing inequities in the ECE Credentialing system	
Review Team/PDO	Discuss different types of modalities for delivery of course content meet the diverse needs of the field.
Review Team/PDO	Discuss different supports offered and how the supports provided explicitly address barriers to access, persistence, and completion.
Interview	OCDEL will interview up to 5 percent (%) of Staff
Interview	OCDEL will interview up to five (5) participants in each region
Engaging ECE Professionals in Understanding Barriers	
Pre-documentation or Review Team/PDO	Data to understand demographics of workforce <ul style="list-style-type: none"> • Can data sets be produced yes / no? If yes, provide data as pre-documentation If no, discuss the data used
Review Team/PDO	Discuss how you outreach to and engage underserved and hard to reach populations within the service region.
Review Team/PDO	Discuss strategies used to support PD needs for early educators in assisting children with limited or no English proficiency and ECE professionals with LEP in developmentally and culturally appropriate ways.
Coursework Alignment	

Review Team/PDO	Discuss how you support PD Partners in coursework alignment with competencies, and to positively impact the quality and alignment of offered coursework to assure relevance to the field.
Career Advising/ PD Coordinators Interview of, at minimum, one PD Coordinator from each Region Participant Interview	
Pre-Documentation	Provide a copy of your PDO PD Coordinator Job Description.
Review Team/ PDO/	Discuss how clients are assigned a career advisor/PD Coordinator, and what the system is for continued follow up with the participants.
Review Team/ PDO	Discuss procedures in place to ensure consistency, regional flexibility, and compliance across PD Coordinators.
Interview	OCDEL will interview up to 5% of staff (PD Coordinator) and up to five (5) participants in each region.
Coordination/Collaboration/Partnering	
ELRC	
Review Team/PDO	Discuss coordination with Early Learning Resource Centers (ELRCs) to increase quality performance targets.
Interview	OCDEL will interview each ELRC.
Stakeholder Engagement	
Pre-documentation	Provide list of those participating in scheduled stakeholder meetings, including contact name, affiliation, and the specific role/representation as a stakeholder.
Pre-documentation	Provide schedule of stakeholder meetings.
Pre-documentation	List of attendance and meeting minutes from stakeholder meetings.
Coordination	
Review Team/PDO	Discuss how you maintain relationships with PLOs, local and regional community organizations, Pennsylvania Key, Certification Staff, that are grounded in open communication, responsiveness, and collaboration to ensure the goals of the PDO are achieved without duplicating efforts. (This includes using funding effectively among partners and working with partners to find client centered solutions. Engages partner's in multiple ways, including program decision making, participation in PDO goal planning and funded activities.)
Pediatric First Aid and CPR	
Pediatric First Aid and CPR	
Pre-documentation	Provide complete listing of sub contactors with curriculum being used and PQAS number.
PDO Supervisor	Accurately reports spend down and participation rates in narrative reports.
Review Team/ PDOs	Discuss process for awarding funds to subcontractors, include specifics about how policy requirements are communicated.

Review Team/ PDOs	Discuss process for monitoring subcontractors on the following 1) use of the PD Registry, 2) use of and fidelity to the approved curriculum, 3) additional policy requirements.
Review Team/ PDOs	Discuss process for prioritizing use of funds.
End PDO PRI and discuss next steps (timeline for feedback, action plans etc.)	

Post-Performance Review (Check off each task when complete)		Date Due
<input type="checkbox"/>	Review PDO PRI feedback, findings from OCDEL	
<input type="checkbox"/>	Compile PRI PDO feedback from review of findings	
<input type="checkbox"/>	Attend follow-up meeting (virtual) to review findings; scores; next steps	
<input type="checkbox"/>	Determine, with OCDEL, action items / plan (s) and next steps	
<input type="checkbox"/>	Receive finalized PRI report from OCDEL	
<input type="checkbox"/>	File finalized PRI and develop plan for any necessary next steps	

Program Review Instrument (PRI)

Grantee Name: 2023-2024	Fiscal Year reviewed: FY
Lead (Point of Contact):	Date of Evaluation:

Project Plans (Work Statements):		
Does Not Meet	Meets	Partially Meets
0	30	15
<p><i>A strategic planning process is conducted resulting in a detailed project plan outlining the sequencing of events and the time required to fully implement the plans of this project. Plan includes a clear project timetable from beginning to end. Plan is based on data provided by OCDEL and collected by the PDO regionally that includes specific targets for education attainment that align to Pennsylvania’s Early Childhood Education Career Pathway and the ELRC STARS movement targets. The PDO project plan is approved by OCDEL prior to implementation.</i></p> <p>Sources of evidence provided:</p> <p>Scoring notes/ follow up needed:</p>		

Compliance with State and Federal Regulatory Requirements: CCDF, Uniform Admin and Audit, Contract Cost and Principles

Meets 30 Partially Meets 15

Does Not Meet 0

Adheres to state and federal regulatory requirements:

- **Compliance with CCDF requirement;**
- **Compliance with Uniform Admin and Audit requirements; and**
- **Compliance with Contract Cost and Principles.**

Sources of evidence provided:

Scoring notes/ follow up needed:

Personnel

Meets 10 Partially Meets 5

Does Not Meet 0

Identifies a primary contact for the management of the grant agreement. A PDO Director / Manager is assigned. Roles and responsibilities for each project-funded individual are clearly defined. PDO Grantee maintains staff clearances; FTE for all grant staff; all grant funded roles are embedded in organizational chart; Maintain an up-to-date PDO Organizational Structure.

Sources of evidence provided:

Scoring notes/ follow up needed:

Resource Requirements

Meets 10

Does Not Meet 0

Provides meeting rooms and normal office space for personnel, including equipment, computers, monitors, network and internet connectivity, supplies, clerical assistance, and administrative support needed to perform the Project. A toll-free telephone number and electronic communication via email and web presence are maintained. High speed internet accessibility and internet capabilities to deliver services in all counties including the PDO Service Region are provided. Fax and email are both accepted, and an operational schedule is publicized including how to access PDO supports during non-office hours.

Sources of evidence provided:

Scoring notes/ follow up needed:

Communication	
	Meets 30 Partially Meets 15
Does Not Meet 0	
<i>Demonstrates strategies for regular updates of program implementation with PDO manager (OCDEL liaison), partners, and other stakeholders; Responds to all emails and complaints within two business days.</i>	
Sources of evidence provided:	
Scoring notes/ follow up needed:	

Acknowledging OCDEL	
	Meets 10
Does Not Meet 0	
<i>Acknowledges OCDEL when describing projects or programs funded by OCDEL. All public messaging is consistent with style guide. When PDOs display logos or contributors or sponsors, OCDEL's logo must also be displayed.</i>	
Sources of evidence provided:	
Scoring notes/ follow up needed:	

Communicating with the ECE Workforce			
	Meets 30	Partially Meets 15	Does Not Meet 0
<i>Develops and implements communication strategies to inform the ECE workforce of credit-bearing PD opportunities and to obtain feedback from ECE professionals and ELRCs about workforce needs. New opportunities are communicated to ECE professionals. Upon request from the OCDEL, information services offered and other information on quality initiatives and support services offered to ECE professionals are distributed.</i>			
Sources of evidence provided:			
Scoring notes/ follow up needed:			

Targets	
Increased Participation and Prioritization	Meets 30 Partially Meets 15
Does Not Meet	
<i>Seeks to fund and increase access to career pathways that are inclusive, accessible, and meaningful to all early childhood educators especially in those outside of K-3 settings, this includes: development of specialized pathways for working adults with various levels of experience, Inclusive pathways for early childhood educators</i>	

representing and working with diverse families and contexts. Special recruitment efforts are geared towards targeting STAR 1 and 2 programs serving high numbers of families seeking CCW funding; Additional prioritizations/targets are based on needs assessment data, OCDEL data, and feedback from stakeholders.

Sources of evidence provided:

Scoring notes/ follow up needed:

Retention Efforts **Meets 30** **Partially Meets 15**
Does Not Meet 0

Has a process for reviewing attendance and completion of programs; PDO tracks retention rates by program and credential level; Pause or dropped clients are followed up regularly so information can be gathered; PDOs collect data that supports positive outcomes for retention.

Sources of evidence provided:

Scoring notes/ follow up needed:

Completion Efforts **Meets 15** **Partially Meets 7.5**
Does Not Meet 0

Effectively accounts for clients who have completed credentials; Collects data and supports that encouraged this outcome; Meets targets for this FYs completion rates in Quarter 2

Sources of evidence provided:

Scoring notes/ follow up needed:

Participant Eligibility

Does Not Meet 0 **Meets 30** **Partially Meets 15**

Verifies eligibility for all enrolled participants and monitors partners when enrolled through partners;

- *To receive PDO funding, participants must meet the following eligibility criteria:*
- *Be a Pennsylvania resident*
- *Be a current employee at a certified child care program for 3 months or more or demonstrate employment history of 6 months in child care if newly hired.*
- *Work a minimum of 25 hours per week directly in a certified child care program*
- *Be interested in pursuing coursework at a participating college toward an AA or BA degree or a CDA credential and*
- *GPA and course grades meet transfer requirements; a watch plan is developed for participants at not meeting transfer requirements*

Sources of evidence provided:

Scoring notes/ follow up needed:

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Use of PD Registry	
Does Not Meet 0	Meets 10
<i>Uses the PD Registry as prescribed by OCDEL to select PD opportunities and support ECE professionals in getting placed on their career pathway. All PDO clients have applied to be on the Pennsylvania ECE Career Pathway in the PD Registry.</i>	
Sources of evidence provided:	
Scoring notes/ follow up needed:	

Information Handling	
Does Not Meet 0	Meets 10
<i>Abides by the Pennsylvania regulations and requirements concerning confidentiality of information and the Business Associate Addendum provided in the Policy Guidance Appendix B. Confidentiality of all commonwealth information is protected. Adequate measures to prohibit unauthorized access, copying, and distribution of information is maintained. A disclosure statement for enrolled students regarding information sharing across systems (e.g. PD Registry and other ECE systems) is developed and shared. Proper disposal of both hard and electronic working copies of information and any remaining information upon the completion of the Grant period occurs. Commonwealth procedures for information handling and sharing when transferring sensitive information to external agencies is followed. All records are retained for seven (7) years after becoming fully inactive or until the disposition of court hearings, audits and appeals are complete. Record retention procedures are followed for all applicable federal, state, and local government agencies. All archived files are maintained in an accurate, secure, and confidential manner for seven (7) years from the record closed date, as mandated by the applicable federal, state, and local rules and regulations. Archive system and purge procedures are available to the OCDEL as requested.</i>	
Sources of evidence provided:	
Scoring notes/ follow up needed:	

Reporting (Narrative, Data, Fiscal)		
Narrative Reporting	Meets 30	Partially Meets 15
Does Not Meet 0		
<i>Submits quarterly and annual progress reports on day 15 of the month. Narrative reporting describes events, activities and progress made on the approved project plans for each quarter in detail. Description of how these activities have helped to achieve the goals and what gaps may still exist to better understand the use of</i>		

resources and strategies is included. Narrative provides concrete examples, data and stories of successes and challenges.

Sources of evidence provided:

Scoring notes/ follow up needed:

Data Reporting Meets 30 Partially Meets 15
Does Not Meet 0

Submits quarterly and annual progress reports on day 15 of the month. Data is entered into OCDEL's provided data map and landscape analysis spreadsheets.

Sources of evidence provided:

Scoring notes/ follow up needed:

Fiscal Reporting Meets 30 Partially Meets 15
Does Not Meet 0

Data is entered into a central reporting and monitoring system upon request. Fiscal reporting is completed in compliance with the payment provisions outlined in Rider 1 of the grant agreement. PDOs invoice expenditures in compliance with Rider 1 at least quarterly. Final expenditures for a fiscal year are received 90 days after the end of the state fiscal year. Program Budget Report is updated and submitted on day 15 of the month to OCDEL PDO Liaison, as changes occur. All fiscal reporting and documents are accurate and filled in completely; Yearend invoices are sent within required timeline; PDOs project their spending and are able to see that plan through to end of year end.

Sources of evidence provided:

Scoring notes/ follow up needed:

Partner Monitoring

Eligibility Meets 30 Partially Meets 15
Does Not Meet 0

Funded pathways align with Pennsylvania's ECE Career Pathway. Funded credentials that lead to AA or BA are aligned to the National ECE Professional Standards and have been confirmed via NAEYC's Degree Finder. IHE's are regionally accredited and support articulation agreements with other regional or statewide partners. PDOs have a clear management/monitoring approach described on how the PDOs oversee IHE/Community Partnerships. Partners are use data and ECE workforce input to drive their funding requests and supports. Further eligibility for funding is determined by alignment to the current needs assessment and OCDEL Approved Work Plan.

Sources of evidence provided:

Scoring notes/ follow up needed:

Program to Program Articulation	Meets 15	Partially Meets 7.5
Does Not Meet 0		
<p><i>A goal of partnering with multiple IHEs is to increase articulation between credentials and degree programs (CDA, AA, BA). Program to program articulation agreements are established, agreed upon and advocated for by IHE partners, including Community Colleges and Bachelor granting partners. PDOs monitor this for effectiveness and compliance. PDOs can support the development of articulation agreements between CDA, AA and BA programs through successful methods and reduce barriers to stackable degrees. PDOs will report out on techniques used to advance articulation in narrative reports. CDA transformation agreements may be regionally based and PDOs should monitor for compliance and advocate for formalizing policy so agreements do not lapse.</i></p> <p>Sources of evidence provided:</p> <p>Scoring notes/ follow up needed:</p>		

Meeting Needs of ECE Professionals		
Reducing Inequities in the ECE Credentialing System	Meets 30	Partially Meets 15
Does Not Meet 0		
<p><i>Responds to common barriers through mixed delivery models or other modalities responsive to the local needs; PDOs support innovative practices that meet the diverse needs of the field and account for experiences; PDO may also fund supports for participants to address barriers to access, persistence, and completion.</i></p> <p>Sources of evidence provided:</p> <p>Scoring notes/ follow up needed:</p>		
Engaging ECE professionals in Understanding Barriers	Meets 30	Partially Meets 15
Does Not Meet 0		
<p><i>Reviews available and/ or collects data to understand the demographics of the population of the ECE workforce in the service region. PDOs must outreach to and engage underserved and hard to reach populations in the service region based on this information. PDOs must implement an approach to reduce barriers to credit-bearing PD opportunities. PDOs will identify diverse ECE workforce populations in the service region and include a description of strategies to support PD needs in supporting children with limited or no English proficiency and ECE professionals with LEP in developmentally and culturally appropriate ways.</i></p> <p>Sources of evidence provided:</p> <p>Scoring notes/ follow up needed:</p>		
Coursework Alignment	Meets 15	Partially Meets 7.5
Does Not Meet 0		
<p><i>Supports PD Partners in coursework alignment with competencies. Partnering with IHEs should positively impact the quality and alignment of offered coursework to assure relevance to the field. PDOs will encourage partnering IHEs to participate in coursework alignment activities as prescribed by the OCDEL through their formal partnership agreements.</i></p>		

Sources of evidence provided:

Scoring notes/ follow up needed:

Career Advising/ PD Coordinators

Meets 30 Partially Meets 15

Does Not Meet 0

Provides a point of contact who provides career coaching for ECE professionals as they navigate their career pathway.

Activities include:

- *Assuring accurate use of the PD Registry to support student entry and ongoing participation in the Career Pathway*
- *Assist students plan and attain degrees or progression of coursework*
- *Link students to financial resources to support degree attainment or coursework*
- *Align coursework to enable students to obtain relevant degrees*
- *Assure collection of student data*
- *Follow up with participants on a regular schedule*

Sources of evidence provided:

Scoring notes/ follow up needed:

Coordination

Meets 20 Partially Meets 10

**ELRCs
Does Not Meet 0**

Ongoing coordination with Early Learning Resource Centers (ELRCs) to Increase Quality Performance Targets PDOs must coordinate with and support the ELRCs in improving the quality of ECE programs. Coordination will include involvement of relevant ELRCs in the development of prioritization and recruitment plans. A data request form must be submitted to OCDEL prior to any sharing of data between a PDO and an ELRC.

Sources of evidence provided:

Scoring notes/ follow up needed:

Meets 15 Partially Meets 7.5

**Stakeholder engagement
Does Not Meet 0**

Builds and strengthens shared leadership throughout the Service Region, PDOs must engage a wide range of stakeholders, including those with limited English proficiency (LE”) and those with limited geographic access, in the planning and delivery of credit-bearing PD. The PDO will convene a minimum of two (2) stakeholder meetings for the purpose of planning and coordination annually. Required participants are representatives from OCDEL, partnering postsecondary agencies, the PDO Director/Manager, ELRC staff, ECE professionals, and other

stakeholders supporting the Project Plan. The PDO will make the meeting agenda and attendance available for OCDEL's review

Sources of evidence provided:

Scoring notes/ follow up needed:

Coordination Meets 15 Partially Meets 7.5

Does Not Meet 0

Works with partners to ensure access to credit-bearing, stackable, portable coursework, and credentials for the ECE workforce, and the development and delivery of community and institutional based coursework, including student cohort-based formats, resulting in the attainment of an ECE degree.

Partnering with Professional Learning Organizations (PLOs)

Partnering with Local and Regional Community Organizations.

Partnering with PA Key / Registry

Partnering with Certification Staff and Regional Offices

Sources of evidence provided:

Scoring notes/ follow up needed:

Funding Streams Meets 15 Partially Meets 7.5

Does Not Meet 0

Coordinates federal, state, and local funding beyond Child Care Development Fund (CCDF) dollars to support equitable access to education by the ECE workforce. Strategies and accomplishments toward this task will be reported in the narrative reports. PDOs will also coordinate with other tuition assistance programs and PD opportunities funded with CCDF dollars.

Sources of evidence provided:

Scoring notes/ follow up needed:

Pediatric First Aid and CPR

Meets 20 Partially Meets 10

Does Not Meet 0

Subcontracts work to PQAS Instructors using an approved curriculum; Maintains compliance with the Policy Announcement; Provides adequate support to programs and individuals seeking certification; Aligns to priorities as laid out; Coordinates efforts and communicates effectively with public and internal OCDEL staff related to FA/CPR; Accurately reports OCDEL of FA/CPR spenddown and participation rates.

Sources of evidence provided:

Scoring notes/ follow up needed:

Scoring Sheet

Program Review Instrument Category	Total Points Possible	Score
Project Plans	30	
Compliance with State, Federal Requirements	30	
Personnel	10	
Resource Requirements	10	
Communication	30	
Acknowledging OCDEL	10	
Communicating with the ECE Workforce	30	
<i>Targets</i>		
Increased Participation / Prioritization	30	
Retention Efforts	30	
Completion Efforts	30	
Participant Eligibility	30	
Use of PD Registry	10	
Information Handling	10	
<i>Reporting</i>		
Narrative Reporting	30	
Data Reporting	30	
Fiscal Reporting	30	
<i>Partner Monitoring</i>		
Eligibility	30	
Program to Program Articulation	15	
<i>Meeting the Needs of the ECE Professionals</i>		
Reducing Inequities in the ECE Credentialing System	30	
Engaging ECE Professionals in Understanding Barriers	30	
Coursework Alignment	15	
Career Advising / PD Coordinators	30	
<i>Coordination</i>		
ELRCs	20	
Stakeholder Engagement	15	
Coordination	15	
Funding Streams	15	
Pediatric First Aid / CPR	20	
Total (s)	615	

Exemplary = 90%-100% (553-615)

Compliant= 80%-89.9% (492--552)

Needs Improvement = 79.9% and below (491 or less)